

Summit Public Schools
Summit, New Jersey
Grade Level: First Grade (1) / Content Area: Writing

Curriculum

Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Phonics Unit
September/ October	Building Good Reading Habits (Book 1)	Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)	Talking and Thinking about Letters (Book 1)
October/ November	Word Detectives: Strategies for Using High-Frequency Words and for Decoding (New Book 2016)	Writing How-To Books (If... Then...)	The Mystery of the Silent e (Book 2)
December/ January	Learning About the World: Reading Nonfiction (Book 2)	Nonfiction Chapter Books (Book 2)	From Tip to Tail: Reading Across Words (Book 3)
February/March	Readers Get to Know Characters by Performing Their Books (If... Then...)	Writing Reviews (Book 3)	Mini-Unit in Phonics: Reading and Writing with More Power: Snap Words, Editing, and More! (If/Then User Guide)
March/April	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)	Music in Our Hearts: Writing Songs and Poetry (If... Then...)	Word Builders: Using Vowel Teams to Build Big Words (Book 4)
May/June	Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)	From Scenes to Series: Writing Fiction (Book 4)	Marvelous Bloopers: Learning through Wise Mistakes (Book 5)

Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue

September/October

This first unit is designed to help your students work with independence, confidence, and stamina. Children are encouraged to write about small moments, and this level of focus enables them to write with more detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across 3-5 page booklets, storytelling repeatedly until the story feels just right.

In the final bends of this unit, children will engage in the vitally important process of revision. Children will study author's craft by engaging in deep analysis of mentor texts. Simultaneously, they will use checklists and learning progressions to help them set goals for improving their own writing. Because so much of the work of this unit requires the habits of revision and reflection, it is necessary to establish writing partnerships immediately. Peer partnerships will support goal setting, providing feedback, and celebrating successes throughout the writing process. It also sets the expectation that authors write with their audience in mind.

The most important thing to remember about writing workshop in first grade is this--don't wait! It is tempting to think that children need to be socialized into the rhythms of the school day before you start this teaching. IT IS NOT SO! You can start on day one. Take the brave step of gathering children on the first day of school and inviting them to live like writers.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Engage in the process of writing workshop to create, refine, and share our ideas <input type="checkbox"/> Creating a small moment (narrative) story <input type="checkbox"/> Write so that others can read and understand our ideas 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to think about our audience when we write? <input type="checkbox"/> How do authors improve their writing? <input type="checkbox"/> How do authors communicate their ideas to an audience? 	Students will understand that: <ul style="list-style-type: none"> <input type="checkbox"/> There is a process writers engage in to create writings <input type="checkbox"/> Writers write long and strong, with great volume and stamina <input type="checkbox"/> A small moment is a story about a single event in one's life, written with detail and elaboration <input type="checkbox"/> Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience <input type="checkbox"/> Writers revise and edit their writing to improve readability for an audience

Unit 2: Writing How-To Books

October/November

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to *teach* others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

For some children, the best way to set them up to write more than one how-to text a day. Other children will benefit most from being channeled toward writing more detailed, elaborated texts. Talk up the choice of longer (five- to six-page) booklets, with extra single pages available, to encourage these writers to add yet more pages as they add more and more detail.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in the writing process to create, refine, and share our ideas <input type="checkbox"/> Construct procedural writings that are explicit, clear, and sequential <input type="checkbox"/> Revise writing to improve clarity for the audience 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to think about our audience when we write? <input type="checkbox"/> How do authors improve their writing? <input type="checkbox"/> How do authors communicate their ideas to an audience? 	Students will understand that: <ul style="list-style-type: none"> <input type="checkbox"/> Writing is a process, and every step in the process is important <input type="checkbox"/> Writers write long and strong, with great volume and stamina <input type="checkbox"/> How-to writing contains content-specific expert language as well as descriptive language <input type="checkbox"/> Writers revise and edit their writing to improve readability

Unit 3: Nonfiction Chapter Books

December/January

This unit prepares children to write informational texts of all sorts across this year’s curriculum. Because this unit is foundational, undergirding children’s reading of informational texts and enabling their cross-curricular writing, it is well positioned early on in first grade. This unit channels first graders’ youthful confidence and passion about topics that matter most to them. First graders love the chance to teach you and the world! This is also a wonderfully supportive unit for your striving learners, who will come alive when given the opportunity to teach what they already know!

This unit takes children on a writing journey that builds in sophistication. It begins with instruction on how to make a basic type of information book—and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words. The unit closes with lessons on craft and thoughtful punctuation, which will add a flourish to the powerful writing first graders are now doing in their information books. All this work culminates into a sharing celebration, where authors and audience teach and learn from one another.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonfiction writers read several books about one topic so that they can become experts on that topic. <input type="checkbox"/> Nonfiction writers use text features to help make complex ideas easier for their readers to understand. <input type="checkbox"/> Nonfiction writers organize like information into categories. <input type="checkbox"/> Nonfiction writers introduce information and provide a sense of closure. <input type="checkbox"/> Nonfiction writers ask and answer questions. <input type="checkbox"/> Writers self-assess and set goals for their writing. 	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do writers write to teach what they know? <input type="checkbox"/> How do nonfiction writers make their stories easy to understand? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers write to teach what they know well. <input type="checkbox"/> Writers revise to make writing better <input type="checkbox"/> Writers elaborate to make writing stronger.

Unit 4: Writing Reviews

February/March

This unit begins by teaching students that writing can give them a way to make and defend decisions and opinions, such as, "Which is my best baseball cap? Beanie Baby?" or, Which wins the prize for being the worst? Children will learn to write their judgments, their reasons for those judgments and to organize their reasons, supplying supporting details. These goals are pushing first graders beyond the CCSS expectation for opinion writing, which states that students will 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" (NJSLs W 1.1). This unit will encourage writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words.

In Bend I, students will learn to review their collections and to make choices about which item in that collection is the best, writing defenses for those judgments. In Bend II, students will write multiple reviews about anything and everything; toys, restaurants, video games, movies, etc. Bend III has students writing book reviews. They will summarize, evaluate, judge and defend their judgments.

Writing	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use writing to communicate personal opinions and ideas. <input type="checkbox"/> Construct opinions with well-developed, organized supporting details. <input type="checkbox"/> Create an introduction and conclusion that engages and persuades an audience. 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for writers to share their ideas with others? <input type="checkbox"/> How do writers decide what details will best support their argument? <input type="checkbox"/> What is the difference between a personal persuasive and persuasive book review? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> People can express their opinions in thoughtful, organized, and articulate ways. <input type="checkbox"/> There are several techniques authors can use to persuade their audience. <input type="checkbox"/> Writers consider opposing viewpoints when constructing their reviews.

Unit 5: Poetry and Songs

March/April

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students.

Centers could include a "Five Senses Center" where students practice using descriptive language; a "Metaphor Center" where students compare objects by using phrases including "like a ..." or "reminds me of..." or "as a..."; a "Singing Voices Center" where children sing songs and write new ones.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Poets study the work of other poets to improve their own writing. <input type="checkbox"/> Poets use precise and powerful language to convey feelings. <input type="checkbox"/> Poets make deliberate decisions about structure to convey emotional tone. 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do poets find inspiration for their writing? <input type="checkbox"/> How do poets use precise language to express their feelings? <input type="checkbox"/> How do poets create a musical quality in the tone of their poetry? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone. <input type="checkbox"/> Poets use poetic language, such as metaphors and comparisons. <input type="checkbox"/> As poets revise, they ask, "What can I add or take out of my poem to make it sound the way I want?"

Unit 6: From Scenes to Series: Writing Fiction

May/June

In this final unit, you'll lead your first graders into series writing. In the first two bends of the unit, you will lead your students, somewhat step by step, through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books and, finally, creating a "boxed set" of their stories.

Along the way, of course, you'll be reminding your students what they know from their Small Moments writing, and extend those skills. Then, you'll invite students to use what they know to do it again with more independence and agency as they create a second "famous series."

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drafting with volume and stamina helps improve our narrative writing <input type="checkbox"/> Fiction stories are well-elaborated, with an abundance of details <input type="checkbox"/> Fiction authors revise extensively, reviewing their writing numerous times to make improvements 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> How do writers decide on a topic? <input type="checkbox"/> Why is revision important? <input type="checkbox"/> How do authors decide on a planning method? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers draw on personal experiences to write fiction stories. <input type="checkbox"/> Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.