Cluster: Text Types and Purposes

Standards: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.

and provide some sense of closure.			
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences	
Why is important to include details to support your opinion?	Details provide a factual foundation to an opinion making it more credible.	To assist in meeting this standard, students may:	
Content Statements		Create a drawing of their opinion.	
Students will learn how to: Express their opinions by providing a cohesive introduction to their topic and a clear closure by using facts.		 Create a arawing of their opinion. Engage in discussion with a partner. Generate similar and/or opposite opinions using a t-chart. Share their opinion. 	
Assessments		Teacher Resources	
To show evidence of meeting	this standard, students may:	Reading Street 2013 Alignment	
Write an opinion paragraph the book.	about your favorite character from	SE 3: 76-77 SE 4: 184-185 SE 5: 80-81 TE 2: 17e, 33d	

Write an opinion paragraph using details about their least favorite character from the book.	TE 3: 49d, 49e, 73d-73e, 76-77a, 81c, 83h-83i TE 4: 159d, 159e, 181c, 181d, 184-185a, 187d, 187e, 189h-189i
Equipment Needed	TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i
Chart paper and/or construction paper	
NJ Model Curriculum Alignment 2012	
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.	

Cluster: Text Types and Purposes

Standards: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

sense of closure.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is important to include specific details to support your topic?	Recalling details provides proof.	To assist in meeting this standard, students may: • Create a drawing of their topic.
Content Statements		Discuss topic with a group.
Students will learn how to: Write books and short pieces that are enjoyable to read and at the same time give information to readers about a topic.		 Discuss topic with a group. Share facts about a topic in sequential order leading to a logical conclusion. Engage in center activities to create fact cards about the topic. Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic.
Assessments		Teacher Resources
To show evidence of meeting	this standard, students may:	
Write a short piece about the	topic containing facts by using a 1-	

4 rubric.	Reading Street 2013 Alignment
Equipment Needed	SE 1: 112, 166–167 SE 2: 36–37, 68–69, 98–99, 162–163,
NJ Model Curriculum Alignment 2012 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.	SE 2: 36-37, 68-69, 98-99, 162-163, 196- 197 SE 3: 108-109, 144-145, 176-177 SE 4: 80-81, 112-113. 220-221 SE 5: 80-81, 196-197 TE 1: 112, 151d, 151e, 163d, 166- 167, 169d, 169e, 171h TE 2: 33d-33e, 36-37a, 41c, 41d, 43h-43i, 49d, 49e, 65d-65e,68-69, 69a, 75d, 75e, 77h-77i, 83d, 83e, 95d-95e, 98-99, 99a, 101d, 103h-103i, 143d, 143e, 159d-159e, 162-163, 163a, 167c, 167d, 169h-169i, 175d, 175e, 193c-193d, 196-197, 197a, 199d, 199e, 201h-201i TE 3: 89d, 89e, 105d-105e, 108-109a, 115d, 115e, 117h-117i, 123d, 123e, 141c-141d, 144-145a, 147d, 149h-149i, 155d, 155e, 173c-173d, 176-177a, 179d, 179e, 181h-181i TE 4: 57d-57e, 77d-77e, 80-81a, 85c, 85d, 87h-87i, 93d, 93e, 109d-109e, 112-113a, 117c, 117d, 119h-119i, 195d, 195e, 217c-217d, 220-221, 225c, 225d, 227h-227i TE 5: 57d, 57e, 77d-77e, 81a, 89h-89i, 123a, 207d, 207e-207f, 231d-231e, 234-235a, 239c, 239d, 241h-241i

Cluster: Text Types and Purposes

Standards: Write narratives in which they would count 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.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to include time order words in a written piece? Content Statements Students will learn how to: express sequenced events by providing a cohesive introduction to their topic and a clear closure by using time order words.	Time order words convey sequence, signal shifts from one time frame to another.	 To assist in meeting this standard, students may: Place picture card logical order according to the text. Engage in discussion with a partner and/or group. Share facts about a task or activity in sequential order leading to a logical conclusion. Engage in center activities to create "how to" cards listing steps required to complete a task. Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic. Create a KWL chart about a topic.
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

Write a two or more paragraph informative/explanatory essay keeping the audience and their interest and knowledge in mind.

Create written pieces that are interesting and enjoyable to read. *be sure to address 21^{st} century themes and skills

Equipment Needed

NJ Model Curriculum Alignment 2012

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.

Reading Street 2013 Alignment

SE 3: 36-37, 210-211

SE 4: 146-147

SE 5: 42-43, 196-197

TE 1: 17d, 17e, 29d-29e, 32-33a, 43d, 43e, 57c-57d, 60-61, 61a, 63d-63e, 65h-65i, 87a, 99d, 99e, 111d-111e, 115a, 117d, 117f, 119h-119i, 125d, 125e, 137d-137e, 140-141a,

143d, 143e, 145h-145i

TE 2: 109e, 127c-127d, 130-131a,

135c, 135d, 137h-137i

TE 3: 17d, 17e, 33d-33e, 36-37a, 41c, 41d, 43h-43i, 187d, 187e, 207d-207e, 210-211a, 215d

TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e

TE 5: 17d, 17e, 39c-39d, 42-43a, 49d, 49e, 51h-51i, 171d, 171e, 193c-193d,196-197a, 199d, 199e, 201h-201i

www.readwritethink.org

www.wvde.state.wv.us/strategybank/VocabularyGraphicOrganizer.html

http://route21.p21.org/ (21st century skills)

Cluster: Production and Distribution of Writing

Standards: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does teacher support and peer editing help to improve the final product? Content Statements Coherently develop and organize a written piece for the purpose of the task	Writing can be improved with guidance and support from the teacher and peers to aid the writer for reflection and eventually independent editing of their pieces.	To assist in meeting this standard, students in a center environment: • Share writing piece with whole class and/or group. • Engage in discussion with a partner and/or group about the written topic. • Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic. • Create a KWL chart about a topic.
and the targeted audience.		
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

Write a narrative or explanatory piece using clear and coherent language and literary elements when applicable.

*Be sure to address 21st century themes.

Equipment Needed

Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks

NJ Model Curriculum Alignment 2012

W.1.5 With guidance and support from adults, **focus on a topic,** respond to questions and suggestions from peers, and add details to strengthen writing as needed.

TE R: 28–29, 55a, 81a, 107a, 133a, 159a **TE 1:** 30–31a, 35d, 35e, 37h–37i, 5

TE 1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c

TE 2: 33d-33e, 35a, 36-37, 37a, 41c, 41d-41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d-135e, 161a, 163a, 167c, 167d-167e, 175f, 193c-193d, 194-195, 199e-199f

TE 3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e

TE 4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e **TF 5:** 41a, 49d, 49f, 77d–77e, 79a

TE 5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e

21st Century Themes and Skills

Graphic Organizer
NJ State Rubric
Read Write Think

Cluster: Production and Distribution of Writing

Standards: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

collaboration with peers.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is technology a necessary tool to enhance the appearance of the final product?	Technology allows for a neat, well organized, professional final product in an efficient manner.	 To assist in meeting this standard, students may: Internet scavenger hunt to become acclimated with surfing the web Create digital centers for students to extend use of technology i.e. Buddy Venn Diagram, Kidspiration, Photo Booth, Digital Stories, etc.
Content Statements		
Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		Reading Street 2013 Alignment
Students will be assessed rubrically on their narratives or explanatory pieces after placing them in their digital folder. *Be sure to address 21 st century themes.		TE 1: 37i, 65i, 93i, 119i, 145i TE 2: 43i, 77i, 103i, 137i, 169i, 193f TE 3: 43i, 83i, 149i, 181j, 217i TE 4: 87i, 119i, 186i, 186–187, 189i, 227i

	TE 5: 51i, 89i, 165i, 193f, 241i
Equipment Needed	K-2 Writing Rubric
Laptop, overhead projector, interactive whiteboard, internet,	NJ State Rubric
portfolios, journals/notebooks	Teacher's Reading Toolkit
NJ Model Curriculum Alignment 2012	Typing Tutorial
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.	21st Century Themes and Skills

Domain:	Strand:	Writing
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Cluster: Research to Build and Present Knowledge

Standards: 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).

use them to write a sequence	of instructions).	T
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to draw information from several sources when conducting a short research project?	Understand procedural writing "how-to" as a list of sequential directions for "how-to" do something and lists of what is needed Participation in shared research and writing builds the foundation for the development of more complex and rigorous	 To assist in meeting this standard, students may: Generate and expand ideas through talk with peers and teacher. Engage in discussion with a partner and/or group. Share facts about a task or activity in sequential order leading to a logical conclusion. Engage in center activities to create "how to" cards listing steps required to complete a task.
Draw information from several sources to add validity to a final product.	research and writing projects that may be required throughout a student's school years and across curriculum areas.	
Assessments To show evidence of meeting this standard, students may: Write a shared research and writing piece on a "how-to" project in the correct sequence.		Teacher Resources

*Be sure to address 21st century themes.

Equipment Needed

Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks

NJ Model Curriculum Alignment 2012

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).

Reading Street 2013 Alignment

TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f **TE 2:** 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j **TE 3:** 17f, 73g, 81e, 147f, 217j **TE 4:** 181f

TE 5: 51j

21st Century Themes and Skills

NJ State Rubric

K-2 Teaching Strategies

Cluster: Research to Build and Present Knowledge

Standards: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important that students try to connect new information to what they already know from past experience?	Recalling details about experiences supports the student's use of long term and working memory during the learning process.	 To assist in meeting this standard, students may: Using an informational wheel graphic organizer to gather information from various resources (atlas, encyclopedia) on 21st Century themes(global warming, etc) Engage in discussion with a partner and/or group. Create a KWL chart and interactive writing as a key
Content Statements		component to organizing information.
When students focus on key ideas and details as they recall information from experiences, they begin to discern what is most important and relevant. This analytical thinking is essential across grade levels and content areas.		

Assessments **Teacher Resources** To show evidence of meeting this standard, students may: Reading Street 2013 Alignment Respond to an open-ended question based on a 21st century **TE 1:** 17f, 29g, 33c, 35f, 43f, 57f, 61c, theme. 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, **Equipment Needed** 143f, 145j, 163g, 167c, 169f Laptop, overhead projector, interactive whiteboard. **TE 2:** 33g, 37c, 41e, 65g, 69c, 75f, internet, portfolios, journals/notebooks. 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f **TE 3:** 33q, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c **NJ Model Curriculum Alignment 2012 TE 4:** 17e-17f, 43f, 47c, 57e-57f, 81c, 93e-93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c W.1.8. With guidance and support from adults, recall information **TE 5:** 17f, 39f, 57f, 77g, 81c, 95f, from experiences or gather information from provided sources to 119g, 123b-123c, 135f, 159c, 171f, 193f, 197c, 207e-207f,

answer a question.

K-2 Teaching Strategies

231g, 235c

Read Think Write

NJ State Rubrics

21st Century Themes