



Grade 1

Writing & Grammar

Curriculum

Oradell Public School District
Oradell, NJ

2024

The Grade 1 Writing & Grammar Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

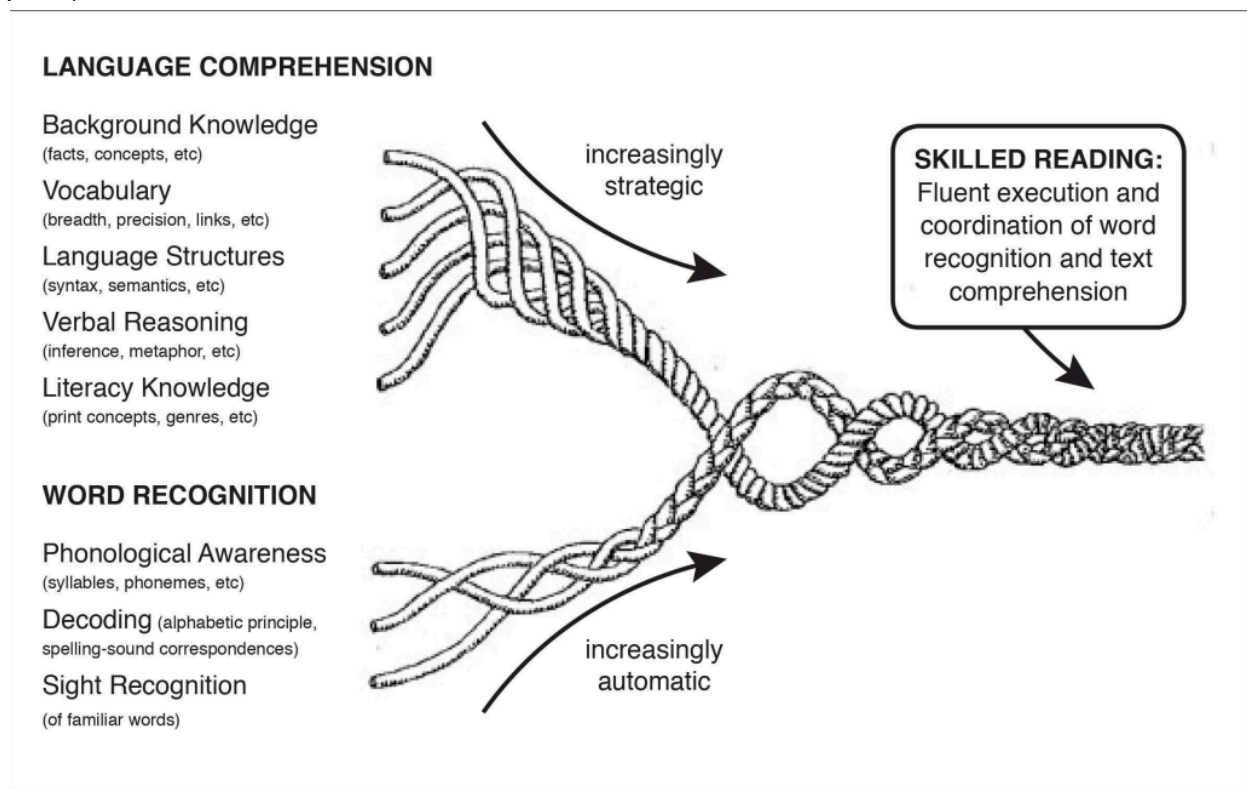
During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual

release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a

specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini lesson that is grounded in a clear teaching point. After the mini lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini Lesson

Writing workshop begins with a mini lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

© In the symbol for Teaching Point
© In the symbol for Instructional Goal

14 Strategic Writing Conferences Teacher Guide

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Grade 1

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	Building Our Reading Habits	Writing Our Hearts Out	
2	November - December	Exploring Nonfiction	Expertise Books	
3	January - March	Reading to Understand	Reviews	
4	April - June	Studying Characters and Their Stories	Personal Narratives Research Clubs	

Unit 1 Writing Our Hearts Out

Unit Overview Students will be inspired to write by immersing themselves in a variety of texts. Students will be exploring the purposes of these types of texts in books, food containers, cards, posters, menus, etc. Students will explore their world and bring in writing they find anywhere else in their lives. They will use these collected resources to create inspiration boards to help them brainstorm what they can write about. Throughout the unit, students will not be limited to any genre of writing. The goal is for students to play around with written expression and learn to enjoy the writing process.

Additionally, students will learn the routines and structure of the Writing Workshop. they will learn to use tools and resources in the classroom to help with their writing. Writers will learn to sketch and label their ideas and write sentences to communicate their ideas. At the end of the unit, they will meet with their writing partner to share their best work! We want students to be independent, confident and grow in stamina.

Unit Goals:

- Writers use the Writing Workshop to write more and more every day.
- Writers write lots of different kinds of writing.
- Writers reread and make changes.
- Writers learn to work with partners.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

A. Introduce an opinion.

B. Support the opinion with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic.

B. Develop the topic with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

B. Provide dialogue and/or description and details of experiences, events, or characters.

C. Use transitional words to manage the sequence of events.

D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain	
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.AS.1.6. Produce complete sentences when appropriate to task and situation.	
Computer Science and Design Thinking	
8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.	
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
Interdisciplinary Connections	
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	

Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
Roller Coaster by Marla Frazee The Relatives Came by Cynthia Rylant	<i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)

Learning Goals/Objectives	
Module 1: Writers think, say, sketch, and write.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT recognizes that writing carries a message, we can find many types of writing in our daily lives, and should make sense to others.	By <ul style="list-style-type: none"> ● Noticing print around them. <ul style="list-style-type: none"> ○ What does it tell you? Why is it there? ○ What purpose does it serve? ● Thinking about why writers write: <ul style="list-style-type: none"> ○ to communicate in a letter ○ to tell a story ○ to teach about something they know ○ to convince someone ○ to inform ● Collecting and sharing objects that have writing with your writing partner. <ul style="list-style-type: none"> ○ Why is there writing on them? What does it tell you? ○ Add these (or pictures of these items) to a class inspiration board. ● Creating a “Think Pad” to help come up with ideas for Writing Workshop
WALT immerse ourselves into the writing process	By <ul style="list-style-type: none"> ● Understanding the expectations and structures of a writing workshop. <ul style="list-style-type: none"> ○ Mini-lesson, writing, share

	<ul style="list-style-type: none"> ○ Roles of the teacher and students ● Establish partnerships <ul style="list-style-type: none"> ○ Create partnerships ○ Set goals and expectations (WS 10.1 and 10.2). ● Using photos, pictures, and mementos to decorate their writer’s folders for inspiration. ● Maintaining their writer’s folder. <ul style="list-style-type: none"> ○ Label each side <ul style="list-style-type: none"> ■ Still working on ■ Done for now ● Writers are problem solvers (WS 2.6) <ul style="list-style-type: none"> ○ Writers make a plan on how to stay focused by thinking of problems that could arise and possible solutions. ● Knowing how to stay focused by creating and using class charts <ul style="list-style-type: none"> ○ What Writer’s Workshop looks and sounds like ○ The writing process: <ul style="list-style-type: none"> ■ Writers plan (think, talk) ■ Draft (sketch and write) ■ Revise ■ Edit ■ Publish ○ Student Responsibilities <ul style="list-style-type: none"> ■ I can start a new piece ■ I can finish a piece ■ I can revisit a finished piece and fix it up ■ Setting and attending to writing goals and pathways ■ Meeting with partners/teacher to get feedback ■ Using feedback to adjust our writing
<p>WALT use the Writing Workshop to write more and more every day</p>	<p>By</p> <ul style="list-style-type: none"> ● Thinking, sketching, and writing words (WS 5.2). <ol style="list-style-type: none"> 1. Think about what you want to write from your experiences 2. Sketch your ideas in sequence across pages (WS 5.7). 3. Add labels and words to your sketches (WS 4.1). ● Using booklets of paper (A booklet is a group of stapled writing paper. Teachers should consider

	<p>stapling 4 pages with picture boxes and lines or the FUNdations paper).</p> <ol style="list-style-type: none">1. Finish a piece of writing2. Go to the paper center3. Get another booklet4. Start another writing piece <ul style="list-style-type: none">● Using the inspiration board<ol style="list-style-type: none">1. Look at the inspiration board2. Pick a type of writing you want to write3. Get a new booklet4. Create on the page● Keep going!<ol style="list-style-type: none">1. Notice when you are stuck2. Say, "Keep trying! You can do it!"3. Meet with your partner to get new ideas4. Add to your writing the best you can● Setting a goalWriters use the Writing Workshop to write more and more every day.● Writers recognize that writing carries a message and should make sense to others.● Writers write lots of different kinds of writing.● Writers reread and make changes.<ol style="list-style-type: none">1. Think about what you wrote yesterday2. Decide what you want to write today3. Get writing!
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Learning Goals/Objectives

Module 2: Writers revise and edit.

Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
<p>WALT write lots of different kinds of writing</p>	<p>By:</p> <ul style="list-style-type: none"> ● <u>Choosing your own type of writing</u> (WS 1.18). <ol style="list-style-type: none"> 1. Think, “What do I want to write today?” 2. Choose your booklets of paper 3. Sketch and write 4. Repeat ● Choosing something new from the inspiration board <ol style="list-style-type: none"> 1. Look over the inspiration board 2. Find a type of writing you’ve never tried 3. Choose one and start writing 4. Repeat ● Writing a story <ol style="list-style-type: none"> 1. Think of someone you love (WS 3.1). 2. Think of one time with them 3. Say across your fingers what happened 4. Write a book of that story ● Writing a teaching book (WS 5.6). <ol style="list-style-type: none"> 1. Think of something you know a whole lot about 2. Say across your fingers what you can teach others 3. Write a booklet about that topic ● Writing about something or someone you love (WS 3.12) <ol style="list-style-type: none"> 1. Think of something or someone you love 2. Write that on the first page 3. Write why you love that on the other pages ● Continuing to add to their words, add to their pictures, or starting a new piece (WS 1.10). <ul style="list-style-type: none"> ○ Looking at and using our word walls to support our writing. ○ Knowing we can sound out words we don’t know how to spell. ○ Using FUNdations skills and applying them to their writing.

Learning Goals/Objectives

Module 3: Writers continue to revise and edit while picking a piece to publish.

Goals We are learning to/that (WALT)...	Pathways ... by engaging in the following pathways
WALT to develop our writing	<p>By</p> <ul style="list-style-type: none"> ● Asking questions of themselves as we reread to make our writing stronger and clear: <ul style="list-style-type: none"> ○ Would my teacher be able to read this? ○ Would my writing partner be able to read this? ● Rereading their writing to a partner to make sure the writing pieces make sense. <ul style="list-style-type: none"> ○ Writers listen closely to every word and make sure what was written matches what was said. ○ Ask questions like, "Does this make sense?" "Is this clear?" And if it doesn't, or it's not, we revise our writing to make sure it does make sense and that it is clear.
WALT reread to make changes	<p>By</p> <ul style="list-style-type: none"> ● Fix up letters and words <ul style="list-style-type: none"> ○ Point to the word ○ Say the sounds you want to write ○ Make sure the letters are there that match the sounds ● Understanding when to use upper case and lower case letters <ul style="list-style-type: none"> ○ Point to each word ○ Ask yourself, "Is it the first word of a sentence? A name?" If so, make the first letter uppercase ○ Make sure the rest of the letters are lowercase ● Use resources in the room <ul style="list-style-type: none"> ○ Think of a word you want to spell ○ Find that word in the classroom (or a part of the word) ○ Write each letter you see ● Using punctuation

	<ul style="list-style-type: none"> ○ Find the end of a sentence ○ Decide if you want a period, exclamation mark, or question mark ○ Add it ○ Repeat ● Using a <u>checklist</u> to make sure our writing is done. ● Selecting our best work and making sure it is complete
<p>WALT work with our reading partners to share and receive feedback</p>	<p>By</p> <ul style="list-style-type: none"> ● <u>Sharing your writing</u> with their writing partner (WS 1.2). ● Writers have meaningful conversations with our writing partners to make our writing better. <ul style="list-style-type: none"> ■ Just as we talk to our reading partners about the books we read, we talk to our writing partners about the stories we write. ■ We can share by saying things to each other like <ul style="list-style-type: none"> ● "Let me show you what I did in my writing." ● "This is what I did today..." ● "Listen to my story..." ● "This is what I'm working on..." ● Partners can provide feedback <ul style="list-style-type: none"> ○ What did you notice in their writing? ○ <u>What did they do really well?</u> (WS 2.3) ○ What do you want to know more about? ● Celebrating being a writer by sharing their best work with a partner.

<p>Modifications</p> <p><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating.

	<ul style="list-style-type: none"> ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.

	<ul style="list-style-type: none"> ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.Students with 504 Plans
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion.

	<ul style="list-style-type: none"> ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Provide opportunities to use student notebooks as an example.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story

Unit 2: Expertise Books
Unit Goals:
<ul style="list-style-type: none"> ● Writers come up with ideas and make a plan. ● Writers use images and words to teach their readers. ● Writers give and receive feedback from others. ● Writers make their writing easy to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Domain

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Language Domain: Foundational Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Writing Domain

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic.

B. Develop the topic with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.WP.1.4. With prompts, guidance, and support develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
 W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Computer Science and Design Thinking

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment

Possible Ongoing Assessments

Pre and Post assessment will be administered for each unit.

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<ul style="list-style-type: none"> ● 2nd Grade can visit and show their manuals ● How to Make Salsa by Jamie Lucero ● How a House is Built by Gail Gibbons ● Make a Valentine by Dale Gordon ● How to Make a Hot Dog by Joy Cowley ● The Pumpkin Book by Gail Gibbons ● How to Babysit a Grandpa by Jean Reagan 	<p><i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)</p>

Learning Goals/Objectives	
Module 1: Writers think, say, sketch, and write.	
Goals We are learning to/that (WALT) . . .	Pathways . . . by engaging in the following pathways
WALT come up with ideas and make a plan	By <ul style="list-style-type: none"> ● Making a connection from the nonfiction reading unit to this unit <ul style="list-style-type: none"> ○ Explore nonfiction texts with the lens of a writer ● Coming up with a list of expert ideas <ol style="list-style-type: none"> 1. Think of something you are an expert on 2. Say across your fingers or tap across pages what you could teach (WS 5.2) 3. Sketch 4. Write ● Gathering ideas from what you love to do <ol style="list-style-type: none"> 1. Think of something you love to do or practice 2. Say across your fingers what you can teach 3. Sketch across the pages (WS 1.12) 4. Write to match the sketches

	<ul style="list-style-type: none"> ● Plan by starting with a cover first <ul style="list-style-type: none"> ○ These covers can be the topics that students will teach about ● Plan with a Table of Contents (this will be an organizer for the booklet) <ul style="list-style-type: none"> ○ Write the topic on the top of a page ○ List out the chapters you want to write ○ Make each page its own chapter by first sketching to plan ○ Write to match the sketches ● Talk over plan with partner <ul style="list-style-type: none"> ○ Tell your plan to your partner ○ Ask, "Should I include anything else?" ○ Does it make sense? (WS 10.7) ○ If you like your partner's idea, add that to your plan
<p>WALT use images and words to teach their readers</p>	<p>By</p> <ul style="list-style-type: none"> ● Taking their Table of Contents and sketching each main idea across pages in a booklet. ● Creating Diagrams <ul style="list-style-type: none"> ○ Point to a part of the sketch ○ Write a label ○ Repeat with next part ● Use labels to write sentences <ul style="list-style-type: none"> ○ Read over the labels ○ Think of a sentence including a label ○ Write down the sentence using the label ○ Repeat with next label ● Including facts <ul style="list-style-type: none"> ○ Name the topic of the chapter you are writing ○ List across your fingers some facts that you know about that topic ○ Write down the facts in sentences ● Creating a catchy opening <ul style="list-style-type: none"> ○ Add a page ○ Begin your introduction with ○ Did you know...(an interesting fact)? ○ State an interesting fact ○ Sound effects (i.e. meow)

	<ul style="list-style-type: none"> ○ Write a few things that the reader will learn in the book ● Creating a conclusion <ul style="list-style-type: none"> ○ Add a page ○ Begin your conclusion with: <ul style="list-style-type: none"> ○ In conclusion... ○ To wrap up... ○ In this book you learned... ○ Write sentences that include some of the things you taught in the book.
WALT draft many pieces	<p>By</p> <ul style="list-style-type: none"> ● Starting a new piece by referring back to the expert list, choosing something new, and writing! ● Reviewing drafts and selecting a favorite one to revise and edit.

Learning Goals/Objectives	
Module 2: Writers revise and edit.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT give and receive feedback from others	<p>By</p> <ul style="list-style-type: none"> ● Working with a partner <ul style="list-style-type: none"> ○ Sit side by side ○ Put one book between you ○ Read aloud a page while the partner looks on ○ The partner says: <ul style="list-style-type: none"> ○ Something strong is... ○ Something you may want to try.. ● Rehearsing what you are about to write <ul style="list-style-type: none"> ○ Partner A: I am thinking of writing... (says aloud) ○ Partner B: Listens and responds with a strength and a suggestion.

	<ul style="list-style-type: none"> ○ Swap ● Share what they've done <ul style="list-style-type: none"> ○ Find something... ○ You tried today ○ You're not sure about ○ You are proud of ○ Share with your partner ○ Swap ● Goal-strategy recommendation <ul style="list-style-type: none"> ○ Partner A: The goal I am focusing on is... The strategies I have used are ○ Partner B: Reads and shares what is working and a suggested next step ○ What's working is... ○ A next step you may want to try is... ○ Swap ● Using a checklist <ul style="list-style-type: none"> ○ I have chosen a topic I am an expert on ○ I have a Table of Contents that matches each chapter ○ My chapters teach my reader more about my topic ○ I have facts ○ I have a catchy opening ○ I have a conclusion
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Learning Goals/Objectives	
Module 3: Writers continue to revise and edit while picking a piece to publish.	
Goals We are learning to/that (WALT) . . .	Pathways . . . by engaging in the following pathways
WALT make your writing easy to read	By <ul style="list-style-type: none"> ● Spelling unknown words <ul style="list-style-type: none"> ○ Think of the word you want to write

	<ul style="list-style-type: none"> ○ Say the word aloud ○ Stretch or tap the word out ○ Say and write the word ● Spelling Resources <ul style="list-style-type: none"> ○ Notice when you feel stuck ○ Find a resource to help (quick word book, sight words, sound/word wall) ○ Use that resource to write the word ● Use Editing Checklist <ul style="list-style-type: none"> ○ Read over your writing piece ○ Check for each one at a time <ul style="list-style-type: none"> ■ Check for capital letters ■ Check for ending punctuation marks ■ Check for spacing between letters and words ○ Fix up your writing as you go ● Punctuation <ul style="list-style-type: none"> ○ Read aloud your piece ○ Find the end of your sentence ○ Add a . ? or ! ○ Repeat ● Capitalization <ul style="list-style-type: none"> ○ Read aloud your piece ○ Find the start of a sentence ○ Find names (people and important places) ○ Find names (months and days of week) ○ Find your I's ○ Make sure they have a capital letter (uppercase letter)
WALT prepare for publishing	<p>By</p> <ul style="list-style-type: none"> ● Recreating a cover <ul style="list-style-type: none"> ○ Title ○ Author ○ Illustrations that support the main idea of the writing piece ● Creating an about the author ● Creating a deduction page

	<ul style="list-style-type: none"> ● Celebrating their finished pieces <ul style="list-style-type: none"> ○ Sharing their finished piece with a partner share ○ Having a gallery walk ○ Consider collaborating across grade levels that are also completing nonfiction pieces
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Modifications <i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i>	
Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students with 504s	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring

	<ul style="list-style-type: none"> ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.

	<ul style="list-style-type: none"> ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.

- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for an assignment that is rigorous yet on level for this particular student.
- Provide opportunities to use student notebooks as an example.

Unit 3: Reviews

Unit Overview: Students will learn how to write reviews on a variety of topics. Children have natural likes and dislikes, their favorites and their least favorites, and will use these to spark ideas and audience-based writing. When you think about it, most of us turn to such writing for making decisions about books, restaurants, trips, movies, etc. These can be the topics that first graders write their reviews about as well.

Students will work on writing in volume, so we are using multiple-page booklets. We sketch across pages, starting with our opinion, followed by different reasons to support their main idea on each page, and a final statement to drive our point home. These booklets may be 4-6 pages long (and, again, make more than you ever imagine needing) with extra pages and even extra lines that can be added. Students often get creative with the paper they use as well. Just the right paper choice can make writing that much more convincing!

Since this type of writing requires the writer to think very carefully about how to convince their reader to agree and take action, partnerships will be especially helpful. They will be taught different protocols on how to hold a conversation and give each other feedback.

Unit Goals:

- Writers form opinion statements and plan out supports for those statements.
- Writers use convincing details.
- Writers use strategies to make their writing readable.
- Writers turn to partners for support.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

A. Introduce an opinion.

B. Support the opinion with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain	
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.AS.1.6. Produce complete sentences when appropriate to task and situation.	
Computer Science and Design Thinking	
8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.	
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
Interdisciplinary Connections	
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 1.2.2.Cr1d: Connect and apply ideas for media art production. 1.2.2.Cr1e: Choose ideas to create plans for media art production.	

Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources

<p>The Day the Crayons Quit by Drew Daywalt Click, Clack, Moo by Doreen Cronin Dear Mrs. LaRue: Letters from Obedience School by Mark Teague Earrings by Judith Viorst I Wanna Iguana by Karen Orloff I Wanna New Room by Karen Orloff Don't Let the Pigeon Stay Up Late by Mo Willems</p>	<p><i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)</p>
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Learning Goals/Objectives	
Module 1: Writers think, say, sketch, and write.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT understand the purpose of opinion writing	<p>By</p> <ul style="list-style-type: none"> ● Reviewing a mentor text to find strong opinions (i.e. The Day the Crayons Quit by Drew Daywalt): <ul style="list-style-type: none"> ○ Read through once to students and discuss the reasons the crayons quit. ● Hand out a copy of the book to students. Highlight a few reasons with students for why the crayons quit. <ul style="list-style-type: none"> ○ Have students work with a partner to highlight more reasons for why the crayons quit. ● Reading examples of reviews/opinions and understanding how they convince others.
WALT plan opinion writing	<p>By</p> <ul style="list-style-type: none"> ● Thinking about what we care about and why. People share their opinions about what they care about and know a lot about: <ul style="list-style-type: none"> ○ For example, people who keep collections often think: Which is my favorite? Which is next? They even try to convince others about their opinions. ● Collecting examples of topics they care about: <ul style="list-style-type: none"> ○ Students will use a graphic organizer to identify their likes and dislikes.

	<ul style="list-style-type: none"> ■ For example: books, restaurants, trips, movies, games, and hobbies. ■ Students will draw a smile next to a like and a sad face next to a dislike ● Recognizing that people can have different opinions about a topic <ul style="list-style-type: none"> ○ Students can share their graphic organizers with a partner ○ “I feel the same way.” “I have a different opinion” of “I disagree with you.” ● Engaging in a teacher-directed opinion writing piece.
<p>WALT use prompts and support to write opinion pieces on a topic</p>	<p>By</p> <ul style="list-style-type: none"> ● Choosing an opinion topic and giving reasons why we feel that way to a partner: <ul style="list-style-type: none"> ○ This game is the best because ... ○ My favorite game is ____ because... ○ My favorite restaurant is ____ because... ● Using a “booklet” of paper to plan their opinion piece with additional paper available for students to add more to their booklet <ul style="list-style-type: none"> ○ Label each page of the booklet to align with the opinion writing process <ul style="list-style-type: none"> ■ Page 1: Introduction ■ Page 2, 3, 4: Examples and connections ■ Page 5: Conclusion ● Including transition words/phrases for each reason: <ul style="list-style-type: none"> ○ One reason...Another reason...Finally... ○ Show a transition word/phrases chart. ● Adding an introduction to hook the reader’s attention: <ul style="list-style-type: none"> ○ A strong feeling ○ A question ○ State a fact ● Including examples for their reasons: <ul style="list-style-type: none"> ○ For example.... ● Including a personal connection or experience: <ul style="list-style-type: none"> ○ One time... ● Adding a conclusion statement to tie their opinion together. ● Choosing another opinion topic and writing reasons why: <ul style="list-style-type: none"> ○ The Incredibles is my favorite movie because... ○ Eating at Tom’s Pizza is the best because...

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Learning Goals/Objectives	
Module 2: Writers revise and edit.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT use prompts, guidance and support to develop and strengthen writing as needed by planning, revising, and editing.	By: <ul style="list-style-type: none"> ● Choosing a favorite opinion piece and telling a partner why you think it will convince others: <ul style="list-style-type: none"> ○ Thinking about what else can I say or write to make their thoughts stronger and clearer. ○ Using stronger word choices ● Students will revisit their hooks to clearly state their opinion and why it’s important to them. ● Using transitional words to help the reader understand the importance of the arguments and to move their ideas along. ● Finalizing their opinion with a closing statement by circling back to the original statement. <ul style="list-style-type: none"> ○ Adding a hope statement ex: I hope you will visit _____ and enjoy ___ too!

Learning Goals/Objectives	
Module 3: Writers continue to revise and edit while picking a piece to publish.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways

WALT use strategies to make their writing readable

By

- Spelling unknown words
 1. Think of the word you want to write
 2. Say the word aloud
 3. Stretch or tap the word out
 4. Say and write the word
- Spelling Resources
 1. Notice when you feel stuck
 2. Find a resource to help (quick word book, sight words, sound/word wall)
 3. Use that resource to write the word
- Use Editing Checklist
 1. Read over your writing piece
 2. Check for each one at a time
 - Check for capital letters
 - Check for ending punctuation marks
 - Check for spacing between letters and words
 3. Fix up your writing as you go
- Punctuation
 1. Read aloud your piece
 2. Find the end of your sentence
 3. Add a . ? or !
 4. Repeat
- Capitalization
 1. Read aloud your piece
 2. Find the start of a sentence
 3. Find names (people and important places)
 4. Find names (months and days of week)
 5. Find your I's
 6. Make sure they have a capital letter (uppercase letter)
- Handwriting
 - Can you read your letters?
 - Check your b/d, p/q
 - Did you use your sky, plane, grass and worm lines?

WALT publish our opinions	<p>By</p> <ul style="list-style-type: none"> ● Creating a cover page <ul style="list-style-type: none"> ○ Title ○ Author ○ Illustrations that support their opinions ● Celebrating their finished pieces <ul style="list-style-type: none"> ○ Sharing their finished piece with a partner share ○ Having a gallery walk ○ Consider sharing their opinions with others who might share a similar interest.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
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	<ul style="list-style-type: none"> ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students with 504s	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”.

	<ul style="list-style-type: none"> ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping.

Unit 4 Personal Narratives
<p>Unit Overview. Students will learn how to generate ideas from their own life experiences, which will eventually become a personal narrative. They will learn the difference between a “big moment” and a “small moment” (seed idea) story as well as the steps that should be taken in order to develop a story. Students will learn to create a strong lead and an effective ending. They will also write with dialogue, thoughts, details, and feelings to enhance their writing. Students are learning to revise their writing by using checklists and rubrics to assess their writing. Students will learn to write independently, using the skills learned in class. They will use the knowledge they gained from this writing piece and will transfer those skills to later pieces.</p>
Unit Goals:
<ul style="list-style-type: none"> ● Writers generate ideas for and plan out their stories. ● Writers add to their work by adding to the pictures and words and making sure they show what’s happening in each part of their story. ● Writers make writing ready for their readers to enjoy (spelling and punctuation). ● Writers work with partners to improve their pieces and try new things.
Standards Addressed in this Unit
Language Domain: Foundational Skills Reading

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Language Domain: Foundational Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

Writing Domain

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.

<p>C. Use transitional words to manage the sequence of events.</p> <p>D. Provide a reaction to the experiences or events.</p> <p>W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. With prompts and support, identify audience and purpose before writing.</p> <p>B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>
Speaking and Listening Domain
<p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>
Computer Science and Design Thinking
<p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device</p>
Career Readiness, Life Literacies, and Key Skills
<p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</p>
Interdisciplinary Connections
<p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>

Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
Roller Coaster by Marla Frazee The Relatives Came by Cynthia Rylant	<i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)

Learning Goals/Objectives	
Module 1: Writers think, say, sketch, and write.	
Goals We are learning to/that (WALT) . . .	Pathways . . . by engaging in the following pathways
WALT generate ideas for writing and planning out stories.	<p>By</p> <ul style="list-style-type: none"> ● To gather ideas for writing, writers listen to/ view narrative stories and... <ul style="list-style-type: none"> ○ discuss what they noticed. ○ chart what they noticed. ● Writers think about special people, the first time they did something, big feelings, memories, etc. and... <ul style="list-style-type: none"> ○ choose 1 idea and think about its beginning, middle, and end. ● Writers plan their first stories by... <ul style="list-style-type: none"> ○ planning across their fingers. ○ planning by touching and telling. ○ acting out their plans. ● Writers sketch their plan on the pages showing one part at a time. ● Writers use their sketches to remember what they were going to write. <ul style="list-style-type: none"> ○ Writers write the beginning, middle, and end across pages. ○ Writers include themselves on each page of a personal narrative (me/true story). ○ Writers include a character, a setting, a problem, and a solution in their fiction stories.

Learning Goals/Objectives

Module 2: Writers revise and edit.

Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
<p>WALT add more to our writing through the use of pictures, dialogue, actions and feelings; and adding details</p>	<p>By</p> <ul style="list-style-type: none"> ● Adding to the pictures and words to make sure they show what is happening in each part of the story. ● Writers add details to their sketches to get their readers interested in their stories. <ul style="list-style-type: none"> ○ Writers unfreeze people (make them move/ make them talk). ○ Writers add thought bubbles. ○ Writers add speech bubbles ○ Writers show the character’s feelings. ○ Writers add details to the setting that help to describe the setting. ● Writers add details to their words to get their readers interested in their stories. <ul style="list-style-type: none"> ○ Writers write character thoughts and “out loud” words on the lines below. ○ Writers use clear action words. ○ Writers take small steps (I saw the slide, I climbed up on the steps, I sat down and looked around…)”) <ul style="list-style-type: none"> ○ Writers generate alternate word choices for overused words. ● Writers add details to their stories to make sure their reader understands all that is happening. <ul style="list-style-type: none"> ○ Writers check to see if they have characters, settings, and actions on the picture of every page and consider adding in elements when needed
<p>WALT work with partners to improve their pieces and try new things</p>	<ul style="list-style-type: none"> ● Writers reread their books/writing together, sharing what they have written with an audience. ● Writers use post-its to mark places in their books/writing that they will want to talk over with their partner <ul style="list-style-type: none"> ○ Favorite Part

	<ul style="list-style-type: none"> ○ Funny Part ○ Important Part ○ Confusing Part ● Writers listen carefully as their partner talks. Our job as a partner is to respond to what my partner is saying. ● Writers share why they think something (because...). We sometimes return to the book/writing and point to the part that gives us our idea.
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Learning Goals/Objectives	
Module 3: Writers continue to revise and edit while picking a piece to publish.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT make writing ready for their readers to enjoy (spelling and punctuation)	By <ul style="list-style-type: none"> ● Writers work from the start to make their writing clear, understandable, and easily readable. <ul style="list-style-type: none"> ○ Writers use adjectives. ○ Writers use prepositions. ○ Writers use commas in a series. ○ Writers use the word wall to spell snap words. ○ Writers use environmental print to spell words correctly. ○ Writers use familiar words to spell new words.
WALT to make our writing easier to understand	By <ul style="list-style-type: none"> ● Use Editing Checklist <ul style="list-style-type: none"> ○ Read over your writing piece ○ Check for each one at a time <ul style="list-style-type: none"> ■ Check for capital letters ■ Check for ending punctuation marks ■ Check for spacing between letters and words

	<ul style="list-style-type: none"> ■ Nice handwriting and correct letter formation ○ Fix up your writing as you go
WALT prepare for publishing	<p>By</p> <ul style="list-style-type: none"> ● Creating a cover page with a title and author's name ● Creating a deduction page ● Creating an about the author page ● Celebrating their finished pieces <ul style="list-style-type: none"> ○ Share with someone new- classmate, another class, reading buddy, etc. ○ Create a class bulletin board/display showing PROCESS of writing and learning of the unit.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student's learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer's current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner's needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
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	<ul style="list-style-type: none"> ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students with 504s	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”.

	<ul style="list-style-type: none"> ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping.

Unit 5: Research Clubs
<p>Unit Overview This unit combines researching, conversation, and writing. Students will begin by reading from a text set. Text sets are collections, both digital and print, of resources connected by the same topic. Some examples of topics of text sets may include: habitats, sports, trees, metamorphosis, baby animals, space, or any other topic you may be studying in science or social studies. Students will gather in small groups and read about different topics. They will read independently and then talk about what they have each learned from that text set. Spend about 2-3 days within one text set and then rotate the collections. After spending about a week and a half to two weeks reading from the text sets, students will then decide on a topic they want to write about. Ideally, the topic will come from one of the text sets read.</p> <p>Using what they have learned, students will plan a nonfiction book by starting with a Table of Contents. Students will list out different chapters (which are usually a page or two long) that they want to teach about that topic. From there, students will write each chapter with informational details and text features. You may want to offer a few different types of paper choices as students design each chapter. Partnership feedback is perfectly timed with this unit. Students that have read from the text set that the student is writing about can offer feedback on content that may be included. Students can always start another piece if they feel one is finished.</p>
Unit Goals:
<ul style="list-style-type: none"> ● Researchers read in small groups and gather information from a text set. ● Writers choose a topic and make a plan. ● Writers use informational details.

- Writers make their writing easy to read.
- Writers give each other ideas to make their writing clear.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

- C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. 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.

Reading Domain

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

L.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Computer Science and Design Thinking

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment

Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.
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Materials/Resources

Suggested Mentor Texts	Supplemental Resources
NatGeo Kids Books	<i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)

Learning Goals/Objectives

Module 1: Writers think, say, sketch, and write.

Goals

We are learning to/that (WALT). . .

Pathways

. . . by engaging in the following pathways

WALT research and read in small groups while gathering information from a text set

By

- Reading first and then getting ready for talk
 1. Read a chunk of information
 2. Mark or jot what you want to share with club
 3. Repeat
- Talking with clubs
 1. One person starts by sharing what they learned about the topic
 2. Others ask questions or add more information
 3. Share parts of the text the information was found in
 4. Share more information about the topic
- Referring to text
 1. Share an idea or information
 2. Turn to the part of the text that matches the idea or information
 3. Make sure everyone can see it
- Connecting different texts
 1. One person shares something they learned from a text
 2. If other texts show that as well, share that part of the text
 3. Repeat whenever texts connect
- Staying with an idea for a while
 1. Share an idea about the topic
 2. Add more to that idea by saying, “I also learned.. Or This text is also supports...”
 3. Continue to add onto the idea as much as possible
 4. Move onto another idea

WALT choose a topic and make a plan

By

- Thinking of a few topics
 1. Consider the different topics you learned about

	<ol style="list-style-type: none"> 2. Consider a few subtopics within those topics 3. Think, “Which one do I know the most about?” 4. Plan what you can teach across your fingers 5. Start a Table of Contents <ul style="list-style-type: none"> ● Planning with a Table of Contents <ol style="list-style-type: none"> 1. Write the topic on the top of a page 2. List out the chapters you want to write 3. Make each page its own chapter by first sketching to plan 4. Write to match the sketches ● Talking over the plan with a partner <ol style="list-style-type: none"> 1. Tell your plan to your partner 2. Ask, “Should I include anything else?” 3. If you like your partner’s idea, add that to your plan ● Revising your plan <ol style="list-style-type: none"> 1. Read over the chapters 2. Think, “Is this enough information for someone who knows nothing about this topic?” 3. Fix up chapters as needed
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Learning Goals/Objectives	
Module 2: Writers revise and edit.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT use informational details	By: <ul style="list-style-type: none"> ● Writing a catchy Opening <ol style="list-style-type: none"> 1. Add a page 2. Begin your introduction with <ol style="list-style-type: none"> a. Did you know...(an interesting fact)? b. State an interesting fact

- c. Sound effects (i.e. meow)
 3. Write a few things that the reader will learn in the book
- Using examples
 1. Find a sentence that includes a fact
 2. Think, “For example...”
 3. Say some words that fit as an example
 4. Write it down
 - Including facts
 1. Name the topic of the chapter you are writing
 2. List across your fingers some facts that you know about that topic
 3. Write down the facts in sentences using transitional phrases
 - Writing a conclusion
 1. Add a page
 2. Begin your conclusion with:
 - a. In conclusion...
 - b. To wrap up...
 - c. In this book you learned...
 3. Write sentences that include some of the things you taught in the book
 - Creating a cover page
 - Title
 - Author
 - Illustrations that support their opinions
 - Celebrating their finished pieces
 - Sharing their finished piece with a partner share
 - Having a gallery walk
 - Consider sharing their opinions with others who might share a similar interest.
 - Creating Diagrams
 1. Point to a part of the sketch
 2. Write a label
 3. Repeat with next part
 - Create captions for any sketches
 - Students will use a [checklist](#) to make sure they included all the nonfiction features in their chapters.

Learning Goals/Objectives

Module 3: Writers continue to revise and edit while picking a piece to publish.

Goals

We are learning to/that (WALT). . .

WALT give each other ideas to make their writing clear

Pathways

. . . by engaging in the following pathways

By

- Making a goal-strategy recommendation
 1. Partner A: The goal I am focusing on is... The strategies I have used are
 2. Partner B: Reads and shares what is working and a suggested next step
 - a. What's working is...
 - b. A next step you may want to try is...
 3. Swap
- Sharing what they've done
 1. Find something....
 - a. You tried today
 - b. You're not sure about
 - c. You are proud of
 2. Share with your partner
 3. Swap
- Rehearsing what you are about to write
 1. Partner A: I am thinking of writing... (says aloud)
 2. Partner B: Listens and responds with a strength and a suggestion.
 3. Swap
- Using checklists
 1. Read over the checklist
 2. Pick one suggestion to look for and revise in your writing
 3. Repeat with the next suggestion on checklist
- Working with a partner
 1. Sit side by side
 2. Put one book between you
 3. Read aloud a page while the partner looks on

	<p>4. The partner says:</p> <ol style="list-style-type: none"> a. Something strong is... b. Something you may want to try..
<p>WALT make writing easier to read</p>	<p>By</p> <ul style="list-style-type: none"> ● Spelling unknown words <ol style="list-style-type: none"> 1. Think of the word you want to write 2. Say the word aloud 3. Stretch or tap the word out 4. Say and write the word ● Spelling Resources <ol style="list-style-type: none"> 1. Notice when you feel stuck 2. Find a resource to help (quick word book, sight words, sound/word wall) 3. Use your resources and borrow words found in the materials ● Use Editing Checklist <ol style="list-style-type: none"> 1. Read over your writing piece 2. Check for each one at a time <ul style="list-style-type: none"> <input type="checkbox"/> Check for capitalization <input type="checkbox"/> Check for ending punctuation marks . ! ? <input type="checkbox"/> Check for handwriting <input type="checkbox"/> Check for spacing between letters and words 3. Fix up your writing as you go ● Capitalization <ol style="list-style-type: none"> 1. Read aloud your piece 2. Find the start of a sentence 3. Find names (people and important places) 4. Find your I's 5. Make sure they have a capital letter (uppercase letter) ● Punctuation <ol style="list-style-type: none"> 1. Read aloud your piece 2. Find the end of your sentence 3. Add a . ? or ! 4. Repeat

	<ul style="list-style-type: none"> ● Handwriting <ul style="list-style-type: none"> ○ Can you read your letters? ○ Check your b/d, p/q ○ Did you use your sky, plane, grass and worm lines?
WALT prepare for publishing	<p>By</p> <ul style="list-style-type: none"> ● Creating a cover page ● Creating a dedication page ● Creating an about the author ● Adding color throughout the book ● Celebrating with a publishing party!

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible.
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	<ul style="list-style-type: none"> ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students with 504s	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping.

	<ul style="list-style-type: none"> ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.

	<ul style="list-style-type: none"> ● Use anchor charts to generate ideas, such as “Heart Map”. ● Define emotions and feelings. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction on adding dialogue to a story
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring, ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping.