Writing Gr.1 Trimester 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
W.NW.1.3.B	Provide dialogue and/or description and details of experiences, events, or characters.
W.NW.1.3.C	Use transitional words to manage the sequence of events.
W.NW.1.3.D	Provide a reaction to the experiences or events.
W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
W.WP.1.4.A	With prompts and support, identify audience and purpose before writing.
W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.

Rationale and Transfer Goals

W.NW.1.3: Writing Narratives

- W.NW.1.3a: Writing narratives with a clear sequence of events
    - Rationale: Understanding the sequence of events helps students organize their thoughts and communicate their stories clearly. This skill aids in developing logical thinking and storytelling abilities.
    - Transfer Goals: Students will be able to create coherent narratives in various writing tasks across subjects, ensuring their stories and explanations follow a logical order.
- W.NW.1.3b: Using temporal words to signal event order
    - Rationale: Temporal words help to clarify the order of events in a narrative, making it easier for

readers to follow the storyline. This contributes to clearer and more engaging writing.
    - Transfer Goals: Students will use temporal words in different contexts to show the sequence of events, both in narrative and informational writing.

- W.NW.1.3c: Providing a sense of closure in narratives

    - Rationale: A sense of closure helps to conclude stories in a satisfying way, which is important for completing the narrative arc. It also helps students understand the importance of concluding their writing effectively.
    - Transfer Goals: Students will ensure their writing has a clear conclusion in various types of writing, providing completeness and resolution to their work.

- W.NW.1.3d: Focusing on a topic and adding details to strengthen writing

    - Rationale: Adding details enhances writing by providing depth and clarity. Focusing on a topic helps students stay on track and develop their ideas more thoroughly.
    - Transfer Goals: Students will be able to write with greater detail and focus in different contexts, improving the quality and impact of their writing.

L.WF.1.3: Conventions of Writing

- A. Write sentences with increasing complexity

    - Rationale: Writing increasingly complex sentences helps students develop more sophisticated writing skills and enhances their ability to express nuanced ideas.
    - Transfer Goals: Students will apply sentence complexity in various writing tasks, contributing to more dynamic and expressive writing.

- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame

    - Rationale: Understanding and using the subject-verb-object structure ensures that sentences are clear and complete, improving overall readability and comprehension.
    - Transfer Goals: Students will construct clear and complete sentences in all types of writing, enhancing their ability to communicate effectively.

- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names

    - Rationale: Proper capitalization is a fundamental writing convention that helps with clarity and readability. It also reflects an understanding of standard grammar rules.
    - Transfer Goals: Students will use correct capitalization consistently across different writing tasks, contributing to polished and professional writing.

- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations

    - Rationale: Correct punctuation helps convey meaning and emotion in writing, making it easier for readers to understand the writer’s intent.
    - Transfer Goals: Students will use appropriate punctuation in various types of writing to ensure clear and effective communication.

L.KL.1.1: Command of Standard English Grammar and Usage

- Rationale: Mastery of standard English grammar and usage provides a foundation for clear and effective communication. It is essential for academic and personal writing.
- Transfer Goals: Students will apply standard grammar and usage rules in all writing activities, contributing to accuracy and professionalism in their written work.

W.WP.1.4: Writing Process

- A. With prompts and support, identify audience and purpose before writing
    - Rationale: Identifying audience and purpose helps students tailor their writing to specific goals and readers, making their writing more relevant and effective.
    - Transfer Goals: Students will consider audience and purpose in various writing contexts, improving the relevance and impact of their work.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught
    - Rationale: Editing and revising are crucial for improving the accuracy and clarity of writing. Learning to identify and correct errors enhances writing quality.
    - Transfer Goals: Students will use editing skills to revise their writing in all contexts, resulting in more accurate and polished final drafts.

W.RW.1.7: Participating in Shared Research and Writing Projects

- Rationale: Participating in shared research and writing projects develops collaboration skills and allows students to contribute to collective knowledge. It also supports the development of research and writing skills.
- Transfer Goals: Students will work collaboratively on research and writing projects, applying their skills to contribute effectively and learn from peers.

Enduring Understandings

W.NW.1.3: Writing Narratives

- W.NW.1.3a: Writing narratives with a clear sequence of events
    - Enduring Understanding: Effective narratives have a logical order that helps the reader follow the story from beginning to end, making it engaging and easy to understand.
- W.NW.1.3b: Using temporal words to signal event order
    - Enduring Understanding: Temporal words help organize events in a narrative, making it clear when things happen and how they relate to one another.
- W.NW.1.3c: Providing a sense of closure in narratives

    - Enduring Understanding: A well-written narrative provides a clear ending that wraps up the story, leaving the reader with a sense of completion.

- W.NW.1.3d: Focusing on a topic and adding details to strengthen writing

    - Enduring Understanding: Focusing on a central topic and including relevant details helps to make writing more interesting and informative.

L.WF.1.3: Demonstrating Command and Use of Writing Conventions

- A. Write sentences with increasing complexity

    - Enduring Understanding: Writing sentences with varied structures and complexity improves clarity and adds depth to writing.

- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame

    - Enduring Understanding: Using a clear subject-verb-object structure helps in creating complete and understandable sentences.

- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names

    - Enduring Understanding: Proper capitalization is essential for clarity and proper grammar in writing, helping readers recognize important parts of a text.

- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations

    - Enduring Understanding: Correct punctuation signals the reader about the type of sentence and its intended meaning, improving the readability of writing.

L.KL.1.1: Command of Standard English Grammar and Usage

- Enduring Understanding: Mastery of standard English grammar and usage is fundamental for clear and effective communication in writing.

W.WP.1.4: Developing and Strengthening Writing

- A. Identify audience and purpose before writing

    - Enduring Understanding: Understanding the audience and purpose helps guide the writing process and ensures that the message is appropriate and effective.

- B. Find and correct errors of spelling, capitalization, and punctuation after skills have been taught

    - Enduring Understanding: Revising and editing for correct spelling, capitalization, and punctuation enhances the clarity and professionalism of writing.

W.RW.1.7: Participating in Shared Research and Writing Projects

- Enduring Understanding: Collaborative research and writing projects help students develop teamwork

skills and enhance their ability to contribute to and learn from collective efforts.

Essential Questions

W.NW.1.3a: Writing narratives with a clear sequence of events

- How can I tell a story that has a beginning, middle, and end?
- What are the important parts of a story that help readers understand what happens first, next, and last?

W.NW.1.3b: Using temporal words to signal event order

- How do words like "first," "next," and "last" help my readers understand my story better?
- Why is it important to use words that show the order of events in my writing?

W.NW.1.3c: Providing a sense of closure in narratives

- How can I make sure my story feels complete for my readers?
- What can I add to the end of my story to let readers know it is finished?

W.NW.1.3d: Focusing on a topic and adding details to strengthen writing

- How do details make my writing more interesting and clear?
- What can I do to stay focused on the main idea when I write?

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

- **A. Write sentences with increasing complexity.**
  - Essential Question: How can we make our sentences more interesting and detailed by adding different parts and combining ideas?
- **B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.**
  - Essential Question: How can we identify and use the “who,” “is doing,” and “what” in our sentences to make sure they are clear and complete?
- **C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.**
  - Essential Question: Why is it important to capitalize certain words in our writing, and how can we remember which words need to be capitalized?
- **D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations**.
  - Essential Question: How can we choose the correct punctuation marks to show if we are making a statement, asking a question, giving a command, or expressing excitement?

L.KL.1.1: Command of standard English grammar and usage

- What are some rules I should follow when I speak or write in English?
- How can using correct grammar help others understand me better?

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

- **A. With prompts and support, identify audience and purpose before writing.**
  - Who am I writing for, and why am I writing this?
  - How can knowing my audience help me decide what to write?
- **B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.**
  - How can I make sure my writing is clear and correct?
  - What tools or strategies can I use to find and fix mistakes in my writing?
  - Why is it important to check my spelling, capitalization, and punctuation?

W.RW.1.7: Participating in shared research and writing projects

- How can working together help us learn more about a topic?
- How can we organize our ideas and information to create a project together?
- How can we make sure everyone in our group has a chance to share their ideas?

Content & Activities

Writing Trimester 1

Assessments

Spiraling for Mastery

Content or	Spiral Focus from	Instructional Activity

Skill for this Unit	Previous Unit	
W.NW.1.3a: Writing narratives with a clear sequence of events	• Understanding and creating a basic story structure (beginning, middle, end). • Sequencing events in a logical order. • Expressing ideas through simple sentences.	• Sequencing Pictures in Order
W.NW.1.3b: Using temporal words to signal event order	• Recognizing and using basic temporal words like "first," "next," and "last." • Understanding the concept of time and order in events.	• Picture and word sequencing match
W.NW.1.3c: Providing a sense of closure in narratives	• Recognizing the need for a conclusion in a story. • Summarizing or concluding simple narratives.	• draw picture endings • use pictures of a story to identify ending • match words and pictures associated to endings
W.NW.1.3d: Focusing on a topic and adding details to strengthen writing	• Staying on topic within a simple piece of writing. • Adding basic details to support the main idea.	• practice what doesn't belong using pictures • sort pictures or ideas by association • sorting like story ideas
L.WF.1.3A: Write sentences with increasing complexity	• Writing simple sentences with a subject and predicate. • Combining short sentences into longer, more	• sentence expanding pyramids

	complex sentences.	
L.WF.1.3B: Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame	• Identifying and using basic sentence components (subject, verb, object). • Formulating simple sentences with clear subjects and actions.	• Build a sentence by picking a who and what picture/word cards
L.WF.1.3C: Capitalize the first word of a sentence, days of the week, months, names of people, and proper names	• Recognizing and capitalizing the first word in a sentence. • Identifying and capitalizing proper nouns (e.g., names of people and places).	• Fix the sentence practice
L.WF.1.3D: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations	• Recognizing different punctuation marks and their purposes. • Using basic punctuation in simple sentences.	• Types of Sentence practice
L.KL.1.1: Command of standard English grammar and usage	• Understanding basic grammar rules (e.g., subject-verb agreement, correct word order). • Using simple grammatical structures correctly.	• Build a sentence practice

Career Awareness, Exploration, Preparation, and Training

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies & Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Interdisciplinary Connections

	Print Concepts
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).