Writing Gr. 1 Trimester 2

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP2**
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.WF.1.3.E	Use commas in dates and to separate single words in a series.
L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
L.WF.1.3.H	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.A	Introduce a topic.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.IW.1.2.C	Provide a conclusion.
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.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.

Rationale and Transfer Goals

RATIONALE

1. ELA.L.KL.1.1 (Language Skills - Kindergarten Level):
- Students learn foundational language skills, including grammar, syntax, and vocabulary, to build a basis for future communication. These skills are essential for understanding and producing language accurately in

verbal and written forms.

2. ELA.WF.1.3 (Word Foundations - Grade 1):
- The focus is on phonics and word recognition, ensuring students develop the ability to decode and recognize words accurately, which is crucial for reading fluency. This includes:
- A. Phonics and word analysis
- B. Decoding CVC words
- C. Consonant blends
- D. Long vowel sounds
- E. Vowel teams
- F. R-controlled vowels
- H. Syllables in words
- Phonics instruction gives students tools to read unfamiliar words and develop reading fluency.

3. ELA.W.IW.1.2 (Informative Writing - Grade 1):
- These standards emphasize writing informative/explanatory texts, focusing on the clarity of ideas and organization. The standards include:
- A. Focus on a topic
- B. Supplying facts and details
- C. Closure statements
- The rationale is to help students express ideas clearly and logically through writing.

4. ELA.W.RW.1.7 (Research Writing - Grade 1):
- Students begin to engage in shared research and writing projects, which promote inquiry-based learning. The goal is to develop skills in gathering, organizing, and presenting information.

5. ELA.W.SE.1.6 (Shared Experiences - Grade 1):
- Through shared writing experiences, students learn to collaborate and express ideas. This helps develop their ability to work in teams and share diverse perspectives.

6. ELA.W.WP.1.4 (Writing Process - Grade 1):
- This involves focusing on revising and editing. Standards:
- A. Focus on clear communication in writing
- B. Participating in revising and editing tasks
- This prepares students to take ownership of their writing process, refining their ideas and improving the structure and clarity of their work.

7. ELA.WR.1.5 (Writing Routine - Grade 1):
- This standard focuses on writing regularly over extended periods to develop and strengthen writing skills. The rationale is that consistent practice improves fluency, organization, and expression in writing.

Transfer Goals:

These standards aim to develop critical skills that students can apply in various situations:
1. Effective Communication: Students can communicate clearly and accurately, both in written and verbal forms, in any context—academics, professional settings, and social interactions.
2. Reading Comprehension and Word Recognition: The phonics and word recognition skills transfer to reading diverse texts fluently, allowing students to access and engage with content across subjects.

3. Problem Solving and Critical Thinking: Research and writing processes enable students to gather, synthesize, and present information in meaningful ways, applicable to real-life problem-solving and inquiry.

4. Collaboration: Shared writing experiences promote teamwork and collaboration skills that students can use

in group settings throughout their education and later in the workforce.

5. Revising and Editing: The writing process teaches students to review and refine their work, an essential skill for personal growth and professional development.

These transfer goals ensure that students not only meet academic standards but also acquire lifelong skills. They promote critical literacy, adaptability, and the ability to express and defend ideas in various settings.

Enduring Understandings

The New Jersey Student Learning Standards (NJSLS) focus on providing a comprehensive approach to language arts literacy that prepares students to be effective communicators. Below are the enduring understandings that align with the specific standards you provided:

ELA.L.KL.1.1 (Language)
-Enduring Understanding: Students will understand that language is a system that evolves, and mastery of foundational grammar and syntax is essential for effective communication.

ELA.WF.1.3.A-F (Word Recognition and Fluency)
- Enduring Understanding: Developing phonemic awareness, word recognition, and fluency is critical for students to read with understanding, which contributes to their ability to access knowledge and ideas across subjects.

ELA.WF.1.3.H (Fluency)
- Enduring Understanding: Fluency is essential in reading as it affects the ability to comprehend text, making students more efficient readers who can focus on understanding rather than decoding.

ELA.W.IW.1.2.A-C (Informative/Explanatory Writing)
-Enduring Understanding: Writing informative and explanatory texts helps students communicate ideas clearly and effectively, using accurate information to inform or explain a topic.

ELA.W.RW.1.7 (Research Writing)
- Enduring Understanding: Students will learn that research is a process of gathering, evaluating, and synthesizing information to communicate findings clearly, fostering critical thinking and analysis.

ELA.W.SE.1.6 (Speaking and Listening)
- Enduring Understanding: Students will understand that speaking and listening are fundamental skills in all communication, and being able to express thoughts clearly and listen actively leads to meaningful exchanges of ideas.

ELA.W.WP.1.4A-B (Writing Process)
- Enduring Understanding: The writing process—planning, revising, editing, and publishing—helps students produce clear and coherent writing, allowing them to organize and express ideas effectively.

ELA.WR.1.5 (Revision)
- Enduring Understanding: Revising written work is essential for improving the clarity, structure, and impact of communication. Effective revision enhances the writer’s ability to convey ideas accurately and

thoughtfully.

These enduring understandings focus on the importance of language, fluency, writing, and communication skills as fundamental to literacy and academic success.

Essential Questions

Here are the essential questions for the New Jersey Student Learning Standards (NJSLS) corresponding to each code you provided. These essential questions focus on helping students develop critical thinking, language, writing, and reading skills.

ELA.L.KL.1.1 (Language—Kindergarten)
How do I use words correctly when speaking or writing?
What strategies can I use to expand my vocabulary?

ELA.WF.1.3.A (Foundational Skills—Grade 1, Phonics and Word Recognition)
How do I use letter-sound relationships to read and write words?
How do the sounds of letters help me figure out words?

ELA.WF.1.3.B (Foundational Skills—Grade 1, Phonics and Word Recognition)
How does recognizing common word patterns help me read and spell words?
How do I use spelling patterns to become a better reader?

ELA.WF.1.3.C (Foundational Skills—Grade 1, Phonics and Word Recognition)
How do I recognize and read high-frequency words quickly and accurately?
What are some strategies for remembering words that I see often?

ELA.WF.1.3.D (Foundational Skills—Grade 1, Phonics and Word Recognition)
How do I break down longer words into smaller parts to read them?
Why is it important to understand syllables and chunks in words?

ELA.WF.1.3.E (Foundational Skills—Grade 1, Phonics and Word Recognition)
How can I apply phonics to decode and read unfamiliar words?
What strategies can I use when I come across a new word while reading?

ELA.WF.1.3.F (Foundational Skills—Grade 1, Phonics and Word Recognition)
How do I blend sounds together to read a word?
Why is it important to practice blending sounds when learning to read?

ELA.WF.1.3.H (Foundational Skills—Grade 1, Phonics and Word Recognition)
How do I distinguish between long and short vowel sounds in spoken words?
What strategies can I use to recognize different vowel sounds in words?

ELA.W.IW.1.2.A (Writing—Grade 1, Informative Writing)
How do I use facts to explain a topic clearly in my writing?

How do I organize information to help my readers understand my topic?

ELA.W.IW.1.2.B (Writing—Grade 1, Informative Writing)
How do I choose the best words to describe and explain my topic?
What tools or strategies can I use to expand my vocabulary when writing?

ELA.W.IW.1.2.C (Writing—Grade 1, Informative Writing)
How do I create a conclusion to wrap up my writing?
Why is it important to summarize my information at the end of my writing?

ELA.W.RW.1.7 (Research to Build and Present Knowledge—Grade 1)
How do I find information about a topic?
How do I use different sources to learn and write about a topic?

ELA.W.SE.1.6 (Speaking and Listening—Grade 1)
How do I speak clearly and listen carefully when sharing ideas?
Why is it important to listen to others when discussing a topic?

ELA.W.WP.1.4A (Writing Process—Grade 1)
How do I improve my writing through planning and revision?
Why is it important to edit and revise my work?

ELA.W.WP.1.4B (Writing Process—Grade 1)
How do I improve my writing by organizing my ideas clearly?
What strategies can I use to make my writing more understandable to others?

ELA.WR.1.5 (Writing—Grade 1, Response to Text)
How do I use evidence from a text to support my writing?
How do I express my understanding of a text through writing?

These essential questions help guide instruction, encouraging students to think about the "why" and "how" behind their learning and language development.

Content & Activities

Writing Trimester 2

Assessments

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Understanding the conventions of standard English grammar and usage.	Teach parts of speech (nouns, verbs, pronouns) and expand to more complex sentence structures.	• Parts of speech sorting • Fill in parts of speech sentences • Build a sentence with word cards
Recognize and produce rhyming words.	Start with simple rhyming patterns (CVC words) and extend to more complex patterns in higher grades.	• rhyming picture and word cards match
Isolate and pronounce initial, medial vowel, and final sounds.	Phonemic awareness skills, starting with single sounds, advancing to blends and digraphs.	• mapping out CVC words with elkonin boxes and use of manipulatives
Know the sound/spelling correspondences for common consonants.	Reinforce letter-sound correspondence, starting with high-frequency letters and moving to less common ones.	• Letter/sound matching puzzles • Beginning sound tubs
Recognize and name all upper- and lowercase letters of the alphabet.	Consistently review letter recognition with activities that increase difficulty (such as matching or identification in words).	• Spot and Dab the letter • Upper and lowercase letter match
Know that every syllable must have a vowel sound.	Phonics instruction that builds understanding of syllables and vowel patterns, moving from simple (CVC) to more complex (VCe, vowel teams).	• Syllable sorts • Say it, clap it activities
Decode regularly spelled one-syllable words.	Start with short vowels and move to long vowel sounds, blends, and digraphs.	• word work games focusing on one phonics skill at a time • Phonics word cards
Recognize high-frequency words by sight.	Start with basic sight words (e.g., "the," "is") and gradually build to higher frequency and irregular words.	• Heart word mapping activities • Rainbow writing

Write informative/explanatory texts to give information about a topic.	Teach basic facts writing and gradually add research, multiple facts, and technical vocabulary.	• Simple Opinion vs. fact sorts

Career Awareness, Exploration, Preparation, and Training

	Different types of jobs require different knowledge and skills.
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

	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Interdisciplinary Connections

1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1-LS3	Heredity: Inheritance and Variation of Traits
LS3.B	Variation of Traits