

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Writing	Grade Level(s): 2nd Grade
Department: Humanities	Credits: N/A
BOE Adoption Date:	Revision Date(s): 7/16/2022

Course Description

In second grade, students will explore the various writing genres through a Writer’s Workshop approach. The Writer’s Workshop model recognizes that to achieve maximum success, writing instruction must be differentiated. Students in second grade continue to improve their sentence writing skills and learn more about the differences in writing genres. They start to produce an introduction, add more details, and a conclusion, and write across more pages. Students learn to write for different purposes and audiences, and in various forms, including narrative, informational and opinion. The Writer’s Workshop structure includes a mini-lesson, independent writing, teacher and peer conferencing, and time to share their writing. Students participate in author studies in order to understand - and therefore apply in their own writing - techniques they discover in the work of published authors. “When young people are explicitly taught the craft of proficient writing, they are able to travel the world as writers, applying their skills to discipline-based learning and to their lives” (Lucy Calkins 2013).

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Second Grade Writing

Prerequisite(s): First Grade Writing

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Writing Introduction	September 3-4 weeks	Primary Standards <ul style="list-style-type: none"> ● L.2.1.f ● L.2.2.a Secondary Standards <ul style="list-style-type: none"> ● SL.2.6 	Students will be able to: <ul style="list-style-type: none"> ● Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). ● Capitalize holidays, product names, and geographic names. 	<ul style="list-style-type: none"> ● Produce sentences with a capital letter and correct punctuation (1st grade) ● Produce different types of sentences (declarative, interrogative, imperative, exclamatory) (1st grade) ● Produce simple and compound sentences ● Expand sentences to make “super sentences” (e.g. adding adjectives, adverbs, making compound sentences) ● Use capital letters for holidays, products, and places ● Understand the concept of a paragraph and how successive sentences go immediately after the period ● Begin practicing editing their own sentences

Unit 2: Narrative Writing	October - November 6-8 weeks	Primary Standards <ul style="list-style-type: none"> ● W.2.3 ● W.2.5 ● W.2.8 ● L.2.1.e Secondary Standards <ul style="list-style-type: none"> ● W.2.6 ● SL.2.1.a-c ● SL.2.2 ● SL.2.3 ● SL.2.4 ● SL.2.5 ● SL.2.6 ● L.2.2.d ● L.2.2.e 	Students will be able to: <ul style="list-style-type: none"> ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. ● Recall information from experiences or gather information from provided sources to answer a question. ● Use adjectives and adverbs, and choose between them depending on what is to be modified. 	<ul style="list-style-type: none"> ● Write about <i>one time</i> they did something (small moment) ● Provide a well developed opening to begin the narrative using a strategy such as action, dialogue, or setting. ● Write lead sentences that grabs readers attention (hook the reader) ● Tell events in an order that makes sense, using transitional words (first, second, when, then, after, etc.) ● Include details to describe actions, thoughts, or feeling across one whole page or more ● Provide a well developed ending to conclude the narrative using dialogue, actions, feelings ● Apply appropriate vocabulary, grammar, mechanics, spelling (word wall), and/or sentence structure to revise and edit ● Identify and use adjectives to strengthen writing ● Identify and use adverbs to strengthen writing
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Unit 3: Review	December 2-3 weeks	Primary Standards <ul style="list-style-type: none"> ● W.2.3 ● L.2.1.a Secondary Standards <ul style="list-style-type: none"> ● L.2.1.e ● L.2.1.f ● L.2.2.a 	Students will be able to: <ul style="list-style-type: none"> ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● Use collective nouns (e.g., group). 	<ul style="list-style-type: none"> ● Respond to narrative prompts ● Focus on one event ● Use details to describe actions, thoughts, dialogue, and feelings ● Use temporal words to signal event order ● Include an opening and closing sentence ● Identify and use collective nouns ● Use adjectives and adverbs ● Produce and expand simple and compound sentences ● Capitalize holidays, product names, and geographic names
Unit 4: Informational Writing	January - February 6-8 weeks	Primary Standards <ul style="list-style-type: none"> ● W.2.2 ● W.2.5 ● W.2.6 ● W.2.7 ● W.2.8 ● L.2.1.b ● L.2.2.c Secondary Standards <ul style="list-style-type: none"> ● SL.2.4 ● SL.2.5 ● SL.2.6 ● L.2.2.d ● L.2.2.e 	Students will be able to: <ul style="list-style-type: none"> ● Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. 	<ul style="list-style-type: none"> ● Introduce a topic by naming a subject and getting the reader's attention. ● Use different kinds of information such as facts, definitions, details, steps, and tips. ● Include paragraphs, which provide different pieces of information about the topic. ● Provide a summary statement to conclude or wrap up the piece of writing. ● Apply appropriate

			<ul style="list-style-type: none"> • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • Recall information from experiences or gather information from provided sources to answer a question. • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use an apostrophe to form contractions and frequently occurring possessives. 	<p>vocabulary, grammar, mechanics, spelling (word wall), and/or sentence structure to revise and edit</p> <ul style="list-style-type: none"> • Gather information from various sources • Use digital tools to publish writing • Identify and use irregular plural nouns • Use an apostrophe to form contractions • Use an apostrophe to form possessives
Unit 5: Review	March 2-3 weeks	Primary Standards <ul style="list-style-type: none"> • W.2.2 • L.2.1.c Secondary Standards <ul style="list-style-type: none"> • L.2.1.b • L.2.1.f • L.2.2.c 	Students will be able to: <ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. 	<ul style="list-style-type: none"> • Respond to Informational prompts • Provide facts on their topic • Include an opening and closing sentence • Identify and use reflexive pronouns • Identify and use irregular

			<ul style="list-style-type: none"> Use reflexive pronouns (e.g., myself, ourselves). 	<ul style="list-style-type: none"> plural nouns Produce and expand simple and compound sentences Use an apostrophe to form contractions Use an apostrophe to form possessives
Unit 6: Opinion Writing	April - May 6-8 weeks	Primary Standards <ul style="list-style-type: none"> W.2.1 W.2.5 L.2.1.d L.2.2.b Secondary Standards <ul style="list-style-type: none"> W.2.6 SL.2.4 SL.2.5 SL.2.6 L.2.2.d L.2.2.e 	Students will be able to: <ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use commas in greetings and closings of letters. 	<ul style="list-style-type: none"> Provide an opening which states the topic and opinion. Supply at least two well developed reasons that support the opinion Use transition words such as also, another, and because Provide a well developed ending which restates the opinion Apply appropriate vocabulary, grammar, mechanics, spelling (word wall), and/or sentence structure to revise and edit Identify and use irregular past tense verbs Use commas in greetings and closings of letters
Unit 7: Review	June	Primary Standards	Students will be able to:	<ul style="list-style-type: none"> Review narrative,

	2-3 weeks	<ul style="list-style-type: none"> ● W.2.1 ● W.2.2 ● W.2.3 <p>Secondary Standards</p> <ul style="list-style-type: none"> ● L.2.1.a-f ● L.2.2.a-e 	<ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. ● Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 	<p>informational, and opinion writing genres</p> <ul style="list-style-type: none"> ● Respond to prompts from all 3 genres ● Review grammar: collective nouns, irregular plural nouns, reflexive pronouns, irregular past tense verbs, adjectives and adverbs ● Review mechanics: capitalize holidays, product names, and geographic names, use commas in greetings and closing of letters, use an apostrophe with contractions and possessives
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Instructional Unit Map

Course Title: Second Grade Writing

Unit Title	Unit 1 Writing Introduction		Start Date:	September
			Length of Unit:	3-4 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2.a Capitalize holidays, product names, and geographic names.	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). ● Capitalize holidays, product names, and geographic names. 	

	Secondary Standards SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Essential Questions	<ul style="list-style-type: none"> • What is a sentence? • What is a paragraph? • How can I improve my sentence writing? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Daily student independent writing • Checklists • Student conferencing • Student Observation • Graphic Organizers • Exit Tickets • Turn and Talk • Hand signals to show understanding • Student Self-Assessment/Reflection • Choral and individual responses to questioning • Class Discussion • Anecdotal records 	<ul style="list-style-type: none"> • Sentence writing samples • Paragraph writing samples 	<ul style="list-style-type: none"> • Author's celebration • Writing Center • Gallery Walk • Presentation (multimedia, poster, etc.)

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

<p><i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames 	<p>Instructional</p> <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Additional Time ● Allow retakes 	
Differentiated Instructional Methods: <i>(Multiple means for</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: sentence, capital letter, punctuation, paragraph</p> <p>Tier III: simple sentence, compound sentence</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	

Interdisciplinary Connections NJ Student Learning Standards	ELA RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RF.2.3.a Know spelling-sound correspondences for common vowel teams.	
21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ ● Understanding other nations and cultures, including the use of non-English languages. O Career Readiness, Life Literacies, and Key Skills (2020) <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Writer’s Workshop Model ● Narrative Writing Binder - Super Sentence Book ● Sentence Practice - simple and compound, expand, rearrange, capitalization, punctuation ● Paragraph Practice ● Writing Folder ● Word Wall 	

Instructional Unit Map

Course Title: Second Grade Writing

Unit Title	Unit 2 Narrative Writing	Start Date:	October - November
		Length of Unit:	6-8 weeks
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. L.2.1.e Use adjectives and adverbs, and choose between them depending</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. ● Recall information from experiences or gather information from provided sources to answer a question. ● Use adjectives and adverbs, and choose between them depending on what is to be modified.

	<p>on what is to be modified.</p> <p>Secondary Standards</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.2.1.a Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.b Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer</p>		
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	<p>questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.e Consult print and digital resources, including beginning dictionaries, as</p>		
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	needed to check and correct spellings.		
Essential Questions	<ul style="list-style-type: none"> ● Why am I writing? ● How can I organize my writing? ● How can I generate ideas for my writing? ● How do effective writers hook and hold their readers? ● How do I provide a sense of closure to my stories? ● How can I revise or edit my writing to make it stronger? ● What is narrative writing? ● How do we bring small moments to life? ● How does studying other writer’s craft help us become better writers? ● What strategies will I use to help me spell and write? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/Reflection ● Choral and individual responses to questioning 	<ul style="list-style-type: none"> ● Narrative writing pre-assessment ● Narrative writing post-assessment ● Published narrative piece 	<ul style="list-style-type: none"> ● Author’s celebration ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)

	<ul style="list-style-type: none"> ● Class Discussion ● Anecdotal records 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Narrative writing pre-assessment ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 		

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools 	<p>Instructional</p> <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology

	<ul style="list-style-type: none"> ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time 	<ul style="list-style-type: none"> ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	
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	<ul style="list-style-type: none"> ● Provide individual support ● Allow for dictation as needed 			
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: sentence, demonstrate, elaborate, problem, detail, describe, plan, brainstorm, edit, revise, proofread, feedback, organize, conclusion Tier III: narrative, setting, character, sequential order, transitional words, adjective, adverb			

<p>Integration of Technology SAMR</p>	<p>S - Type stories in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit stories in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos</p> <p>M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>Computer Science and Design Thinking (2020)</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <p>O+</p>		<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving

	<ul style="list-style-type: none"> ● Understanding other nations and cultures, including the use of non-English languages O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Narrative Unit 1 ● Narrative Writing Binder - Launching Writer’s Workshop, Leads and Personal Narrative mini-lessons ● Narrative On Demand (Refer to ELA Resources Shared Drive) ● Narrative Rubric ● Narrative Checklist Illustrated ● Narrative Checklist ● Mentor Texts - <i>Owl Moon</i> by Jane Yolen (included); <i>The Leaving Morning</i> by Angela Johnson (included); Other various narrative text authors (Tomie DePaola, Patricia Polacco, Kevin Henkes) (not included) ● Grammar Practice - common, proper, possessive nouns, adjectives, capitalize dates and names ● Conferring Record Sheet (Refer to ELA Resources Shared Drive) ● Materials - Writer’s notebook, writing folder, paper choices, pencils, pens, markers, flipchart paper, anchor charts, graphic organizers, exemplars, word walls, dictionaries, thesaurus 	

Instructional Unit Map

Course Title: First Grade Writing

Unit Title	Unit 3 Review		Start Date:	December
			Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standards</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1.a Use collective nouns (e.g., group).</p> <p>Secondary Standards</p> <p>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2.a Capitalize holidays, product names, and</p>	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Use collective nouns (e.g., group). 	

	geographic names.		
Essential Questions	<ul style="list-style-type: none"> • What is narrative writing? • How can I use collective nouns? • How can I produce strong sentences? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Daily student independent writing • Checklists • Student conferencing • Student Observation • Graphic Organizers • Exit Tickets • Turn and Talk • Hand signals to show understanding • Student Self-Assessment/ Reflection • Choral and individual responses to questioning • Class Discussion • Anecdotal records 	<ul style="list-style-type: none"> • Responses to prompts 	<ul style="list-style-type: none"> • Writing Center • Gallery Walk • Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Starting Position (background knowledge) • Narrative on-demand 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments

	<ul style="list-style-type: none"> ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames 	<ul style="list-style-type: none"> ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Access to next grade level's rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: sentence, demonstrate, elaborate, problem, detail, describe, plan, brainstorm, edit, revise, proofread, feedback, organize, conclusion</p> <p>Tier III: narrative, setting, character, sequential order, transitional words, adjective, adverb, collective noun</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences/stories in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences/stories in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ ● Understanding other nations and cultures, including the use of non-English languages. O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

	<ul style="list-style-type: none"> processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
Resources/Materials	<ul style="list-style-type: none"> Lucy Calkins Narrative Writing Unit Grammar Practice - sentence writing, capitalizing holidays, products, geographic names, adjectives, adverbs, collective nouns 	

Instructional Unit Map				
Course Title: First Grade Writing				
Unit Title	Unit 4 Informational Writing		Start Date:	January - February
			Length of Unit:	6-8 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards W.2.2 Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	Learning Goals	Students will be able to: <ul style="list-style-type: none"> Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. 	

	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Secondary Standards</p> <p>SL.2.4 Tell a story or recount</p>		<ul style="list-style-type: none"> ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ● Recall information from experiences or gather information from provided sources to answer a question. ● Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● Use an apostrophe to form contractions and frequently occurring possessives.
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	<p>an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.e Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is informational writing? ● What are some ways I can show all I know about a topic? ● How do I become an expert in my area of study? ● What kinds of writing can be included in my presentation on one topic? ● How can I introduce my topic and hook my reader? ● How can I use evidence and facts to elaborate on my topic? ● How can I revise or edit my writing to make it stronger? 		

Assessments	Formative	Summative	Alternative
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Informational writing pre-assessment ● Informational writing post-assessment ● Published Informational piece 	<ul style="list-style-type: none"> ● Author's celebration ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Informative writing pre-assessment ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts 		

	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/individual support 	Instructional <ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist ● Peer leader/helper Assessments

	<ul style="list-style-type: none"> ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: research, topic, evidence, facts, definition, ending, research, text feature, graphic feature, edit, revise, capital, punctuation Tier III: informative, headings, table of contents, how-to	
Integration of Technology SAMR	S - Type pieces in word processing program, Use Seesaw to access assignments, Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
21st Century Themes/Skills	Themes	Skills

Global Awareness

- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.

O+

- Understanding other nations and cultures, including the use of non-English languages **O**

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives **O+**
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Communication, Technology Literacy

Resources/Materials

- Lucy Calkins Informational Unit
- Informative Writing Binder - Informational mini lessons, How-to mini lessons, research mini lessons, additional research topics and organizers
- Informational On Demand
- Informational Rubric (Refer to ELA Resources Shared Drive)
- Informational Checklist Illustrated
- Informational Checklist
- Mentor Texts - *Forces and Motion (Hands-on Science)* by John Graham and John Le Jars (Included); *What Is the World Made Of? All About Solids, Liquids, and Gasses* by Kathleen Weidner Zoehfeld (not included)
- Grammar Practice - irregular plural nouns, apostrophe for contractions, apostrophe for possessives
- Conferring Record Sheet
- Materials - Writer's notebook, writing folder, paper choices, pencils, pens, markers, flipchart paper, anchor charts, graphic organizers, exemplars, word walls, dictionaries, thesaurus

Instructional Unit Map

Course Title: First Grade Writing

Unit Title	Unit 5 Review		Start Date:	March
			Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Primary Standards W.2.2 Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).</p> <p>Secondary Standards L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.f Produce, expand, and rearrange complete simple and compound</p>	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. Use reflexive pronouns (e.g., myself, ourselves). 	

	<p>sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is informational writing? ● How can I use reflexive pronouns? ● How can I write a super sentence? 		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion 	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ● Responses to prompts 	<p style="text-align: center;">Alternative</p> <ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)

	<ul style="list-style-type: none"> ● Anecdotal records 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) ● Informational on-demand 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 		

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions 	<p>Instructional</p> <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology

	<ul style="list-style-type: none"> ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions 	<ul style="list-style-type: none"> ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Provide sentence frames ● Additional Time ● Allow retakes 	
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	<ul style="list-style-type: none"> ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 			
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: research, topic, evidence, facts, definition, ending, research, text feature, graphic feature, edit, revise, capital, punctuation</p> <p>Tier III: informative, headings, table of contents, how-to, reflexive pronoun</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences/pieces in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences ;piecesin word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>Computer Science and Design Thinking (2020)</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions 		<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills

	<p>and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</p> <p>O+</p> <ul style="list-style-type: none"> ● Understanding other nations and cultures, including the use of non-English languages. O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work ● 9.4.2.DC.1: Explain differences between ownership and sharing of information. ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet ● 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Informational Writing Unit ● Grammar Practice - reflexive pronouns 	

Instructional Unit Map

Course Title: First Grade Writing

Unit 6 Opinion Writing

Start Date:

April - May

Unit Title			Length of Unit:	6-8 weeks
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.2.b Use commas in greetings and closings of letters.</p> <p>Secondary Standards W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. ● Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use commas in greetings and closings of letters. 	

	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.e Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is opinion writing? ● How do we write persuasive letters? ● What is the difference between fact and opinion? ● How does studying other writer’s craft help us become better writers? ● How can I revise or edit my writing to make it stronger? ● What strategies will I use to help me spell and write? 		

Assessments	Formative	Summative	Alternative
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Opinion writing pre-assessment ● Opinion writing post-assessment ● Published Opinion 	<ul style="list-style-type: none"> ● Author's celebration ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Opinion writing pre-assessment ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts 		

	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/individual support 	Instructional <ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist ● Peer leader/helper Assessments

	<ul style="list-style-type: none"> ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: opinion, opening, closing, argument, persuasion, reasons, friendly letter, edit, revise Tier III: irregular verb tense, past tense, comma	
Integration of Technology SAMR	S - Type pieces in word processing program, Use Seesaw to access assignments, Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills

	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <p>O+</p> <ul style="list-style-type: none"> ● Understanding other nations and cultures, including the use of non-English languages O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Lucy Calkins Opinion Unit ● Opinion Writing Binder - Opinion mini lessons, Letter writing mini lessons, Additional Opinion resources/prompts ● Opinion On Demand ● Opinion Rubric ● Opinion Checklist Illustrated ● Opinion Checklist (Refer to ELA Resources Shared Drive) ● Mentor Texts - <i>Mercy Watson to the Rescue</i> by Kate DiCamillo (not included); <i>Dear Annie</i> by Judith Caseley (not included); <i>I Wanna Iguana</i> by Karen Kaufman Orloff (not included); <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague (not included); <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin (not included) ● Conferring Record Sheet 	

- Materials - Writer’s notebook, writing folder, paper choices, pencils, pens, markers, flipchart paper, anchor charts, graphic organizers, exemplars, word walls, dictionaries, thesaurus

Instructional Unit Map

Course Title: First Grade Writing

Unit Title	Unit 7 Review		Start Date:	June
			Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect	Learning Goals	Students will be able to:	
			<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. • Write informative/ explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. 	

	<p>opinion and reasons, and provide a conclusion.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Secondary Standards</p> <p>L.2.1.a Use collective nouns (e.g., group).</p> <p>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.d Form and use the past tense of frequently occurring irregular verbs</p>		<ul style="list-style-type: none"> ● Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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	<p>(e.g., sat, hid, told).</p> <p>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2.a Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.b Use commas in greetings and closings of letters.</p> <p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.e Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>		
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Essential Questions	<ul style="list-style-type: none"> ● What is informational writing? ● What is opinion writing? ● What is narrative writing? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Responses to prompts 	<ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) ● Opinion on-demand 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding 		

	<ul style="list-style-type: none"> ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist

	<ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior 	<ul style="list-style-type: none"> ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools 	<ul style="list-style-type: none"> ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: narrative, informational, opinion, sentence, capital, punctuation, apostrophe, comma Tier III: collective noun irregular plural noun, reflexive pronoun, irregular past tense verb, adjective, adverb	
Integration of Technology SAMR	S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills

	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ ● Understanding other nations and cultures, including the use of non-English languages. O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives O+ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Informational Writing Unit ● Lucy Calkins Opinion Writing Unit ● Lucy Calkins Narrative Writing Unit ● Grammar Practice - Review all grammar and mechanics 	

