

# Frelinghuysen Township School District



## English Language Arts Curriculum

Writing

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

## Curricular Overview

The English Language Arts Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction. The ELA curriculum is organized into reading and writing units.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

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Board of Education adoption: March, 2020

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## ELA Reading and Writing Pacing Guide

Grade Level	Pacing	Reading	Writing	Grammar, Phonics and Word Work
Kindergarten	6 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	List and Label	
	6-8 weeks	Non-fiction	Personal Narrative	
	6-8 weeks	Poetry	How To	
	4 weeks		FUNctional Writing	
Grade 1	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Fiction	Fiction Book Review	
	6-8 weeks	Poetry	Personal Narrative	
Grade 2	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	Personal Narrative	
	6-8 weeks	Nonfiction	Gail Gibbons Author Study	
	6-8 weeks	Poetry	Letter Writing	
Grade 3	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Spelling City
	6-8 weeks	Fiction	Patricia Polacco Author Study	
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Poetry	Biography	
Grade 4	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Spelling City
	6-8 weeks	Fiction	Cynthia Rylant Author Study	
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Poetry	Feature Article with Editorial	
Grade 5	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	Biography	
	6-8 weeks	Nonfiction	Essay	
	6-8 weeks	Poetry	Memoir	
Grade 6	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Vocabulary Workshop
	6-8 weeks	Fiction	Argumentative Essay	
	6-8 weeks	Nonfiction	Feature Article	
	6-8 weeks	Poetry	Personal Narrative	

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Kindergarten**

## Unit 1: How Writers Work

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm understanding of written texts read aloud or information presented orally or</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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through media by asking and answering questions about key details.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Learning Outcomes

*Students will understand...*

- Become familiar with their writing environment while learning the routines, rituals, and resources available to them
- Demonstrate an interest in collaborating and sharing thought and ideas with their

*Students will be able to answer...*

- Why do writers write stories?
- How do writers ask questions to learn more about their topics?
- What things do they know and have they learned?

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<ul style="list-style-type: none"> <li>classmates</li> <li>● Writers make decisions in their writing and why they make them</li> <li>● What inspires writers to write</li> <li>● Pictures play an important role when developing and telling a story</li> <li>● Themselves as writers by developing a writing identity</li> <li>● A newly developed supportive writing community</li> <li>● Writers write stories they know about</li> <li>● Writers ask questions to learn more about their topics</li> <li>● Writers show how small things can turn into big emotions</li> <li>● Writers celebrate their life experiences through the stories they tell</li> <li>● Illustrators tell stories with detailed pictures</li> <li>● Writers think about what they know and want to share with their readers before they begin writing or drawing</li> <li>● Writers often write about special moments they do not want to forget</li> <li>● Writers are often inspired by their passions</li> <li>● Writers have ways of deciding which ideas to publish</li> <li>● Writers have ways of deciding what they need to change or add to their drawings so their readers will understand their stories</li> <li>● Writers have their audiences in mind when revising their piece</li> <li>● Writers use the conventions of standard English capitalization to make their writing easy to read and understand</li> <li>● Writers consider how their final pieces will look in order to make them attractive to readers</li> <li>● Reflective practices help us learn and grow as writers.</li> </ul>	<ul style="list-style-type: none"> <li>● How do small things turn into big emotions?</li> <li>● How can writers celebrate their life experiences?</li> <li>● How do illustrations tell stories?</li> <li>● What do you know that you could write about?</li> <li>● What is a special memory you can write about?</li> <li>● What is your favorite thing to do that you can write about?</li> <li>● Which idea do you want to publish? Why?</li> <li>● How does rereading your work help you decide what to change or add to the story?</li> <li>● How does knowing your audience help you write your story?</li> <li>● How does editing the story make it better for readers?</li> <li>● What should you include on the cover?</li> <li>● How does the cover of a book make it more inviting for a reader?</li> <li>● How does reflecting on our writing help us see how we have evolved?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> </ul>

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<ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>

## LEARNING PLAN

Pacing Guide: 6-8 Weeks

### Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 5 in Reading Fundamentals Series by Schoolwide
  - I am a Writer!
  - Writers Share Information
  - Making Connections
  - Writers are Storytellers
  - Picture Writer
- Complete Mini-Lessons 1-9 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Write What You Know
  - Generating Ideas II: Writers Remember
  - Generating Ideas III: Your Favorite Thing To Do
  - Selecting: Which Idea Do I Want to Publish?
  - Drafting: Let’s look and See
  - Revising: Am I Done Yet?
  - Editing: Uppercase and Lowercase Letters
  - Publishing: What is Included on a Cover?
  - Student Self- Reflection

### Integrated Accommodations and Modifications

<p><b>Special Education, ELL and 504</b></p> <ul style="list-style-type: none"> <li>● Repeat/modify directions</li> <li>● Visual models</li> <li>● Assistive technology</li> <li>● Extended time</li> <li>● Preferred/flexible seating</li> <li>● Differentiated activities (centers)</li> <li>● Shortened assignments</li> <li>● Sensory integration activities</li> <li>● Flexible grouping</li> <li>● Games</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Differentiated activities (centers)</li> <li>● Games</li> <li>● Assistive technology</li> <li>● Problem solving strategies</li> <li>● Tiered choice activities</li> <li>● Kinesthetic Activities</li> <li>● Role Play</li> <li>● Critical thinking strategies</li> <li>● Accelerated learning</li> </ul>
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<ul style="list-style-type: none"> <li>● Kinesthetic Activity</li> <li>● Role Play</li> </ul>	<ul style="list-style-type: none"> <li>● Independent study</li> </ul>
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> <li>● Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>● Websites             <ul style="list-style-type: none"> <li>○ <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> </ul> </li> <li>● Materials             <ul style="list-style-type: none"> <li>○ Writing folder</li> <li>○ Writing Notebook</li> <li>○ Easel</li> <li>○ Pencils</li> <li>○ Sharpeners</li> <li>○ Makers</li> <li>○ Colored Pencils</li> <li>○ Crayons</li> <li>○ Paper choices</li> <li>○ Alphabet chart</li> <li>○ Word list</li> <li>○ Word wall</li> <li>○ Sticky notes</li> <li>○ Chart paper</li> <li>○ Highlighters</li> <li>○ Staplers</li> <li>○ Paper clips</li> <li>○ Letter to Families</li> <li>○ Considerations for Publishing chart</li> <li>○ Revise and Take Another Look sheet</li> <li>○ Writing Certificates</li> <li>○ Reflecting on My Work Worksheets</li> <li>○ Homework Reflection Assignment</li> </ul> </li> <li>● Books/Text             <ul style="list-style-type: none"> <li>○ Library Mouse – Daniel Kirk</li> <li>○ To Be a Kid – Maya Ajmera and John Ivanko</li> <li>○ Taking a Bath with the Dog and Other Things that make me Happy – Scott Menchin</li> <li>○ This Quiet Lady – Charlotte Zolotow</li> <li>○ The Art Lesson – Tomie dePaola</li> </ul> </li> </ul>	
<b>Leveled Texts</b>	
<ul style="list-style-type: none"> <li>● Advanced: I Work at the Stables – Aria Fletcher-Ratliff – Level E</li> <li>● Intermediate: Jack and Lily’s Favorite Foods – Katherine Page - Level C</li> <li>● Beginner: Write! – Lana Tamar – Level A</li> </ul>	



# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Kindergarten

### Unit 2: List and Label

#### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a: Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b: Continue a conversation through multiple exchanges.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a: Capitalize the first word in a sentence and the pronoun I.

L.K.2.b: Recognize and name end punctuation.

L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

L.K.4.b: Use the most frequently occurring affixes

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(e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Learning Outcomes

*Students will understand...*

- List and label structure can be used with any topic
- List and label books are written in various ways
- Drawing, dictating, and writing work together to compose a question and answer text
- Lists and labels can be found within one book in various ways
- A list and label book can contain multiple lists and label
- Lists grow from big topics that are defines through smaller examples
- Drawing the illustrations first often helps writers envision how the story might go
- List and Label books are written for many different purposes
- Writers label their pictures in many different ways
- Many list and label books contain a repeating phrase to hold the pages together
- Writers find themselves immersed in topics for stories

*Students will be able to answer....*

- How can list and label structures be used?
- How are list and label books written?
- How do drawing, dictating, and writing work together to compose a question and answer text?
- How do writers name a topic and supply information about the topic using lists and labels?
- Can a list and label book only contain one list and label?
- How can you move from a broad to specific within a list and label structure?
- How can you use details in your illustrations to clearly capture your ideas?
- What is the purpose for writing a list and label book?
- How do you decide what and where to label?
- How do repeating phrases help and when should you use them?
- What idea, with the audience in mind, can you commit and write about?
- What are different ways you can present a book?

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<ul style="list-style-type: none"> <li>● All list and label books contain a big idea with examples</li> <li>● A list and label structure is one way to organize a piece of writing</li> <li>● Crafting a text using descriptive language determines the picture in readers' minds</li> <li>● Illustrations can add information to a page that is not included in the text</li> <li>● Writers are selective and purposeful about the words they choose</li> <li>● Beginning writers are expected to demonstrate command of the conventions of standard English grammar and usage by printing lower and uppercase letter appropriately</li> <li>● Distinguishing between the ending of one word and the beginning of a new word requires white space between the words</li> <li>● The title and cover of a book must work together to hint at the story inside.</li> <li>● Evaluating and reflecting on a published piece of writing enables writers to name what they've learned and begin to plan for future stories</li> </ul>	<ul style="list-style-type: none"> <li>● What are two formats you can organize your topic in?</li> <li>● What are ways you can share your thoughts to give readers more information?</li> <li>● How can the illustrations help you revise for details?</li> <li>● How can you revise the action words in your pieces?</li> <li>● How do you edit for lower and uppercase letters in their list and label books?</li> <li>● Is the spacing adequate in your writing to identify one word from the next?</li> <li>● Does the title match the illustrations and allow readers to identify the subject within?</li> <li>● Did your list and label book have all the features for your audience in mind?</li> <li>● How does evaluating and reflecting on a published piece help you grow as a writer?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: 6-8 Weeks

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 5 in Reading Fundamentals Series by Schoolwide
  - What are List & Label Books?
  - What’s That Sound?
  - That’s a Great Look!
  - Lists and Labels, Labels and Lists
  - A List Within a List
- Complete Mini-Lessons 1-14 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Think Big – Go Smaller
  - Generating Ideas II: Picture This!
  - Generating Ideas III: Why a List & Label Book?
  - Generating Ideas IV: Labeling Choices
  - Generating Ideas V: Repeating Phrases
  - Selecting: Choose Me!
  - Drafting I: How Will It Look?
  - Drafting II: How will it Look another Way?
  - Revising I: Saying More With Words
  - Revising II: Saying More With Pictures
  - Revising III: Writing With Striking Verbs
  - Editing I: Lowercase and Uppercase
  - Editing II: Spacing
  - Publishing: Tell It Like It is
- Student Self- Reflection

## Integrated Accommodations and Modifications

<p><b>Special Education, ELL and 504</b></p> <ul style="list-style-type: none"> <li>● Repeat/modify directions</li> <li>● Visual models</li> <li>● Assistive technology</li> <li>● Extended time</li> <li>● Preferred/flexible seating</li> <li>● Differentiated activities (centers)</li> <li>● Shortened assignments</li> <li>● Sensory integration activities</li> <li>● Flexible grouping</li> <li>● Games</li> <li>● Kinesthetic Activity</li> <li>● Role Play</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Differentiated activities (centers)</li> <li>● Games</li> <li>● Assistive technology</li> <li>● Problem solving strategies</li> <li>● Tiered choice activities</li> <li>● Kinesthetic Activities</li> <li>● Role Play</li> <li>● Critical thinking strategies</li> <li>● Accelerated learning</li> <li>● Independent study</li> </ul>
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## Connections

<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p><b>21<sup>st</sup> Century Skills and Career Education</b></p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> </ul>
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# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Real-world applications

## Instructional and Supplemental Materials

- Websites
  - <https://www.raz-plus.com/>
  - <https://www.storylineonline.net/>
- Materials
  - Writing folder
  - Writing Notebook
  - Easel
  - Pencils
  - Sharpeners
  - Makers
  - Colored Pencils
  - Crayons
  - Paper choices
  - Booklets
  - Alphabet chart
  - Word list
  - Word wall
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Letter to Families
  - Shopping lists
  - To-do lists
  - Recipes
  - Holiday lists for presents
  - List Paper Activity Worksheet
  - Studying list and Label Books Chart
  - How the Pictures Work with the words Chart
  - What's What in Our Classroom Activity Worksheet
  - Characteristics of List and Label Books Chart
  - Topics for a List Book: Special People and Things I Like Activity Worksheet
  - Topics for a List Book: Favorite Places and Expertise Activity Worksheet
  - Illustrate and Label Activity Worksheet
  - Topic and Purpose Planner Activity Worksheet
  - Looking at Print Layout Chart
  - Repeating Phrase Chart
  - My Topic and Phrase Activity Worksheet
  - Repeating Phrase Practice Activity Worksheet
  - Dreams for My Topic Activity Worksheet
  - Question and Answer Structure Activity Worksheet
  - My Quilt Squares Activity Worksheet
  - Draw and Label a Scene Activity Worksheet
  - Planning Page Activity Worksheet

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Number Paper Activity Worksheet
- Fact and more Facts Paper Activity Worksheet
- Sketch Box Paper Activity Worksheet
- Seashell Story Activity Worksheet
- I Promise Activity Worksheet
- Spacing Practice Activity Worksheet
- My Favorite Book Cover Activity Worksheet
- Writers Reflect: List & Label Book Activity Worksheet
  
- Books/Texts
  - My Dad – Anthony Browne
  - Reading Makes You Feel Good – Todd Parr
  - What’s What? A Guessing Game – Mary Serfozo
  - Fish Eyes – Lois Ehlert
  - Fire Engines – Anne Rockwell
  - Cassie’s Word Quilt – Faith Ringgold
  - Biggest, Strongest, Fastest – Steve Jenkins
  - When I Am Old with You – Angela Johnson
  - The Important Book – Margaret Wise Brown
  - Ladybugs – Gail Gibbons
  - The Everything Book – Denise Fleming

### Leveled Texts

- Advanced: Ten Black Dots – Donald Crew – Level I
- Intermediate: Animal Ears – Mary Ann Marazzi – Level B
- Beginner: The Classroom – Nanette Rautscher – Level AA

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Kindergarten

### Unit 3: Personal Narrative

#### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a: Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b: Continue a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.</p> <p>SL.K.3: Ask and answer questions in order to seek</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a: Capitalize the first word in a sentence and the pronoun I.

L.K.2.b: Recognize and name end punctuation.

L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

L.K.4.b: Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

L.K.5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Learning Outcomes

*Students will understand....*

- Personal narratives are inspired by real events or experiences
- Authors write a narrative about one thrilling event through pictures and words
- Writers are often inspired by the special people in their lives
- Writers bring memorable people and moments to life
- The power of words in a narrative
- Ideas often come from questions, family stories, and keepsakes
- Writers reflect on and record their thoughts about their world
- When you live a writer's life, you know there are ideas all around you
- Writers consider what they want to say and how they will say it
- Writers often consider purpose, audience, and commitment to their ideas when deciding what to publish
- Writers plan the structure of their writing and envision its organization as a whole
- Writers plan how their stories will be organized so that readers fully understand them
- Revisions must include ways to help writers reread and re-see their writing
- Writers use mentor texts to identify ways of improving their own writing
- Writers often slow down time by focusing on details and painting vivid scenes and images
- Writers make conscious choices about the

*Students will be able to answer....*

- What is the author's process?
- What is the sequence of events, details, and emotions from the story?
- What do personal narratives tell about?
- How do writers bring out their characters' voices and traits through dialogue, descriptions, and illustrations?
- How is the author's choice of words important?
- What family stories and keepsakes inspire your ideas for writing?
- What daily experiences and feelings inspire your writing?
- What places do you love to explore or visit that you would write about?
- What are big ideas?
- Why is the audience important when selecting your writing piece?
- How will you organize your writing?
- What is sequential order?
- What are ways you can reread your writing?
- What is the author's craft?
- What techniques does an author use to enhance a personal narrative?
- Where can you add slowed-down moments in your draft?
- Why do writers choose certain punctuation marks over others?
- Do your punctuation marks the best choice in your writing?
- Why do writers use punctuation?
- Did you use effective punctuation?

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<p>final punctuation they choose based on how it enhances the readers experience of a text</p> <ul style="list-style-type: none"> <li>● Writers use punctuation to enhance readers’ understanding and appreciation of a piece</li> <li>● Writers read their final drafts to make sure they have included all of the finishing touches for publication</li> <li>● Writers evaluate and reflect on the writing process and enables them to see what they’ve learned and their writing identity</li> <li>● The features and structures of personal narrative writing</li> <li>● The writing process</li> <li>● How words and pictures work together to tell the details of a story</li> <li>● Rereading and revising their writing can help clarify or elaborate their stories</li> </ul>	<ul style="list-style-type: none"> <li>● Why do writers use a checklist to ensure their inclusion?</li> <li>● What did you learn as a writer during this unit?</li> </ul>
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## ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>

## LEARNING PLAN

### Pacing Guide: 6-8 Weeks

#### Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 5 in Reading Fundamentals Series by Schoolwide
  - Real Experiences

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- One Thrilling Event
- Real People
- Writers Remember
- Writers Love Language
- Complete Mini-Lessons 1-14 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Tell Me a Story
  - Generating Ideas II: Memorable Moments Evoke Emotion
  - Generating Ideas III: Places that Stories Come From
  - Generating Ideas IV: Big Ideas
  - Selecting: Decide What to Stick With
  - Drafting I: Organization – Snapshots
  - Drafting II: Organization – One Event
  - Revising I: Reread – Do You Get the Point
  - Revising II: Models of Good Writing
  - Revising III: Tell Me More
  - Editing I: Notice Punctuation
  - Editing II: Notice More Punctuation
  - Publishing: Check for Finishing Touches
- Student Self- Reflection

## Integrated Accommodations and Modifications

### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

## Connections

### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

## Instructional and Supplemental Materials

- Websites
  - <https://www.raz-plus.com/>
  - <https://www.storylineonline.net/>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- **Materials**
  - Writing folder
  - Writing Notebook
  - Easel
  - Pencils
  - Sharpeners
  - Makers
  - Colored Pencils
  - Crayons
  - Paper choices
  - Booklets
  - Alphabet chart
  - Word list
  - Word wall
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Letter to Families
  - What Inspires Authors to Write Personal Narratives? - Chart
  - What We Know About Personal Narratives – Chart
  - Story Sequence – Activity Worksheet
  - Reader Response – Activity Worksheet
  - Wonderful Words – Chart
  - Author Quotes – Chart
  - My Keepsake – Activity Worksheet
  - Memorable Moment – Activity Worksheet
  - Feeling Words – Chart
  - Places I Explore – Activity Worksheet
  - Memorable Sensations – Activity Worksheet
  - Narrow the Topic – Chart
  - Narrow the Topic – Finding a Focus for my Writing – Activity Worksheet
  - Personal Narrative: Deciding What to Publish – Worksheet
  - Snapshot Structure: Planning Paper – Activity Worksheet
  - Snapshot – Activity Worksheet
  - Chronological Order of One Event: Planning Paper – Activity Worksheet
  - Getting to the Heart of It – Activity Worksheet
  - Reading Like a Writer – Chart
  - Tell Me More – Activity Worksheet
  - Mo’s and My Punctuation – Activity Worksheet
  - Punctuation Check – Activity Worksheet
  - Finishing Touches Checklist
  - Sentence Frames – Activity Worksheet
  - How Have I Grown? – Activity Worksheet
  - Our Reflections – Chart
- **Books/Texts**
  - Let’s Go Home: The Wonderful Things About a House – Cynthia Rylant

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Hello Ocean – Pam Munoz Ryan
- I Know a Lady – Charlotte Zolotow
- The Chalk Doll – Charlotte Pomerantz
- The Moon Was the Best – Charlotte Zolotow
- Knuffle Bunny: A Cautionary Tale – Mo Willems
- Watch Out for the Chicken Feet in Your Soup – Tomie dePaola
- Roller Coaster – Marla Frazee
- Dream Weaver – Jonathan London
- Snow – Url Shulevitz

## Leveled Texts

- Advanced: I Can Help – Ned Jensen – Level C
- Intermediate: Taking the Bus – Elizabeth Strauss – Level B
- Beginner: I Save Money – Simon A. Evey – Level A

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Kindergarten

### Unit 4: Nonfiction - How to

#### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a: Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b: Continue a conversation through multiple exchanges.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a: Capitalize the first word in a sentence and the pronoun I.

L.K.2.b: Recognize and name end punctuation.

L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

L.K.4.b: Use the most frequently occurring affixes



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

(e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Learning Outcomes

*Students will understand....*

- How-to texts
- How writers recall information from personal experiences
- Writers connect their topic choices to their purposes they love
- The importance of drawings to suppose meaning and clarify readers understanding
- The features and components in how-to writing
- How-to writings are written to teach readers how to do an activity or understand a process
- How-to writers share with and instruct readers on topics they care about
- Procedural writers speak directly to readers to instruct and advise them on the processes they write
- Steps in a process are sequences chronologically
- How-to writers get ideas by gathering information through observing others, asking experts, practicing procedures themselves, and sketching or drawing
- Authors of how-to writings generate ideas

*Students will be able to answer....*

- What are How-to texts?
- How do writers recall information to write from personal experiences?
- What subject do you love that you can write a how-to about?
- Why are drawings important in how-to writings?
- What are the features and components of how-to writing?
- Why are how-to writings written?
- What do how-to writers share?
- How are how-to writers speaking to their readers?
- Where do how-to writers get their information from?
- How do authors of how-to writings generate ideas?
- How do how-to writers choose topics they are passionate about?
- How do you begin how-to pieces?
- How do you illustrate each part of the how-to process?
- How do you indicate the order and sequence of steps to the reader?

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p>by thinking of the different activities they like to do throughout the year</p> <ul style="list-style-type: none"> <li>● How-to writers choose topics about which they are passionate and eager to teach to others</li> <li>● How-to writers begin their pieces with helpful lists of materials needed to complete the process or activity</li> <li>● Procedural writers use pictures to illustrate each part or step of the how-to process they write about</li> <li>● How-to writers use transition words to indicate and sequence of steps they want readers to follow</li> <li>● How-to writers use labels, captions, and other environmental print to enhance readers' understanding and to create visual interest</li> <li>● How-to writers use active verbs to instruct readers clearly and promote active participation</li> <li>● Writers use punctuation to indicate where thoughts begin and end, to inform readers how to read a line, and to show where to place emphasis</li> <li>● How-to writers use numbers and transition words to help readers follow the step-by-step processes they write about</li> <li>● How-to writers often dedicate their books to someone who taught them or joined them in the activities they love to do and share</li> <li>● How-to writers, like all authors, engage in self-reflection and evaluation to learn and grow as writers</li> </ul>	<ul style="list-style-type: none"> <li>● How do how-to writers enhance readers' understanding of print?</li> <li>● How do how-to writers instruct readers and promote active participation?</li> <li>● How do writers inform readers where thoughts begin and end?</li> <li>● How do how-to writers help readers follow the process?</li> <li>● Why do how-to writers dedicate their books?</li> <li>● What did you learn about how-to writers through this unit?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>

## LEARNING PLAN

### Pacing Guide: 6-8 Weeks

#### Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 5 in Reading Fundamentals Series by Schoolwide
  - What is How-To Writing?
  - BE an Expert at How-To Writing
  - How-To Writers Share What They Care About
  - Using Pictures in How-To Writing
  - How to Write a How-To Writing
- Complete Mini-Lessons 1-15 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: You're the Expert
  - Generating Ideas II: Share What You Care About
  - Generating Ideas III: Talk Readers Through Your How-To
  - Generating Ideas IV: Do What Others How-To Writers Do
  - Generating Ideas V: Celebrate the Seasons
  - Selecting: Love It or Leave It
  - Drafting I: Begin With a Materials List
  - Drafting IIA: Order & Number (Using Pictures)
  - Drafting IIB: Order & Number (Using Words)
  - Revising I: Labels & Captions
  - Revising II: Review Your Verbs
  - Editing I: Sentence Enders Say a Lot
  - Editing II: Check Numbers & Transitions
  - Publishing: Dedicate Your How-To
  - Student Self- Reflection

#### Integrated Accommodations and Modifications

##### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games

##### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Kinesthetic Activity</li> <li>● Role Play</li> </ul>	<ul style="list-style-type: none"> <li>● Independent study</li> </ul>
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> <li>● Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>● Websites             <ul style="list-style-type: none"> <li>○ <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> <li>○ <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> </ul> </li> <li>● Materials             <ul style="list-style-type: none"> <li>○ Writing folder</li> <li>○ Writing Notebook</li> <li>○ Easel</li> <li>○ Pencils</li> <li>○ Sharpeners</li> <li>○ Makers</li> <li>○ Colored Pencils</li> <li>○ Crayons</li> <li>○ Paper choices</li> <li>○ Booklets</li> <li>○ Alphabet chart</li> <li>○ Word list</li> <li>○ Word wall</li> <li>○ Sticky notes</li> <li>○ Chart paper</li> <li>○ Highlighters</li> <li>○ Staplers</li> <li>○ Paper clips</li> <li>○ Letter to Families</li> <li>○ What is How-To Writing? – Chart</li> <li>○ My How-to-Be Idea – Activity Worksheet</li> <li>○ Compare and Contrast Diagram – Chart</li> <li>○ Verbs Scavenger Hunt – Activity Worksheet</li> <li>○ How to Write a How-To Writing</li> <li>○ Things I Know How to Do – Activity Worksheet</li> <li>○ How-To Brainstorm – Activity Worksheet</li> <li>○ How-To Brainstorm (Adapted) – Activity Worksheet</li> <li>○ What? To Whom? Why? – Activity Worksheet</li> <li>○ Where How-To Ideas Come From – Chart</li> <li>○ Hour Snapshots of Four Seasons – Activity Worksheet</li> </ul> </li> </ul>	

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- The How-To Writing I Selected – Activity Worksheet
- Things You Will Need – Activity Worksheet
- Drawing My How-To – Activity Worksheet
- Transition Words – Hands on Activity
- Write Steps Out – Activity Worksheet
- My How-To Moment – Activity Worksheet
- Vivid Verbs – Activity Worksheet
- Sentence Enders – Activity Worksheet
- Dedication Page – Activity Worksheet
- How-To Writing Self-Assessment – Activity Worksheet
- Books/Texts
  - Growing Vegetable Soup – Lois Ehlert
  - All You Need for a Snowman – Alice Schertle
  - How to Lose All Your Friends – Nancy Carlson
  - Building a House – Byron Barton
  - I Can Draw People – Ray Gibson
  - If You Decide to Go to the Moon – Faith McNulty
  - How to Be – Lisa Brown
  - Walk On! A Guide for Babies of All Ages – Marla Frazee
  - Road Builders – B.G. Hennessy
  - The Pizza That We Made – Joan Holub

### Leveled Texts

- Advanced: How to Tie Your Shoes - Sadie Blaine Rousler - Level E
- Intermediate: Making Salsa – Ava G. Kalisch - Level C
- Beginner: I Draw a Bunny – Bev Osborn - Level A

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## Kindergarten

<b>Unit 5: FUNctional Writing</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a: Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b: Continue a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a: Print many upper- and lowercase letters.

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f: Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a: Capitalize the first word in a sentence and the pronoun I.

L.K.2.b: Recognize and name end punctuation.

L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

L.K.4.b: Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

meanings.

L.K.5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Learning Outcomes

*Students will understand...*

- Functional writing
- All writing involves purpose and all writers take their audiences into action
- Illustrations communicate and enhance meaning
- Letters function to help people maintain relationships
- Letters writers communicate feelings, opinions, and events with pictures as well as or instead of words
- Writers use letters to persuade others
- The purposes in writing letters via letters and other types of mail
- The presences of functional writing in the world and its practical purposes
- Writers create maps to help readers learn about location, give directions, and to share interesting information about places that are important to them
- Lists are functional writings that provide helpful information to readers and serve as useful tools for writers
- Notes, cards, and invitations are forms of functional writing
- Advertisements can inform and persuade readers
- Writers often write letters to make requests, state an opinion, or pose arguments
- Selecting a piece to write, you should consider purpose and audience
- Persuasive letters are an important form

*Students will be able to answer...*

- What is functional writing?
- How do letters help people maintain relationships?
- What can letters communicate?
- How can letters persuade people?
- What is the purpose for communicating in writing?
- What are the practical purposes of functional writing?
- What can maps help readers?
- What are lists?
- What are kinds of functional writings?
- What is the purpose of advertisements?
- What is a letter?
- What can you convey in a letter?
- What is a persuasive letter?
- What is an opinion?
- How can you make your point more convincing?
- How can you use your voice in writing?
- How can you add detail to a draft?
- What are the rules for a comma?
- When do you use a capital letter?
- How do you publish a letter?
- How should a writer select an idea?
- How have you grown as a writer through this unit?
- What kind of writing do you want to try next?
-



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p>of opinion writing</p> <ul style="list-style-type: none"> <li>● Persuasive letters include the writer’s opinion or request and then reasons for the opinion or request</li> <li>● Writers use their unique voice to convey emotion, passion, and personality</li> <li>● All writers must consider the purpose of their piece and the needs of the audience for which it is intended</li> <li>● Letter writers follow the conventional rules governing comma use in salutations and closings</li> <li>● Writers capitalize the pronoun “I,” the names of people and places, and other proper nouns</li> <li>● Letter and card writers “publish” their pieces by sending them to their readers through the mail</li> <li>● Writers select ideas with a specific purpose and audience in mind</li> <li>● Writers use self-reflection to learn and grow and to make decisions about what kind of writing to try next</li> </ul>	
<b>ASSESSMENT</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: 6-8 Weeks	

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

### Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 6 in Reading Fundamentals Series by Schoolwide
  - What is FUNctional Writing?
  - A Closer Look at Letters
  - FUNctional Writing Uses Pictures
  - FUNctional Writing Can Persuade
  - FUNctional Writing is FUN
  - FUNctional Writing Surrounds Us
- Complete Mini-Lessons 1-16 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Map Your Ideas
  - Generating Ideas II: Make a List
  - Generating Ideas III: FUNctional Writing to Give & Get
  - Generating Ideas IV: Advertise Your Ideas
  - Generating Ideas V: Write to a Friend
  - Generating Ideas VI: Write What You Want
  - Selecting: Letter Power!
  - Drafting I: I Have an Opinion
  - Revising I: Convince Me
  - Revising II: Matching Voice to Purpose
  - Revising III: Add Details for your Readers
  - Editing I: Check Your Commas
  - Editing II: Capitalize “I” and Other Important Names
  - Publishing I: Catch the Reader’s Eye
  - Publishing II: What? Why? Why?
- Student Self- Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Career Education

- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Websites
  - <https://www.raz-plus.com/>
  - <https://www.storylineonline.net/>
- Materials
  - Writing folder
  - Writing Notebook
  - Easel
  - Pencils
  - Sharpeners
  - Makers
  - Colored Pencils
  - Crayons
  - Paper choices
  - Booklets
  - Alphabet chart
  - Word list
  - Word wall
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Letter to Families
  - Types of Functional Writing – Chart
  - Writers on Letter Writing – Chart
  - FUNctional Writing Scavenger Hunt – Activity Worksheet
  - Alex’s Persuasive Reasons – Chart
  - Hand Organizer – Activity Worksheet
  - Postcard Template – Activity Worksheet
  - Environmental Print in Our Classroom – chart
  - Environmental Print Scavenger Hunt – Activity Worksheet
  - Environmental Print Around Us – Activity Worksheet
  - What? Who? Why? – Chart
  - My Map of Outer Space - Example Chart
  - Types of Lists – Chart
  - List Paper
  - Invitation Template
  - A Note From me Template
  - My Advertisement – Activity Worksheet
  - Letter Form – Activity Worksheet
  - Things I Can Ask for in a Letter – Activity Worksheet
  - Persuasive Writing Graphic Organizer – Activity Worksheet
  - Things to Ask for – chart

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- The Writing Process – Chart
- Parts of a Friendly or Persuasive Letter – Chart
- Sample of Persuasive Letter
- A Letter From Me – Template
- Making Reasons More Convincing – Activity Worksheet
- The Voice I Want to Convey – Activity Worksheet
- Student Revisions – Activity Worksheet
- Comma Checklist – List
- Capitalization Worksheet
- Address an Envelop – Example
- What? Who? Why? – Activity Worksheet
- The Piece I Chose to Publish 0 Activity Worksheet
- Self-Reflection Questionnaire – Worksheet
- Books/Texts
  - Fancy Nancy – Jane O’Conner
  - Click, Clack, Moo: Cows That Type – Doreen Cronin
  - Bunny Cakes – Rosemary Wells
  - Dear Bear – Joanna Harrison
  - I Wanna Iguana – Karen Kaufman Orloff
  - Dear Juno – Soyung Pak
  - We Are Best Friends – Alikei
  - My New York – Kathy Jakobsen
  - The Jolly Postman or Other People’s Letters – Janet Ahlberg and Ahlbery Allan
  - With Love, Little Red Hen – Alma Flor Ada
  - Dear Annie – Judith Casely
  - Dear Mr. Blueberry – Simon James
  - Dear Peter Rabbit – Alma Flor Ada
  - Diary of a Spider – Doreen Cronin
  - Diary of a Wombat – Jackie French
  - Diary of a Worm – Doreen Cronin
  - Emily’s First 100 Days of School – Rosemary Wells
  - I See a Sign – Lars Klove
  - A Letter to Amy – Ezra Jack Keats
  - Mapping Penny’s World – Loreen Leedy
  - Me on the Map – Joan Sweeney
  - My Map Book – Sara Fanelli
  - School Bus – Donald Crews
  - Trucks – Donald Crews
  - Yours Truly, Goldilocks – Alma Flor Ada

### Leveled Texts

- Advanced: Signs are Everywhere – Vic Moors - Level G
- Intermediate: Hooray for Farmer’s Market – Dori H. Butler - Level E
- Beginner: The Post Office –Erin Taliaferro - Level AA

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 1**

## Unit 1: How Writers Work

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1: Participate in collaborative conversations 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.</p> <p>SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

through media by asking and answering questions about key details and restating key elements.

SL.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.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

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

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4: Determine or clarify the meaning of

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

### Learning Outcomes

*Students will understand...*

- Learn the routines, rituals, and resources of writing workshop
- Participate in collaborative conversations by sharing thoughts and ideas with their classmate(s)
- Listen to and discuss mentor texts as a reader and a writer
- Begin to think about the decisions writers make in their writing and the reasons why they make them
- Explore what inspires writers to write
- Recognize the important roles that pictures play when developing or telling a story
- Identify the various forms and functions of writing
- Recall information from experiences to answer questions and generate writing

*Students will be able to answer...*

- What are the routines, rituals, and resources of writing workshop?
- What is the importance of collaborative conversations?
- What decisions do writers make in their writing and the reasons why they make them?
- What inspires writers to write?
- What role do pictures play when developing or telling a story?
- What are the forms and functions of writing?
- How can recalling information from experiences be used to answer questions and generate writing ideas?
- What is needed to publish a piece of informative or narrative writing?

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<p>ideas</p> <ul style="list-style-type: none"> <li>● Incorporate techniques they have learned from the mentor texts into their own writing</li> <li>● Publish a piece of informative or narrative writing, adding details to strengthen writing as needed</li> <li>● Celebrate the newly developed and supportive writing community.</li> </ul>	
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## ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> <li>● Rubrics</li> </ul>

Benchmark	Alternative
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<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance checklists/assessments</li> </ul>
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## LEARNING PLAN

### Pacing Guide: 6-8 Weeks

### Recommended Learning Activities

<ul style="list-style-type: none"> <li>● Complete Immersions: Interactive Read-Aloud Lessons 1 – 5 in Reading Fundamentals Series by Schoolwide               <ul style="list-style-type: none"> <li>○ What Do Writers and Illustrators Do?</li> <li>○ Writers Make Connections</li> <li>○ Tell Me About It!</li> <li>○ What Do Writers Write?</li> <li>○ Drawing Is Composing</li> </ul> </li> <li>● Complete Mini-Lessons 1-9 in Writing Fundamentals Series by Schoolwide               <ul style="list-style-type: none"> <li>○ Generating Ideas I: What’s Worth Writing About?</li> <li>○ Generating Ideas II: Bringing Emotions Into Focus</li> <li>○ Generating Ideas III: Write What You Notice</li> <li>○ Selecting: Picking An Idea To Publish</li> <li>○ Drafting: Plan your Story</li> <li>○ Revising: Reread, Reflect, Revise</li> </ul> </li> </ul>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Editing: Why and How We Edit
- Publishing: Creating an Inviting Cover Design
- Student Self- Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Writing Fundamentals : How Writers Work
- Schoolwide Fundamental Web Resources [fundamentals.schoolwide.com](http://fundamentals.schoolwide.com)
- Websites: <https://www.raz-plus.com/>
- Writing folder
- Writing Notebook
- Easel
- Pencils
- Sharpeners
- Makers
- Colored Pencils
- Crayons
- Paper choices
- Alphabet chart
- Word list
- Word wall
- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Dictionaries and thesauruses
- Letter to Families
- Activity worksheets/charts

## **Books/Texts**

- I Am an Artist –Pat Lowery Collins
- I Like to Be Little-Charlotte Zolotow
- Ish-Peter H. Reynolds
- Puddles–Jonathan London
- Written Anything Good Lately–Susan Allen and Jane Lindaman

## Leveled Texts

Advanced :Raz Kids: I Collect That! – Level K  
Intermediate:Raz Kids: I Need Eraser – Level D  
Beginner: Raz Kids: Write! - Level A

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 1**

<b>Unit 2: Nonfiction All About Books</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: 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.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1: Participate in collaborative conversations 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.</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

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## English Language Arts Writing Curriculum

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

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

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1: Demonstrates command of the conventions of grammar and usage when writing or speaking.

a. Print upper and lower case letters. b. Use common, proper and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

L.1.4: Determine or clarify the meaning of

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that)

### Learning Outcomes

*Students will understand...*

- Understand why and how authors communicate information to their readers
- Make connections with the books being read and ask questions about topics of interest
- Think about and discuss how illustrations, photographs, and other visual features play a role in understanding the information being presented
- Name the function and features of nonfiction all-about books (e.g., Tables of Contents, Glossaries, subtopics or headings, captions, visuals, etc.)

*Students will be able to answer...*

- Why and how authors communicate information to their readers?
- How do illustrations, photographs, and other visual features play a role in understanding information being presented?
- What are the functions and features of non-fiction books?
- How can information be gathered from sources to answer questions and teach about a topic?
- What do we need to think about regarding writing choices?

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with partners about first-grade topics and texts</li> <li>● Consider various topics about which they could write an all-about book and choose one to focus on</li> <li>● Gather information from various sources to answer questions and teach readers about a particular topic</li> <li>● Think about writing choices regarding purpose, audience, and structure</li> <li>● Recognize the purpose of all-about writing and its effect on readers</li> <li>● Publish a nonfiction all-about book using the stages of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the purpose of writing and what is its effect on readers?</li> <li>● What are the stages of writing?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> <li>● Rubrics</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments/Checklists</li> </ul>

### LEARNING PLAN

Pacing Guide: 6-8 Weeks

#### Recommended Learning Activities

<ul style="list-style-type: none"> <li>● Complete Immersions: Interactive Read-Aloud Lessons 1 – 5 in Writing Fundamentals Series by Schoolwide             <ul style="list-style-type: none"> <li>○ What are Nonfiction All-About Books?</li> <li>○ What Do All-About Books Look Like?</li> <li>○ Wondering About Our World</li> <li>○ Getting the Right Answers</li> <li>○ Just the Facts</li> </ul> </li> <li>● Complete Mini-Lessons 1-16 in Writing Fundamentals Series by Schoolwide</li> </ul>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Generating Ideas I: What Interests You?
- Generating Ideas II: Sharing Our Passions
- Generating Ideas III: A Matter of Fact
- Selecting: What Do I Want to Teach?
- Collecting I: Asking the Right Questions
- Collecting II: Describe it to Me
- Drafting I: Order and Organization
- Drafting II: Lay It Out
- Drafting III: Adding Visuals
- Revising I: Hooking Your Readers
- Revising II: How Does It End?
- Revising III: Do I Have All That I Need?
- Editing I: Stop, Please!
- Editing II: Check It Out!
- Publishing I: Cover Me!
- Publishing II: All About the Extras
- Student Self- Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Writing Fundamentals: Nonfiction All-About Books
- Schoolwide Fundamental Web Resources [fundamentals.schoolwide.com](http://fundamentals.schoolwide.com)
- Websites: <https://www.raz-plus.com/> <https://www.storylineonline.net/>
- Writing folder
- Writing Notebook
- Easel
- Pencils

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Sharpeners
- Makers
- Colored Pencils
- Crayons
- Paper choices
- Booklets
- Alphabet chart
- Word list
- Word wall
- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips
- Letter to Families
- Activity worksheets/charts
- **Books and Texts:**
- Animals in the Desert – Jo Windsor
- An Earthworm’s Life – John Himmelman
- Fire Trucks and Rescue Vehicles–Jean Copprendale
- The Life Cycle of a Frog – Bobbie Kalman
- Life in an Ocean – Carol K. Lindeen
- Move! – Steve Jenkins
- Raising Babies: What Animal Parents Do – Dona Herweck Rice
- The Vegetables We Eat – Gail Gibbons
- What Is It Made From? – Bobbie Kalman
- Why Do Horses Neigh? – Joan Holub

### Leveled Texts

Advanced: Raz Kids: The Butterfly Life Cycle – Level K  
Intermediate: Raz Kids: At the Library – Level D  
Beginner: Raz Kids: Animal Caution Signs – Level B



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 1**

## Unit 3: Fiction With Book Review

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: 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.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1: Participate in collaborative conversations 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.</p> <p>SL.1.2: Demonstrate understanding of written</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

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

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

a. Print all upper and lower case letters. b. Use common, proper and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p>phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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 c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	
<h3>Learning Outcomes</h3>	
<p><i>Students will understand....</i></p> <ul style="list-style-type: none"> <li>● Through reading and collaborative conversations, recognize the characteristics of the fiction genre in the literature they read, such as settings, characters with believable human emotions and traits, and plots centering on realistic problems and solutions</li> <li>● Comprehend that writers of fiction draw inspiration and material from real people, places, problems, and emotions</li> <li>● Determine the similarities and differences between realistic fiction and fantasy</li> <li>● See how writers use humor and exaggeration to entertain us and make us think</li> <li>● Write fiction texts in which they follow the narrative text structure, recounting a sequence of events with a definitive beginning, middle, and end</li> </ul>	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> <li>● What are the characteristics of the fiction genre?</li> <li>● Where do writers of fiction draw inspiration and material from?</li> <li>● What are the similarities and differences between realistic fiction and fantasy?</li> <li>● How can humor and exaggeration entertain us and make us think?</li> <li>● What is a narrative text structure?</li> <li>● What are temporal words?</li> <li>● What are the fiction elements that need to be included in writing?</li> <li>● What are the relevant details (who, what, where, when, why) needed for describing?</li> <li>● How is the writing process used to publish a fiction piece?</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Use temporal words to signal event order</li> <li>● Include fiction elements: characters, setting, problems, and solutions</li> <li>● Use relevant details to describe who, what, where, and when</li> <li>● Publish a fiction text utilizing the writing process to focus on a story idea, draft their story, revise (adding details to strengthen their writing), edit for conventions, and prepare their piece for an intended audience.</li> </ul>	
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## ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessment</li> <li>● Rubrics</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments/checklists</li> </ul>

## LEARNING PLAN

Pacing Guide: 6-8 Weeks

### Recommended Learning Activities

<ul style="list-style-type: none"> <li>● Complete Immersions: Interactive Read-Aloud Lessons 1 – 6 in Reading Fundamentals Series by Schoolwide             <ul style="list-style-type: none"> <li>○ Understanding and Appreciating Fiction</li> <li>○ The Impact of Setting</li> <li>○ Connecting with Characters</li> <li>○ Problems and Solutions</li> <li>○ What Makes Realistic fiction Funny?</li> <li>○ Putting It All Together</li> </ul> </li> <li>● Complete Mini-Lessons 1-14 in Writing Fundamentals Series by Schoolwide             <ul style="list-style-type: none"> <li>○ Generating Ideas I: Real Problems and Real Solutions</li> <li>○ Generating Ideas II: The Look of My Character</li> </ul> </li> </ul>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Generating Ideas III: Real Settings
- Generating Ideas IV: Real Emotions
- Generating Ideas V: Problems we Encounter
- Selecting: What Type of fictional story Will I Tell?
- Drafting I: Begin With the 4 Ws
- Drafting II: Words That Signal Event Order
- Drafting III: A Sense of Closure
- Revising I: Creating Vivid Stories
- Revising II: Add Some Dialogue
- Revising III: Tell Me More
- Editing I: Capitalization Counts
- Editing II: Check It Out
- Publishing: Color Your Cover Story
- Student Self- Reflection
- Complete Immersions: Interactive Read-Aloud Lessons 1 -2 in Writing Fundamentals Series by Schoolwide
  - What Makes Us Like the Books We Read?
  - What Is a Book Review?
- Complete Mini-Lessons 1-8 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Writing the Summary
  - Generating Ideas II: Books We Know Well
  - Selecting: Choosing a Book to Review
  - Drafting I: Supplying Reasons to Support Your Opinion
  - Drafting II: The Recommendation
  - Revising: Using a Checklist to Revise Our Reviews
  - Editing: Making Our Reviews Easy to Read
  - Publishing: The Look of Our Book Reviews

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving

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## English Language Arts Writing Curriculum

- Technology
- Character education
- Career Education

- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Writing Fundamentals: Fiction with Book Review
- Schoolwide Fundamentals Web Resources fundamentals.schoolwide.com
- Websites: <https://www.raz-plus.com/> <https://www.storylineonline.net/>
- Materials:
- Writing folder
- Writing Notebook
- Easel
- Pencils
- Sharpeners
- Makers
- Colored Pencils
- Crayons
- Paper choices
- Booklets
- Alphabet chart
- Word list
- Word wall
- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips
- Letter to Families
- Activity worksheets/charts
- **Books/Texts**
- Big Al – Andrew Clements
- Big Sister and Little Sister – Charlotte Zolotow
- Don't Let The Pigeon Stay Up Late – Mo Willems
- Good Boy Fergus! – David Shannon
- A Letter to Amy – Ezra Jack Keats
- The Perfect Pet – Margie Palatini
- Stand Tall, Molly Lou Melon – Patty Lovell
- A Weekend with Wendell – Kevin Henkes
- When Sophie Gets Angry—Really Angry – Molly Bang
- You Can Do It, Sam – Amy Hest

### Leveled Texts

Advanced: Raz Kids: Carlos Joins the Team - Level G  
 Intermediate: Raz Kids: Reading Mysteries – Level E  
 Beginner: Raz Kids: The Kid It – Level B

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 1**

## Unit 4: Personal Narratives

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed</p> <p>W.1.6: 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.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1: Participate in collaborative conversations 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.</p> <p>SL.1.2: Demonstrate understanding of written</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

SL.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.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

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

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p>phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	
<h3>Learning Outcomes</h3>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Participate in shared research as they explore new books and authors to learn from and be inspired by</li> <li>● Listen to and discuss the various mentor texts by asking and answering questions about key details of these books, which will help them to become personal narrative writers, too</li> <li>● Engage in active learning by contributing to conversations about the themes and features of personal narratives through multiple exchanges and requesting clarification to learn more</li> <li>● Recognize that personal narrative writers draw on their personal experiences and</li> </ul>	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>● How can exploration of new books and authors inspire writers?</li> <li>● How can asking/answering questions about key details help to create personal narrative writers?</li> <li>● How can engaging in active learning help to increase learning?</li> <li>● How do personal narrative writers draw on their personal experiences and interests to generate ideas for writing?</li> <li>● What are the features of personal narratives?</li> <li>● What are narrative techniques and how can they be utilized when composing a personal narrative?</li> </ul>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● interests to generate ideas for writing</li> <li>● Discover features of personal narratives and identify them at work in the literature they read (e.g., first-person point of view, narrative or sequential text structure, autobiographical details, literary devices, and figurative language)</li> <li>● Utilize various narrative techniques when composing their own personal narratives</li> <li>● Consider how illustrations can complement the text and enhance meaning</li> <li>● Select one story idea to focus on, develop, and publish</li> <li>● Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events to tell about an event in the order that it happened, including a reaction in the end</li> </ul>	<ul style="list-style-type: none"> <li>● How do illustrations complement text and enhance meaning?</li> <li>● What is needed to narrate an event or loosely linked events?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Journals</li> <li>● Oral reading</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Running records</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> <li>● Rubrics</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments/checklists</li> </ul>

### LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Immersions: Interactive Read-Alouds Lessons 1 – 5 in Writing Fundamentals Series by Schoolwide
  - New Stories
  - Personal Narratives Make It Personal

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Personal Narratives Make It Passionate
- Personal Narratives Have a Strong Sense of Place
- Personal Narratives Make a Point
- Complete Mini-Lessons 1-14 in Writing Fundamentals Series by Schoolwide
  - Generating Ideas I: Writing Is Storytelling
  - Generating Ideas II: No Place Like Home
  - Generating Ideas III: Stories Take You on a Journey
  - Generating Ideas IV: Writing to Remember
  - Generating Ideas V: Writing Rituals
  - Selecting: Which Story Do I Tell?
  - Drafting I: Story Structure
  - Revising I: Adding Dialogue
  - Revising II: Details, Details, Details
  - Editing I: Writing Different Voices
  - Editing II: Putting a Stop to It
  - Publishing I: Finishing Touches
  - Publishing II: About This Author
  - Student Self- Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Writing Fundamentals: Personal Narrative
- Schoolwide Fundamentals Web Resources [fundamentals.schoolwide.com](http://fundamentals.schoolwide.com)
- Websites: <https://www.raz-plus.com/> <https://www.storylineonline.net/>
- Writing folder

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Writing Notebook
- Easel
- Pencils
- Sharpeners
- Makers
- Colored Pencils
- Crayons
- Paper choices
- Booklets
- Alphabet chart
- Word list
- Word wall
- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips
- Letter to Families
- Activity worksheets/charts
- **Books and Texts**
- Diary of a Spider – Doreen Cronin
- Do Like Kyla – Angela Johnson
- I Love My Hair – Natasha A. Tarplay
- The Keeping Quilt – Patricia Polacco
- Little Nino’s Pizzeria – Karen Barbour
- My Big Brother – Valorie Fisher
- My Little Island – Fane Lessac
- My Steps – Sally Derby
- My Visit to the Aquarium – Alike
- When I Was Five – Arthur Howard

## Leveled Texts

Advanced: Raz Kids: Chickens in my Backyard – Level K

Intermediate: Raz Kids: I Live in the City – Level H

Beginner: Raz Kids: I Work at the Stables – Level E

# Frelinghuysen Township School District English Language Arts Writing Curriculum

Grade 2

Unit 1: How Writers Work	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning 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>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.2.7. 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>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. 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 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.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself</i>,</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

*ourselves*).D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).E. Use adjectives and adverbs, and choose between them depending on what is to be modified.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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.A. Capitalize holidays, product names, and geographic names.B. Use commas in greetings and closings of letters.C. Use an apostrophe to form contractions and frequently occurring possessives.D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.A. Use sentence-level context as a clue to the meaning of a word or phrase.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*

### Learning Outcomes

*Students will understand...*

- The rituals, routines and resources for writing workshop
- The reasons writers write

*Students will be able to answer...*

- What are the rituals, routines, and resources for writing workshop?

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

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|--|---|
| <ul style="list-style-type: none"><li>• Writers establish a community of writers who listen, share and respond to each other's thoughts, stories and ideas.</li><li>• Writers follow agreed-upon rules for discussions, and build upon each other's ideas and thinking</li><li>• Writers recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful?</li><li>• Writers discuss the expectations of writing workshop expectations and tools</li><li>• Writers use mentor texts as inspirations of writing</li><li>• There are different purposes for writing</li><li>• Writers reflect upon their own writing identities</li><li>• Writers personalize their Writer's Notebook or folder</li><li>• The purposes of the various writing process stages</li><li>• Writers create a published piece of writing using the stages of the writing process</li></ul> | <ul style="list-style-type: none"><li>• Why do writers write?</li><li>• Why do writers establish a community of writers who listen, share, and respond to each other's thoughts, stories and ideas?</li><li>• Why do writers follow agreed-upon rules for discussions, and build upon each other's ideas and thinking?</li><li>• How do writers recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful?</li><li>• Why do writers discuss writing workshop expectations and tools?</li><li>• How do writers use mentor texts as inspiration for writing?</li><li>• How do writers recognize different purposes for writing?</li><li>• Why do writers reflect on their own writing identities?</li><li>• Why do writers personalize their Writer's Notebook or folders?</li><li>• How do writers understand the purposes of the various writing process stages?</li><li>• How do writers create a published piece of writing using the stages of the writing process?</li></ul> |
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### ASSESSMENT

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide:6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> <li>• Complete Interactive Read-Alouds and Mini-Lessons in the Writing Fundamentals Series by Schoolwide               <ul style="list-style-type: none"> <li>○ A Writer’s Life</li> <li>○ Holding on to Memories</li> <li>○ Writing Possibilities</li> <li>○ Writer’s Motivation and Inspiration</li> <li>○ Writer’s “Read” Their World With Notebook in Hand’</li> <li>○ Generating Ideas I: Memorable Moments</li> <li>○ Generating Ideas II: What’s In My Heart</li> <li>○ Selecting: Deciding What Matters Most</li> <li>○ Collecting: Gathering More Information</li> <li>○ Drafting: Organization-Putting It All Together</li> <li>○ Revising: Making My Messages Clear</li> <li>○ Editing: Checking My Punctuation, Spelling, and Grammar</li> <li>○ Publishing: Getting Ready for Your Readers!</li> </ul> </li> </ul>	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> </ul>	Gifted and Talented <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> </ul>



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>• <b>Websites</b> <ul style="list-style-type: none"> <li>○ <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> <li>○ <a href="https://www.getepic.com/">https://www.getepic.com/</a></li> </ul> </li> <li>• <b>Materials</b> <ul style="list-style-type: none"> <li>○ Chart paper</li> <li>○ markers, colored pencils, crayons and felt-tip pens</li> <li>○ various paper choices</li> <li>○ Pencils and sharpeners</li> <li>○ Alphabet chart</li> <li>○ Word lists</li> <li>○ Personal dictionaries</li> <li>○ Dictionaries and thesauruses</li> <li>○ Sticky notes</li> <li>○ Chart paper</li> <li>○ Highlighters</li> <li>○ Staplers</li> <li>○ Paper clips</li> <li>○ Schoolwide Worksheets:               <ul style="list-style-type: none"> <li>○ “My Writing Life Survey”</li> <li>○ “Writing Workshop Roles and Responsibilities”</li> <li>○ “Helen Lester’s Journey As an Author”</li> <li>○ “Events and Feelings From Author: A True Story”</li> <li>○ “What to Do When You Are Stuck”</li> <li>○ “How to Make An Author Poster”</li> <li>○ “Good Listeners”</li> <li>○ “My Best Story”</li> </ul> </li> </ul> </li> </ul>	

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- “What Is A Writer’s Notebook?”
- “Using the Right Verb”
- Books/Texts
  - Author: A True Story - Helen Lester
  - Fireflies - Julie Brinckloe
  - Let’s Do Nothing - Tony Fucille
  - The Best Story - Eilleen Spinelli
  - Nothing Ever Happens on 90th Street - Roni Schotter

## Leveled Texts

- Advanced: Arthur’s Bad News Day (Level P) - Lara Henderson Megard
- Intermediate: The Animal Bridge (Level L) - Marci Aboff
- Beginner: Broken Arm Blues (Level J) - Torron Anderson

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 2**

<b>Unit 2: Personal Narrative</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning 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>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.2.7. 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>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.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).B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.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 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.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.A. Use collective nouns (e.g., <i>group</i>).B. Form and use frequently</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. tivities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.</p>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).C. Use reflexive pronouns (e.g., *myself, ourselves*).D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).E. Use adjectives and adverbs, and choose between them depending on what is to be modified.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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.B. Use commas in greetings and closings of letters.C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.A. Use sentence-level context as a clue to the meaning of a word or phrase.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### Learning Outcomes

*Students will understand...*

- that writers identify features of personal narrative

*Students will be able to answer...*

- How do writers identify

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<p>writing through independent and teacher-supported reading and exploration of mentor texts</p> <ul style="list-style-type: none"> <li>• Writers use rich and descriptive language to draw readers into their texts and create images in their readers' minds.</li> <li>• Writers use illustrations to contribute to the tone of a story and add information in order to enhance the text.</li> <li>• Personal Narratives are written by people all over the world and each one is unique in some way, they often share common feelings and emotions.</li> <li>• Writers participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups</li> <li>• Writers demonstrate an understanding of the purpose behind personal narrative writing through active participation in immersion activities and the writing process</li> <li>• Writers begin to use what they have learned and noticed about personal narrative to generate their own ideas for writing personal narrative in the Writer's Notebook and for publication purposes</li> <li>• Writers publish narratives in which they recount a well-elaborated event or short sequence of events that includes details to describe actions, thoughts and feelings</li> </ul>	<p>features of personal narrative writing ?</p> <ul style="list-style-type: none"> <li>• How do writers' use rich and descriptive language to create images in their reader's minds?</li> <li>• How do writers use illustrations to contribute to the tone of a story and add information in order to enhance the text?</li> <li>• What are my family stories and how can I use them to generate ideas for my writing?</li> <li>• How do writers participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups?</li> <li>• What is the purpose behind personal narrative writing ?</li> <li>• What do writers do to begin to use what they have learned and notice about personal narrative to generate their own ideas?</li> <li>• How do I publish a narrative in which I recount a well-elaborated event or short sequence of events that includes details to describe actions, thoughts and feelings?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<p>questions</p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: 6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> <li>• Complete Interactive Read-Alouds and Mini-Lessons in the Writing Fundamentals Series by Schoolwide             <ul style="list-style-type: none"> <li>○ What is Personal Narrative?</li> <li>○ The Structure of Personal Narrative</li> <li>○ Describe it for Me!</li> <li>○ Just Picture It!</li> <li>○ Let’s Connect</li> <li>○ Generating Ideas I: Celebrations and Traditions</li> <li>○ Generating Ideas II: Family Stories</li> <li>○ Generating Ideas III: Important Events</li> <li>○ Generating Ideas IV: Recapturing Memories</li> <li>○ Generating Ideas V: Sharing From the Heart</li> <li>○ Selecting: That’s A Great Idea</li> <li>○ Collecting I: Gathering More Information</li> <li>○ Collecting II: The Inside Story</li> <li>○ Collecting III: What’s the Sense?</li> <li>○ Drafting: Marking Time</li> <li>○ Drafting II: The Whole Story</li> <li>○ Drafting III: Great Revelations</li> <li>○ Revising I: Say What?</li> <li>○ Revising II: The Magic of Voice</li> <li>○ Revising III: A Way with Words</li> <li>○ Editing I: CUPS Editing Checklist</li> <li>○ Editing II: How Do I Spell...?</li> <li>○ Publishing: Author’s Note and Dedication</li> <li>○ Student Self Reflection</li> </ul> </li> </ul>	
<b>Integrated Accommodations and Modifications</b>	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> </ul>

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|---|--|
| <ul style="list-style-type: none"> <li>• Preferred/flexible seating</li> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul> | <ul style="list-style-type: none"> <li>• Assistive technology</li> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul> |
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### Connections

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|--|---|
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul> | <p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul> |
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### Instructional and Supplemental Materials

- Websites
  - <https://www.raz-plus.com/>
  - <https://www.getepic.com/>
  -
- Materials
  - Chart paper
  - Colored pencils, crayons and markers
  - various paper choices
  - Pencils and sharpeners
  - Alphabet chart
  - Word lists
  - Personal dictionaries
  - Dictionaries and thesauruses
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Schoolwide Worksheets:
    - “Features of Personal Narrative Writing”
    - “Writers On Writing”
    - “Where Do My Personal Story Ideas Come From?”
    - “My Celebrations”
    - “My Traditions”
    - “Story Quilt”
    - “Important Events: The Stories of My Life”

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## English Language Arts Writing Curriculum

- “Looking Back”
- “Sharing From the Heart”
- “That’s A Great Idea”
- “Who Can I Ask?”
- “What’s the Sense?”
- “Timeline of *My Abuelita*”
- “Timing Is Everything”
- “Transition Word and Phrases for Narrative Writing”
- “Marking Time”
- “Timing Is Everything Discussion Card”
- “Story Organizer”
- “The Whole Story Discussion Card”
- “Great Revelations”
- “Say What”
- “The Magic of Voice”
- “A Way with Words”
- “CUPS Editing Checklist”
- “How Do I Spell...?”
- “Author’s Note and Dedication”
- Books/Texts
- The Day of Ahmed’s Secret - Florence P. Heide and Judith Heide Gilliland
- How My Parents Learned to Eat - Ina R. Friedman
- Jamaica Louise James - Amy Hest
- The Keeping Quilt - Patricia Polacco
- Looking Back - Lois Lowry
- Ma Dear’s Aprons - Patricia McKissack
- My Abuelita - Tony Johnston
- Owl Moon - Jane Yole
- Snapshots from the Wedding - Gary Soto
- Up North at the Cabin - Marsha Wilson Chall

### Leveled Texts

- Advanced: The Day I Couldn’t Breathe (Level N) by Ursula Feversham
- Intermediate: Chickens In My Backyard (Level K) by Savanna Dulco
- Beginner: Darby’s Birthday Party (Level J) by Brian Roberts



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 2**

## Unit 3: Gail Gibbons Author Study

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p>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.</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>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.2.7. 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>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>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 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</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.</p>
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stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.A Use collective nouns (e.g., *group*).B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).C. Use reflexive pronouns (e.g., *myself, ourselves*).D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).E. Use adjectives and adverbs, and choose between them depending on what is to be modified.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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.A. Capitalize holidays, product names, and geographic names.B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives.D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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## English Language Arts Writing Curriculum

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### Learning Outcomes

*Students will understand...*

- Gail Gibbons is writer, illustrator and person
- How to participate in collaborative conversations with partners and small groups about various nonfiction topics and features
- Gail Gibbons uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing.
- Nonfiction techniques and features Gail Gibbons use in her texts to develop topics and present information.
- Writers use what they have learned from Gibbons as inspiration for their own writing and drawing in their Writers Notebook.
- How to select a topic to focus on and strengthen their writing as needed by revising and editing
- How to use a variety of tools and sources to research, gather information and produce writing.
- How to publish an informative/explanatory piece in which the students introduce a topic, use facts and definitions to develop points, and provide a concluding section
- How to incorporate Gail Gibbons nonfiction text features in their own published piece, such as visuals that inform, bold print, captions, a Glossary with definitions and “Fun Facts” page.

*Students will be able to answer....*

- Who is Gail Gibbon’s as a writer, illustrator and a person?
- How do writers participate in collaborative conversations about key details in the text?
- Why do writers ask questions about topics they write about?
- What is primary and secondary research?
- Why do writers use life experiences, curiosities, personal interests and observations of the world to generate ideas for writing?
- What are nonfiction techniques that develop topics and present information?
- Why do writers use Gail Gibbons as inspiration for their own writing and drawing in their Writers Notebook
- How do I select a topic to focus on?
- How do I strengthen my writing by revising and editing?
- What variety of tools and sources to use for research, gather information and produce writing?

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## English Language Arts Writing Curriculum

	<ul style="list-style-type: none"> <li>• How do writers publish and informative/explanatory piece?</li> <li>• How do writers introduce a topic, use facts and definitions to develop points, and provide a concluding section?</li> <li>• How do writers incorporate nonfiction text features in a published piece?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: 6-8 Weeks

#### Recommended Learning Activities

- Complete Interactive Read-Alouds and Mini-Lessons in the Writing Fundamentals Series by Schoolwide
  - Introduction to Gail Gibbons
  - Recycle!
  - Sun Up, Sun Down!
  - How A House Is Built
  - Nature’s Green Umbrella
  - Generating Ideas I: Finding the “How” in What You See Everyday

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## English Language Arts Writing Curriculum

- Generating Ideas II: What Excites Me
- Generating Ideas III: Informative and Fun
- Selecting: Which Idea Interests Me the Most?
- Collecting I: Collecting Like Gail Gibbons
- Collecting II: Collecting Like Gail Gibbons - Reading!
- Collecting III: Collecting Like Gail Gibbons - Talking & Interviewing
- Collecting IV: Collecting Like Gail Gibbons - Observational Drawings
- Collecting V: Have Lots of Notes!
- Drafting I: Organizing My Draft
- Drafting II: How Will It Look?
- Drafting III: Drafting Extras
- Revising I: Crafting an Engaging Introduction
- Revising II: Talking to Your Readers
- Revising III: Becoming Reader-Friendly
- Editing I: Purposeful Punctuation
- Editing II: Peer Editing for Precision
- Publishing: Adding Dedications & Acknowledgements

### I

#### Integrated Accommodations and Modifications

##### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

##### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

#### Connections

##### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

##### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

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## Instructional and Supplemental Materials

- Websites
  - <https://www.raz-plus.com/>
  - <https://www.getepic.com/>
  -
- Materials
  - Chart paper
  - Colored pencils, crayons and markers
  - various paper choices
  - Pencils and sharpeners
  - Alphabet chart
  - Word lists
  - Personal dictionaries
  - Dictionaries and thesauruses
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Schoolwide Worksheets:
    - “Biography of Gail Gibbons”
    - “Learning From Gail Gibbons”
    - “Word Map”
    - “Is It a Primary Source or a Secondary Source?”
    - “What Can We Learn By Observing”
    - “Gail Gibbons: Double-Entry Journal”
    - “The ‘How’ in the Everyday”
    - “The Proper Order of Questions”
    - “Asking Questions About What Excites Me”
    - “Strong Questions vs. Weak Questions”
    - “Selecting a Nonfiction Topic”
    - “Activity Ideas”
    - “Questions to Help Select a Topic”
    - “Collecting Like Gail Gibbons”
    - “Questions for the Expert”
    - “What Can I Illustrate?”
    - “My Observation Chart”
    - “I Have Lots of Notes”
    - “Organizing My Writing”
    - “All -About or List Structure”
    - “Narrative or How - To Structure”
    - “Organizing My Text”
    - “Interesting Introductions”
    - “Possible Introductions”
    - “Thinking About Our Writing Voice”
    - “Thinking About My Voice”
    - “Helping My Readers”

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- “Revision Suggestions”
- “Checking For Clarity”
- “Adding a Dedication & Acknowledgments”
- “Special Thanks”
- “Reflecting on My Work”
- Books/Texts
- Bats - Gail Gibbons
- Caves and Caverns - Gail Gibbons
- How A House Is Built - Gail Gibbons
- My Baseball Book - Gail Gibbons
- Nature’s Green Umbrella - Gail Gibbons
- Planet Earth/ Inside Out - Gail Gibbons]
- Recycle - Gail Gibbons
- Sunken Treasure -- Gail Gibbons
- Sun Up/Sun Down - Gail Gibbons
- Zoo - Gail Gibbons

### Leveled Texts

- Advanced: Horses (Level M) by Gail Gibbons
- Intermediate: Fire, Fire! (Level L) by Gail Gibbons
- Beginner: The Seasons of Arnold’s Apple Tree (Level J) by Gail Gibbons

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**Grade 2**

<b>Unit 4: Letter Writing</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p>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.</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>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.2.7. 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>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.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).B.Build on others' talk in conversations by linking their explicit comments to the remarks of others.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 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</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21<sup>st</sup> Century Life and Career Standards CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance prod</p>



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## English Language Arts Writing Curriculum

to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.A. Use collective nouns (e.g., *group*).B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).C. Use reflexive pronouns (e.g., *myself, ourselves*).D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).E. Use adjectives and adverbs, and choose between them depending on what is to be modified.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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.C. Use an apostrophe to form contractions and frequently occurring possessives.D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

related adjectives (e.g., *thin, slender, skinny, scrawny*).  
 L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### Learning Outcomes

*Students will understand...*

- The multiple reasons for writing and receiving letters
- How to participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups
- Common features of letters
- How to write individual and class letters for a real audience
- How to experiment with different types of letters for various purposes with various styles, including informative/explanatory letters, persuasive letters, epistolary letters and thank-you letters
- How to focus on a letter writing topic and strengthen writing as needed by revising and editing.
- When to incorporate linking words to connect opinions and reasons within their letters.
- The structure and tone of both formal and informal letters.
- How to publish a letter that expresses their opinion on a topic or book, uses reasons and examples that support the opinion, and provides a concluding statement.

*Students will be able to answer...*

- Why do we write and receive letters?
- Why do writers participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups?
- What are common features of letters?
- What are the different types of letters for various purposes?
- What is an informative/explanatory letter?
- What is a persuasive letter?
- What is an epistolary/narrative letter?
- What is a thank-you letter?
- How do you revise and edit a letter in order to strengthen writing?
- When do I incorporate linking words to connect opinions and reasons with letters?
- What is the structure and tone of formal and informal letters?
- How does a writer publish a

# Frelinghuysen Township School District English Language Arts Writing Curriculum

	<p>letter that expresses their opinion on a topic or book</p> <ul style="list-style-type: none"> <li>• How does a writer use reasons and examples to support an opinion?</li> <li>• What is a concluding statement?</li> </ul>
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## ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments                             <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

## LEARNING PLAN

### Pacing Guide: 6-8 Weeks

#### Recommended Learning Activities

<ul style="list-style-type: none"> <li>• Complete Interactive Read-Alouds and Mini-Lessons in the Writing Fundamentals Series by Schoolwide                             <ul style="list-style-type: none"> <li>○ “Let’s Talk About Letters and The Power of Persuasion”</li> <li>○ “Informal, Fun and Friendly Letters”</li> <li>○ “Letters - Intention and Voice Matter”</li> <li>○ “Epistolary Writing - Letters That Tell A Story”</li> <li>○ “Purposes and Features of Letters”</li> <li>○ Generating Ideas I: “ Write to a School Friend”</li> <li>○ Generating Ideas II: “Write to an Author”</li> </ul> </li> </ul>
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# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Generating Ideas III: “Questions In Correspondence”
- Generating Ideas IV: “ Write Your Reasons Because...”
- Selecting: “To Whom It May Concern”
- Collecting: “Researching and Organizing Author Facts, Opinions and Questions”
- Collecting II: Persuasive Letters Make It Convincing”
- Collecting III: “ Creating a Correspondence”
- Collecting IV: “ Tell a Story in Correspondence”
- Drafting I: “ Opening Your Letter”
- Drafting II: “ The Body of a Letter”
- Drafting III: “ The Feet of a Letter”
- Revising I: “Look Through Your Reader’s Eyes”
- Revising II: “ Connecting Ideas:Linking and Transition Words”
- Revising III: “P.S. - Add a Postscript”
- Editing I: “Letter Format Check”
- Editing II: “Edit for Letter-Perfect Punctuation”
- Publishing I: “ Post Some Pictures”
- Publishing II: “ A Final Look st Your Letter”

## I Integrated Accommodations and Modifications

### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

## Connections

### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

## Instructional and Supplemental Materials

- Websites

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- <https://www.raz-plus.com/>
- <https://www.getepic.com/>
- 
- **Materials**
  - Chart paper
  - Colored pencils, crayons and markers
  - various paper choices
  - Pencils and sharpeners
  - Alphabet chart
  - Word lists
  - Personal dictionaries
  - Dictionaries and thesauruses
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips
  - Schoolwide Worksheets:
    - “Letters to Various Community Members”
    - “Quotes To Inspire Letter Writing”
    - “Some Purposes for Letter Writing”
    - “Features of Letters Checklist”
    - “Features of Letters”
    - “Features of Epistolary Writing”
    - “Thank You” Form Letter”
    - “Letter to a School Friend”
    - “Writing to Authors”
    - “Why Ask Questions?”
    - “Ten of my Favorite Things”
    - “Let’s Be Letter Writers”
    - “Persuasive Letter”
    - “Inside and Outside My Two Characters”
    - “A Good Story to Tell”
    - “Characters”
    - “The Head of a Letter”
    - “The Body of a Letter”
    - “My Partner’s Letter Draft”
    - “Tell Me More!”
    - “Sample Class Letter”
    - “Transition and Linking Words and Phrases”
    - “One More Thing Before I Go”
    - “Parts of a Letter: Checklist for Editing”
    - “Letter Writing Punctuation Checklist”
    - “Things I Can Illustrate”
    - “Ways to Celebrate Letter Writing”
    - “The Letter Writer I’ve Become”
  - Books/Texts

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Around the World: Who's Been Here? - Lindsay Barret George
- Dear Mr. Henshaw - Beverly Cleary
- Dear Mrs. LaRue: Letters from Obedience School - Mark Teague
- Dear Peter Rabbit - Alma Flor Ada
- First Year Letters - Julie Danneberg
- The Gardener - Sarah Stewart
- I Wanna New Room - Karen Kaufman Orloff
- A Letter From Phoenix Farm - Jane Yolen
- Plantzilla - Jerdine Nolen
- Yours Truly, Goldilocks - Alma Flor Ada

## Leveled Texts

- Advanced: Dear Hound (Level P) by Jill Murphy
- Intermediate: Dear Berta (Level L) by Lina Chesak-Liberace
- Beginner: I Wanna Iguana (Level J) by Ken Kaufman Orloff

# Frelinghuysen Township School District English Language Arts Writing Curriculum

Grade 3

## Unit 1 (Writing): How Writers Work

### DESIRED RESULTS

#### Standards

New Jersey Student Learning Standards

#### Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge** NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Technology Standards

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21<sup>st</sup> Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

### **Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p><b>Range of Writing</b></p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>Learning Outcomes</b></p>	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Learn the rituals, routines, and resources for writing workshop</li> <li>• Identify reasons why writers write</li> <li>• Form a community of writers who listen, share, and respond to each other’s thoughts, stories, and ideas</li> <li>• Think about the writer and his or her process when reading the mentor texts</li> <li>• Recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful</li> <li>• Personalize a Writer’s Notebook and discuss the purpose of various writing tools</li> <li>• Write routinely over extended time frames and shorter time frames for a range of purposes and audiences</li> <li>• Understand the ways to listen and be heard when working in writing partnerships</li> <li>• Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly</li> <li>• Discover ways to help themselves and problem solve when they experience writer’s block</li> <li>• Learn about themselves as writers by constructing a writing identity</li> <li>• Publish a piece of writing, with teacher guidance and support, that they develop and strengthen using the writing process—collecting, drafting,</li> </ul>	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>• What type(s) of writing would you like to publish?</li> <li>• Which author do you connect with? Why?</li> <li>• Which author would you most like to have a conversation with?</li> <li>• What types of questions about writing would you ask?</li> <li>• What inspires you to write?</li> <li>• What’s the best story you’ve ever written? What makes it the best?</li> <li>• Why is writing important?</li> <li>• Why do writers write?</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

revising, and editing	
<b>ASSESSMENT</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li>   <li>• Writing Notebooks</li> <li>• Draft Pieces</li> <li>• <u>Where Are My Students in the Writing Process?</u> Form</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Alternate Assessments</li> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> <li>• Published pieces</li> <li>• <u>How Writers Work Grade 3 Student Performance Checklist</u></li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments</li>   <li>• i-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: 4-6 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> <li>• Complete Writing Fundamentals How Writers Work Lessons and Activities:             <ul style="list-style-type: none"> <li>○ Immersion - Interactive Read-Aloud Lessons                 <ul style="list-style-type: none"> <li>▪ Why is Writing Important?</li> <li>▪ You are a Writer!</li> <li>▪ Writing to Remember</li> <li>▪ Writing to Persuade</li> <li>▪ A Writer’s Life</li> </ul> </li> <li>○ Mini-Lessons                 <ul style="list-style-type: none"> <li>▪ Generating Ideas 1: Meaningful Memories</li> <li>▪ Generating Ideas 2: The Power of Persuasion</li> <li>▪ Selecting: Choosing “The One”</li> <li>▪ Collecting: Gathering More About Your Idea</li> </ul> </li> </ul> </li> </ul>	

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Drafting: Mapping Out My Piece
- Revising: Captivate Your Audience
- Editing: Checking My Conventions
- Publishing: Showing Off My Work
- Student Self-Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- Social Studies, Math, Science
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Schoolwide Writing Fundamentals Program
- Mentor Texts:
  - *I Wanna Iguana* by Karen Kaufman Orloff
  - *If You Were a Writer* by Joan Lowery Nixon
  - *Miz Berlin Walks* by Jane Yolen
  - *Our Tree Named Steve* by Alan Zweibel
  - *You Have to Write* by Janet S. Wong
- Writer's Notebooks
- Other Writing and Publishing Tools and Supplies:
  - Pencils and sharpeners
  - Markers, colored pencils, crayons, felt-tip pens
  - Booklets and/or various paper choices (especially for grades K-1)
  - Alphabet chart
  - Word lists
  - Personal dictionaries
  - Dictionaries and thesauruses

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips

## Leveled Texts



- Advanced:

### **Scratching a Good Story**

[Leveled Book](#), Fantasy (fiction), 2533 words, Level W (Grade 4), Lexile 790L



- Intermediate:

### **The Trouble with English**

[Leveled Book](#), Personal Recount (fiction), 1617 words, Level S (Grade 3), Lexile 650L



- Beginner:

### **Broken Arm Blues**

[Leveled Book](#), Realistic (fiction), 373 words, Level J (Grade 1), Lexile 490L, ELL Edition

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 3**

## Unit 2 (Writing): Patricia Polacco Author Study

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards</p> <p><b>Text Types and Purposes</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Production and Distribution of Writing</b></p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b> NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Text Types and Purposes</b></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Technology Standards (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p> <p>8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and</p>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

### **Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<p><b>Range of Writing</b></p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>Learning Outcomes</b></p>	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Record what they know about Polacco as a writer, illustrator, and person</li> <li>• Identify how Polacco uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing</li> <li>• Identify various narrative techniques</li> <li>• Begin to use what they have learned from Polacco as inspiration for their own writing and drawing in their Writers’ Notebooks, as evidenced in their final pieces</li> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly</li> <li>• Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</li> </ul>	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>• What do you know about Patricia Polacco that might influence her word choices, illustrative choices, and story choices?</li> <li>• What are the main ideas and themes of the texts to better understand where Polacco finds inspiration for her stories?</li> <li>• How are the cultures of the characters in Patricia Polacco’s stories the same and different from ours?</li> <li>• What special people in your life have you shared a special event with?</li> <li>• How do Patricia Polacco’s illustrations enhance the stories she tells?</li> <li>• What special people in your life give you some ideas for writing?</li> <li>• What special family members in your life give you some ideas for writing?</li> <li>• What stories can you create from other stories you have heard?</li> <li>• What stories can you create from your imagination?</li> <li>• What special older important people in your life give you some ideas for writing?</li> <li>• Which one of your writing notebook entries has the most inner voice?</li> <li>• What moment in your life could you write down every detail about what happened?</li> <li>• What is a list of interview questions you might create to gather more information about</li> </ul>

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## English Language Arts Writing Curriculum

	<p>your topic?</p> <ul style="list-style-type: none"> <li>• How are stories told from different points of view?</li> <li>• What images can you draw to help tell your story?</li> <li>• What details are the most important to include in your story?</li> <li>• How would a timeline or time words help tell your story?</li> <li>• What is another way you can end your story?</li> <li>• What is another way you can open your story?</li> <li>• How can you add more descriptive details, actions, thoughts, and feelings to your story?</li> <li>• How can you use the white space on your pages to illustrate your story?</li> <li>• How can you edit your piece for capitalization, punctuation, and spelling?</li> <li>• How can you edit your illustrations by rereading your text to ensure your pictures clearly depict and enhance your words?</li> <li>• How do the Dedication and an Author’s Note add to your writing piece?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> <li>• Writing Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Alternate Assessments</li> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> <li>• Published pieces</li> <li>• <a href="#"><u>How Writers Work Grade 3 Student Performance Checklist</u></a></li> </ul>



# Frelinghuysen Township School District English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Draft Pieces</li> <li>• <u>Where Are My Students in the Writing Process?</u></li> </ul>	
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments</li> <li>• i-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

## LEARNING PLAN

Pacing Guide: 4-6 Weeks

### Recommended Learning Activities

- Complete Writing Fundamentals Author Study Lessons and Activities:
  - Immersion - Interactive Read-Aloud Lessons
    - Who is Patricia Pollacco?
    - The Stories of Your Life!
    - Multicultural Stories
    - Honoring Lives, Honoring Stories
    - Picturing Our Lives
  - Mini-Lessons
    - Generating Ideas 1: Remembering Special People
    - Generating Ideas 2: Family and Friends!
    - Generating Ideas 3: From Fact to Fiction
    - Generating Ideas 4: Imagination & Fantasy
    - Generating Ideas 5: Honoring Stories That Influence Our Lives
    - Selecting: Listening to Your Inner Voice
    - Collecting 1: Framing the Memories!
    - Collecting 2: Interviewing Like a Storyteller
    - Collecting 3: Shaping Our Story Through Our Character's Eyes
    - Collecting 4: Sketching Memories
    - Drafting 1: Determining What's Important
    - Drafting 2: Timing Your Story
    - Drafting 3: Happy Endings
    - Revising 1: Potently Powerful Leads
    - Revising 2: Have I Said Enough?
    - Revising 3: Coloring the World of Your Story!
    - Editing 1: Do You Hear What I Hear?
    - Editing 2: Every Picture Tells a Story
    - Publishing: Dedicated to My Writing Inspirations
    - Student Self-Reflection

### Integrated Accommodations and Modifications

<b>Special Education, ELL and 504</b> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> </ul>
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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Preferred/flexible seating</li> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
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### Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Social Studies, Math, Science</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
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### Instructional and Supplemental Materials

<ul style="list-style-type: none"> <li>• Schoolwide Writing Fundamentals Program</li> <li>• Mentor Texts: (all by Patricia Polacco)             <ul style="list-style-type: none"> <li>○ <i>Babushka’s Doll</i></li> <li>○ <i>Chicken Sunday</i></li> <li>○ <i>Emma Kate</i></li> <li>○ <i>John Philip Duck</i></li> <li>○ <i>Just Plain Fancy</i></li> <li>○ <i>Rotten Richie and the Ultimate Dare</i></li> <li>○ <i>Something About Hensley’s</i></li> <li>○ <i>Thank You, Mr. Falker</i></li> <li>○ <i>Thunder Cake</i></li> <li>○ <i>When Lightning Comes in a Jar</i></li> </ul> </li> <li>• Writer’s Notebooks</li> <li>• Other Writing and Publishing Tools and Supplies:             <ul style="list-style-type: none"> <li>• Pencils and sharpeners</li> <li>• Markers, colored pencils, crayons, felt-tip pens</li> <li>• Booklets and/or various paper choices (especially for grades K–1)</li> <li>• Alphabet chart</li> <li>• Word lists</li> <li>• Personal dictionaries</li> <li>• Dictionaries and thesauruses</li> <li>• Sticky notes</li> <li>• Chart paper, Highlighters, Staplers , Paper clips</li> </ul> </li> </ul>
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### Leveled Texts

<ul style="list-style-type: none"> <li>• Advanced: Christmas Tapestry By Patricia Polacco - Level R</li> <li>• Intermediate: Fiona’s Lace By Patricia Polacco - Level P</li> <li>• Beginner: Boat Ride with Lillian Two Blossom By Patricia Polacco - Level L</li> </ul>
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# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

Grade 3

Unit 3 (Writing): Nonfiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p><b>Text Types and Purposes</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Production and Distribution of Writing</b></p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b> NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Text Types and Purposes</b></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p> <p>8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and</p>

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## English Language Arts Writing Curriculum

an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

### **Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

### **Range of Writing**

innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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## English Language Arts Writing Curriculum

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Learning Outcomes

*Students will...*

- Identify common nonfiction features and their purposes
- Read nonfiction texts and contemplate the author’s process and type of research that went into creating a published piece
- Utilize various nonfiction text structures when reading and writing
- Explore different nonfiction topics through reading, asking questions, and having collaborative discussions
- Select and focus on a nonfiction topic to examine and develop
- Develop a topic with facts, definitions, and concrete details
- Include formatting and illustrations that organize and relate to the topic
- Introduce a topic clearly and group related information into paragraphs or sections, using linking words and phrases
- Provide a concluding sentence or section that relates to the information presented and is modeled after a mentor text
- Strengthen their writing as needed by planning, revising, and editing
- Use technology to research and publish their writing
- Publish a nonfiction piece of writing in which the development and organization are appropriate to the writer’s purpose and audience

*Students will be able to answer...*

- What are some distinguishing characteristics of nonfiction writing?
- How do a variety of visual aids help a reader get a deeper understanding of the topic presented?
- How do writers use precise language and domain-specific vocabulary for the purpose of educating their audience?
- How are sensory and descriptive details used to engage readers and bring a subject to life?
- How is reference function used in nonfiction writing?
- How can you use wondering and questioning about topics as inspiration for writing?
- How do authors show their own passions through writing?
- How do authors use their knowledge and curiosity of nature and living things to generate ideas for writing?
- How do authors use what fascinates them as learners to engage in purposeful, informative writing?
- How are some narrative techniques used in literary nonfiction?
- How can you use the decision-making process to choose a topic to develop into a published piece?
- How can you use research to build knowledge about topics?
- How do authors ask questions and collect answers about their topics?
- How are content headings used to

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## English Language Arts Writing Curriculum

	<p>organize and present information?</p> <ul style="list-style-type: none"> <li>• How do illustrations and diagrams support texts and convey ideas clearly?</li> <li>• How does an author’s purpose guide the structure, language, and tone of their writing?</li> <li>• How do some authors use different structures like lists or narratives?</li> <li>• How does looking at previous writing help an author to decide what to incorporate into their finished product?</li> <li>• How do authors reread their pieces to ensure that their information and ideas are presented clearly?</li> <li>• How do authors use introductions in their writing?</li> <li>• How do authors create voice to narrate their texts?</li> <li>• How can we incorporate active, descriptive, and strong words into our writing?</li> <li>• How can we use content-specific vocabulary in our writing?</li> <li>• How can we edit our work for spelling, grammar, mechanics, accuracy, and clarity?</li> <li>• How and why do authors include biographical details about themselves to personally connect with readers?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Alternate Assessments</li> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> <li>• Published pieces</li> <li>• <u>How Writers Work Grade 3</u></li> </ul>

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<p>questions</p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> <li>• Writing Notebooks</li> <li>• Draft Pieces</li> <li>• <u>Where Are My Students in the Writing Process?</u></li> </ul>	<p><u>Student Performance Checklist</u></p>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments</li> <li>• i-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

#### Pacing Guide: 4-6 Weeks

#### Recommended Learning Activities

- Complete Writing Fundamentals How Writers Work Lessons and Activities:
  - Immersion - Interactive Read-Aloud Lessons
    - Nonfiction Writers Write What is Real!
    - Illustrations that Inform
    - Precise Language & Vocabulary
    - Nonfiction Writers Tell Stories
    - Organizational Features of Nonfiction
- Mini-Lessons
  - Generating Ideas 1: Nonfiction Writers Wonder About Their World
  - Generating Ideas 2: Nonfiction Writers Write Their Passions
  - Generating Ideas 3: Nature & Living Things
  - Generating Ideas 4: Write What You Find Fascinating
  - Generating Ideas 5: Writing Literary Nonfiction
  - Selecting: Choosing an Idea to Publish
  - Collecting 1: A Plan for Research
  - Collecting 2: Nonfiction Writers Ask Questions
  - Collecting 3: Organizing Information Under Content Headings
  - Collecting 4: Nonfiction Writers Use Illustrations and Diagrams
  - Collecting 5: Finding a Purpose
  - Drafting 1: Choosing a Text Structure
  - Drafting 2: Organizing Our Information
  - Drafting 3: Using Linking Words to Connect Ideas
  - Revising 1: A Close Look at Introductions
  - Revising 2: Revising for Strong Voice
  - Revising 3: Revising for Word Choice
  - Revising 4: Content-Specific Vocabulary
  - Editing 1: Inspect Your Spelling
  - Editing 2: Using an Editing Checklist
  - Publishing: Adding “About the Author” Information

# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Student Self-Reflection

## Integrated Accommodations and Modifications

### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

## Connections

### Interdisciplinary Connections

- Social Studies, Math, Science
- Technology
- Character education
- Career Education

### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

## Instructional and Supplemental Materials

- Schoolwide Writing Fundamentals Program
- Mentor Texts:
  - *Are You a Snail?* by Judy Allen
  - *Bat Loves the Night* by Nicola Davies
  - *Bats! Strange and Wonderful* by Lawrence Pringle
  - *The Beetle Alphabet Book* by Jerry Pallotta
  - *Dinosaur* by Sarah Walker and Samantha Gray
  - *The Honey Makers* by Gail Gibbons
  - *How Big Were the Dinosaurs?* by Bernard Most
  - *Into the Sea* by Brenda Z. Guiberson
  - *Red-Eyed Tree Frog* by Joy Cowley
  - *Tigress* by Nick Dowson
- Writer's Notebooks
- Other Writing and Publishing Tools and Supplies:
  - Pencils and sharpeners
  - Markers, colored pencils, crayons, felt-tip pens
  - Booklets and/or various paper choices (especially for grades K–1)
  - Alphabet chart
  - Word lists



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- Personal dictionaries
- Dictionaries and thesauruses
- Sticky notes
- Chart paper
- Highlighters
- Staplers
- Paper clips

## Leveled Texts



- Advanced:

### **The Last Great Race**

[Leveled Book](#), Informational (nonfiction), 1916 words, Level V (Grade 4), Lexile 1030L

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- Intermediate:

### **Alaska: The Last Frontier**

[Leveled Book](#), Informational (nonfiction), 961 words, Level R (Grade 3), Lexile 890L

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- Beginner:

### **Sled Dogs to the Rescue**

[Multilevel Book](#), Informational (nonfiction), 424 words, Level K (Grade 2), Lexile 610L

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**Grade 3**

<b>Unit 4 (Writing): Biography</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>Text Types and Purposes</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Production and Distribution of Writing</b></p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b> NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Text Types and Purposes</b></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p> <p>8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>

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## English Language Arts Writing Curriculum

a point of view with reasons.

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

### **Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

W.3.9. (Begins in grade 4)

**Range of Writing**

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Learning Outcomes

*Students will...*

- Engage in discussions about various subjects, building on others' ideas and expressing their own ideas clearly
- Learn about many influential and historical subjects and understand the time in which they lived and what they accomplished
- Form opinions of the various people studied based upon the accomplishments and attributes discussed
- Support their point of view or opinion with reasons, facts, and details
- Understand the purpose and structure of biography
- Include a beginning that introduces their subject and expresses their opinion or point of view
- Conduct research to build knowledge on their subject and develop their biography with information from various sources
- Include facts and details to support their opinion and inform readers
- Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time
- Provide a concluding statement or section
- Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing

*Students will be able to answer...*

- What is a biography?
- What specific features do biographies include?
- Why do authors write biographies?
- How do biographies highlight important events in a subject's life?
- How are different styles of biographies alike and different?
- What people can you think of that changed the world for the better by fighting for what they believed in?
- What people can you think of who have used scientific investigation to help change the way the world works?
- What people can you think of who have a personal connection to you, for example common interests, passions, and identities?
- What people can you think of that you have a strong opinion about or want to research further?
- How can you collect facts about a subject person using lists?
- What challenges or obstacles has your subject person faced?
- What quotations has your subject person made and why are they important to the world?
- How can you create leads for your biography that holds a reader's attention?
- How can you write the paragraphs of your biography in chronological order?

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## English Language Arts Writing Curriculum

	<ul style="list-style-type: none"> <li>• What are some various ways the biographies conclude?</li> <li>• How can you revise your biography to ensure you are using appropriate words to show opinions, reasons, and facts?</li> <li>• How can you include dates and details in your biography?</li> <li>• How can you use a revision checklist to edit your work?</li> <li>• How can you proofread your work for capitalization, punctuation and errors?</li> <li>• How can you abbreviate titles of people you are writing about?</li> <li>• How can you create a cover that includes a title, information about the subject person, and an illustration?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic Organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> <li>• Writing Notebooks</li> <li>• Draft Pieces</li> <li>• <a href="#">Where Are My Students in the Writing Process?</a></li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Alternate Assessments</li> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> <li>• Published pieces</li> <li>• <a href="#">How Writers Work Grade 3 Student Performance Checklist</a></li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments</li> <li>• i-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: 4-6 Weeks

Recommended Learning Activities

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Complete Writing Fundamentals Biography Lessons and Activities:
  - Biography: What’s It All About?
  - The Features of Biography
  - What’s So Important?
  - Important Events
  - Different Styles of Biography
- Mini-Lessons
  - Generating Ideas 1: Inspirational Subjects: Fighting for What’s Right
  - Generating Ideas 2: Inspirational Subjects: Changing the Way the World Works
  - Generating Ideas 3: Inspirational Subjects: A Personal Connection
  - Selecting: Making My Final Selection
  - Collecting 1: Making Lists of Lives
  - Collecting 2: Describing Challenges
  - Collecting 3: Who Else Matters?
  - Collecting 4: The Importance of a Quote
  - Drafting 1: Introducing My Subject
  - Drafting 2: The Body
  - Drafting 3: Ending Your Biography
  - Revising 1: Linking It All
  - Revising 2: Dates and Details
  - Revising 3: Do I Have it All?
  - Editing 1: Proofread Like a Biographer
  - Editing 2: Checking Professional and Social Titles
  - Publishing: Cover Me!
  - Student Self-Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- Social Studies, Math, Science
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Schoolwide Writing Fundamentals Program
- Mentor Texts:
  - *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull
  - *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone
  - *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold
  - *Lou Gehrig: The Luckiest Man* by David A. Adler
  - *Manfish: A Story of Jacques Cousteau* by Jennifer Berne
  - *Mother to Tigers* by George Ella Lyon
  - *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh
  - *A Picture Book of Cesar Chavez* by David A. Adler and Michael S. Adler
  - *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter
  - *The Watcher: Jane Goodall's Life with the Chimps* by Jeanette Winter
- Writer's Notebooks
- Other Writing and Publishing Tools and Supplies:
  - Pencils and sharpeners
  - Markers, colored pencils, crayons, felt-tip pens
  - Booklets and/or various paper choices (especially for grades K–1)
  - Alphabet chart
  - Word lists
  - Personal dictionaries
  - Dictionaries and thesauruses
  - Sticky notes
  - Chart paper
  - Highlighters
  - Staplers
  - Paper clips

### Leveled Texts

- Advanced: [\*\*Gandhi\*\*](#)  
[Multilevel Book](#), Biography (nonfiction), 1270 words, Level U (Grade 4), Lexile 880L
- Intermediate:  
[\*\*Gandhi\*\*](#)  
[Multilevel Book](#), Biography (nonfiction), 963 words, Level Q (Grade 3), Lexile 760L
- Beginner:  
[\*\*Gandhi\*\*](#)  
[Multilevel Book](#), Biography (nonfiction), 602 words, Level N (Grade 2), Lexile 740L

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 4**

<b>Unit 1: How Writer’s Work</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>d. Provide a conclusion or section related to the opinion presented.</li> </ol> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>c. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a conclusion or section related to the information or explanation presented.</li> </ol> <p>W.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ol>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>



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- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing:**

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Present and Build Knowledge:**

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the

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## English Language Arts Writing Curriculum

text [e.g., a character’s thoughts, words, or actions]”).

- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing:**

W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Comprehension and Collaboration:**

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas:**

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the

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development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### **Conventions:**

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use:**

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

- a. Choose words and phrases to convey ideas precisely.
- b. Use punctuation for effect.

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<p><b>Vocabulary Acquisition and Usage:</b></p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
<b>Learning Outcomes</b>	
<p><i>Students will understand....</i></p> <ul style="list-style-type: none"> <li>● the rituals, routines, and resources of writing workshop.</li> <li>● the reasons why writers write.</li> <li>● that a community of writers collaborate through listening, sharing, and responding.</li> <li>● the writer and his or her process and craft when reading mentor texts.</li> </ul>	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> <li>● what a writer looks like behind their words, using mentor texts as guides.</li> <li>● the important role a writer’s notebook plays.</li> <li>● how writers can record what they see, hear and feel in the world around them to develop details in their writer’s notebook.</li> </ul>

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## English Language Arts Writing Curriculum

- that writing is a process that takes hard work and time to create pieces of writing that are meaningful.
- themselves as writers by constructing a writing inventory.
- how to use descriptive details and other narrative techniques when developing and organizing narrative texts.
- how to develop and strengthen writing as needed by planning, researching, revising, editing, and publishing.
- how to produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.

- the importance of reading like writers.
- how they can “celebrate” through writing small moments and experiences in their lives that are valuable to them.
- how descriptive details can convey unforgettable memories.
- how lists, anchor charts, webs, and “writing small” are strategies to develop their writing.
- how writers select one idea at a time to publish from multiple entries in their writer’s notebook.
- how sketching allows writers to explore an idea more deeply.
- how transition words and/or phrases move readers through time in order to sequence events, including a beginning, middle, and conclusion to their stories.
- how dialogue and internal thinking give voice to their narratives.
- how writers use the editing process to focus on the conventions of standard English before publishing their work.
- what writers do during the final publishing phase of the writing process.
- what strategies were used in order to achieve their writing goals.

### ASSESSMENT

#### Formative

- Exit Slips
- Self Reflections
- Editing Checklists
- KidBlog written responses
- R.A.C.E.R responses
- Writing Rubrics from Schoolwide
- Writing Journal
- Graphic Organizers
- Class discussion
- Written Response to reading
- Interactive online games
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Discussion Trifolds
- Video logs

#### Summative

- Weekly Tests/Balanced Tests
- Student Performance Checklist
- Unit Assessments
- Alternate Assessments
- Performance Tasks
- Projects
- Choice Boards
- Benchmark Assessments

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## English Language Arts Writing Curriculum

Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: 6 Weeks	
Recommended Learning Activities	
<p>Immersion: Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>● Day 1: A Reading and Writing Community uses all mentor texts from the unit.</li> <li>● Day 2: The Power and Purpose of a Writer’s Notebook uses Amelia Writes Again by Marissa Moss and A Writer’s Notebook by Ralph Fletcher.</li> <li>● Day 3: Writers’ Notebooks: A Place to Collect uses A Desert Scrapbook by Virginia Wright-Frierson.</li> <li>● Day 4: Read Like a Writer uses Saturdays and Teacakes by Lester Laminack.</li> <li>● Day 5: Writers’ Notebooks: A Place to Celebrate uses I’m in Charge of Celebrations by Byrd Baylor.</li> </ul> <p>Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Generating Ideas I: Times We Will Never Forget uses Saturdays and Teacakes by Lester Laminack.</li> <li>● Generating Ideas II: Strategies That Keep Us Going uses A Writer’s Notebook by Ralph Fletcher.</li> <li>● Selecting: Deciding What to Publish uses A Writer’s Notebook by Ralph Fletcher.</li> <li>● Collecting: Sketch to Stretch uses A Desert Scrapbook by Virginia Wright-Frierson and Amelia Writes Again by Marissa Moss.</li> <li>● Drafting: Ideas and Their Order uses Saturdays and Teacakes by Lester Laminack.</li> <li>● Revising: Bringing Out Your Voice uses I’m in Charge of Celebrations by Byrd Baylor.</li> <li>● Editing: What Is Editing? uses students’ drafts.</li> <li>● Publishing: What Is Publishing? uses I’m in Charge of Celebrations by Byrd Baylor, Saturdays and Teacakes by Lester Laminack, A Desert Scrapbook by Virginia Wright-Frierson, and Amelia Writes Again by Marissa Moss.</li> <li>● Student Self-Reflection uses students’ Writer’s Notebooks, drafts, published pieces, and a self-reflection handout for students to complete.</li> </ul>	
<b>Integrated Accommodations and Modifications</b>	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>● Repeat/modify directions</li> <li>● Visual models</li> <li>● Assistive technology</li> <li>● Extended time</li> <li>● Preferred/flexible seating</li> <li>● Differentiated activities (centers)</li> <li>● Shortened assignments</li> <li>● Sensory integration activities</li> <li>● Flexible grouping</li> <li>● Games</li> <li>● Kinesthetic Activity</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Differentiated activities (centers)</li> <li>● Games</li> <li>● Assistive technology</li> <li>● Problem solving strategies</li> <li>● Tiered choice activities</li> <li>● Kinesthetic Activities</li> <li>● Role Play</li> <li>● Critical thinking strategies</li> <li>● Accelerated learning</li> <li>● Independent study</li> </ul>

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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Use of graphic organizers</li> <li>● Role Play</li> </ul>	
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> <li>● Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>● Materials:             <ul style="list-style-type: none"> <li>○ Writer’s notebook</li> <li>○ personal photos and magazines</li> <li>○ crayons, markers, colored pencils, highlighters</li> <li>○ anchor chart paper</li> <li>○ Post-It notes</li> <li>○ copies of Schoolwide Appendices</li> </ul> </li> <li>● Books:             <ul style="list-style-type: none"> <li>○ <i>Amelia Writes Again</i> by Marissa Moss</li> <li>○ <i>A Desert Scrapbook</i> by Virginia Wright-Frierson</li> <li>○ <i>I’m in Charge of Celebrations</i> by Byrd Baylor</li> <li>○ <i>Saturdays and Teacakes</i> by Lester Laminack</li> <li>○ <i>A Writer’s Notebook</i> by Ralph Fletcher</li> </ul> </li> <li>● Websites:             <ul style="list-style-type: none"> <li>○ Kidblog: <a href="https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts">https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts</a></li> <li>○ Readworks: <a href="https://www.readworks.org/">https://www.readworks.org/</a> - Students practice writing responses to reading</li> <li>○ DogoNews: <a href="https://www.dogonews.com/">https://www.dogonews.com/</a> - Students read current events articles and write summary paragraphs telling about the article</li> <li>○ Freckle: <a href="https://www.freckle.com/">https://www.freckle.com/</a> for differentiated ELA review of skills and strategies</li> <li>○ Google Apps for Education</li> <li>○ Buncee: <a href="https://fts.edu.buncee.com/login?return_to=dashboard">https://fts.edu.buncee.com/login?return_to=dashboard</a></li> <li>○ Quizizz: <a href="https://quizizz.com/join">https://quizizz.com/join</a></li> <li>○ Kids A-Z: <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> </ul> </li> </ul>	
<b>Leveled Texts</b>	
<ul style="list-style-type: none"> <li>● Advanced: Chick-a-Dude on RazKids, Level U, Realistic Fiction; Valley of the Kings on RazKids, Level W, Informational Nonfiction</li> <li>● Intermediate: Arrows on RazKids, Level Q, Informational Fiction</li> <li>● Beginner: The Backpack Tax on RazKids, Level O, Realistic Fiction; The Day Before Thanksgiving on RazKids, Level M, Realistic Fiction</li> </ul>	

# Frelinghuysen Township School District English Language Arts Writing Curriculum

Grade 4

## Unit 2: Cynthia Rylant Author Study

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p style="text-align: center;"><b>Production and Distribution of Writing:</b></p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
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including grade 4.)

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### **Research to Present and Build Knowledge:**

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing:**

W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Comprehension and Collaboration:**

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or

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## English Language Arts Writing Curriculum

material and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas:**

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### **Conventions:**

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose,

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## English Language Arts Writing Curriculum

whom, which, that) and relative adverbs (where, when, why).

- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
- f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.

L.4.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use:**

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

- a. Choose words and phrases to convey ideas precisely.

### **Vocabulary Acquisition and Usage:**

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5: Demonstrate understanding of figurative

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language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Learning Outcomes

*Students will understand....*

- how to produce clear and coherent writing that is appropriate to task, purpose, and audience.
- how to write narratives about real experiences or events using effective technique, descriptive details, and clear event sequences.
- how to introduce characters and organize an event sequence that unfolds naturally.
- how to use dialogue to enhance readers' understanding of the characters.
- how to use concrete words and sensory details to convey experiences and events precisely.
- how to provide a conclusion that follows from narrated experiences or events.
- how to strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- how to engage effectively in collaborative discussions and follow agreed-upon discussion rules.

*Students will be able to answer....*

- who Cynthia Rylant is, and how and why she writes by exploring a variety of her books.
- what Cynthia Rylant's motivation and purpose for writing is.
- what effective techniques Cynthia Rylant uses to develop real and personal experiences, such as descriptive details, vivid verbs, and clear event sequence.
- what Rylant's message or theme is by drawing evidence from literary texts.
- how significant moments or events in their own lives can be used as writing topics.
- specific details to describe special places connected to experiences in their lives.
- how they can relax their minds to freewrite topics.
- their own passions, interests, and desires inspire writing.
- how to collect information to add to their stories.
- how envisioning events in their story can help them include sensory details.
- how concrete words and personification can convey their experiences precisely.
- how they can develop their experiences

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	<p>and organize the event sequence to unfold naturally.</p> <ul style="list-style-type: none"> <li>● how Cynthia Rylant’s endings can help improve upon their own story conclusions.</li> <li>● how they can revise their writing to include characters’ feelings through actions, thoughts, descriptions, and dialogue rather than telling what characters are feeling.</li> <li>● how varying sentence length can create rhythm and fluency in their writing.</li> <li>● how references can assist them in correcting their spelling of grade-appropriate words.</li> <li>● how an Author’s note helps to reflect on their pieces.</li> <li>● what their growth has been as writers during the Cythia Rylant author study.</li> </ul>
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## ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Self Reflections</li> <li>● Editing Checklists</li> <li>● KidBlog written responses</li> <li>● R.A.C.E.R responses</li> <li>● Writing Rubrics from Schoolwide</li> <li>● Writing Journal</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Written Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Student Performance Checklist</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> </ul>

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to text series

- I-ready Assessments

- Performance assessments

### LEARNING PLAN

Pacing Guide: 8 Weeks

### Recommended Learning Activities

Immersion: Interactive Read Alouds:

- Day 1: What Makes Cynthia Rylant a Good Mentor Author?
- Day 2: Cynthia's Motivation and Purposes for Writing uses Best Wishes.
- Day 3: Effective Techniques That Develop Personal Experiences uses The Relatives Came.
- Day 4: Approaching Familiar Topics in Similar and Different Ways uses Night in the Country and Long Night Moon.
- Day 5: Using Text Evidence to Support Analysis and Reflection uses "Spaghetti" from Every Living Thing and Chapters 1 and 2 from Boris.

Mini-Lessons:

- Generating Ideas I: Reflecting on the Past uses Best Wishes and Missing May.
- Generating Ideas II: Writers Write About Places They Love uses Long Night Moon.
- Generating Ideas III: Habits of Mind Help Writers Find Topics uses Best Wishes.
- Generating Ideas IV: Passions and Longings uses Boris.
- Generating Ideas V: Inspired by Symbols uses Missing May.
- Selecting: Writers Reread Their Work to Select Ideas uses students' Writers' Notebooks.
- Collecting I: Writers Think About Their Purposes uses students' Writers' Notebooks.
- Collecting II: Envisioning Events and Conversations uses Best Wishes and Appalachia: The Voices of Sleeping Birds.
- Collecting III: Personification uses Boris and Scarecrow.
- Collecting IV: How to Create Movement Over Time uses Night in the Country, The Relatives Came, Scarecrow, and An Angel for Solomon Singer.
- Drafting I: Narrative Text Structure uses An Angel for Solomon Singer.
- Drafting II: Endings With a Purpose uses An Angel for Solomon Singer, Appalachia: The Voices of Sleeping Birds, and The Relatives Came.
- Revising I: Show, Don't Tell What Your Character Is Feeling uses "Shells" from Every Living Thing.
- Revising II: Revising the Lead uses An Angel for Solomon Singer, Best Wishes, and "Shells" and "Spaghetti" from Every Living Thing.
- Revising III: Sentence Fluency uses Night in the Country.
- Revising IV: Revising for Clarity and Organization uses students' drafts.
- Editing I: Correct Spelling uses students' drafts.
- Editing II: Editing Verbs uses students' drafts.
- Publishing: Writing an Author's Note uses students' completed pieces and students' Writers' Notebooks.
- Student Self-Reflection uses a self-reflection questionnaire.

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## Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>● Repeat/modify directions</li> <li>● Visual models</li> <li>● Assistive technology</li> <li>● Extended time</li> <li>● Preferred/flexible seating</li> <li>● Differentiated activities (centers)</li> <li>● Shortened assignments</li> <li>● Sensory integration activities</li> <li>● Flexible grouping</li> <li>● Games</li> <li>● Kinesthetic Activity</li> <li>● Use of graphic organizers</li> <li>● Role Play</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Differentiated activities (centers)</li> <li>● Games</li> <li>● Assistive technology</li> <li>● Problem solving strategies</li> <li>● Tiered choice activities</li> <li>● Kinesthetic Activities</li> <li>● Role Play</li> <li>● Critical thinking strategies</li> <li>● Accelerated learning</li> <li>● Independent study</li> </ul>
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## Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> <li>● Real-world applications</li> </ul>
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## Instructional and Supplemental Materials

<ul style="list-style-type: none"> <li>● Materials:             <ul style="list-style-type: none"> <li>○ Writer’s notebook</li> <li>○ personal photos and magazines</li> <li>○ crayons, markers, colored pencils, highlighters</li> <li>○ anchor chart paper</li> <li>○ Post-It notes</li> <li>○ copies of Schoolwide Appendices</li> </ul> </li> <li>● Books by Cynthia Rylant:             <ul style="list-style-type: none"> <li>○ <i>An Angel for Solomon Singer</i></li> <li>○ <i>Appalachia: The Voices of Sleeping Birds</i></li> <li>○ <i>Best Wishes</i></li> <li>○ <i>Boris</i></li> <li>○ <i>Every Living Thing</i></li> <li>○ <i>Long Night Moon</i></li> </ul> </li> </ul>
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- *Missing May*
- *Night in the Country*
- *The Relatives Came*
- *Scarecrow*
- Websites:
  - Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
  - Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
  - DogoNews: <https://www.dogonews.com/> - Students read current events articles and write summary paragraphs telling about the article
  - Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
  - Google Apps for Education
  - Buncee: [https://fts.edu.buncee.com/login?return\\_to=dashboard](https://fts.edu.buncee.com/login?return_to=dashboard)
  - Quizizz: <https://quizizz.com/join>
  - Video Biography of Cynthia Rylant: <https://www.youtube.com/watch?v=KjaACI9stzk>

## Leveled Texts

- Advanced: A Place for Wild Things on RazKids, Level R, Realistic Fiction
- Intermediate: Frindle Trade Book on RazKids, Fiction
- Beginner: *Henry and Mudge and the Happy Cat* by Cynthia Rylant Trade Book from RazKids



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 4**

<b>Unit 3: Nonfiction</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Provide reasons that are supported by facts from texts and/or other sources. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>c. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>d. Provide a conclusion related to the opinion presented.</li> </ol> <p>W.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p style="text-align: center;"><b>Production and Distribution of Writing:</b></p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>

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including grade 4.)

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Present and Build Knowledge:**

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing:**

W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Comprehension and Collaboration:**

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas:**

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### **Conventions:**

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

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L.4.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use:**

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

- a. Choose words and phrases to convey ideas precisely.
- b. Use punctuation for effect.

### **Vocabulary Acquisition and Usage:**

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or c

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that

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signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Learning Outcomes

*Students will understand...*

- common nonfiction features and their purposes.
- nonfiction texts and contemplate the author’s process or type of research that went into creating a published piece.
- various nonfiction text structures when reading and writing.
- different nonfiction topics through reading, asking questions, and having collaborative discussions.
- how to select and focus on a nonfiction topic to examine and develop.
- how to develop a topic with facts, definitions, and concrete details.
- how formatting and illustrations organize and relate to the topic.
- how to introduce a topic clearly and group related information into paragraphs or sections, using linking words and phrases.
- how to provide a concluding sentence or section that relates to the information presented.
- how to strengthen their writing as needed by planning, revising, and editing.
- how to use technology to research and publish their writing.
- how to publish a nonfiction piece of writing in which the development and organization are appropriate to the writer’s purpose and audience.

*Students will be able to answer...*

- what key nonfiction features are.
- how nonfiction authors use a particular voice that connects to their audience and purpose.
- how different nonfiction visuals further develop a topic by providing concrete details and examples relating to the topic.
- what they are passionate about as possible topics for nonfiction writing.
- how primary source information can give first hand experience when developing nonfiction a topic for writing.
- what they already know and questions they have about their topics to determine the research they will need to conduct.
- from where they will gather primary and secondary sources of materials to begin to conduct their research.
- what option for beginning their nonfiction piece is most appropriate and engaging.
- how mentor texts structured their information and use that to determine the most appropriate way to organize their own writing.
- what option for concluding their writing will leave their audience with a deeper understanding of their topic.
- how authentic, concrete details let their readers know they have credibility and knowledge about their subjects.
- how linking words and phrases within sections of their piece connect ideas.
- how imagery can help readers become immersed in their subjects.
- how editing can assist in correcting capitalization and punctuation of key nonfiction text features.
- how to include a Dedication or About the Author to their finished pieces.
- how they have grown as writers through

# Frelinghuysen Township School District English Language Arts Writing Curriculum

	the Nonfiction Writing Unit.
<b>ASSESSMENT</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Self Reflections</li> <li>● Editing Checklists</li> <li>● KidBlog written responses</li> <li>● R.A.C.E.R responses</li> <li>● Writing Rubrics from Schoolwide</li> <li>● Writing Journal</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Written Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Student Performance Checklist</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: 8 Weeks	
Recommended Learning Activities	
<p>Immersion: Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>● Day 1: Exploring Nonfiction: uses all of the mentor texts from the unit, particularly <i>Ape</i> by Martin Jenkins.</li> <li>● Day 2: Nonfiction Features: uses <i>The Great Fire</i> by Jim Murphy.</li> <li>● Day 3: Use of Voice: uses <i>If you Decide to Go to the Moon</i> by Faith McNulty and <i>A Drop of Water</i> by Walter Wick.</li> <li>● Day 4: Visuals in Nonfiction uses <i>A Drop of Water</i> by Walkter Wick, <i>A Walk in the Rainforest</i> by Kristin Joy Pratt, <i>The Great Fire</i> by Jim Murphy, and <i>The Top of the World</i> by Steve Jenkins.</li> <li>● Day 5: Authors' Connections to Nonfiction Topics: uses <i>How to Talk to Your Dog</i> by Jean Craighead George.</li> </ul> <p>Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Generating Ideas I: Exploring the Passions and Fascinations: uses <i>The Top of the World: Climbing Mount Everest</i> by Steve Jenkins.</li> <li>● Generating Ideas II: Primary Source Inspiration: uses <i>A Drop of Water</i> by Walter Wick.</li> <li>● Generating Ideas III: Topics We Are Curious About: uses <i>The Great Fire</i> by Jim Murphy.</li> <li>● Selecting: Choosing Topics to Research and Develop: uses students' <i>Writers' Notebooks</i></li> </ul>	

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- Collecting I: Questions Lead to Good Research: uses How to Talk to Your Dog by Jean Craighead George and students' Writers' Notebooks.
- Collecting II: Primary Sources: uses A Drop of Water by Walter Wick, How to Talk to Your Dog by Jean Craighead George, and students' Writers' Notebooks.
- Collecting III: Secondary Research: uses The Great Fire by Jim Murphy and students' Writers' Notebooks
- Collecting IV: Considering Purpose and Audience: uses Everglades by Jean Craighead George and students' Writers' Notebooks.
- Drafting I: Introduction: uses several of the mentor texts from the unit.
- Drafting II: Organizing Information Logically: uses Into the Sea by Brenda Guiberson, If You Decide to Go to the Moon by Faith McNulty, How to Talk to Your Dog by Jean Craighead George, Ape by Martin Jenkins, and students' drafts.
- Drafting III: A Concluding Statement or Section: uses How to Talk to Your Dog by Jean Craighead George, If You Decide to Go to the Moon by Faith McNulty, Into the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students' drafts.
- Revising I: Concrete Details: uses The Top of the World by Steve Jenkins and students' drafts
- Revising II: Linking Words and Phrases: uses A Drop of Water by Walter Wick and students' drafts.
- Revising III: Attending to Imagery: uses Everglades by Jean Craighead George and students' drafts.
- Editing I: Capitalization of Nonfiction Features: uses The Great Fire by Jim Murphy, Exploding Ants by Joanne Settel, a collection of other nonfiction books, and students' drafts.
- Editing II: Punctuating Features of Nonfiction: uses A Drop of Water by Walter Wick, Ape by Martin Jenkins, and students' drafts.
- Publishing: Adding a Dedication and About the Author Page:uses The Great Fire by Jim Murphy, Into the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students' final pieces.
- Student Self-Reflection: uses a self-reflection questionnaire.

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Use of graphic organizers
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

Interdisciplinary Connections

21<sup>st</sup> Century Skills and Career Education

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## English Language Arts Writing Curriculum

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- Materials:
  - Writer's notebook
  - personal photos and magazines
  - crayons, markers, colored pencils, highlighters
  - anchor chart paper
  - Post-It notes
  - copies of Schoolwide Appendices
- Books:
  - *Ape* by Martin Jenkins
  - *A Drop of Water* by Walkter Wick
  - *Everglades* by Jean Craighead George
  - *Exploding Ants* by Joanne Settel
  - *The Great Fire* by Jim Murphy
  - *How to Talk to Your Dog* by Jean Craighead George
  - *If You Decide to Go to the Moon* by Faith McNulty
  - *Intro the Sea* by Brenda Guiberson
  - *The Top of the World: Climbing Mount Everest* by Steve Jenkins
  - *A Walk in the Rainforest* by Kristin Joy Pratt
- Websites:
  - Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
  - Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
  - DogoNews: <https://www.dogonews.com/> - Students read current events articles and write summary paragraphs telling about the article
  - Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
  - Google Apps for Education
  - Buncee: [https://fts.edu.buncee.com/login?return\\_to=dashboard](https://fts.edu.buncee.com/login?return_to=dashboard)
  - Quizizz: <https://quizizz.com/join>
  - Time4Kids
  - National Geographic Kids: <https://kids.nationalgeographic.com/>
  - YouTube videos

### Leveled Texts

- Advanced: *The California Gold Rush* on RazKids, Level U, Nonfiction Informational; *Colosseum* on RazKids, Level U, Nonfiction Informational
- Intermediate: *Alexander the Great* on RazKids, Level R, Nonfiction Biography; *Amelia Earhart: Legend in Flight* on RazKids, Level Q, Nonfiction Historical
- Beginner: *Abigail Adams* on RazKids, Level M, Nonfiction Biography



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 4**

## Unit 4: Feature Article with Editorial

### DESIRED RESULTS

#### Standards

<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts from texts and/or other sources</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a conclusion related to the opinion presented.</li> </ol> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>c. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> </ol> <p style="text-align: center;"><b>Production and Distribution of Writing:</b></p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Present and Build Knowledge:**

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing:**

W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Comprehension and Collaboration:**

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

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- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas:**

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### **Conventions:**

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
- c. Use modal auxiliaries (e.g., can, may,

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must) to convey various conditions.

- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use:**

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

- a. Choose words and phrases to convey ideas precisely.
- b. Use punctuation for effect.

### **Vocabulary Acquisition and Usage:**

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Learning Outcomes

*Students will understand...*

- the purpose of feature articles as well as their prevalence and importance in our world
- how to read and analyze the characteristics of feature articles
- how to approach feature article reading and writing tasks with enthusiasm and interest;
- how to identify and analyze the strategies employed by feature article writers and apply those in their own writing, such as:
  - Using their own expertise and areas of interest to generate ideas for writing;
  - Conducting research using several sources (books, reference materials, digital sources, etc.) to build knowledge;
  - Entertaining readers with intriguing and unusual approaches to self-selected topics;
  - Developing plans to organize their research in order to help readers achieve a deeper understanding of the topic;
- how to develop and strengthen writing as needed by planning, revising, and editing.
- how to publish a clear and coherent feature article in which development and organization are appropriate to purpose and audience.

*Students will be able to answer...*

- what the purpose and elements of a feature article are.
- where writers find topics for their articles.
- techniques feature article writers use to present their information in a unique and entertaining way.
- how writers organize their feature articles in sections and use subheadings to identify the sections and specific information they are presenting to the readers.
- what topics fascinate them and are topics they want to become experts in, in order to generate ideas for their feature article.
- what areas of information for their feature article will require further research of facts and details to fully develop and support their opinions.
- how to group their information into structured sections or paragraphs.
- which lead or introduction best grabs their readers' attention when introducing their topic.
- what elements are necessary to construct detailed, organized paragraphs.
- which conclusion wraps up their feature article in a satisfying way.
- the importance of including sequencing phrases or transition words to link details together to move from one idea to the next.
- which visual communication tool will best support and enhance the meaning and

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## English Language Arts Writing Curriculum

	<p>purpose of their article.</p> <ul style="list-style-type: none"> <li>● how varying sentence length can keep their writing fresh and interesting to readers.</li> <li>● how varying punctuation marks will help create a strong voice or tone in their feature article.</li> <li>● how they have grown as a writer during the Feature Article unit.</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Self Reflections</li> <li>● Editing Checklists</li> <li>● KidBlog written responses</li> <li>● R.A.C.E.R responses</li> <li>● Writing Rubrics from Schoolwide</li> <li>● Writing Journal</li> <li>● Graphic Organizers</li> <li>● Class discussion</li> <li>● Written Response to reading</li> <li>● Interactive online games</li> <li>● Open-ended response questions &amp; comprehension questions</li> <li>● Teacher observation</li> <li>● Classwork Practice</li> <li>● Discussion Trifolds</li> <li>● Video logs</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Tests/Balanced Tests</li> <li>● Student Performance Checklist</li> <li>● Unit Assessments</li> <li>● Alternate Assessments</li> <li>● Performance Tasks</li> <li>● Projects</li> <li>● Choice Boards</li> <li>● Benchmark Assessments</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Unit pre and post assessments that align to text series</li> <li>● I-ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: 8 Weeks

#### Recommended Learning Activities

<p>Immersion: Interactive Read Alouds:</p> <ul style="list-style-type: none"> <li>● Day 1: What Is a Feature Article? uses all of the unit texts.</li> <li>● Day 2: Where Do Writers Uncover Feature Article Topics? uses “E-Trash: What Happens to Our Old Electronics” by Rachel H. and “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).</li> <li>● Day 3: A Unique Twist uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora.</li> <li>● Day 4: The Structure of Feature Articles uses Animal Minis! by Cherie Winner and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).</li> <li>● Day 5: Features of Feature Articles uses Basketball in Action by John Crossingham and Sarah Dann.</li> </ul>
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## English Language Arts Writing Curriculum

### Mini-Lessons:

- Generating Ideas I: Determining What Is Important uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora and “E-Trash: What Happens to Our Old Electronics” by Rachel H. (from the Feature Article Shared Texts).
- Generating Ideas II: I’m an Expert! uses “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts) and Soccer in Action by Niki Walker and Sarah Dann.
- Generating Ideas III: Finding Interesting Things About Your Interests uses Animal Minis! by Cherie Winner.
- Selecting: Finding Your Topic uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
- Collecting I: Research or Gathering Information From Various Sources uses Animal Minis! by Cherie Winner.
- Collecting II: Choosing Your Angle uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
- Collecting III: Supporting Opinions With Facts and Details uses “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts) and other feature articles and mentor texts from the unit.
- Collecting IV: Organizing Research Efforts uses The Story of Salt by Mark Kurlansky.
- Drafting I: Thinking About Structure uses “Brace Yourself” by Edward C., “Penguins on Parade” by Tamar L., and “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
- Drafting II: Crafting a Lead – Introduction uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora, Ice Bear: In the Steps of the Polar Bear by Nicola Davies, and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).
- Drafting III: Composing Paragraphs uses The Life and Times of the Peanut by Charles Micucci.
- Drafting IV: Wrapping It Up – The Conclusion uses “E-Trash: What Happens to Our Old Electronics” by Rachel H., “Brace Yourself” by Edward C., and “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
- Revising I: Make a Transition uses Secrets of the Mummies by Harriet Griffey, “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts), Animal Minis! by Cherie Winner, and Soccer in Action by Niki Walker and Sarah Dann.
- Revising II: Revising for Key Elements of a Feature Article uses all of the mentor feature articles in the unit.
- Revising III: Visual Communication uses The Story of Salt by Mark Kurlansky and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).
- Editing I: Vary Your Sentence Length uses Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport.
- Editing II: Punctuate to Accentuate Your Voice uses Animal Minis! by Cherie Winner.
- Publishing: A Good Title Makes a Difference! uses a collection of feature article titles.
- Student Self-Reflection: uses a self-reflection questionnaire.

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies

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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>● Differentiated activities (centers)</li> <li>● Shortened assignments</li> <li>● Sensory integration activities</li> <li>● Flexible grouping</li> <li>● Games</li> <li>● Kinesthetic Activity</li> <li>● Use of graphic organizers</li> <li>● Role Play</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered choice activities</li> <li>● Kinesthetic Activities</li> <li>● Role Play</li> <li>● Critical thinking strategies</li> <li>● Accelerated learning</li> <li>● Independent study</li> </ul>
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### Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>● (ELA, Math, Science, Social Studies)</li> <li>● Technology</li> <li>● Character education</li> <li>● Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Critical Thinking</li> <li>● Communication</li> <li>● Collaborative learning</li> <li>● Productivity</li> <li>● Real-world applications</li> </ul>
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### Instructional and Supplemental Materials

<ul style="list-style-type: none"> <li>● Materials:             <ul style="list-style-type: none"> <li>○ Writer’s notebook</li> <li>○ personal photos and magazines</li> <li>○ crayons, markers, colored pencils, highlighters</li> <li>○ anchor chart paper</li> <li>○ Post-It notes</li> <li>○ copies of Schoolwide Appendices</li> <li>○ library books and resoures</li> </ul> </li> <li>● Books:             <ul style="list-style-type: none"> <li>○ <i>And So They Build</i> by Bert Kitchen</li> <li>○ <i>Animal Minis! What Kids Really Want to Know About Tiny Animals</i> by Cherie Winner</li> <li>○ <i>Basketball in Action</i> by John Crossingham and Sarah Dann</li> <li>○ <i>George Washington’s Teeth</i> by Deborah Chandra and Madeleine Comora</li> <li>○ <i>Ice Bear: In the Steps of the Polar Bear</i> by Nicola Davies</li> <li>○ <i>The Life and Times of the Peanut</i> by Charles Micucci</li> <li>○ <i>Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport</li> <li>○ <i>Secrets of the Mummies</i> by Harriet Griffey</li> <li>○ <i>Soccer in Action</i> by Sarah Dann and Niki Walker</li> <li>○ <i>The Story of Salt</i> by Mark Kurlansky</li> </ul> </li> <li>● Websites:             <ul style="list-style-type: none"> <li>○ Kidblog: <a href="https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts">https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts</a></li> <li>○ Readworks: <a href="https://www.readworks.org/">https://www.readworks.org/</a> - Students practice writing responses to reading</li> <li>○ DogoNews: <a href="https://www.dogonews.com/">https://www.dogonews.com/</a> - Students read current events articles and write summary paragraphs telling about the article</li> <li>○ Freckle: <a href="https://www.freckle.com/">https://www.freckle.com/</a> for differentiated ELA review of skills and strategies</li> <li>○ Google Apps for Education</li> <li>○ Buncee: <a href="https://fts.edu.buncee.com/login?return_to=dashboard">https://fts.edu.buncee.com/login?return_to=dashboard</a></li> </ul> </li> </ul>
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- Quizizz: <https://quizizz.com/join>
- Time4Kids
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- YouTube videos

## Leveled Texts

- Advanced: *Zoos: Pro of Con?* on RazKids, Level X, Nonfiction Informational; *Columbus Discovered America* (Leveled passage) on RazKids, Nonfiction Historical
- Intermediate: *American Football* on RazKids, Level Q, Nonfiction Informational; *Golf* on RazKids, Level R, Nonfiction Informational; *Do Visitors Affect Southeast Alaska?* (Leveled passage) on RazKids, Nonfiction Informational
- Beginner: *Earth's Water* on RazKids, Level N, Nonfiction Informational

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 5**

<b>Unit 1: How Writers Work</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>W.5.6: With some guidance and support from adults and</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING

### **Comprehension and Collaboration**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### **LANGUAGE STANDARDS**

#### **Conventions**

L.5.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense and aspect.

e. Use correlative conjunctions.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

#### **Effective Language Use**

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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## English Language Arts Writing Curriculum

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Vocabulary Acquisition and Usage**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Learning Outcomes

*Students will understand...*

- Students will think about their writing histories and identities and engage in one-on-one or small-group conversations as they make connections with the mentor authors, books, and each other.
- Students will envision and explore notebook possibilities.
- Students will sketch images and descriptions from their mind's eye.
- Students will explore more possible writing ideas and topics from the mentor text.
- Students will understand how listening to each

*Students will be able to answer...*

- How do writer's write?
- Why do writer's write?
- What are the steps of the writing process?
- How do we use mentor texts?
- What type of writer are you?
- What is a writer's notebook?
- What are writing workshop expectations?

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## English Language Arts Writing Curriculum

<p>other's stories and the world around us can inspire writing.</p> <ul style="list-style-type: none"> <li>• Students will revisit mentor texts that will inspire them to write.</li> <li>• Students will learn strategies to combat writer's block.</li> <li>• Students will reread their entries and choose one, thinking about the text type, audience, and purpose for writing.</li> <li>• Students will collect those details in their Writers' Notebooks.</li> <li>• Students will reread their entries, highlight the ideas they will keep, and use transition words and phrases to organize these ideas.</li> <li>• Students will revise their pieces using concrete words and phrases and descriptive language.</li> <li>• Students will reread their writing for errors in spelling, punctuation, capitalization, and paragraphing.</li> <li>• Students will add an Author's Note to their final drafts and then neatly handwrite or type their final pieces on a computer.</li> <li>• Students will reflect on the writing process and strategies they used.</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers get ideas?</li> <li>• What inspires your writing?</li> <li>• How do you prevent writer's block?</li> <li>• How do you select an idea to write about?</li> <li>• How do you collect details?</li> <li>• What techniques create images?</li> <li>• What techniques emphasize emotion and meaning?</li> <li>• How do writers effectively draft?</li> <li>• What do I want my readers to take away from reading my writing?</li> <li>• How can transition words and phrases strengthen my writing?</li> <li>• How can I revise my writing using concrete vivid words and phrases and descriptive language?</li> <li>• How does editing strengthen my writing?</li> <li>• How can we support each other as writers?</li> <li>• Why do writers include an author's note?</li> <li>• How do you write an author's note?</li> <li>• How does reflecting on our writing help us see how we have evolved?</li> </ul>
<b>ASSESSMENT</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Writer's notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published narrative, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

## LEARNING PLAN

Pacing Guide: (6-8) Weeks

### Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - What Type of Writer Are You?
  - Writer's Notebook: A Place to Catch Ideas
  - Stories With Images
  - Stories With a Message
  - A Writer's Ear
- Complete Mini-Lessons 1-9 in Writing Fundamentals Series by Schoolwide  
**Generating Ideas:** Author's Inspiration, Help! I Have Writer's Block  
**Selecting:** Is This the One?  
**Collecting:** Zooming in on Important Details  
**Drafting:** Coming out of the Notebook  
**Revising:** Precise Words  
**Editing:** Nobody's Perfect  
**Publishing:** Adding an Author's Note  
**Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> <li>• Problem solving strategies</li> </ul>
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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>• <b>Websites</b> -<a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> <li>• <b>Materials</b> -Writing Notebooks -Pencils -Board -Chart paper -Chromebooks -Markers -Colored pencils -Highlighters -Staplers -Glue -Sharpener -Paper clips -Appendices</li> <li>• <b>Texts</b> -Come On, Rain! by Karen Hesse -How Writers Work by Ralph Fletcher -Amelia's 5th Grade Notebook by Marissa Moss -The Other Way to Listen by Byrd Baylor -The Other Side by Jacqueline Woodson</li> </ul>	
<b>Leveled Texts</b>	
<ul style="list-style-type: none"> <li>• Advanced: The University of Arizona College of Science Biosphere 2 by Birdie Stark - Level W</li> <li>• Intermediate: Word Smith, Private I by Blane Jeffries - Level V</li> <li>• Beginner: Hiking the Appalachian Trail by Ben Gaddes - Level U</li> </ul>	



# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

**Grade 5**

<b>Unit 2: Biography</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a conclusion related to the opinion presented.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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## English Language Arts Writing Curriculum

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

### **Production and Distribution of Writing**

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their

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## English Language Arts Writing Curriculum

own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## LANGUAGE STANDARDS

### **Conventions**

L.5.1: Observe conventions of grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.

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## English Language Arts Writing Curriculum

- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use**

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### **Vocabulary Acquisition and Usage**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Learning Outcomes**

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

### *Students will understand....*

- Students will begin to discuss and define the purpose and identify the characteristics of biographical writing.
- Students will continue to explore features of biographies, focusing on how biographers use facts and details to inform readers and bring their subjects to life.
- Students will continue to build understanding and discuss author's craft and style used in writing a biography.
- Students will recognize that biographies are written with a specific purpose and discuss how writers include information and details that support their central idea or message.
- Students will compare and contrast two mentor texts to understand that although biographies contain common features, writers can have a different approach.
- Students will think about the role models in their own lives as subjects for their biographies.
- Students will think of subjects from history worthy of recognition or appreciation as potential subjects for their biographies.
- Students will think about the people they know well who could become the subject of their biographies.
- Students will select a subject for their biographies whom they are interested in and excited to research using several sources to build knowledge.
- Students will recall relevant information they already know about their chosen subjects to help them think about the research that needs to be done.
- Students will begin their research using questions to gather interesting and detailed information about their subjects.
- Students will plan their research and consider the types of primary and secondary sources they can use to find the answers to their questions about their subjects.
- Students will use a timeline as a tool for taking notes and categorizing information according to the sequence of events from their subjects' lives.
- Students will consider their own perspective and reflect on the theme or focus of their biographies.
- Students will consider different structures to accomplish this task.

### *Students will be able to answer....*

- What is a biography?
- What is the purpose of a biography?
- What are the features and characteristics of biographies?
- How do writers of biographies use facts and details?
- How do writers choose their subjects?
- How do writers research their subjects?
- What questions do writers ask for research?
- How do writers collect information about their subject?
- What structures can be used for biographies?
- How can you hook your readers?
- How do you conclude a biography?
- How do linking words and phrases strengthen my writing?
- How do writers use voice and literary elements in a biography?
- How do writers use pronouns to make biographies less repetitive and clearer for their readers?
- How do I use an editing checklist?
- Why do writers spend time reflecting on their work, the process, and the product?

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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Students will use their outlines to craft engaging and clear introductions.</li> <li>• Students will conclude their biographies with a statement or section that relates to the information presented and leaves readers with a clear understanding and appreciation for their subjects.</li> <li>• Students will learn how linking words are used to move readers from one idea to the next and then add these words and phrases to their biographies.</li> <li>• Students will use crafting techniques to add voice to their biographies.</li> <li>• Students will understand how the proper use of pronouns will help make their biographies less repetitive and clearer for their readers.</li> <li>• Students will read their drafts as editors and use an editing checklist to ensure that their biographies are clear and free of errors.</li> <li>• Students will craft an Author's Note for their biographies.</li> <li>• Students will spend time reflecting on their work, the process, and the product.</li> </ul>	
<b>ASSESSMENT</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Writer's notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published biography, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

## LEARNING PLAN

Pacing Guide: (6-8) Weeks

### Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - What is a Biography?
  - Writing to Inform
  - Author’s Craft
  - Author’s Purpose
  - Features of a Biography
- Complete Mini-Lessons 1-18 in Writing Fundamentals Series by Schoolwide

**Generating Ideas:** Biographers Write About Role Models, Subjects From History to Celebrate and Appreciate, Inspiration Subjects We Know Well

**Selecting:** Selecting a Subject for a Biography

**Collecting:** Know Your Subject, Interesting Questions Lead to Interesting Findings, Research Planning-Primary and Secondary Sources, Making a Time Line, Finding Out What We Have to Say

**Drafting:** Organizing Our Biographies, Introductions That Hook, Concluding with Coherence and Credibility

**Revising:** Linking Ideas, Crafting an Engaging Biography

**Editing:** Use of Pronouns, Reading as an Editor

**Publishing:** Author’s Note

**Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
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### Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
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### Instructional and Supplemental Materials

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- **Websites**
  - <https://www.raz-plus.com/>
- **Materials**
  - Writing Notebooks
  - Pencils
  - Board
  - Chart paper
  - Chromebooks
  - Markers
  - Colored pencils
  - Highlighters
  - Staplers
  - Glue
  - Sharpener
  - Paper clips
  - Appendices
- **Texts**
  - A Picture Book of Harry Houdini by David A. and Michael S. Adler
  - River Boy: The Story of Mark Twain by William Anderson
  - Talkin' About Bessie by The Story of Aviator Elizabeth Coleman by Nikki Grimes
  - Abe Lincoln: The Boy Who Loved Books by Kay Winters
  - Ladies First: Women Athletes Who Made a Difference by Ken Rappoport
  - Celia Cruz, Queen of Salsa by Veronica Chambers
  - Who Was George Washington? by Roberta Edwards
  - Salt In His Shoes: Michael Jordan In Pursuit of a Dream by Deloris Jordan and Roslyn M. Jordan
  - Alvin Alley by Andrea Davis Pinkney
  - Lives of the Athletes: Thrills, Spills (and What the Neighbors Thought) by Kathleen Krull

### Leveled Texts

- Advanced: Albert Einstein by Michael Emerson - Level W
- Intermediate: Frederick Douglass: Forever Free by Jennifer McStotts - Level V
- Beginner: Thomas Edison by Joanne Wachter - Level U



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 5**

<b>Unit 3: Essay</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a conclusion related to the opinion presented.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>Production and Distribution of Writing</b></p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CPR9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### LANGUAGE STANDARDS

#### **Conventions**

L.5.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense and aspect.

e. Use correlative conjunctions.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

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## English Language Arts Writing Curriculum

e. Spell grade-appropriate words correctly, consulting references as needed.

**Effective Language Use**

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Vocabulary Acquisition and Usage**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Learning Outcomes

*Students will understand...*

- Students will begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.
- Students will notice how an author's point of view or opinion is sometimes implied and how the closing of an essay reinforces the thesis.
- Students will notice how the body of the essay

*Students will be able to answer...*

- How are essays developed?
- What are the elements and features of an essay?
- What is a thesis statement?
- How is a thesis developed and supported in an essay?
- How are essays structured?

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

provides readers with the information that supports the author's thesis.

- Students will explore how authors of the genre are very passionate about their topics and how they connect with their readers.
- Students will learn how authors use language techniques to engage their readers and support their thesis statements.
- Essays are often written to explore, explain, or argue ideas on a single topic. Students will consider these purposes as they generate ideas for topics about which they are passionate and on which they want to argue a particular stance or opinion.
- Essays can be written to impart life lessons and share personal opinions. Students will consider these purposes as they look to their personal stories to uncover meaningful moments in order to generate a clear focus for their essays.
- Essays are often written to convince the public to support social issues. Students will consider this purpose as they identify and examine social issues that they are passionate about and have knowledge of in order to generate strong arguments for their essays.
- Students will review their Writers' Notebooks to determine which idea best reflects their intention and chosen audience.
- Students will free write about their selected topics as a way to recall and gather relevant information.
- Students will finalize their thesis statements in order to move forward with their writing.
- Students will use brainstorming strategies and graphic organizers to collect information that will support their thesis statements.
- Students will determine what needs to be researched and how.
- Students will use outlining to organize information that will support their thesis.
- Students will use an organizational structure to help them craft an effective introduction for their essays that captures their readers' attention.
- Students will write a strong topic sentence for each paragraph.
- Students will continue to connect the main point of each paragraph with facts and details that support it.
- Students will create conclusions that support their initial arguments.

- How do writers connect to their readers?
- What features are found in effective essays?
- What questions should I consider when generating ideas for an essay?
- How do I use brainstorming techniques?
- How do writers research their topics?
- How do writers use language to convey opinions, thoughts, and feelings?
- How do I use citations?
- How do I proofread my work?
- How do I add finishing touches to my writing?
- How do I publish my writing?
- Why is it important to evaluate your own work?

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Students will learn an array of transition words and phrases and apply them effectively throughout their essays.
- Students will revise by focusing on the power and preciseness of their words by including powerful words that capture and hold their readers' attention.
- Students will understand and use citations to avoid plagiarism.
- Students will use an editing checklist to ensure correct grammar and conventions in their final drafts.
- Students will use a variety of strategies for publishing and evaluating their work.
- Students will evaluate their own work and reflect on their growth and learning as writers.

### ASSESSMENT

ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> <li>• Writer's notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published essay, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments                             <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - Defining the Genre: Introduction and Thesis Statement

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Defining the Genre: Implied Thesis Statement and Function of a Closing
- Defining the Genre: The Body
- Defining the Genre: Making Connections to Topics and Themes
- Defining the Genre: Internal Features
- Complete Mini-Lessons 1-19 in Writing Fundamentals Series by Schoolwide  
**Generating Ideas:** Writer’s Stance, Journey of Thought, The Art of Persuasion  
**Selecting:** Finding a Focus  
**Collecting:** Brainstorming, The Thesis, Facts and Details to Support the Thesis, Research: Primary and Secondary Sources, Outlining  
**Drafting:** Introduction, The Body of an Essay: Creating Topic Sentences, Developing Paragraphs, The Conclusion  
**Revising:** Paragraph Transitions, Powerful Words and Phrases  
**Editing:** Citations, Proofreading  
**Publishing:** Presentation  
**Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
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### Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
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### Instructional and Supplemental Materials

- **Websites**  
-<https://www.raz-plus.com/>
- **Materials**  
-Writing Notebooks  
-Pencils  
-Board  
-Chart paper  
-Chromebooks

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpener
- Paper clips
- Appendices

- **Texts**

- Sharks by Seymour Simon
- Surprising Sharks by Nicola Davies
- The Table Where Rich People Sit by Byrd Baylor
- A Quiet Place by Douglas Wood
- Who Want to Be a Millionaire? Manage Your Money Wisely by Kara I. Stevens
- Homework: Enough Is Enough! by Michelle Peterson
- A Walk In the Rainforest by Rebecca L. Johnson
- Ban Smoking In Cars: Protect Children’s Rights by Michelle Peterson
- Hey, Little Ant by Phillip Hose and Hannah Hose
- Endangered Tigers by Bobbie Kalman
- Check the Label by Ruthie Young
- Chameleons Are Cool by Martin Jenkins
- Gentle Giant Octopus by Karen Wallace
- A Swim through the Sea by Kristin Joy Pratt

### Leveled Texts

- Advanced: Puffins by Kira Freed - Level W
- Intermediate: The Last Great Race by Ned Jensen - Level V
- Beginner: The Great Gallardo’s Books by Lori Polydoros - Level U



# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 5**

<b>Unit 4: Memoir</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

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## English Language Arts Writing Curriculum

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING**

#### **Comprehension and Collaboration**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### **Presentation of Knowledge and Ideas**

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

### LANGUAGE STANDARDS

#### Conventions

L.5.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense and aspect.

e. Use correlative conjunctions.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

#### Effective Language Use

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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## English Language Arts Writing Curriculum

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Learning Outcomes

*Students will understand....*

- Students will begin to explore and understand the purposes and features of memoir writing as they preview the mentor texts.
- Students will observe how memoirists write about the everyday things in their lives and use dialogue, description, and characters to develop these experiences.
- Students will understand the importance of reflection, story pacing, and descriptive details in memoir.
- Students will discuss how the author's use of dialogue and description develops the experiences and shows the relationships between characters.
- Students will discuss how their own lives are packed with meaningful experiences and memories that will form the basis of their own writing.
- Students will understand how telling stories can help authors recall experiences and develop a clear sequence of events in their memoirs.
- Students will sketch detailed pictures to develop real experiences or events.

*Students will be able to answer....*

- What is a memoir?
- What are the purposes and features of a memoir?
- What inspires authors' memoirs?
- What can we learn about people's cultures, traditions, and values from reading their memoirs?
- How do authors of memoirs make meaning of their memories?
- How do authors of memoirs incorporate plot and narrative elements?
- How do you organize a memoir?
- How do transition words and phrases strengthen a memoir?
- Why is it important to consider your audience?
- Why should you revise your work?
- Why should you edit your work?
- How do you enhance your finished piece?

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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Students will engage effectively in collaborative discussions in order to generate ideas for writing their own memoir pieces.</li> <li>• Students will think about important people in their lives and memories connected to them to support them in gathering memories.</li> <li>• Students will engage in collaborative discussions and begin to narrow their focus as they reread their Writers' Notebooks to choose a meaningful idea they will continue to develop and work toward publishing.</li> <li>• Students will use narrative techniques such as dialogue, concrete words, and sensory details to describe the setting of their memoirs.</li> <li>• Students will use freewriting to develop their stories and reflect on their focus and purpose.</li> <li>• Students will consider their purpose and begin thinking about how to develop and organize a coherent piece of writing for an audience.</li> <li>• Students will look at narrative text structures that orient readers and that organize an event sequence that unfolds naturally so they can do the same as they draft.</li> <li>• Students will use transition words and phrases to manage her sequence of events.</li> <li>• Students will use revision to rethink what he or she has done to ensure that readers will understand what is written.</li> <li>• Students will revise their memoirs to include reflective thinking and provide a conclusion that follows from narrated experiences or events and shows a reflective stance.</li> <li>• Students will edit their work for correct capitalization.</li> <li>• Students will edit their work for the rules that apply to naming seasons, places, and events.</li> <li>• Students will focus on creating a title and cover illustration for their memoirs.</li> <li>• Students will reflect on their writing experiences to understand how they have grown as writers over time.</li> </ul>	<ul style="list-style-type: none"> <li>• How have I grown over time as a writer?</li> </ul>
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<b>ASSESSMENT</b>	
Formative	Summative
<ul style="list-style-type: none"> <li>• Writer's notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published memoir, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> </ul>

# Frelinghuysen Township School District English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: (6-8) Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> <li>• <u>Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> <li>• What is Memoir?</li> <li>• A Place Called Home</li> <li>• Making Meaning - Reflection</li> <li>• Narrative Techniques: Dialogue and Description</li> <li>• We Are the Experts!</li> </ul> </li> <li>• <u>Complete Mini-Lessons 1-16 in Writing Fundamentals Series by Schoolwide</u> <p><b>Generating Ideas:</b> Storytelling, Pictures Tell Stories, Making Connections to Published Memoirs, The People in Your Story</p> <p><b>Selecting:</b> Rereading to Select a Meaningful Story</p> <p><b>Collecting:</b> Describing a Setting, Freewriting, Purpose and Audience</p> <p><b>Drafting:</b> Narrative Text Structure, Using Transition Words and Phrases</p> <p><b>Revising:</b> It's All in the Details, Adding Reflection - From Memory to Memoir</p> <p><b>Editing:</b> Capitalization Cleanup, Rules for Capitalization</p> <p><b>Publishing:</b> Cover and Title</p> <p><b>Self-Reflection:</b> Student Self-Reflection</p> </li> </ul>	
<b>Integrated Accommodations and Modifications</b>	
Special Education, ELL and 504 <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> </ul>	Gifted and Talented <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> <li>• Problem solving strategies</li> </ul>

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<ul style="list-style-type: none"> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
<b>Connections</b>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> <li>• Real-world applications</li> </ul>
<b>Instructional and Supplemental Materials</b>	
<ul style="list-style-type: none"> <li>• <b>Websites</b> -<a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> <li>• <b>Materials</b> -Writing Notebooks -Pencils -Board -Chart paper -Chromebooks -Markers -Colored pencils -Highlighters -Staplers -Glue -Sharpeners -Paper clips -Appendices</li> <li>• <b>Texts</b> -Bigmama’s by Donald Crews -Home: A Collaboration by Thirty Authors and Illustrators by Michael Rosen -Family Pictures/Cuadros de familia by Carmen Lomas Garza -My Rotten Redheaded Older Brother by Patricia Polacco -Sitti’s Secrets by Naomi Shihab Nye -The Chalk Doll by Charlotte Pomerantz -Childtimes: A Three-Generation Memoir by Eloise Greenfield and Lessie Jones Little -When I Was Your Age, Volume One: Original Stories About Growing Up by Amy Ehrlich -Letting Swift River Go by Jane Yolen -19 Varieties of Gazelle by Naomi Shihab Nye</li> </ul>	
<b>Leveled Texts</b>	
<ul style="list-style-type: none"> <li>• Advanced: Marco Polo and the Silk Road by David Dreler - Level Y</li> <li>• Intermediate: Marshfield Dreams When I Was a Kid by Ralph Fletcher - Level V</li> <li>• Beginner: The Tarantula in My Purse by Jean Craighead George - Level U</li> </ul>	

# Frelinghuysen Township School District English Language Arts Writing Curriculum

Grade 6

Unit 1: How Writers Work	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p>



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## English Language Arts Writing Curriculum

publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

### **Range of Writing**

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING

### **Comprehension and Collaboration**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and

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## English Language Arts Writing Curriculum

formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE

### **Conventions**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., myself, ourselves). c.

Recognize and correct inappropriate shifts in pronoun number and person.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

### **Effective Language Use**

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

b. Maintain consistency in style and tone.

### **Vocabulary Acquisition and Usage**

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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## English Language Arts Writing Curriculum

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Learning Outcomes

*Students will understand....*

- Students will explore reasons why writers write and reflect on their own writing lives as they engage in collaborative discussions about the unit mentor texts and authors.
- Students will learn that writers are storytellers who record personal experiences and feelings to remember, share, and pass along to others.
- Students will learn how writers write about their emotions and life lessons and will discuss how a Writer's Notebook will be a vital tool for them throughout the writing process.
- Students will discover the impact writing can have and how writing is a powerful way to communicate and connect to others.
- Students will learn how writers use figurative language such as similes, metaphors, onomatopoeia, and personification to create vivid images in the minds of their readers and how they can incorporate these into their own writing.

*Students will be able to answer....*

- How do writer’s write?
- Why do writer’s write?
- What are the steps of the writing process?
- How do we use mentor texts?
- What type of writer are you?
- What is a writer’s notebook?
- What are writing workshop expectations?
- What techniques create images?
- How do writers get ideas?
- How do writers connect with their readers?
- What inspires your writing?
- How do you generate ideas?
- How do you select an idea to write about?
- How do writer’s research?

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## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Students will examine the personal relationships in their own lives to generate ideas for their writing.</li> <li>• Students will write about their passions and interests to uncover writing ideas to pursue.</li> <li>• Students will reflect on their own life experiences and lessons learned to generate ideas for their writing.</li> <li>• Students will reread their Writers' Notebooks to think about what is important to them and what they want to develop when selecting an idea to publish.</li> <li>• Students will spend time gathering relevant information from multiple sources that will be included in their draft.</li> <li>• Students will create a plan and a first draft while considering their genre, big idea, and organization.</li> <li>• Students will revise for voice by including internal thinking.</li> <li>• Students will revise their drafts by elaborating on their characters, experiences, and events</li> <li>• Students will edit their revised drafts for grammar and mechanics.</li> <li>• Students will learn how to present their published pieces to an audience and celebrate their accomplishments as writers.</li> <li>• Students will reflect on their writing and writing process in order to identify strengths and set goals for their future work.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you collect details?</li> <li>• How do writers effectively draft?</li> <li>• What revision strategies do writers use?</li> <li>• How does editing strengthen my writing?</li> <li>• How can we support each other as writers?</li> <li>• How do you present a published piece to an audience?</li> <li>• How does reflecting on our writing help us see how we have evolved?</li> </ul>
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### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Writer's notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published narrative, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative

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## English Language Arts Writing Curriculum

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul> |
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### LEARNING PLAN

Pacing Guide: (6-8) Weeks

#### Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - What Type of Writer Are You?
  - Writers Write to Remember
  - Writers Write About Life Lessons
  - The Power of Writing
  - Writers Paint Pictures With Words
- Complete Mini-Lessons 1-11 in Writing Fundamentals Series by Schoolwide

**Generating Ideas:** Relationships  
**Generating Ideas:** A Writer’s Interests and Passions  
**Generating Ideas:** Life Lessons  
**Selecting:** Is This Important to Me?  
**Collecting:** A Writer’s Research  
**Drafting:** Coming Out of the Notebook  
**Revising:** A Writer’s Voice  
**Revising:** Background Information  
**Editing:** Polishing Your Work  
**Publishing:** Sharing Accomplishments  
**Self-Reflection:** Student Self-Reflection

#### Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> <li>• Repeat/modify directions</li> <li>• Visual models</li> <li>• Assistive technology</li> <li>• Extended time</li> <li>• Preferred/flexible seating</li> <li>• Differentiated activities (centers)</li> <li>• Shortened assignments</li> <li>• Sensory integration activities</li> <li>• Flexible grouping</li> <li>• Games</li> <li>• Kinesthetic Activity</li> <li>• Role Play</li> </ul>	<p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Differentiated activities (centers)</li> <li>• Games</li> <li>• Assistive technology</li> <li>• Problem solving strategies</li> <li>• Tiered choice activities</li> <li>• Kinesthetic Activities</li> <li>• Role Play</li> <li>• Critical thinking strategies</li> <li>• Accelerated learning</li> <li>• Independent study</li> </ul>
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#### Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• (ELA, Math, Science, Social Studies)</li> <li>• Technology</li> <li>• Character education</li> <li>• Career Education</li> </ul>	<p>21<sup>st</sup> Century Skills and Career Education</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Collaborative learning</li> <li>• Productivity</li> </ul>
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# Frelinghuysen Township School District English Language Arts Writing Curriculum

- Real-world applications

## Instructional and Supplemental Materials

- **Websites**
  - <https://www.raz-plus.com/>
- **Materials**
  - Writing Notebooks
  - Pencils
  - Board
  - Chart paper
  - Chromebooks
  - Markers
  - Colored pencils
  - Highlighters
  - Staplers
  - Glue
  - Sharpeners
  - Paper clips
  - Appendices
- **Texts**
  - Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix by Gary Golio
  - Writer to Writer: From Think to Ink by Gail Carson Levine
  - Hey World, Here I Am! By Jean Little
  - This Is Just to Say: Poems of Apology and Forgiveness by Joyce Kilmer
  - Twelve Impossible Things Before Breakfast by Jane Yolen
  - The Wand in the Word: Conversations with Writers of Fantasy by Leonard S. Marcus

## Leveled Texts

- Advanced: Leo The Lion by Steven Accardi - Level Z
- Intermediate: Talking to Each Other by Kate Follett - Level X
- Beginner: The Outburst by Alyse Sweeney - Level U

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 6**

<b>Unit 2: Argumentative Essay</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal/academic style, approach, and form.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>

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characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### **Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **Research to Build and Present Knowledge**

### **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

### **Range of Writing**

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with



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diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **LANGUAGE**

#### **Conventions**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard

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<p>English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p> <p><b>Effective Language Use</b></p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>b. Maintain consistency in style and tone.</p> <p><b>Vocabulary Acquisition and Usage</b></p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<b>Learning Outcomes</b>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• Students will examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing.</li> <li>• Students will to identify the thesis statements and</li> </ul>	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> <li>• What is the structure of argumentative writing?</li> <li>• What is a thesis statement?</li> <li>• What techniques do writers</li> </ul>

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supportive evidence that is provided to support the claims within mentor texts.

- Students will use mentor texts to discuss how various writing techniques are used to clearly and effectively present the claim and argument.
- Students will analyze the credibility of the sources and how a writer's personal experiences with a topic or issue can provide relevant evidence that validates the author's claim and sways readers.
- Students will explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument.
- Students will begin to generate their own ideas by examining and responding to world issues and current events.
- Students will examine topics and convey ideas about issues that have a direct impact on them.
- Students will consider topics that are both interesting and debatable as they generate ideas for their essays.
- Students will select a topic that is important and has an angle or focus that is debatable.
- Students will consider various sources and organization tools as they begin to gather research for their argumentative essay topics.
- Students will use the resources and information they have gathered to explore both sides of their claim.
- Students will connect current events and issues to their own personal experiences.
- Students will begin drafting by composing an introduction that engages their readers and clearly states the thesis or claim of their essay.
- Students will explore how to prioritize and organize their research to formulate a strong argument within the body of their essays.
- Students will develop their counterarguments as they continue to draft the body paragraphs of their essays.
- Students will work on creating a powerful conclusion that is clear and concise and that reemphasizes their claim.
- Students will use precise words and phrases to convey relevant information and experiences in order to persuade their intended audience.
- Students will learn how to cite their references and sources accurately.
- Students will demonstrate command of the conventions of standard English by using punctuation correctly when quoting information.

use to support their views and persuade readers?

- What techniques do writers use to "hook" readers and strengthen the argument?
- What should I consider when generating ideas for an essay?
- How do writers research their topics and gather information?
- How do I cite sources?
- How do I proofread my work?
- How do I add finishing touches to my writing?
- How do I publish my writing?
- Why is it important to reflect on my strengths and weaknesses?

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- Students will utilize editing practices and tools such as peer editing, an editing checklist, and a proofreading guide.
- Students will craft an enticing title, considering their purpose and audience.
- Students will present argumentative essays as part of a writing community and so that their listeners can follow the line of reasoning and the organization of their ideas.
- Students will reflect on their strengths and weaknesses and set goals for future writing projects.

### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Writer’s notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published argumentative essay, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments                             <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - Exploring Argumentative Writing
  - The Writer’s Point of View
  - Writer’s Technique
  - Wait to Formulate!
  - Strengthen Your Argument
- Complete Mini-Lessons 1-18 in Writing Fundamentals Series by Schoolwide

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- Generating Ideas:** Global and Current Events
- Generating Ideas:** Local and School Issues
- Generating Ideas:** Debatable Interests
- Selecting:** Deciding on an Essay Topic
- Collecting:** Gathering Information
- Collecting:** Both Sides of the Story
- Collecting:** The Power of Anecdotes
- Drafting:** The Introduction
- Drafting:** The Body
- Drafting:** Counterarguments
- Drafting:** The Conclusion - A Call to Action!
- Revising:** Thinking About Your Audience
- Editing:** Citing Sources
- Editing:** Punctuating Quotations
- Editing:** The Final Edit
- Publishing:** The Final Touches
- Publishing:** The Celebration
- Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- **Websites**  
-<https://www.raz-plus.com/>
- **Materials**  
-Writing Notebooks  
-Pencils

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- Board
- Chart paper
- Chromebooks
- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpeners
- Paper clips
- Appendices

- **Texts**

- Go Outside and Play by Tom Dawson
- Confessions of a (Former) Bully by Connie King
- The Lorax by Dr. Suess
- Athletic Shorts: Six Short Stories by Chris Crutcher
- Breakfast on Mars and 37 Other Delectable Essays by Rebecca Stern and Brad Wolfe
- Voices from the Field by S. Beth Atkin
- Father Water, Mother Woods by Gary Paulsen
- Read All About It! by Jim Trelease
- How Not to Panic by Diana Tien
- Feathers and Fools by Mem Fox
- Teen Ink: What Matters by Stephanie Meyer

### Leveled Texts

- Advanced: Are GMOs Safe? by Julie Miller - Level Z
- Intermediate: What Do You Think About Climate Change? by Alfred Smuskiewicz - Level Y
- Beginner: Zoos: Pro or Con? by Kira Freed - Level X

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**Grade 6**

<b>Unit 3: Feature Article</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal/academic style, approach, and form.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal/academic style, approach, and form.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p style="padding-left: 40px;">CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>

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- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

### **Range of Writing**

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING

### **Comprehension and Collaboration**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with



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diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### LANGUAGE

#### **Conventions**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard

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English capitalization, punctuation, and spelling when writing.  
 a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

**Effective Language Use**

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

b. Maintain consistency in style and tone.

**Vocabulary Acquisition and Usage**

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Learning Outcomes

*Students will understand...*

- Students will begin to explore and investigate the organization, purpose, and craft of feature article writing.
- Students will examine a feature article in order to

*Students will be able to answer...*

- What is a feature article?
- What makes a feature article?
- What are the features of a feature article?

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identify how text structure contributes to producing clear and coherent writing.

- Students will learn to identify the difference between main ideas and interesting details and how feature articles include both in order to inform and engage their readers.
- Students will identify the different text features within the feature articles they read so that they can apply these to their own writing.
- Students will learn about an important step in feature article writing: developing research questions.
- Students will see the possibilities of where topics come from while considering purpose and audience.
- Students will narrow down some topics they would like to explore and begin to think about the possible angles or specific focuses for their articles.
- Students will consider topics that lend themselves to bringing out their own personal voice in their feature articles.
- Students will determine that by writing everything they know about their article topic before taking notes from their research, there is a lot for them to say just by using their own words.
- Students will think about purpose, audience, voice, personal interest, and background knowledge when selecting their topic for their feature articles.
- Students will further familiarize themselves with the many resources available to them as researchers and how to locate these in an efficient manner using a library's online database.
- Students will learn how to synthesize and record factual information in their own words for the purpose of conducting research effectively and efficiently, as well as for respecting the work of other writers.
- Students will collect more information about their topic by attending to both factual information and precise, descriptive language.
- Students will learn to recognize an author's use of jargon in order to be able to find this language in their research and ultimately include it in their own writing.
- Students will explore and consider different structures in order to begin drafting their articles.
- Students will observe the leads of mentor authors in order to determine ways to best introduce their articles to their audience in interesting, engaging, and catchy ways.
- Students will notice and apply the different ways

- What text structures are found in nonfiction text?
- What is an angle?
- How do I select an idea for my feature article?
- How do writers collect information?
- How do you take notes properly?
- How do you write an effective lead?
- How do you organize information in a paragraph?
- How do you write a strong conclusion?
- How do you revise a feature article?
- How do you edit your work?
- How do you give constructive feedback?
- How do I cite sources?
- How do I publish my writing?
- Why is it important to reflect on my writing and growth as a writer?

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- writers begin and structure their paragraphs, using topic sentences and support.
- Students will explore some of the conclusions used in the mentor texts from this unit in order to decide how to wrap up their articles in a satisfying way.
  - Students will use a revision checklist to ensure that they have included all of the elements needed in a feature article.
  - Students will review their articles to determine what additional text features they need to add in order to organize their information so that it reads with clarity and ease.
  - Students will revise their feature articles for the purpose of adding voice.
  - Students will examine their feature articles to determine if there are places to vary their sentence lengths, use commas in a series, include parentheses, or modify the sentence types for the purpose of including rhythmic, fluent sentences that are pleasing to the ear.
  - Students will learn how to recognize and correct run-on sentences while also correcting errors they make with homophones.
  - Students will review the uses of the comma for the purpose of editing their articles for clear meaning and cohesion.
  - Students will work with a partner in order to peer edit their feature articles and learn how to give constructive feedback.
  - Students will learn how to cite information using a formal style and create a reference section that correctly reflects their resources.
  - Students will discover how to incorporate nonfiction text features that enhance their feature articles and aid comprehension.
  - Students will reflect on the process of creating their feature articles and will identify areas of strength and areas for them to develop.

### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Writer’s notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published feature article, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments               <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> </ul> </li> </ul>

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul>
<b>Benchmark</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>
<b>LEARNING PLAN</b>	
Pacing Guide: (6-8) Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> <li>• <u>Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> <li>• What Is a Feature Article?</li> <li>• Text Structures</li> <li>• Main Idea and Interesting Details</li> <li>• Text Features</li> <li>• Research Questions</li> </ul> </li> <li>• <u>Complete Mini-Lessons 1-23 in Writing Fundamentals Series by Schoolwide</u> <p><b>Generating Ideas:</b> Considering Purpose and Audience</p> <p><b>Generating Ideas:</b> What’s Your “Angle”?</p> <p><b>Generating Ideas:</b> Uncovering the Writer’s Voice</p> <p><b>Generating Ideas:</b> First Thoughts - My Article Begins With Me!</p> <p><b>Selecting:</b> Deciding on a Narrow Topic and Research Questions</p> <p><b>Collecting:</b> Using Library Databases to Gather Relevant Information</p> <p><b>Collecting:</b> Note-Taking Strategy</p> <p><b>Collecting:</b> Drawing Upon Descriptive and Precise Language</p> <p><b>Collecting:</b> The Secret Language of “Jargon”</p> <p><b>Drafting:</b> Let’s Think About Structure!</p> <p><b>Drafting:</b> Inviting Introductions</p> <p><b>Drafting:</b> Purposeful Paragraphs</p> <p><b>Drafting:</b> Conclusions</p> <p><b>Revising:</b> Reviewing the Elements of Feature Articles</p> <p><b>Revising:</b> Organizational Features</p> <p><b>Revising:</b> Adding Voice to a Feature Article</p> <p><b>Revising:</b> Adding Length and Fluency to Our Sentences</p> <p><b>Editing:</b> Correcting Run-On Sentences and Homophone Errors</p> <p><b>Editing:</b> Using Commas Properly</p> <p><b>Editing:</b> Peer Editing</p> <p><b>Publishing:</b> Making a References Section &amp; Including Internal Citation</p> </li> </ul>	

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## English Language Arts Writing Curriculum

**Publishing:** Adding Text Features  
**Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

### Connections

#### Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

- **Websites**  
-<https://www.raz-plus.com/>
- **Materials**  
-Writing Notebooks  
-Pencils  
-Board  
-Chart paper  
-Chromebooks  
-Markers  
-Colored pencils  
-Highlighters  
-Staplers  
-Glue  
-Sharpeners  
-Paper clips  
-Appendices
- **Texts**  
-Rescues! By Sandra Markle  
-Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh  
-Whaling Season: A Year in the Life of Arctic Whale Scientist by Peter Lourie

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- Heroes of the Environment: The Stories of People Who Are Helping to Protect Our Planet by Harriet Rohmer
- Real Kids, Real Stories, Real Change: Courageous Actions Around the World by Garth Sundem - The Greatest Moments in Sports by Len Berman
- Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns
- The Changing Face of the iPod by Sara Pollack
- Canines Leading the Blind: Guide Dogs by Sara Pollack
- The Fro-Yo Craze by Sara Pollack
- How Come That Song Sticks In Your Head? by Kathy Wollard

### Leveled Texts

- Advanced: The U.S. Constitution by David L. Dreier - Level Z+
- Intermediate: Satellites by Lori Polydoros - Level Z
- Beginner: The Blues: More Than a Feeling by Sherry Sterling - Level X

# Frelinghuysen Township School District English Language Arts Writing Curriculum

**Grade 6**

<b>Unit 4: Personal Narrative</b>	
<b>DESIRED RESULTS</b>	
<b>Standards</b>	
<p>New Jersey Student Learning Standards</p> <p><b>WRITING</b></p> <p><b>Text Types and Purposes</b></p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21<sup>st</sup> Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p style="padding-left: 20px;">CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>



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e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **Research to Build and Present Knowledge**

### **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”)

### **Range of Writing**

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

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## English Language Arts Writing Curriculum

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **LANGUAGE**

#### **Conventions**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., myself, ourselves).

c. Recognize and correct inappropriate shifts in pronoun number and person.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

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## English Language Arts Writing Curriculum

### Effective Language Use

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- b. Maintain consistency in style and tone.

### Vocabulary Acquisition and Usage

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Learning Outcomes

*Students will understand....*

- Students will define, discuss, and identify narrative writing and some common elements of personal narratives as they think about their own experiences.
- Students will examine how pacing is an important narrative technique when writers tell their stories.
- Students will analyze a mentor text, thinking closely about the author’s purpose and how he gets that message across.

*Students will be able to answer....*

- What is narrative writing?
- What are the elements and features of a personal narrative?
- How do writers generate ideas?
- How do writers use different strategies to collect ideas that

# Frelinghuysen Township School District

## English Language Arts Writing Curriculum

- Students will identify common features of personal narratives as they also discuss how a narrative can tell an inspirational story about someone the writer knows well.
  - Students will identify themes that prompt readers to react to and/or connect with them within mentor texts.
  - Students will use sketching as a tool to map meaningful memories and to inspire narrative writing.
  - Students will use photographs to trigger memories and the details in those photographs to aid in writing descriptively.
  - Students will examine close relationships in their lives and recall events that have built, strengthened, or even weakened the relationships.
  - Students will make connections to memories, events, and themes of published personal narratives as a way to generate their own narrative ideas.
  - Students will select an idea that is important and meaningful to them and reveals some insight they gained upon reflection.
  - Students will understand and use the skills of interviewing, creating a timeline, and/or sketching to further develop their narrative.
  - Students will look closely at the relationships that evolve from their story ideas and analyze the dynamics of those relationships.
  - Students will develop their narratives by considering the perspective of another character in their stories and elaborate on it.
  - Students will consider the event, purpose, voice, and structure their narratives will take as they begin to draft.
  - Students will incorporate transition words and phrases to convey event sequence as they continue to draft their narratives.
  - Students will craft their endings to include the narrative technique of reflection.
  - Students will revise their drafts using relevant descriptive details, including precise words and sensory language.
  - Students will add thought shots to their writing as a strategy to further develop their character(s) or events in their narratives.
  - Students will consider the pacing of their narratives and determine where slowing down the moment would be an effective narrative technique for their stories.
- are meaningful to them when crafting their own stories?
- How do writers develop a plan for their writing?
  - How do writers utilize strategies to revise and edit a written piece?
  - How do writers prepare for publishing?
  - Why is it important to reflect on my writing and growth as a writer?

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## English Language Arts Writing Curriculum

- Students will practice punctuating dialogue to demonstrate their command of this convention.
- Students will determine why and where they can use ellipses in their narratives.
- Students will use an editing checklist and give their writing a final look.
- Students will carefully create a title and think about the presentation of their narratives.
- Students will learn how presentation embraces a more formal tone for sharing and celebrating their writing.
- Students will reflect on their writing to discover their strengths and weaknesses and set goals for the future.

### ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> <li>• Writer’s notebooks entries</li> <li>• One-on-one conferences</li> <li>• Drafts</li> <li>• Student self reflection</li> <li>• Exit Slips</li> <li>• Journals</li> <li>• Oral reading</li> <li>• Graphic organizers</li> <li>• Class discussion</li> <li>• Response to reading</li> <li>• Interactive online games</li> <li>• Open-ended response questions &amp; comprehension questions</li> <li>• Running records</li> <li>• Teacher observation</li> <li>• Classwork Practice</li> <li>• Discussion Trifolds</li> <li>• Video logs</li> </ul>	<ul style="list-style-type: none"> <li>• Final copy of published personal narrative, assessed with rubric</li> <li>• Weekly Tests/Balanced Tests</li> <li>• Unit Assessments</li> <li>• Alternate Assessments                             <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> <li>• Choice Boards</li> <li>• Benchmark Assessments</li> </ul> </li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>• Unit pre and post assessments that align to text series</li> <li>• I-Ready Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Performance assessments</li> </ul>

### LEARNING PLAN

Pacing Guide: (6-8) Weeks

#### Recommended Learning Activities

- Complete Immersion: Interactive Read-Aloud Lessons 1-5 in Writing Fundamentals Series by Schoolwide
  - Exploring Personal Narratives
  - Personal Experiences
  - Writers Learn About Themselves From Their Stories
  - Family Stories
  - Personal Connections

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## English Language Arts Writing Curriculum

- Complete Mini-Lessons 1-20 in Writing Fundamentals Series by Schoolwide
- Generating Ideas:** Mapping Memories
- Generating Ideas:** Photographs Inspire Stories
- Generating Ideas:** Meaningful Relationships and Events
- Generating Ideas:** Connecting to What We Read
- Selecting:** What’s Important to the Writer
- Collecting:** Gathering the Details
- Collecting:** Examining Relationships
- Collecting:** A Different Perspective
- Drafting:** Developing a Writing Plan
- Drafting:** Moving the Story Along - Transition Words and Phrases
- Drafting:** Concluding with Reflection
- Revising:** Precise Words and Descriptive Details
- Revising:** Narrative Technique - Thought Shots
- Revising:** Playing With Time - Slow Down
- Editing:** Writing Dialogue
- Editing:** Using Ellipses
- Editing:** The Final Edit
- Publishing:** Publish Presentation
- Publishing:** Publishing - The Celebration
- Self-Reflection:** Student Self-Reflection

### Integrated Accommodations and Modifications

#### Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

#### Gifted and Talented

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- Independent study

### Connections

#### Interdisciplinary Connections

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- Character education
- Career Education

#### 21<sup>st</sup> Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

### Instructional and Supplemental Materials

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-<https://www.raz-plus.com/>

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## English Language Arts Writing Curriculum

- **Materials**

- Writing Notebooks
- Pencils
- Board
- Chart paper
- Chromebooks
- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpeners
- Paper clips
- Appendices

- **Texts**

- Guys Write for Guys Read by Jon Scieszka
- Boy: Tales of Childhood by Roald Dahl
- Looking Back by Lois Lowry
- Sister Anne's Hands by Mary Beth Lorbiecki
- My Freedom Trip by Frances and Ginger Park
- When I Was Your Age, Volume One: Original Stories About Growing Up by Amy Ehrlich
- Skip Deep and Other Teenage Reflections by Angela Shelf Medearis

### Leveled Texts

- Advanced: Leaving Home by N. M. Ryan - Level Y
- Intermediate: The Reef by William Harryman - Level X
- Beginner: Arrows by Dina Anastasio - Level U