Writing Gr. 1 Trimester 3

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP3**
Length: **45**
Status: **Published**

NJSLS ELA

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.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.WF.1.3.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
W.AW.1.1.A	Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.
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.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

ELA.W.AW.1.1.A
Rationale: This standard addresses writing as a process that involves planning, revising, editing, and rewriting.
Transfer Goal: Students will be able to independently plan and organize their thoughts before drafting written works in various genres.

ELA.W.AW.1.1.B
Rationale: Focuses on producing clear and coherent writing in which the development, organization, and style are appropriate for task, purpose, and audience.
Transfer Goal: Students will independently produce writing that is well-structured and suited for different audiences and purposes.

ELA.W.AW.1.1.C
Rationale: This standard emphasizes using technology to produce and publish writing.
Transfer Goal: Students will independently use technology to publish their writing and collaborate with others.

ELA.W.NW.1.3.A
Rationale: Encourages the writing of narratives to develop real or imagined experiences using effective technique and well-structured sequences.
Transfer Goal: Students will independently create narratives that engage the reader through vivid storytelling techniques.

ELA.W.NW.1.3.B
Rationale: Focuses on using narrative techniques such as dialogue, pacing, and description to develop experiences.
Transfer Goal: Students will independently enhance their narrative writing with effective literary devices.

ELA.W.NW.1.3.C
Rationale: Ensures that students can use a variety of transition words to convey sequence.
Transfer Goal: Students will independently use appropriate transitions to guide readers through their narratives.

ELA.W.NW.1.3.D
Rationale: Aims at providing clear closure in narrative pieces, completing the writing with a sense of finality.
Transfer Goal: Students will independently conclude narratives in a meaningful and thoughtful way.

ELA.L.WF.1.3.A
Rationale: Focuses on the development of phonological awareness.
Transfer Goal: Students will independently apply phonemic awareness to decode words while reading.

ELA.L.WF.1.3.B
Rationale: Ensures that students understand the basic conventions of written language (e.g., capitalization, punctuation).
Transfer Goal: Students will independently apply appropriate conventions in their writing.

ELA.L.WF.1.3.C
Rationale: Addresses the understanding of phonics and word analysis in decoding words.
Transfer Goal: Students will independently use phonics and word analysis skills to read fluently.

ELA.L.WF.1.3.E
Rationale: Focuses on students learning to decode two-syllable words following basic patterns.
Transfer Goal: Students will independently decode and spell multisyllabic words.

ELA.L.WF.1.3.F
Rationale: Stresses the need for students to recognize and read grade-appropriate irregularly spelled words.
Transfer Goal: Students will independently read and spell common irregular words accurately.

ELA.L.WF.1.3.H
Rationale: This standard emphasizes fluency in reading, which includes accuracy, pacing, and expression.
Transfer Goal: Students will independently read fluently, understanding the meaning of text through expression and pacing.

ELA.L.WF.1.3.I
Rationale: Addresses the need for students to confirm word recognition and understanding using context clues.

Transfer Goal: Students will independently use context to determine meaning and confirm word recognition.

ELA.L.KL.1.1
Rationale: Focuses on the understanding of how language functions in different contexts and how to make effective choices for meaning or style.
Transfer Goal: Students will independently adapt their use of language for different purposes and audiences.

ELA.W.WP.1.4.A
Rationale: Encourages developing writing over time, incorporating feedback through revisions.
Transfer Goal: Students will independently revise their work, improving the clarity and depth of their writing based on feedback.

ELA.W.WP.1.4.B
Rationale: This standard highlights collaboration in writing, ensuring students can work together to improve writing through peer feedback.
Transfer Goal: Students will independently engage in collaborative writing processes, providing constructive feedback and revising their work accordingly.

ELA.W.RW.1.7
Rationale: Encourages conducting short research projects to answer questions, drawing on several sources.
Transfer Goal: Students will independently conduct research, synthesizing information from multiple sources to answer questions or solve problems.

Enduring Understandings

- ELA.W.AW (Argument Writing)
    - Writing is a process of developing and defending arguments with clarity and coherence.
    - Strong argumentative writing requires a clear claim, supported by logical reasoning and relevant evidence.
    - Effective argumentation involves considering counterclaims and presenting them thoughtfully.
- ELA.W.NW (Narrative Writing)
    - Writing narratives involves crafting real or imagined experiences, incorporating descriptive details and a logical sequence of events.
    - Narrative writing should reflect an understanding of character development, plot, and setting to engage the reader.
    - The purpose of narrative writing is to communicate experiences, both personal and creative, in a meaningful way.
- ELA.L.WF (Word Foundations)
    - Phonemic awareness and phonics are foundational to reading and writing fluency.
    - Understanding word patterns, syllables, and morphology contributes to reading comprehension and vocabulary development.
    - Mastery of foundational language skills enables students to read and write independently with increasing complexity.

- ELA.L.KL (Knowledge of Language)
    - An awareness of language conventions, such as grammar and usage, enhances both written and spoken communication.
    - Mastery of vocabulary, syntax, and semantics deepens students' comprehension and expression.
- ELA.W.WP (Writing Process)
    - Writing is a recursive process involving planning, drafting, revising, editing, and publishing.
    - Writers refine their ideas and structures through revision and feedback, improving the clarity and impact of their work.
- ELA.W.RW (Research Writing)
    - Effective research involves gathering, analyzing, and synthesizing information from credible sources to support claims.
    - Ethical research practices, including proper citation, prevent plagiarism and uphold academic integrity.

Essential Questions

ELA.W.AW.1.1.A (Argument Writing):

- How do I develop and support a clear, logical argument in writing?
- What strategies can I use to persuade my audience effectively?

ELA.W.AW.1.1.B (Argument Writing - Evidence):

- How can I use evidence to strengthen my argument?
- Why is it important to use credible sources in persuasive writing?

ELA.W.AW.1.1.C (Argument Writing - Structure):

- How should I organize my argument to make it coherent and compelling?
- What role does the introduction and conclusion play in framing an argument?

ELA.W.NW.1.3.A (Narrative Writing - Organization):

- How can I structure my narrative to engage and guide my reader?
- What elements make for a well-organized story?

ELA.W.NW.1.3.B (Narrative Writing - Description):

- How can descriptive details bring my narrative to life?
- What sensory details can I include to create vivid imagery in my story?

ELA.W.NW.1.3.C (Narrative Writing - Dialogue):

- How can I use dialogue to develop characters and move the story forward?

- What makes dialogue sound natural and realistic in writing?

ELA.W.NW.1.3.D (Narrative Writing - Conclusion):

- How do I craft an ending that provides closure for my narrative?
- What makes a conclusion satisfying for readers?

ELA.L.WF.1.3.A (Foundational Skills - Phonics):

- How does understanding letter-sound relationships help me become a better reader?
- How can I apply phonics to decode unfamiliar words?

ELA.L.WF.1.3.B (Foundational Skills - Word Recognition):

- How can I use my knowledge of sight words to improve my reading fluency?
- What strategies help me recognize and read new words quickly?

ELA.L.WF.1.3.C (Foundational Skills - Fluency):

- Why is fluency important in reading comprehension?
- How can I improve my reading pace and expression?

ELA.L.WF.1.3.E (Foundational Skills - Phonological Awareness):

- How does understanding the sounds in words help me become a stronger reader?
- What strategies can I use to improve my phonemic awareness?

ELA.L.WF.1.3.F (Foundational Skills - Spelling):

- How do I apply my knowledge of phonics and word patterns to spell correctly?
- Why is accurate spelling important in communication?

ELA.L.WF.1.3.H (Foundational Skills - Syllables):

- How does breaking words into syllables help me read and spell them correctly?
- What strategies can I use to divide words into syllables?

ELA.L.WF.1.3.I (Foundational Skills - Multisyllabic Words):

- How can I tackle longer, multisyllabic words when reading or writing?
- What clues can I use to decode unfamiliar multisyllabic words?

ELA.L.KL.1.1 (Language Knowledge - Vocabulary):

- How does expanding my vocabulary help me communicate more effectively?
- What strategies can I use to learn and remember new words?

ELA.W.WP.1.4.A (Writing Process - Planning):

- How can planning my writing help me organize my thoughts?
- What steps do I take to plan and brainstorm ideas for writing?

ELA.W.WP.1.4.B (Writing Process - Revising):

- How does revising improve the clarity and effectiveness of my writing?
- What strategies can I use to refine my writing during the revision process?

ELA.W.RW.1.7 (Research Writing):

- How do I gather reliable information to support my research?
- Why is it important to evaluate sources and integrate evidence effectively in research writing?

Content & Activities

Writing Trimester 3

Assessments

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Opinion/Argumentative writing	Awareness of an opinion versus a fact	Opinion Sort: Provide students with simple, relatable topics. They sort opinion versus fact statements, followed by writing their own opinion on a given topic and providing reasons for it using graphic organizers (like a T-chart).
Narrative writing	Understanding of sequencing (beginning, middle, end)	Story Sequencing: Read a simple story, then have students sequence events using pictures or sentence strips. Ask them to write or dictate what happened first, next, and last. Follow up by having them create their own simple narrative based on

		a prompt.
Writing Foundations – Letter Formation and Spelling	Knowledge of basic sound-letter correspondence.	Interactive Writing Journals: Set up journal time where students practice forming letters while writing simple words. Encourage invented spelling and using letter-sound knowledge to write. Provide alphabet charts for reference and model writing short sentences together.
Language Knowledge and Conventions	Basic sentence formation (subject + verb).	Sentence Building: Provide students with word cards (nouns, verbs, adjectives). Have them create sentences using the cards, focusing on capitalization and punctuation. You can use sentence strips to rearrange and correct word order in sentences.
Writing Process – Planning and Revising	Understanding that writing can be improved.	Peer Editing Partners: After writing a draft, students pair up to share their work. They provide one compliment and one suggestion for improvement (e.g., "I like your idea, but you could add more details here"). Model this process with class examples before having students work with partners.

Career Awareness, Exploration, Preparation, and Training

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).

Interdisciplinary Connections

	Certain character traits can help individuals become productive members of their community.
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).