

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.

The decision was made to use the first grade unit on writing reviews as the first opinion unit for students in second grade was to support students who are new to writing workshop and possibly writing opinion pieces. This unit will lay the ground work for students who later in the year will venture into a second opinion unit on writing about their reading- which is a second grade unit of study.

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 3, <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 3, <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		RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and

		<p>(phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>		<p>spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
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		<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>		
4				<p>L.1.1.g,j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
6	<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>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>

				<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
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<p>7</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>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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				<p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
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			<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>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p>

			<p>through other media.</p>	<p>g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p>14</p>		<p>RL.1.1 Ask and answer questions 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	<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>			
16	<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>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. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>L.1.1.g,j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2.b,d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

				<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and 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> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</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>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	

			<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
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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 model writing across pages in a 3-5 page booklet. • Provide and present mentor texts as models. 	<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. • provide modified and/or alternate grade level checklists and rubrics. 	<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 • <i>Don't Let the Pigeon Stay Up Late</i>; Mo Willems

<ul style="list-style-type: none">● 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 writing paper.● provide appropriate writing partners.	
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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. ● Use of student checklist(s). 	<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.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 1 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.