

Unit 7: If...Then: Studying Characters and their Stories and Writing Reviews: Persuasive and Opinion Writing

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **May**
Length: **May/June**
Status: **Published**

Unit Summary

By this time of year, the students are reading with more accuracy, fluency, and comprehension. The characters in their books are now more developed, which offers more ways to invest in a story. Readers will need to be able to predict, infer, and determine importance in order to fully understand the text. They will be able to infer how the characters are feeling, and they will practice reading fluently, reading in a way that reflects how the character is feeling and bringing him to life. This unit also supports students' thinking in relation to understanding characters deeply through shared reading and interactive read alouds. Shared reading and interactive reading will scaffold students by modeling the thinking and strategies readers use when reading about characters.

This writing workshop unit shows students that their voice matters and that people can write to solve a problem and therefore change the world. Students write on topics that are near and dear to their hearts as they write friendly letters and then write letters to persuade others to take positive action to solve problems. Students will also be writing reviews about toys, restaurants, video games – whatever is important in their lives. The focus will be on revision, as well as on building stamina and independence. Students will study mentor texts to support their work. The unit culminates with the writing of book reviews which children will share with their friends and families. In shared writing, students will continue to develop the skills introduced in earlier units as well as focus on ways to write letters and use writing to persuade others.

Standards

LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Student Learning Objectives for Reading:

Students will learn to....

- Read with accuracy and fluency.
- Read with expression and use pause, inflection, and intonation.
- Understand literary characterization.
- Listen actively to follow along silently and listen for spoken cues.
- Use a wide reading and writing vocabulary.

Student Learning Objectives for Writing:

Students will learn to....

- Look at how and why writers write letters.
- Consider their audience.
- Use friendly letter conventions and structure.
- Write letters to persuade others to help solve problems.
- Give reasons for their opinion when trying to persuade others.
- Collect ideas, revise, draft and send persuasive letters.

Essential Questions

Essential Questions for Reading:

- How do readers construct meaning?
- What does fluent reading sound like?
- How does reading fluently help me understand what I read?
- How can I improve my accuracy, rate, and expression when I read?

- How can I have deeper ideas about the characters in books I read?
- When I read and reread my books, can my voice get smooth and sound more like I'm talking – so the characters come to life?
- How can I use my voice to show meaning and feeling?
- How does practicing reading confirm or self correct mistakes?
- How does repeated reading help me become a fluent reader?
- How can I become a better club member – one who comes ready to talk about books, to act out the characters, and give tips to others?

Essential Questions for Writing:

- How do I develop an opinion from my thoughts and feelings about a topic?
- How can I write to persuade others about my opinion?
- What reasons and evidence should I provide to persuade others?

Enduring Understandings

Enduring Understanding for Reading:

Students will understand that...

- Readers read and reread using smooth storytelling voices to bring out characters' thoughts and feelings.
- Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.
- Readers, like actors and directors, zoom in on important parts.
- Readers perform, talk and think about books inside of clubs.
- Readers understand that using context to confirm or self-correct helps them to understand what they are reading.
- Good readers use strategies to help them understand text and monitor comprehension.

Enduring Understanding for Writing:

Students will understand that...

- Writers write for many purposes.
- Writers/Students can write to make a difference in their lives and/or the world.
- Writers need to provide reasons when they try to persuade others

Application

Application for Reading:

Students will be able to independently use their learning to...

- Tell what happens in a reader's theater script or a play.
- Search for and use information in a reader's theater script or play (line, stage directions, punctuation, titles, headings)
- Use eyes to track with minimal support from the pointer such as sweeping under print.
- With teacher support, read without a pointer.
- With group support, read orally with integration of all dimensions of fluency, pausing, phrasing, word stress, intonation, and rate.
- Read a part in a brief play or reader's theater script in a way that reflects the dialogue and the attributes and emotions of characters.
- Read individually or in unison with others, adjust the voice to reflect aspects of the text, humor, surprise, suspense, sadness.

Application for Writing:

Students will be able to independently use their learning to...

- Identify the difference between a fact and an opinion.
- Write about and state personal opinions and ideas.
- Support personal judgments with organized reasons and supporting details.
- Write individual reviews

Skills

Skills for Reading:

Students will be skilled at ...

- Readers pay attention to patterns within a text or across a series to predict and understand characters.
- Readers infer in order to understand the character's thoughts, feelings, and motivations.
- Readers read purposefully, like reading detectives, using prior knowledge, inference, and conversations with others (or in their reading club) to understand stories better.
- Readers use what they have learned about a character to understand the character and predict what might happen next.
- Readers set goals to guide what they will study/focus on/share in their reading club.
- Readers share their reactions to what they have read in reading clubs.
- Determine the most important parts of the text in order to create a coherent story, so they can summarize or share with partners in the book club.
- Make theories about characters by noticing actions and associating the actions with a character's behavior. With prompting, extend thinking by testing character theories across a series.
- Envision in order to have a deeper understanding of the character and the text.
- Have strategies for using tools (post-its, T-charts, webs, Venn diagrams, etc.) to show evidence of thinking about characters for talk in clubs.
- Work cooperatively in character based reading clubs, considering the thinking of others while working in reading clubs.
- Work in reading clubs to think, talk, and perform favorite stories, and reflect on how reading clubs are going.

Skills for Writing:

Students will be skilled at ...

- Write considering purpose.
- Use the conventions and structure of letter writing.
- Collect ideas, plan, and revise friendly and persuasive letters.
- Craft persuasive letters by developing an opinion (the what/the request) and supporting it with reasons (the why) and/or examples and a sense of an ending.
- Revise letters using conventions (capitalization for days of week and months, commas in dates) and craft strategies in order to be considerate of the reader.
- Elaborate ideas in a letter using conjunctions (e.g. and, but, or, so, because).
- Use possessive pronouns (mine, yours, his, hers, its, ours, theirs).
- Apply what they know about small moment writing to create anecdotes as supports.
- Consider their audience.
- Write with voice.
- Work with partners to think about and revise their writing