

Unit Overview

In this unit students will learn that writing can give them a way to make and defend decisions and opinions. They 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.(CCSS 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. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 1 Book 3 and the Writing Workshop Book in the kits.

Overarching State Standards Aligning with Grade 1 Unit 4, <i>Writing Reviews</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.1, W.2.1	RI.1.8	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5.a
2	W.1.1, W.1.5, W.2.1	RI.1.8	SL.1.1, SL.1.2, SL.1.4	L.1.1.g, L.1.2
3	W.1.1, W.1.5, W.2.1	RI.1.1, RI.1.8, RL.1.1, RFS.1.2, RFS.1.3	SL.1.1, SL.1.2	L.1.1, L.1.2
4	W.1.1, W.2.1	RFS.1.3.g	SL.1.1, SL.1.2, SL.1.3	L.1.1.g,j , L.1.2, L.1.6
5	W.1.1, W.1.5, W.2.1	RI.1.8	SL.1.1	L.1.1, L.1.2
6	W.1.1, W.1.5 , W.2.1	RI.1.1, RI.1.8, RFS.1.4	SL.1.1, SL.1.3	L.1.1, L.1.2
7	W.1.1, W.1.5 , W.2.1	RFS.1.1, RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
8	W.1.1, W.1.7	RI.1.1, RI.1.8	SL.1.1	L.1.1, L.1.2, L.1.6
9	W.1.1, W.1.5	RFS.1.4	SL.1.1, SL.1.4	L.1.1.d, L.1.2, L.1.6
10	W.1.1, W.1.3, W.1.5, W.2.1	RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
11	W.1.1, W.1.5, W.2.1	RL.1.4	SL.1.1	L.1.1, L.1.2
12	W.1.1, W.1.5	RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1, SL.1.2	L.1.1, L.1.2
13	W.1.1, W.1.5, W.1.6	RI.1.2, RI.1.3	SL.1.1, SL.1.4	L.1.1, L.1.2
14	W.1.1, W.1.3, W.2.1	RL.1.1, RL.1.2, RL.1.3, RL.1.9	SL.1.1	L.1.1, L.1.2
15	W.1.1 , W.1.5	RL.1.1, RL.1.2, RL.1.3	SL.1.1, SL.1.3	L.1.1, L.1.2
16	W.1.1, W.1.5 , W.2.1	RL.1.1, RL.1.2	SL.1.1, SL.1.2, SL.1.3 , SL.1.4, SL.1.6	L.1.1.g,j, L.1.2.b,d,e, L.1.6, L.2.1.f
17	W.1.1, W.1.5 , W.2.1	RI.1.8, RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
18	W.1.1, W.1.2, W.1.6	RFS.1.4	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.2

*Bold indicates Priority Standards that are a major emphasis.

Overarching State Standards Aligning with Grade 1 Unit 4, <i>Writing Reviews</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>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.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>			
2	<p>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.</p> <p>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.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>			
3		<p>RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4				L.1.1.g,j Demonstrate

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				command of the conventions of standard English grammar and usage when writing or speaking.
6	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.			L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	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.			L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>will walk home</i>). L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
8	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).			
12			SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..
14		RL.1.1 Ask and answer questions		

		<p>about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>		
15	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.			
16	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.		<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.1.g,j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.b,d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and</p>

				<p>responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>L.2.1.f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
17	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.			
18			<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • There are issues in our lives that we have opinions about. • There are many ways to persuade our audience. • When writing about opinions, writers need to give several reasons and provide supporting details for these reasons. • Writers read and study the work of other writers and then try to incorporate what they have learned into their own writing. • Writers use checklists to make sure that every part of their writing is as strong as it can be • Writers write not only to share their opinions but to persuade others to share their opinion. 	<ul style="list-style-type: none"> • How do writers share their ideas with others? • How do writers support their ideas? 	<ul style="list-style-type: none"> • Give several reasons for an opinion and provide supporting details for these reasons. • Provide some sense of closure. • Read and study the work of other writers and then try to incorporate what they have learned into their own writing. • State an opinion and supply a reason for the opinion. • Use checklists to make sure that every part of their writing is as strong as it can be. • Write not only to share their opinions but to persuade others to share their opinion. • Write opinion pieces in which they introduce the topic or name the book they are writing about.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> • Create and refer to anchor charts from UoS Writing Book 3. • Explain that writers use specific tools such as Use two-pocket folders for each student to organize writing, whiteboards, post-its and alphabet charts for individual use and engagement • Study pages from exemplar writing and 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> • provide support as needed during individual teaching sessions. • provide feedback in small group setting. • provide personal copies of teaching charts. 	<p>Mentor Text</p> <ul style="list-style-type: none"> • <i>Click, Clack, Moo</i>; Doreen Cronin • <i>Dear Mrs. LaRue: Letters from Obedience School</i>; Mark Teague • <i>Earrings</i>; Judith Viorst • <i>I Wanna Iguana</i>; Karen Orloff • <i>I Wanna New Room</i>; Karen Orloff

<p>model writing across pages in a 3-5 page booklet.</p> <ul style="list-style-type: none">● Provide and present mentor texts as models.● Teach children to read like writers using mentor texts.● Create an on-going class book for modeling and trying out new skills- conferring toolkit.● Tap, sketch, or jot across the pages as a way of planning stories.● Practice creating mental movies and acting out a story in order to make writing come alive.● Add dialogue to writing to bring characters alive.● Set mini-writing goals as you move through the writing process.● Write long and strong to build stamina.● Provide editing checklist to improve writing.● Plan to celebrate the conclusion of classroom writing projects.	<ul style="list-style-type: none">● provide modified and/or alternate grade level checklists and rubrics.● provide modified writing paper.● provide appropriate writing partners.	<ul style="list-style-type: none">● <i>Don't Let the Pigeon Stay Up Late; Mo Willems</i>
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

	<ul style="list-style-type: none">• Use of student checklist(s).	
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Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.