

Grade 1 Writing Unit 3 Writing Reviews

Content Area: **ELA**
Course(s):
Time Period: **Trimester 2**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Small Moments: Writing With Focus, Detail, and Dialogue	1	8
How -To If Then Curriculum	1	2
Nonfiction Chapter Books	1/2	8
Writing Reviews	2	8
Poetry If...Then...	2/3	4
From Scences to Series	3	8

Unit Overview

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 booby prize for being 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” (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.

In Bend 1, 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 2, students will write multiple reviews about anything and everything: toys, restaurants, video games, movies, etc. Bend 3 has students writing book reviews. They will summarize, evaluate, judge and defend their judgments.

Enduring Understandings

☐ There are issues in our lives that we have opinions about

☐ There are many ways to persuade our audience

☐ How to properly frame a sentence with capital letters, punctuation, subjects, and predicates

☐ How to build upon barebone sentences using where predicate expanders to enrich their writing

☐ How to vary sentences using an array of predicate expanders (where, how, when, and why) , subjects, and predicates

Essential Questions

☐ How do writers share their ideas with others?

☐ How do writers support their ideas?

New Jersey Student Learning Standards (No CCS)

LA.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.
LA.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.
LA.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.
LA.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.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.
LA.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).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and

	texts with peers and adults in small and larger groups.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.

Amistad Integration

- Watch public service announcements (PSAs) from different countries to identify what the speaker is trying to persuade you to do.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

- Teach district mandated diversity lessons
- Incorporate Responsive Classroom Program into classroom community

Interdisciplinary Connections

MA.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.DA	Data & Analysis

Technology Standards

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to
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	create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Careers

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

Financial Literacy Integration

<http://www.scholastic.com/browse/article.jsp?id=3758372>

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation

- Small group instruction

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Conferring notes
- On-demand Writing Prompts
- Student skills checklists
- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Summative Assessment

- District Writing Assessment: Refer to district mandated assessment schedule
- Lucy Calkins Writing Rubric

Benchmark Assessments

Fountas and Pinnell Benchmark Assessment: Refer to district mandated assessment schedule

Alternate Assessments

- Writing celebrations

Resources & Technology

Technology:

- Chromebooks
- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ Teacher's College Writing Curricular Calendar, First Grade, 2011-2012 Unit 5
- ☐ Teacher's College Writing Curricular Calendar, First Grade, 2010-2011 Unit 5
- ☐ A Quick Guide to Teaching Persuasive Writing, K-2 by Sarah Picard Taylor The Workshop Help Desk Series, Heinemann, 2008)

☐ Writing Reviews by Calkins, Dunford, and Dangler Larkey

☐ Teachers Manual: Framing Your Thoughts: Sentence Structure, by Victoria Greene

☐ Graphic Organizers/Worksheets in teachers manual

☐ List of books to reinforce Framing Your Thoughts Writing Skills (Pg. X-9,- X-14 of manual)

BOE Approved Texts

- ☐ Click, Clack, Moo by Doreen Cronin
- ☐ Dear Mrs. LaRue: Letters from Obedience School by Mark Teague ☐ Earrings by Judith Viorst
- ☐ I Wanna Iguana by Karen Orloff
- ☐ I Wanna New Room by Karen Orloff
- ☐ Don't Let the Pigeon Stay Up Late by Mo Willems

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and read it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Share- Students share a piece of their writing that illustrates the concept taught that day.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).

- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems

- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking