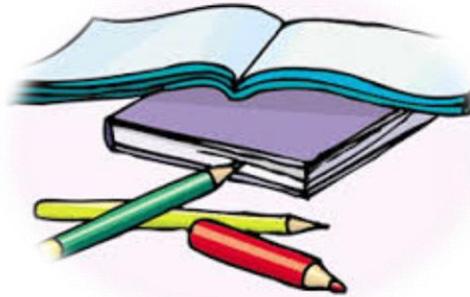




MEDFORD LAKES SCHOOL DISTRICT



English Language Arts Curriculum Guide

Grade 1

Written/Revised by: Jennifer Martinez

Aligned with the May 2016 New Jersey Student Learning Standards for English Language Arts

Approved by the Board of Education August 16, 2017

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Philosophy Statement

The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLS for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLS for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

The English Language Arts Instructional Block for grades K-5 is comprised of the following:

- *Writer's Workshop*
- *Reader's Workshop*

Components of “Writer’s Workshop”

The “Writer’s Workshop” model recognizes that to achieve maximum success, writing instruction must be differentiated. Units of study support certain types of writing skills. For example, the development of setting during a narrative unit or the development of a coherent argument during an opinion essay unit. Each writing unit moves through the writing process “cycle” of generating ideas, planning, drafting, revising, and editing. Teachers present skills related to each type of writing with each unit taking a prescribed number of days to complete. Sometimes parents wonder where and how grammar and punctuation lessons “fit” into “Writer’s Workshop”. These lessons occur during the editing phase of each unit.

Mini-Lesson (approximately 10 minutes)

During the mini-lesson segment, a teacher models a specific writing skill or strategy. For example during a unit on research, a teacher might show how a student can create a certain tone by the words the student selects. If students are arguing that sting rays should be a protected species, we may use words like “majestic” or “magnificent” in their essays. Though these words aren’t technically a part of the argument, they help to set a favorable tone for the sting ray.

Independent Writing and Conferring, Small Group Instruction, and/or Assessments (approximately 20-25 minutes)

Following the mini-lesson, students will research, note-take, and/or write independently for 20-25 minutes. They may also use this time for peer revision and/or peer editing. While students work, they may apply the strategy that was just presented by the teacher, or perhaps apply another previously taught strategy from their writing “toolkits.”

Conferring is the core of the “Writer’s Workshop”. Teachers will meet with each student approximately one time per week. During this time, teachers are able to determine the student’s understanding of strategies that have been recently taught and/or teach a new skill specific to that child’s needs. For one writer, that skill might involve learning to “stretch out” an important moment in a story; for another, it might involve showing how to move through time with more subtlety (rather than, “the next day...the day after that...”). Naturally, the lesson depends on the student’s skill level as a writer in that particular unit. It is important to note that a student may be particularly strong in one area (for example, fiction), while struggling in another.

A teacher may also be facilitating a small group lesson. If a number of students are struggling with a similar skill – for example, “use of quotations”, then the teacher can form a small group together and re-teach the lesson to support their understanding.

Students are assessed both formally and informally throughout the school year. Informal assessments include writing conferences, small group conversations, and teacher observations. Formal assessments include strategy-checks, writing notebook collections, quizzes, the collection of writing folders (which contain drafts, revisions, and edits), and final publications. Students are assessed on all elements of the writing process, not simply the final product.

Share (approximately 5-7 minutes)

Following the block of time allotted for independent writing, teachers will have a “share.” During this time, students can share their glows (successes) or struggles (grows) with a particular strategy. These shares are often instructional in nature. For example, a teacher may have taught a mini-lesson showing how to use a timeline as one tool to plan a narrative. During the “share,” a student may show the class how he or she used a storyboard or a mini-book to plan instead. Everyone benefits from this sharing of ideas. Teachers are encouraged to have a “Publication Party” at the end of each unit, giving students the chance to enjoy others' writing, as well as with their parents! This celebration provides an authentic audience for their writing efforts, and acts as powerful motivation for each writer to strive for his or her best.

Components of “Reader’s Workshop”

“Readers Workshop” is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It provides students with a supportive environment that involves them in authentic reading experiences that focus on the strengths and needs of individual students. “Readers Workshop” helps students develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and sharing. The basic philosophy behind the “Readers Workshop” is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a “Readers Workshop” is always to develop life-long passionate readers. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

Read Aloud (10 minutes)

The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

Mini-Lesson (10 minutes)

Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and always involve teaching a specific reading skill or strategy. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. During a mini-lesson, teachers model for the students a specific reading skill or strategy.

Independent Reading and Conferencing, Small Group Instruction via Guided Reading, Book Clubs, and/or Assessments (20-25 minutes)

As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what she or he will be reading. This provides an excellent opportunity for a brief conference with every child about her or his reading and the books she or he has chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary. Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. If a number of students are struggling with a similar skill—say, making predictions based on what we know about a character—then a teacher may form a small group and re-teach the lesson from a different angle. As well, a teacher may form small groups as an enrichment opportunity for strong readers, challenging them with higher-level skills. During a conference, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a book club. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet

over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent. Students are assessed both formally and informally throughout the school year. Informal assessments include reading conferences, small group conversations, and teacher observations (i.e.: Does the student consistently choose texts within his/her level of understanding?) Formal assessments include strategy-checks, Reading Journal collections, homework checks, book club conversation reports, quizzes, presentations, and reading tests.

Share (10-15 minutes)

The children are invited to respond to their reading in both oral and written ways. During this time, students can share their successes or struggles with a particular strategy. These shares are often instructional in nature as well. For example, a teacher may have taught a mini-lesson on organizational strategies for note taking from nonfiction text. During the “share,” students may show the class their own note-taking strategies. This helps to increase everyone’s skill repertoire. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

Core Instructional Materials

“Writer’s Workshop”

- *WriteSteps (2017)*

“Reader’s Workshop”

- *Journeys (2014)*
- *Houghton Mifflin Harcourt’s Leveled Readers (2015)*
- *Scholastic Fiction Focus Leveled Readers (2010)*

Grade 1 Writer’s Workshop Scope and Sequence

Pacing	Unit # and Title
6 lessons 2 weeks	Unit 1: Getting Ready for Writing with WriteSteps
14 lessons 6 weeks	Unit 2a: Narrative Writing
15 lessons 6 weeks	Unit 2b: Narrative Writing Beginning, Middle, & End
16 lessons 6 weeks	Unit 3: Informational/Explanatory Writing
12 lessons 5 weeks	Unit 4: Opinion Writing
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws
10 lessons 4 weeks	Unit 6: Research Writing

Unit #1 Getting Ready for Core Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
<p>Prior to Day 1 Day 1 Getting Read for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Spell phonetically 	*L.1.2e		<ul style="list-style-type: none"> • Student Video: Show this first: Welcome to WriteSteps (<i>video length: 5:57</i>) • Self-Reflection Checklist • Poster: We are Writers
<p>Day 2 Getting Ready for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Spell phonetically 		*L.1.2e	<ul style="list-style-type: none"> • Student Writing Sample: Developing Writer and Developing Writer 2
<p>Day 3 Getting Ready for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Spell phonetically 		*L.1.2e	<ul style="list-style-type: none"> • Student Writing Sample: Developing Writer 2
<p>Day 4 Getting Ready for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Spell phonetically 		*L.1.2e	<ul style="list-style-type: none"> • Student Writing Sample – Transitional Writer
<p>Day 5 Getting Ready for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts • Identify connections between words and their use • Spell phonetically 	*W.1.2 *L.1.5c	*L.1.2e	<ul style="list-style-type: none"> • Demo Video: 4 Square Topics • Writers Write About People and Events • Topics I Can Write About

<p>Day 6 Getting Ready for Writing with WriteSteps</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts • Spell phonetically • Identify connections between words and their use 		<p>*W.1.2 *L.1.2e *L.1.5c</p>	<ul style="list-style-type: none"> • Writers Write About Favorite Things and Places • Writing Topics Help Sheet
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Unit # 2a Narrative Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Narrative Writing <ul style="list-style-type: none"> • Write narratives • Print upper and lower case letters 	W.1.3 L.1.1a		<ul style="list-style-type: none"> • Student Video: Show This First: Narrative (<i>video length: 5:43</i>) • Demo Video: Picture Plan & Write with Conferences
Day 2 Narrative Writing <ul style="list-style-type: none"> • Write narratives • Print upper and lower case letters 		W.1.3 L.1.1a	<ul style="list-style-type: none"> • Demo Video: Narrative Writing: Picture, Plan & Write
Day 3 Narrative Writing <ul style="list-style-type: none"> • Capitalize dates and names • Write narratives • Print upper and lower case letters • Spell phonetically 	L.1.2a	W.1.3 L.1.1a L.1.2e	
Day 4 Narrative Writing <ul style="list-style-type: none"> • Write narratives • Print upper and lower case letters • Spell phonetically 		W.1.3 L.1.1a L.1.2e	
Day 5 Narrative Writing <ul style="list-style-type: none"> • Use conventional spelling for common words • Write narratives • Print upper and lower case letters • Spell phonetically 	L.1.2d	W.1.3 L.1.1a L.1.2e	<ul style="list-style-type: none"> • Student Writing Sample: <i>Shots at the Doctor's Office</i>

<p>Day 6</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Use conventional spelling for common words • Spell phonetically 		<p>W.1.3</p> <p>L.1.2d</p> <p>L.1.2e</p>	
<p>Day 7</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Use conventional spelling for common words • Capitalize dates and names • Spell phonetically 		<p>W.1.3</p> <p>L.1.2a</p> <p>L.1.2d</p> <p>L.1.2e</p>	
<p>Day 8</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Use end punctuation • Write narratives • Capitalize dates and names • Use conventional spelling for common words • Spell phonetically 	L.1.2b	<p>W.1.3</p> <p>L.1.2a</p> <p>L.1.2d</p> <p>L.1.2e</p>	<ul style="list-style-type: none"> • Student Writing Sample: <i>I am Playing</i>
<p>Day 9</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names • Use end punctuation 		<p>W.1.3</p> <p>L.1.2a</p> <p>L.1.2b</p>	<ul style="list-style-type: none"> • Student Writing Sample: Jaiden
<p>Day 10</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names • Use end punctuation 		<p>W.1.3</p> <p>L.1.2a</p> <p>L.1.2b</p>	

<p>Day 11 Narrative Writing</p> <ul style="list-style-type: none"> • Use end punctuation • Write narratives • Capitalize dates and names • Use end punctuation 		<p>W.1.3 L.1.2a L.1.2b</p>	<ul style="list-style-type: none"> • Student Writing Sample: Family Dog
<p>Day 12 Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Use conventional spelling for common words 		<p>W.1.3 L.1.2d</p>	
<p>Day 13 Narrative Writing</p> <ul style="list-style-type: none"> • Write narratives • Spell words phonetically 		<p>W.1.3 L.1.2e</p>	<ul style="list-style-type: none"> • First Grade Writing Checklist

Unit #2b Narrative Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Narrative Writing: BME <ul style="list-style-type: none"> • Write narratives 		W.1.3	<ul style="list-style-type: none"> • Student Video: Show This First: Narrative Writing (<i>video length: 5:21</i>) • Demo Video: BME Plan and Write with Conferences
Day 2 Narrative Writing: BME <ul style="list-style-type: none"> • Write narratives 		W.1.3	
Day 3 Narrative Writing: BME <ul style="list-style-type: none"> • Write narratives • Use end punctuation • Use conventional spelling for common words 		W.1.3 L.1.2b L.1.2d	<ul style="list-style-type: none"> • Student Writing Sample: <i>Visit to Santa</i>
Day 4 Narrative Writing: BME <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names • Use end punctuation • Use conventional spelling for common words • Spell phonetically 		W.1.3 L.1.2a L.1.2b L.1.2d L.1.2e	

<p>Day 5</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names • Use end punctuation • Use conventional spelling for common words • Spell phonetically 		<p>W.1.3 *L.1.2a *L.1.2b L.1.2d L.1.2e</p>	<ul style="list-style-type: none"> • Student Writing Sample: <i>Fluffy the Cat</i>
<p>Day 6</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns • Write narratives • Use conventional spelling for common words • Spell phonetically 	<p>**L.1.1b</p>	<p>W.1.3 L.1.2d L.1.2e</p>	
<p>Day 7</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Use common, proper, and possessive nouns • Common, proper, and possessive nouns • Use conventional spelling for common words • Spell phonetically 		<p>W.1.3 *L.1.2b L.1.2d L.1.2e</p>	<ul style="list-style-type: none"> • Student Writing Sample: <i>Fireman Gives CPR</i>
<p>Day 8</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Use temporal words • Common, proper, and possessive nouns 		<p>W.1.3 L.1.1b</p>	

<p>Day 9 Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Use temporal words • Common, proper, and possessive nouns 		<p>W.1.3 L.1.1b</p>	
<p>Day 10 Narrative Writing: BME</p> <ul style="list-style-type: none"> • Respond to questions and add details = Revise • Write narratives 	<p>**W.1.5</p>	<p>W.1.3</p>	<ul style="list-style-type: none"> • Demo Video: Revising
<p>Day 11 Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and add details = Revise • Common, proper, and possessive nouns 		<p>W.1.3 W.1.5 L.1.1b</p>	
<p>Day 12 Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and add details = Revise • Common, proper, and possessive nouns 		<p>W.1.3 **W.1.5 L.1.1b</p>	
<p>Day 13 Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and add details = Revise • Common, proper, and possessive nouns 		<p>W.1.3 W.1.5 L.1.1b</p>	<ul style="list-style-type: none"> • Student Writing Sample: <i>Little Dog Died</i> • Student Writing Sample: <i>11/16</i>

<p>Day 14</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Common, proper, and possessive nouns • Capitalize dates and names • Use end punctuation • Use conventional spelling for common words • Spell phonetically 		<p>W.1.3</p> <p>L.1.1b</p> <p>L.1.2a</p> <p>L.1.2b</p> <p>L.1.2d</p> <p>L.1.2e</p>	
<p>Day 15</p> <p>Narrative Writing: BME</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and add Details (Revise) 		<p>W.1.3</p> <p>W.1.5</p>	<ul style="list-style-type: none"> • Rubric Checklist

Unit #3 Informative/Explanatory Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Informative/Expository Writing <ul style="list-style-type: none"> • Write informative/explanatory texts 		W.1.2	<ul style="list-style-type: none"> • Student Video: Show This First – Informative Writing (<i>video length: 6:37</i>) • Student Writing Sample: <i>Hudson</i>
Day 2 Informative/Expository Writing <ul style="list-style-type: none"> • Write informative/explanatory texts 		W.1.2	<ul style="list-style-type: none"> • Purpose and Audience poster • Purposes of Writing: T-Chart
Day 3 Informative/Expository Writing <ul style="list-style-type: none"> • Common, proper, and possessive nouns • Capitalize dates and names 		L.1.1b L.1.2a	<ul style="list-style-type: none"> • Nouns Chart
Day 4 Informative/Expository Writing <ul style="list-style-type: none"> • Write informative/explanatory texts • Common, proper, and possessive nouns • Capitalize dates and names 		W.1.2 L.1.1b L.1.2a	<ul style="list-style-type: none"> • Facts and Opinions • Noun & Facts

<p>Day 5 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Write informative/explanatory texts • Common, proper, and possessive nouns • Capitalize dates and names 		<p>W.1.2 L.1.1b L.1.2a</p>	<ul style="list-style-type: none"> • Demo Video: Informative Writing • Planning Sheet
<p>Day 6 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Write informative/explanatory texts • Use common, proper, and possessive nouns • Capitalize dates and names 		<p>W.1.2 L.1.1b L.1.2a</p>	<ul style="list-style-type: none"> • What is Informative/ Explanatory Writing?
<p>Day 7 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future • Write informative/explanatory texts • Use personal, possessive, and indefinite pronouns • Capitalize dates and names 	<p>**L.1.1d L.1.1e</p>	<p>W.1.2 L.1.1d L.1.2a</p>	<ul style="list-style-type: none"> • Student Writing Sample: <i>Taylor</i>
<p>Day 8 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Write informative/explanatory texts • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future • Capitalize dates and names 		<p>W.1.2 L.1.1d L.1.1e L.1.2a</p>	

<p>Day 9 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Use commas in a series • Write informative/explanatory texts • Use verbs to convey past, present, and future • Capitalization, punctuation, and spelling • Capitalize dates and names 	<p>**L.1.2c</p>	<p>W.1.2 L.1.1e L.1.2a</p>	<ul style="list-style-type: none"> • Demo Video: Informative Writing • Visual Aid Page Set Up for Day 9 (optional)
<p>Day 10 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Write informative/explanatory texts • Use common, proper, and possessive nouns • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future 		<p>W.1.2 L.1.1d L.1.1e</p>	<ul style="list-style-type: none"> • Demo Video: Pronouns & Past Tense • Student Writing Sample: Samuel
<p>Day 11 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs • Write informative/explanatory texts • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future 	<p>**L.1.1c</p>	<p>W.1.2 L.1.1d L.1.1e</p>	<ul style="list-style-type: none"> • Demo Video: Pronouns, Past Tense, and Subject-Verb Agreement • Student Writing Sample: Sariah

<p>Day 12 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Use frequently occurring conjunctions • Write informative/explanatory • Common, proper, and possessive nouns • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future 	L.1.1g	W.1.2 L.1.1b L.1.1d L.1.1e	
<p>Day 13-14 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Write informative/explanatory • Common, proper, and possessive nouns • Use singular and plural nouns with matching verbs • Use personal, possessive, and indefinite pronouns • Use verbs to convey past, present, and future • Use frequently occurring conjunctions • Capitalize dates and names • Use comma in dates 		W.1.2 L.1.1b L.1.1c L.1.1d L.1.1e L.1.1g L.1.2a L.1.2c	<ul style="list-style-type: none"> • Student Writing Sample: <i>Little Dog Cried</i> • First Grade Checklist
<p>Day 15 Informative/Expository Writing</p> <ul style="list-style-type: none"> • Respond to questions and add details (Revise) 		W.1.5	Revising poster

Day 16 Informative/Expository Writing <ul style="list-style-type: none">• Respond to questions and add details		W.1.5	Rubric
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Unit #4 Opinion Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
<p>Prior to Day 1</p> <p>Day 1 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces 	W.1.1		<ul style="list-style-type: none"> • Student Video: Show This First – Opinion Writing <i>(video length: 5:40)</i> • Demo Video: Opinion Writing and Prepositions • ORRRC Planning Sheet or ORC Planning Sheet (optional)
<p>Day 2 Opinion Writing</p> <ul style="list-style-type: none"> • Use frequently occurring prepositions • Write Opinion pieces • Use end punctuation 	L.1.1i	W.1.1 L.1.2b	
<p>Day 3-4 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Use frequently occurring prepositions • Use end punctuation 		W.1.1 L.1.1i L.1.2b	<ul style="list-style-type: none"> • Demo Video: Opinion Writing • Topics for First Grade Opinion Writing

<p>Day 5 Opinion Writing</p> <ul style="list-style-type: none"> • Use frequently occurring adjectives • Write Opinion pieces • Use pronouns 	L.1.1f	W.1.1 L.1.1d	<ul style="list-style-type: none"> • Demo Video: Opinion Writing with Student Sample • Hudson’s Student Writing Sample 1-3 <i>or</i> Kenlee’s Student Writing Sample 4-17
<p>Day 6 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Use pronouns • Use frequently occurring adjectives • Use frequently occurring adjectives • Use frequently occurring conjunctions 		W.1.1 L.2.2d L.1.1f L.1.1g	<ul style="list-style-type: none"> • Demo Video: Opinion Writing • Hudson’s Student Writing Sample 1-3 from Day 5 <i>or</i> Kenlee’s Student Writing Sample 4-17 from Day 5
<p>Day 7 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion Pieces • Add details to strengthen writing • Use frequently occurring adjectives 		W.1.1 W.1.5 L.1.1f	<ul style="list-style-type: none"> • Advanced Preparation: Choose a student sample from your class for use in today’s lesson. • Review Focus Skills Chart (teacher created on Day 6)
<p>Day 8 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Respond to questions and suggestions from peers, and add details to strengthen writing • Use frequently occurring adjectives • Respond to questions and suggestions from peers, and add details to strengthen writing 		W.1.1 W.1.5 L.1.1f	<ul style="list-style-type: none"> • Advanced Preparation: Choose a student sample from your class for use in today’s lesson. • Review Focus Skills Cart (teacher created on Day 6)

<p>Day 9</p> <p>Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Use singular and plural nouns with matching verbs • Use verbs to convey past, present, and future • Use frequently occurring prepositions • Use end punctuation 		<p>W.1.1 L.1.1c L.1.1e L.1.1i L.1.2b</p>	<ul style="list-style-type: none"> • Class prepositions chart (teacher created on Day 2)
<p>Day 10</p> <p>Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Use singular and plural nouns with matching verbs • Use verbs to convey past, present, and future • Use frequently occurring prepositions • Use singular and plural nouns with matching verbs • Use end punctuation 		<p>W.1.1 L.1.1c L.1.1e L.1.1i L.1.2b</p>	<ul style="list-style-type: none"> • Modeled writing from Day 9 (optional)
<p>Day 11</p> <p>Opinion Writing</p> <ul style="list-style-type: none"> • Write opinion pieces • Use singular and plural nouns with matching verbs • Use pronouns • Use verbs to convey past, present, and future • Use frequently occurring adjectives • Use frequently occurring conjunctions • Use frequently occurring prepositions 		<p>W.1.1 L.1.1c L.1.1d L.1.1e L.1.1f L.1.1g L.1.1i L.1.2b</p>	<ul style="list-style-type: none"> • Demo Video: Opinion Writing • Opinion Writing: What is Opinion Writing? Poster (From Day 1) • Review Focus Skills Chart (teacher created on Day 6) • Class Prepositions Chart (teacher created from Day 2) • Opinion Writing: 6 Traits Rubric • First Grade Writing Checklist

<p>Day 12 Opinion Writing</p> <ul style="list-style-type: none"> • Write Opinion pieces • Respond to questions and suggestions from peers, and add details to strengthen writing • Use frequently occurring adjectives 		<p>W.1.1 W.1.5 L.1.1f</p>	<ul style="list-style-type: none"> • Revising Poster • Review Focus Skills Chart (teacher created on Day 6) • Class Prepositions Chart (teacher created from Day 2) • Rubric
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Unit #5 Narrative Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
<p>Day 1 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names 		<p>W.1.3 L.1.2a</p>	<ul style="list-style-type: none"> • Demo Video: 4Ws • 4Ws student planning strip • Advanced Preparation: <i>Today you will be modeling how to complete the 4Ws student planning strip in front of the students. You may want to prepare it ahead of time, so you can refer to it as you model.</i> • Advanced Preparation: <i>Cut the 4Ws student planning strips in half ahead of time for quick distribution to students.</i>
<p>Day 2 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives • Capitalize dates and names 		<p>W.1.3 L.1.2a</p>	<ul style="list-style-type: none"> • 4Ws student planning strip from Day 1 • Advanced Preparation: <i>Today you will be modeling how to complete the 4Ws student planning strip in front of the students. You may want to prepare it ahead of time, so you can refer to it as you model.</i>

<p>Day 3 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and suggestions from peers, and add details to strength writing 		<p>W.1.3 W.1.5</p>	<ul style="list-style-type: none"> • Revising Poster • Student selected piece to review • Advanced Preparation: Choose the student sample to be used today, and ask the student’s permission.
<p>Day 4 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives 		<p>W.1.3</p>	<ul style="list-style-type: none"> • Demo Video: Narrative Writing: With 4Ws • 4Ws Student Planning Strip paper for modeling • 4Ws Student Planning Strip for students • Advanced Preparation: <i>Today you will be modeling how to complete the 4Ws Student Planning Strip and create a fiction writing piece in front of the students. You may want to prepare this ahead of time, so you can refer to it as you model.</i> • Advanced Preparation: <i>Cut the 4Ws student planning strips in half ahead of time for quick distribution to students.</i>

<p>Day 5 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives • Respond to questions and suggestions from peers, and add details to strength writing • Capitalize dates and names • Use end punctuation 		<p>W.1.3 W.1.5 L.1.2a L.1.2b</p>	<ul style="list-style-type: none"> • Student Writing Sample 3-4 by Aiden: <i>Yummy People</i> • Advanced Preparation: <i>Cut the 4Ws student planning strips in half ahead of time for quick distribution to students</i>
<p>Day 6 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Produce and expand simple and compound sentences • Write narratives 	<p>L.1.1j</p>	<p>W.1.3</p>	<ul style="list-style-type: none"> • 4Ws student planning strip for modeling • 4Ws student planning strips for students • Advanced Preparation: <i>Today you will be modeling how to complete the 4Ws student planning strip and create a fiction writing piece in front of the students. You may want to prepare this ahead of time, so you can refer to it as you model.</i> • Advanced Preparation: <i>Cut the 4Ws student planning strips in half ahead of time for quick distribution to students.</i>

<p>Day 7 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Capitalize dates and names • Use end punctuation • Use conventional spelling 		<p>L.1.2a L.1.2b L.1.2d</p>	<ul style="list-style-type: none"> • Demo Video: Editing • Revising/Editing Posters • Student selected piece to review and edit • Advanced Preparation: <i>Choose the student sample to be used today, and ask the student's permission.</i>
<p>Day 8 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Capitalize dates and names • Use end punctuation • Use conventional spelling 		<p>L.1.2a L.1.2b L.1.2d</p>	<ul style="list-style-type: none"> • Student selected piece to review and edit • Advanced Preparation: <i>Choose the student sample to be used today, and ask the student's permission.</i> • Editing Poster • My First Grade Editing Checklist • Advanced Preparation: <i>Cut the My First Grade Editing Checklist in half ahead of time for quick distribution to students.</i>

<p>Day 9 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Capitalize dates and names • Use end punctuation • Use conventional spelling 		<p>L.1.2a L.1.2b L.1.2d</p>	<ul style="list-style-type: none"> • Student Writing Sample 4-2 by Taylor, <i>Carnival</i> • My First Grade Editing Checklist from Day 8 • Advanced Preparation: <i>Cut the My First Grade Editing Checklist in half ahead of time for quick distribution to students.</i>
<p>Day 10 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Write narratives 		<p>W.1.3</p>	<ul style="list-style-type: none"> • Advanced Preparation: <i>Cut the 4Ws student planning strips in half ahead of time for quick distribution to students.</i>
<p>Day 11 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • Respond to questions and suggestions from peers, and add details to strength writing 			<ul style="list-style-type: none"> • Revising poster • First Grade Checklist – Unit5 • Chart of Review Focus Skills (teacher-made on Day 10)
<p>Day 12 Narrative Writing: With 4Ws</p> <ul style="list-style-type: none"> • capitalize dates and names • use end punctuation • -use conventional spelling 		<p>L.1.2a L.1.2b L.1.2d</p>	<ul style="list-style-type: none"> • Editing poster • Rubric • Chart of review Focus Skills (teacher made on Day 10)

Unit #6 Research Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
<p>Day 1</p> <p>Research Writing</p> <ul style="list-style-type: none"> • Recall information or gather information • Use proper nouns 	W.1.8	L.1.1b	<ul style="list-style-type: none"> • Student Video: Show This First – Research Writing <i>(video length: 9:01)</i> • Demo Video: Research Writing • Advanced Preparation: <i>Gather “How To” books (see list at the end the Day 1 lesson). Read them to your students over the next week or so. Today’s modeling lesson has a lot of steps; you might prefer to write it out on your chart paper or board ahead of time.</i> • <i>The Day 2 lesson plans asks that you show the students an ice cream scooper.</i> • “How To” Planning Sheet

<p>Day 2</p> <p>Research Writing</p> <ul style="list-style-type: none"> • Use determiners • Distinguish shades of meaning among verbs and adjectives • Recall information or gather information • Use common and proper nouns • Capitalize dates and names of people • Use commas in dates 	<p>L.1.1h L.1.5d</p>	<p>W.1.8 L.1.1b L.2.1a L.2.1c</p>	<ul style="list-style-type: none"> • Demo Video: Research Writing • Advanced Preparation: <i>Today’s modeling lesson has a lot of steps; you might prefer to write it out on your chart paper or board ahead of time.</i> • <i>The Anticipatory Set on Day 3 asks you to show the makings of a sandwich.</i>
<p>Day 3</p> <p>Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information • Use proper nouns • Use adjectives • Use determiners • Produce and expand declarative, interrogative, imperative, and exclamatory sentences • Use commas in a series 	<p>W.1.7</p>	<p>W.1.8 L.1.1b L.1.1f L.1.1h L.1.1j L.1.2c</p>	<ul style="list-style-type: none"> • Demo Video: Research Writing • Advanced Preparation: <i>Today’s modeling lesson has a lot of steps; you might prefer to write it out on your chart paper or board ahead of time.</i> • <i>Bring items to make a sandwich during the Anticipatory Set portion of this lesson.</i>
<p>Day 4</p> <p>Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information • Use verbs to convey past, present, and future • Use commas in dates 		<p>W.1.7 W.1.8 L.1.1e L.1.2c</p>	<ul style="list-style-type: none"> • Demo Video: Research Writing • Advanced Preparation: <i>Tomorrow you will need a variety of teacher selected “How To” books for the students to look at. (See suggesting list in the Day 1 lesson.)</i>

<p>Day 5 Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information • Use verbs to convey past, present, and future • Use frequently occurring adjectives • Distinguish shades of meaning among verbs and adjectives 		<p>W.1.7 W.1.8 L.1.1e L.1.1f L.1.5d</p>	<ul style="list-style-type: none"> • Student Writing Sample by Philip • Demo Video: Research Writing
<p>Day 6 Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information 		<p>W.1.7 W.1.8</p>	<ul style="list-style-type: none"> • Advanced Preparation: <i>Prepare a Review Focus Skills Chart for today's lesson. Use the skills taught in this unit. (See Input for a suggested list.)</i>
<p>Day 7 Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information • Use verbs to convey past, present, and future • Use adjectives • Produce and expand declarative, interrogative, imperative, and exclamatory sentences • Use commas in dates • Distinguish between shades of meaning among verbs and adjectives 		<p>W.1.7 W.1.8 L.1.1e L.1.1f L.1.1j L.1.2c L.1.5d</p>	<ul style="list-style-type: none"> • Review Focus Skills Chart from Day 6 (teacher created)

<p>Day 8 Research Writing</p> <ul style="list-style-type: none"> • Participate in research and writing projects • Recall information or gather information • Use verbs to convey past, present, and future • Use adjectives • Produce and expand declarative, interrogative, imperative, and exclamatory sentences • Use commas in dates • Distinguish between shades of meaning among verbs and adjectives 		<p>W.1.7 W.1.8 L.1.1e L.1.1f L.1.1j L.1.2c L.1.5d</p>	<ul style="list-style-type: none"> • First Grade Writing Checklist Unit 6 • Review Focus Skills Chart from Day 6 (teacher created) • Advanced Preparation: <i>Cut the My First Grade Editing Checklist in half ahead of time for quick distribution to students.</i>
<p>Day 9 Research Writing</p> <ul style="list-style-type: none"> • Respond to questions and suggestions from peers, and add details to strengthen writing 		<p>W.1.5</p>	<ul style="list-style-type: none"> • Revising Poster • Review Focus Skills Chart (teacher created on Day 6) • Student Writing Sample by Alex
<p>Day 10 Research Writing</p> <ul style="list-style-type: none"> • Use a variety of digital tools to produce and publish writing • Respond to questions and suggestions from peers, and add details to strengthen writing • Use end punctuation • Use conventional spelling 	<p>W.1.6</p>	<p>W.1.5 L.1.2b L.1.2d</p>	<ul style="list-style-type: none"> • Editing Poster • Student Writing Same by Alex (used on Day 9) • Rubric • First Grade Editing Checklist Unit 6 • Advanced Preparations: <i>Cut the My First Grade Editing Checklist in half ahead of time for quick distribution to students.</i>

Modifications

Special Education:

- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information.

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)
- Invite students to explore different points of view on

1st Grade		
Pacing	Unit	WriteSteps Writing and Student Learning Standards for English Language Arts
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	<p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.L.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>1.L.5.c. - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
14 lessons 7 weeks	Unit 2a: Narrative Writing	<p>1.W.1. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.W.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and as needed.</p> <p>1.L.1.a. - Print all upper- and lowercase letters.</p> <p>1.L.2.a. - Capitalize dates and names of people.</p> <p>1.L.2.b. - Use end punctuation for sentences.</p> <p>1.L.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
14 lessons 5 weeks	Unit 2b: Narrative Writing Beginning, Middle, and End	<p>1.W.1. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

		<p>1.W.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and as needed.</p> <p>1.L.1.b. - Use common, proper, and possessive nouns.</p> <p>1.L.2.a. - Capitalize dates and names of people.</p> <p>1.L.2.b. - Use end punctuation for sentences.</p> <p>1.L.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
16 lessons 6 weeks	Unit 3: Informative/ Explanatory	<p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.L.1.b. - Use common, proper, and possessive nouns.</p>

	Writing	<p>1.L.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>1.L.1.e. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>1.L.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>1.L.2.a. - Capitalize dates and names of people.</p> <p>1.L.2.c. - Use commas in dates and to separate single words in a series.</p> <p>1.L.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>
12 lessons 5 weeks	Unit 4: Opinion Writing	<p>1.W.1. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.L.1.d. - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>1.L.1.e. - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>1.L.1.f. - Use frequently occurring adjectives.</p> <p>1.L.1.g. - Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>1.L.1.i. - Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>1.L.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>
12 lessons 5 weeks	Unit 5: Narrative Writing 4Ws	<p>1.W.1. - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.3. - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>1.W.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and as needed.</p> <p>1.L.2.a. - Capitalize dates and names of people.</p> <p>1.L.2.b. - Use end punctuation for sentences.</p>

		<p>1.L.2.d. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2.e. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p>10 lessons 4 weeks</p>	<p>Unit 6: Research Writing</p>	<p>1.W.2. - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.7. - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>1.W.8. - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

	<p>1.L.1.b. - Use common, proper, and possessive nouns.</p> <p>1.L.1.f. - Use frequently occurring adjectives.</p> <p>1.L.1.h. - Use determiners (e.g., articles, demonstratives).</p> <p>1.L.1.j. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2.c. - Use commas in dates and to separate single words in a series.</p> <p>1.L.5.d. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
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A “Balanced Writing Program” is made up of three components:

1. modeled writing
2. shared writing
3. independent writing

“Modeled Writing” is writing **TO** students

“Shared Writing” is writing **WITH** students

“Independent Writing” is writing **BY** students

What is Modeled Writing?

“Modeled Writing” is a teaching strategy that is designed to teach specific skills to the whole group through the process of the teacher modeling their writing in front of the students.

What Does “Modeled Writing” Look Like?

- Teacher demonstrates writing
- Teacher thinks aloud while writing
- Writing is done in front of the students
- Students observe and listen as the teacher writes
- Teaching points are demonstrated in the context of writing

Why Do “Modeled Writing”?

Just as reading aloud to students provides a good “reading model,” the “writing model” is just as critical when teaching writing.

When modeling writing to students they will learn the following:

- How to set purposes for writing (Why am I writing this and what is it about?)
- Defining the audience (Who do I want to read this?)
- Organizing information
- Using phonics and spelling patterns
- Revising
- Editing

What Is Shared Writing?

“Shared Writing” is another name for Interactive Writing. It is a way of introducing students to writing *through* writing.

What Does “Shared Writing” Look Like?

- Teacher and students write together
- Both teacher and students have input into the content of the writing
- Teacher uses the pen or students share the pen with teacher support
- Skill and strategy lessons are included
- Usually done with the whole class

Why Do “Shared Writing”?

Shared Writing exposes students to different forms of writing. Shared Writing can serve as a tool for helping students accomplish an activity they can't yet do on their own - it bridges the way to independent writing.

Students will learn the following from “Shared Writing”:

- Writing is a form of communication
- Writing informs others
- Design and format of writing can differ based on the purpose of writing
- That sequence is important
- Writing can be changed and revised
- Writing conventions, such as punctuation, capitalization, and grammar
- How to “stretch out” words to listen for different letters, letter combinations and sounds – phonological awareness
- Concepts of print
- The value of strategies such as rereading to check, confirm, or add to the writing

What Is Independent Writing?

“Independent Writing” is the chance for students to practice what they have learned in “Modeled” and “Shared Writing”.

What Does “Independent Writing” Look Like?

- Students write independently
- Usually this is a time when students write in their writer’s notebook
- While students are independently writing, the teacher uses this time to conference with students
- Students may be doing different things during Independent Writing time – planning, writing, editing, revising, or publishing
- Teacher support is given during writing conferences
- The teacher can use their students’ independent writing pieces to assess progress, and see areas of strength and weakness.
- The teacher can use their students’ independent writing pieces as instructional aids for the whole group

Why Do “Independent Writing”?

“Independent Writing” is the backbone of any writing program. Without it, students would never have a chance to practice the skills needed to become better writers. Without the opportunity to write students wouldn’t have the chance to express themselves and communicate their ideas with the world around them.

Students will learn the following from “Independent Writing”:

- We learn to write by writing
- The more students write the better they become
- Students learn that writing is a form of communication
- Writing can serve as an “outlet” for students’ imagination and provide an avenue for creativity
- With independent writing experiences, students will be able to organize what they want to say, discover the vocabulary with which to say it, use structure in writing it, and strengthen their ability to create

pieces of writing that have meaning and voice

- Students learn that writing serves different purposes
- Students become better spellers through writing
- When students reread their writing, whether it's the first time or fifth time, they are increasing their reading skills

Conferencing Tips

- Record the date of each conference so you don't forget to confer with any students.
- Meet with students according to their individual needs.
- Conferences can take place during any stage of the writing process. They do not need to be only after the first draft has been finished, but can occur during planning, drafting, revising, or editing.
- Fit conference time into the independent practice portion of the Writer's Workshop.
- For longer pieces of writing, you may choose to read the writing before class to know what your teaching points will be.
- Redefine your idea of a conference.
 - *It can be 45 seconds long or 5 minutes long.*
 - *It can be held in various locations.*
 - *You can walk over to a student's desk for an individual conference, meet with a small group of students, or meet with one student at a designated table and have another student "on deck."*
- Always be prepared to spread yourself thin; that's the nature of writing conferences.
- Use a common language/repeated terms and phrases:
 - *What would you like to talk about today?*
 - *Is there something you are proud of?*
 - *Is there something you want help with?*
 - *Let me show you how a writer... (spells... a particular word, uses commas, capitalizes proper nouns, etc.)*
 - *One thing writers do, is.... (add dialogue, include figurative language, make sure they use a variety of sentence structures, etc.)*
 - *This is a glow (something done well).*
 - *Here is a grow (something to work on).*

Conferencing Materials

Teachers should create a teacher binder or notebook of conferencing materials – the following should be included:

- A class list - to keep track of which students you have conferenced with
- Conferencing Recording Sheets- several copies for each student
- The Grammar Guide- use this to show students examples of various grammar skills during a conference as needed
- Rubrics- reviewing the bullet points can help you choose teaching points

In your conferencing area, cart or bin you should have:

- A “Focus Skills Chart” - hang a piece of chart paper at the beginning of each unit and list the focus skills as they are taught (noted in the lessons); use these to help select teaching points
- Small dry erase board and dry erase markers or demonstration purposes
- Sharpened pencils
- Highlighters
- Sticky notes
- A timer to help keep you from spending too much time with one student or group
- Extra sound cards or privacy folders
- Extra red and blue pens
- Extra paper

Hindering vs. Helping

Question: What is equally important to teaching students how to write?

Answer: Creating a supportive environment in which learners feel confident to develop their writing.

There is no great mystery to promoting writing within your classroom. Just like anything, you learn by doing. Your students learn to write by writing. The more students write, the better they will become. In addition to the frequency of writing, there are several ways you can help expand an average writer to an excellent writer.

Helping

- ✓ Supportive classroom environment
- ✓ Writing is valued and celebrated
- ✓ A regular block of time is assigned for writing
- ✓ Writers know why they are writing and for whom they are writing
- ✓ Having opportunities for free choice writing
- ✓ Writers deciding the length of their writing
- ✓ Knowing what good writing looks like
- ✓ Knowing what good writing sounds like
- ✓ Receiving feedback
- ✓ Having writing tools
- ✓ Presenting writing as a social, not solitary, activity

Hindering

- Alphabetical dictionaries (helpful when editing, hindering during daily writing)
- Solely using writing prompts
- Trying to spell accurately at all times
- Sporadic amounts of writing time
- Insufficient length of writing time

Pre and Post Assessments

Timing of the Pre /Post Assessments

- The pre-assessment for grades 1 -5 should be administered at the end of Unit 1.
- The same prompt will be assigned for both the pre -test and post -test.
- You may suggest that the students write about it differently on the post -test, but that is not necessary.

Directions for Administering the Pre/ Post Assessments

- Read the prompt to your students, but do not prepare them for the topic with any group lessons, such as: reading trade books; having class discussions; or creating a web, map, or any kind of graphic organizer on the topic being assigned.
- Suggest to students that they plan before writing. Do not, however, suggest a type of plan or create a plan as a class.
- This is an un-timed test, designed to be completed in one sitting. If your students need a short break to use the bathroom or stretch, that is fine. However, please limit the writing to basically one class period.
- The students will be provided a space for planning, plus a piece of paper lined on both sides.
- Tell the students that they may use additional sheets of the lined paper, if needed.
- Staple the pages for each student together - the name will only appear on the first page.

Page 1 of all grade levels (except K) will include:

- prompt
- explanation of scoring:
 - *tell about your ideas.*
 - *organize your work with a beginning, middle, and end.*
 - *use details.*
 - *use correct grammar, spelling, punctuation, and capitalization.*
- A blank space at the bottom of the page with this heading:
 - *Use this page to plan before you begin writing.*

Page 2 of all grade levels (except K) is a piece of paper lined on both sides.

Scoring the Pre/Post Assessments

Use the rubrics from Unit 5 to score both the pre and post assessments. Use the Unit 3a rubric to score the Kindergarten assessments. Be sure to score the assessments precisely based on what the students demonstrate in their writing. Remember that the pretest is a baseline that can be used for comparison and to show growth throughout the year.

First Grade Pre & Post Writing Prompt:

“Write a narrative about something that happened at lunchtime.”

Journeys Reading Grade 1 Unit #1

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Essential Question		<i>What is important about be3ing a friend?</i>	<i>What happens during a storm?</i>	<i>Why is going to school important?</i>	<i>Who can you meet in a neighborhood?</i>	<i>What happens on the train?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "The Lion and the Mouse" pp. T14-T15	Teacher Read Aloud "Susie and the Bandits" pp. T110-T111	Teacher Read Aloud "Stone Stew" pp. T206-T207	Teacher Read Aloud "Painting Word Pictures" pp. T302-T303	Teacher Read Aloud "Training round the Town" pp. T398-T399
	<i>Vocabulary</i>	Oral Vocabulary Classify and Categorize Words	Oral Vocabulary Context Clues	Oral Vocabulary Multiple-Meaning Words	Oral Vocabulary Alphabetical Order	Oral Vocabulary Synonyms
	<i>Text-Based Comprehension</i>	Target Skill Main Idea Target Strategy Summarize Anchor Text <i>What is a Pal?</i> Connect to the Topic <i>Friends Forever</i>	Target Skill Understanding Characters Target Strategy Infer/Predict Anchor Text <i>The Storm</i> Connect to the Topic <i>Storms!</i>	Target Skill Sequence of Events Target Strategy Monitor/Clarify Anchor Text <i>Curious George at School</i> Connect to the Topic <i>School Long Ago</i>	Target Skill Text and Graphic Features Target Strategy Question Anchor Text <i>Lucia's Neighborhood</i> Connect to the Topic <i>City Mouse and Country Mouse</i>	Target Skill Story Structure Target Strategy Analyze/Evaluate Anchor Text <i>Gus Takes the Train</i> Connect to the Topic <i>City Zoo</i>
	<i>Foundational Skills</i>	Fluency Accuracy: Word Recognition Phonics Short a: Consonants n, d, p, f	Fluency Accuracy: Words Connected in Text Phonics Short i; Consonants r, h, /z/s, b, g; Phonogram -it	Fluency Phrasing: Punctuation Phonics Short o; Consonants l, x; Inflection -s	Fluency Intonation Phonics Short e; Consonants y, w, k, v, j; Phonogram -et	Fluency Accuracy: Self-Correct Phonics
	<i>Spelling</i>	Spelling Short a Words	Spelling Short i Words	Spelling Short o Words	Spelling Shore e Words	Spelling Short u Words
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Favorite Things</i>	Differentiate <i>Granpa</i>	Differentiate <i>Curious About School</i>	Differentiate <i>Firehouse</i>	Differentiate <i>Trains</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>Helping</i> ▲ <i>Sharing</i> ■ <i>Friends</i> ◆ <i>Friends Who Share</i> 	<ul style="list-style-type: none"> ● <i>Granny</i> ▲ <i>Grandpa and Me</i> ■ <i>A Mexican Festival</i> ◆ <i>When Grandpa Was a Boy</i> 	<ul style="list-style-type: none"> ● <i>Curious George Finds Out About School</i> ▲ <i>Curious George's Day at School</i> ■ <i>Curious George at the Library</i> ◆ <i>Curious George Visits School</i> 	<ul style="list-style-type: none"> ● <i>At the Park</i> ▲ <i>Our Town</i> ■ <i>Neighbors</i> ◆ <i>The Places in Our Town</i> 	<ul style="list-style-type: none"> ● <i>Sledding</i> ▲ <i>Ben the Cat</i> ■ <i>A Job for Jojo</i> ◆ <i>A Cat Named Ben</i>
	<i>Differentiate Instruction</i>	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade 1 Unit #2

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Essential Question		<i>What lessons can you learn from story characters?</i>	<i>How do animals communicate?</i>	<i>How is music part of your everyday life?</i>	<i>What makes a story of poem funny</i>	<i>How can show a friend that you care about him or her?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "Night of the Wolf" pp. T14-15	Teacher Read Aloud "Prairie Dogs" pp. T112-T113	Teacher Read Aloud "The Neighbors" pp. T210-T211	Teacher Read Aloud "The Little Red Hen" pp. T308-T309	Teacher Read Aloud "Chipper Chips In" pp. T406-T407
	<i>Vocabulary</i>	Oral Vocabulary Shades of Meaning	Oral Vocabulary Using a Glossary	Oral Vocabulary Define Words	Oral Vocabulary Antonyms	Oral Vocabulary Synonyms
	<i>Text-Based Comprehension</i>	Target Skill Understanding Characters Target Strategy Summarize Anchor Text <i>Jack and the Wolf</i> Connect to the Topic <i>The Three Little Pigs</i>	Target Skill Main Idea and Details Target Strategy Infer/Predict Anchor Text <i>How Animals Communicate</i> Connect to the Topic <i>Insect Messages</i>	Target Skill Sequence of Events Target Strategy analyze/Evaluate Anchor Text <i>A Musical Day</i> Connect to the Topic <i>Drums</i>	Target Skill Text and Graphic Features Target Strategy Question Anchor Text <i>Dr. Seuss Poems from Dr. Seuss</i> Connect to the Topic <i>Two Poems from Dr. Seuss</i>	Target Skill Story Structure Target Strategy Visualize Anchor Text <i>A Cupcake Party</i> Connect to the Topic <i>Happy Times</i>
	<i>Foundational Skills</i>	Fluency Expression Phonics Short a, Double Final Consonants ck, Phonogram -ack	Fluency Rate Phonics Short i, Blends with r, Phonogram -ip	Fluency Phrasing: Natural Pauses Phonics Short o, Blends with l, Phonogram -ock	Fluency Accuracy: Word Recognition Phonics Short e, Blends with s	Fluency Stress Phonics Short u, Final Blends, Phonogram -ump
	<i>Spelling</i>	Spelling Short a Words	Spelling Short i Words	Spelling Short o Words	Spelling Short e Words	Spelling Short u Words
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Reading</i>	Differentiate <i>Animal Talk</i>	Differentiate <i>Music</i>	Differentiate <i>Reading Together</i>	Differentiate <i>Happy Birthday!</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>The Pigs</i> ▲ <i>Turtle and Hare</i> ■ <i>Fox and Crow</i> ◆ <i>Go Turtle! Go Hare!</i> 	<ul style="list-style-type: none"> ● <i>Dogs</i> ▲ <i>Animals at Night</i> ■ <i>Dog Talk</i> ◆ <i>Busy Animals at Night</i> 	<ul style="list-style-type: none"> ● <i>Dress Up</i> ▲ <i>Nana's House</i> ■ <i>The Beach</i> ◆ <i>Our Day at Nana's House</i> 	<ul style="list-style-type: none"> ● <i>Drawing</i> ▲ <i>Jim Henson, the Puppet Man</i> ■ <i>Margret and Hans Rey</i> ◆ <i>The Man Who Made Puppets</i> 	<ul style="list-style-type: none"> ● <i>Trip to the Rock</i> ▲ <i>Toad's Birthday</i> ■ <i>Chipmunk's New Home</i> ◆ <i>Happy Birthday, Toad</i>
	<i>Differentiate Instruction</i>	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade 1 Unit #3

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Essential Question		<i>How does having a goal help people succeed?</i>	<i>How would your life be different without magnets?</i>	<i>What are some benefits of being physically active?</i>	<i>What can you learn from champions?</i>	<i>How can children and adults learn from each other?</i>
Whole Group Instruction	Oral Language	Teacher Read Aloud "The Piano Lessons" pp. T14-T15	Teacher Read Aloud "Turtle Frog, and Rat" pp. T112-T113	Teacher Read Aloud "The Prickly Pride of Texas" pp. T212-T213	Teacher Read Aloud "The Tortoise and the Hare" pp. T316-T317	Teacher Read Aloud "The Dancing Wolves" pp. T418-T419
	Vocabulary	Oral Vocabulary Classify and Categorize Words	Oral Vocabulary Homophones	Oral Vocabulary Word Endings –ed, -ing, or -s	Oral Vocabulary Shades of Meaning	Oral Vocabulary Suffixes –er, -est
	Text-Based Comprehension	Target Skill Author's Purpose Target Strategy Analyze/Evaluate Anchor Text "At Home in the Ocean" Connect to the Topic Water	Target Skill Sequence of Events Target Strategy Question Anchor Text How Leopard Got His Spots Connect to the Topic The Rain Forest	Target Skill Cause and Effect Target Strategy Visualize Anchor Text Seasons Connect to the Topic Four Seasons for Animals	Target Skill Conclusions Target Strategy Infer/Predict Anchor Text The Big Race Connect to the Topic Rules and Laws	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Anchor Text Animal Groups Connect to the Topic Animal Picnic
	Foundational Skills	Fluency Phrasing: Punctuation Phonics Digraph th; Base Words and –s, -es, -ed, -ing Endings	Fluency Rate Phonics Digraphs ch, tch; Possessives with 's; Phonogram -atch	Fluency Accuracy: Word Recognition Phonics Digraphs sh, wh, ph; Contractions with 's, n't	Fluency Expression Phonics Long a (CVCe); Phonogram –ake, Soft c, g, dge; Phonogram -ace	Fluency Intonation Phonics Long I (CVCe); Digraphs kn, wr, gn, mb; Phonograms –ine, -ite
	Spelling	Spelling Words with th	Spelling Words with ch, tch	Spelling Words with sh, wh, ph	Spelling Words with Long a	Spelling Words with Long i
Small Group Instruction	Vocabulary Reader	Differentiate Shark	Differentiate Spots	Differentiate Ducks	Differentiate Desert Animals	Differentiate Animals
	Leveled Readers	<ul style="list-style-type: none"> ● In the Sea ▲ Coral Reefs ■ The Amazing Octopus ◆ Life in the Coral Reefs 	<ul style="list-style-type: none"> ● Giraffe's Neck ▲ Bear's Trail ■ Peacock's Tail ◆ Bear's Long, Brown Tail 	<ul style="list-style-type: none"> ● Winter ▲ Fall Changes ■ Seasons Around the World ◆ In the Fall 	<ul style="list-style-type: none"> ● Izzy's Move ▲ The Treasure Map ■ Cam the Camel ◆ The Map and the Treasure 	<ul style="list-style-type: none"> ● Making a Home ▲ All About Bats ■ Bald Eagles ◆ Many Kinds of Bats
	Differentiate Instruction	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade 1 Unit #4

		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Essential Question		<i>What do astronauts do?</i>	<i>What are some different ways to travel?</i>	<i>What do farmers need to grow food?</i>	<i>Why is it important to learn about people from the past?</i>	<i>How can you help a friend who feels sad?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "One Giant Leap" pp. T14-T15	Teacher Read Aloud "The Rainy Trip" pp. T116-T117	Teacher Read Aloud "The Three Wishes" pp. T218-T219	Teacher Read Aloud "Christina's Work" pp. T320-T321	Teacher Read Aloud "Chicken Little" pp. T418-T419
	<i>Vocabulary</i>	Oral Vocabulary Suffixes -y, -ful	Oral Vocabulary Define Words	Oral Vocabulary Multiple-Meaning Words	Oral Vocabulary Synonyms	Oral Vocabulary Compound Words
	<i>Text-Based Comprehension</i>	Target Skill Main Idea and Details Target Strategy Question Anchor Text <i>Let's Go to the Moon!</i> Connect to the Topic <i>Mae Jemison</i>	Target Skill Compare and Contrast Target Strategy Visualize Anchor Text <i>The Big Trip</i> Connect to the Topic <i>Lewis and Clark's Big Trip</i>	Target Skill Author's Purpose Target Strategy Summarize Anchor Text <i>Where Does Food Come From?</i> Connect to the Topic <i>Jack and the Beanstalk</i>	Target Skill Sequence of Events Target Strategy Monitor/Clarify Anchor Text <i>Tomas Rivera</i> Connect to the Topic <i>Life Then and Now</i>	Target Skill Cause and Effect Target Strategy Infer/Predict Anchor Text <i>Little Rabbit's Tale</i> Connect to the Topic <i>Silly Poems</i>
	<i>Foundational Skills</i>	Fluency Stress Phonics Lon o (CV, CVCe); Long u (CVCe)	Fluency Phrasing: Punctuation Phonics Lone e (ea, e, e_e ee); Words Ending with ng, nk; Phonogram -ink	Fluency Expression Phonics Word with ei, ay; Contractions 'll, 'd; Phonograms 'ay, -ain	Fluency Intonation Phonics Words with ao, ow; Contractions with 've, 're; Phonograms -ow, oat	Fluency Rate Phonics Short Vowel /e/ ea
	<i>Spelling</i>	Spelling Words with Long o	Spelling Words with Long e	Spelling Words with ai, ay	Spelling Words with oa, ow	Spelling Compound Words
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>In the Sky</i>	Differentiate <i>Going to School</i>	Differentiate <i>My Favorite</i>	Differentiate <i>People in the Town</i>	Differentiate <i>The Weather</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>The Sun</i> ▲ <i>Seasons</i> <li style="padding-left: 20px;"><i>Living and Working in Space</i> ◆ <i>The Seasons of the Year</i> 	<ul style="list-style-type: none"> ● <i>Bear Swims</i> ▲ <i>Flying</i> ■ <i>The Mountain</i> ◆ <i>Flying in an Airplane</i> 	<ul style="list-style-type: none"> ● <i>Apples</i> ▲ <i>Food for You</i> ■ <i>A World of Food</i> ◆ <i>How We Get Food</i> 	<ul style="list-style-type: none"> ● <i>Working in the Park</i> ▲ <i>Our Bakery</i> ■ <i>What I Want to Be</i> ◆ <i>Our Day at the Bakery</i> 	<ul style="list-style-type: none"> ● <i>Putting Frosting on the Cake</i> ▲ <i>Polar Bear Pete</i> ■ <i>Bobcate Tells a Tale</i> ◆ <i>Polly's Pet Polar Bear</i>
	<i>Differentiate Instruction</i>	Differentiate Phonics, Comprehension, Fluency, and Vocabulary Strategies	Differentiate Phonics, Comprehension, Fluency, and Vocabulary Strategies	Differentiate Phonics, Comprehension, Fluency, and Vocabulary Strategies	Differentiate Phonics, Comprehension, Fluency, and Vocabulary Strategies	Differentiate Phonics, Comprehension, Fluency, and Vocabulary Strategies

Journeys Reading Grade 1 Unit #5

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Essential Question		<i>What grows in a garden?</i>	<i>Why do some animals have spots or stripes?</i>	<i>How can you take good care of a pet?</i>	<i>What happens to a tree as it grows?</i>	<i>What can you learn from someone who is from another country?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "Grandpa's Tree" pp. T14-T15	Teacher Read Aloud "How Bat Learned to Fly" pp. T112-T113	Teacher Read Aloud "Around the World in a Day" pp. T212-T213	Teacher Read Aloud "Visiting Butterflies" pp. T314-T315	Teacher Read Aloud "Senor Coyote, the Judge" pp. T 418-T419
	<i>Vocabulary</i>	Oral Vocabulary Prefix re-	Oral Vocabulary Using a Dictionary Entry	Oral Vocabulary Define Words	Oral Vocabulary Multiple-Meaning Words	Oral Vocabulary Synonyms with Introduction to Thesaurus
	<i>Text-Based Comprehension</i>	Target Skill Story Structure Target Strategy Analyze/Evaluate Anchor Text <i>The Garden</i> Connect to the Topic <i>Garden Good Guys</i>	Target Skill Conclusions Target Strategy Visualize Anchor Text <i>Amazing Animals</i> Connect to the Topic <i>The Ugly Duckling</i>	Target Skill Cause and Effect Target Strategy Monitor/Clarify Anchor Text <i>Whistle for Willie</i> Connect to the Topic <i>Pet Poems</i>	Target Skill Sequence of Events Target Strategy Question Anchor Text <i>A Tree Is a Plant</i> Connect to the Topic <i>Grow, Apples, Grow!</i>	Target Skill Understanding Characters Target Strategy Summarize Anchor Text <i>The New Friend</i> Connect to the Topic <i>Symbols of Our Country</i>
	<i>Foundational Skills</i>	Fluency Phrasing: Natural Pauses Phonics r-Controlled Vowel ar; r-Controlled Vowels or, ore; Phonograms –ar, -ore	Fluency Accuracy: Connected Text Phonics r-Controlled Vowels er, ir, ur	Fluency Stress Phonics Vowel Digraph /oo/oo; Syllable Pattern CVC	Fluency Expression Phonics Vowel Digraphs/Spelling Patterns oo, ou, ew; Vowel Digraphs/Spelling Patterns ue, u, u_e	Fluency Phrasing: Punctuation Phonics Vowel Combinations ou, ow; Vowel Combinations oi, oy, au, aw
	<i>Spelling</i>	Spelling r-Controlled Vowel ar	Spelling r-Controlled Vowels er, ir, ur	Spelling Vowel Digraph oo	Spelling Vowel Digraph oo, ou, ew	Spelling Vowel Diphthongs ou, ow
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Trees</i>	Differentiate <i>Baby Birds</i>	Differentiate <i>So Many Sounds</i>	Differentiate <i>Worms</i>	Differentiate <i>Moving</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>A Seed for Sid</i> ▲ <i>Forest Stew</i> ■ <i>Lena's Garden</i> ◆ <i>Skunk Cooks Soup</i> 	<ul style="list-style-type: none"> ● <i>Animal Homes</i> ▲ <i>Baby Kangaroos</i> ■ <i>How Animals Move</i> ◆ <i>Tiny Baby Kangaroos</i> 	<ul style="list-style-type: none"> ● <i>Amy's Airplane</i> ▲ <i>Len's Tomatoes</i> ■ <i>The Lemonade Stand</i> ◆ <i>Len's Tomato Plant</i> 	<ul style="list-style-type: none"> ● <i>An Acorn Grows</i> ▲ <i>From Pit to Plum</i> ■ <i>The Story of a Rose</i> ◆ <i>A Plum Grows</i> 	<ul style="list-style-type: none"> ● <i>Molly's New Team</i> ▲ <i>Ready for Second Grade</i> ■ <i>Tag-Along Tim</i> ◆ <i>First Day of Second Grade</i>
	<i>Differentiate Instruction</i>	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade 1 Unit #6

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Essential Question		<i>What are some different ways to make art?</i>	<i>Why is it important to try your best?</i>	<i>How can weather change your day?</i>	<i>How can insects be helpful?</i>	<i>Why is teamwork important in school or sports?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud “The Art Contest” pp. T14-15	Teacher Read Aloud “The Shoemaker and the Elves” pp. T114-T115	Teacher Read Aloud “A Hopeful Song” pp. T214-T215	Teacher Read Aloud “A Stone Goes to Court” pp. T312-T313	Teacher Read Aloud “The Parts of the House have a Fight” pp. T414-T415
	<i>Vocabulary</i>	Oral Vocabulary Figurative Language	Oral Vocabulary Classify and Categorize Emotion Words	Oral Vocabulary Homographs	Oral Vocabulary Prefix un-	Oral Vocabulary Suffix -ly
	<i>Text-Based Comprehension</i>	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Anchor Text <i>The Dot</i> Connect to the Topic <i>Artists Create Art!</i>	Target Skill Author’s Purpose Target Strategy Analyze/Evaluate Anchor Text <i>What Can You Do?</i> Connect to the Topic <i>The Wind and the Sun</i>	Target Skill Story Structure Target Strategy Infer/Predict Anchor Text <i>The Kite</i> Connect to the Topic <i>Measuring Weather</i>	Target Skill Understanding Characters Target Strategy Visualize Anchor Text <i>Hi! Fly Guy</i> Connect to the Topic <i>Busy Bugs</i>	Target Skill Main Idea and Details Target Strategy Summarize Anchor Text <i>Winners Never Quit!</i> Connect to the Topic <i>Be a Team Player</i>
	<i>Foundational Skills</i>	Fluency Accuracy: Self-Correct Phonics Base Words with Endings –ed, -ing; Long e Spelling Patterns y, ie	Fluency Intonation Phonics Base Words with Inflections –er, -est; Syllable –le	Fluency Phrasing: Natural Pauses Phonics Long I Spelling Patterns igh, y, ie; Base Words and inflections –ed, -ing, -er, -est, -es; Phonograms –ight, -y	Fluency Expression Phonics Suffixes –ful, -ly, -y; Long Vowel Spelling Patterns a, e, i, o, u	Fluency Rate: Adjust to Purpose Phonics Syllable Pattern CV; Prefixes un- and re-
	<i>Spelling</i>	Spelling Base Words Ending in –ed, -ing	Spelling Base Words Ending in –er, -est	Spelling Spelling Patterns igh, y, ie	Spelling Suffixes –ful, -ly, -y	Spelling CV Syllables
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Kamala’s Art</i>	Differentiate <i>Helping at Home</i>	Differentiate <i>Kite Flying</i>	Differentiate <i>Butterflies</i>	Differentiate <i>Soccer</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>Our School</i> ▲ <i>Paco’s Snowman</i> ■ <i>A Surprise for Ms. Green</i> ◆ <i>The Bumpy Snowman</i> 	<ul style="list-style-type: none"> ● <i>Our Class</i> ▲ <i>The Baseball Game</i> ■ <i>Always Learning</i> ◆ <i>A Fun Baseball Game</i> 	<ul style="list-style-type: none"> ● <i>A Chunk of Cheese</i> ▲ <i>The Sailboat Race</i> ■ <i>The Sand Castle</i> ◆ <i>The Boat Race</i> 	<ul style="list-style-type: none"> ● <i>Let’s Play Ball</i> ▲ <i>More Than One Bird</i> ■ <i>A Cat Trick</i> ◆ <i>Birds</i> 	<ul style="list-style-type: none"> ● <i>Michelle Wie</i> ▲ <i>The Williams Sisters</i> ■ <i>Lance Armstrong</i> ◆ <i>Two Sisters Play Tennis</i>
	<i>Differentiate Instruction</i>	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonics, Words to Know, Fluency, Comprehension, Vocabulary Strategies