

# Unit 4 Writing: Reviews

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 2**  
Length: **5-6 Weeks**  
Status: **Published**

## **Brief Summary of Unit**

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In this unit, students will write reviews in which they introduce a topic, state an opinion, supply a reason for the opinion, and provide some sense of closure. This review text will include three or more sentences on the related topic. Instruction will follow the process approach to writing instruction, emphasizing that students will re-read their own work, revise to clarify meaning, and complete simple editing. Students will work in partnerships, conferring with one another and responding to each other's work by asking questions and offering suggestions.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

**Revised:** June 2021

## **Pacing Guide**

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#). Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

## **Standards**

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.1.F	Use frequently occurring adjectives.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.H	Use determiners (e.g., articles, demonstratives).
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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.
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.1.5	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.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	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.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

## **Essential Questions**

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- How can I convey my opinions to an audience clearly and with meaning?
- How can I organize my thoughts before and while I write?
- What are some revision and editing techniques that I could use to make my writing the best it can be?
- How can I use all the strategies that I know to make my writing better?
- How can I help others make their writing better?
- How can I convey voice through my writing?

## **Students Will Know/Students Will Be Skilled At**

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- conventions (spelling-phonetic and high-frequency words, punctuation, capitalization, grammar)
- the elements of persuasive writing
- features used by opinion/argument writers
- handwriting (appropriate letter formation, spacing, appropriate use of lowercase letters)
- organizing in a way that conveys meaning
- structuring a piece with a clear introduction, body, and closing
- including details to clarify and illuminate meaning further
- elaboration through pictures and words
- mimicking author's and illustrator's craft

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### **Formative:**

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

### **Summative including Alternative Assessments:**

- Students should have 2-3 final pieces to score not including the post-assessment.
- Published pieces
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

### **Benchmark:**

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created, and provided.
- Located in the shared [K-5 folder](#) Language Arts folder on Google Drive, reported three times per year

### **Learning Plan**

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Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the

school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson.

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the Grades [K-5 Google folder](#) for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

### **Suggested Teaching Points/Lessons: Best In Show: Judging Our Collections**

**People who know a lot about something – like people who keep collections – often think, “Which is my favorite? Which is next?” And people write and talk to tell others about their opinions. They even try to convince others about their opinions.**

- Teacher may bring in collection to give example and model opinion. Students can come up with their own opinion about teachers collection

- Create “To Judge Fairly” Chart

1. Put everything in a line.
2. Compare the same thing (eyes, fur, and son on) on each, thinking, “Which has the best . . .?”
3. Decide which is the best and give reasons. Say “Because . . . “



- Students may have different paper choices for opinion writing.

**When writers have an opinion, they give a couple of reasons, not just one, and they give details about each reason. They write, “For example . . .” or “ I think that because . . .”**

- Create “Convince Your Reader!” chart.

1. Write your opinion (I think . . .)
2. Give LOTS of reasons 1,2,3. (One reason is . . . Also . . . Another reason is . . .)
3. Add details (For example . . . I think that because . . .)

- Below is what the chart will look like when complete after adding to over multiple sessions



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- Strong arguments have specific details to support their reasons
- Partners talk about what they are doing as writers to make their work better.

**Writers need to understand the kind of writing they are doing and figure out how to do that kind of writing really well.**

- Writers should use Opinion Writing Checklist (on CD-ROM) or Illustrated Opinion Checklist
- Look at “Ways to Spell Words” chart and add 4. Sk-ska-skate across the word.
- Below is what the chart will look like when complete after adding to over multiple sessions.



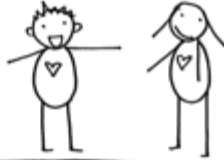
**Writers don't always agree with someone else's opinion. When we disagree, we can write our own opinion and back it up with lots of reasons.**

- Create "Some Polite and Thoughtful Ways to Disagree with Another Person's Opinion" chart.
  1. Some people think . . . They say . . . This makes sense because . . . Still I think . . .
  2. I can understand why . . . thinks . . . but I disagree. I think that . . . is even more . . . I think this because . . .
  3. In my opinion . . . is the (best) . . . I know other . . . but I still think . . . is the best.



## Some Polite and Thoughtful Ways to Disagree with Another Person's Opinion

Some people think...  
They say...



This makes sense because...  
Still I think...

I can understand why \_\_\_\_ thinks...  
but I disagree.

I think that... is even more...  
I think this because...

In my opinion ... is the (best)...

I know other...  
but I still think it's the best.

- Add to “Convince Your Reader” chart –
  - Use sparkly words
  - Talk back (Some people say . . . But I still think . . . I disagree because . . .)
- Below is what the chart will look like when complete after adding to over multiple sessions



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- Writers learn to spell because in a snap. (Chant – b-e-c-a-u-s-e, u-s-e, u-s-e, b-e-c-a-u-s-e because, because, because)

**Writers may change and write a negative review.**

- Support it with reasons not to like something.

**Writers find others who can help them generate even more reasons to support their opinions and quote what those other people have said.**

- Add to “Convince Your Reader!” chart. 6. Quote experts.
- Below is what the chart will look like when complete after adding to over multiple sessions



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- Writers use quotation marks when they write about what people say about a topic.
- Writers revise by rereading and pointing under each word to make sure it makes sense.
- Make “How Did I Make My Writing Easy to Read?” chart.

1. I put spaces between my words.
2. I checked my Word Book or the Word Wall
3. I spelled tricky words the best I can
4. I reread my writing, touching each word
5. I used capital letter at the beginning of sentences.
6. I used capital letters for names.
7. I used different sorts of end punctuation.

## How Did I Make My Writing Easy to Read?



Writers use checklists to make their writing the best it can be.

- Writers should use Opinion Writing Checklist (on CD-ROM) or Illustrated Opinion Checklist

### **Suggested Teaching Points/Lessons: Writing Persuasive Reviews**

**Writers write not only to share their opinions but also to persuade others to share their opinion.**

- Students will investigate mentor reviews during an inquiry lesson (pp.59-60)
- Writers can use a rating system (5 stars) and support their opinion with reasons
- Create "What do Review Writers Do to Make Their Reviews So Convincing?" chart:
  1. A sneak peak
  2. Important reasons (What? Where? When?)
  3. A little story
  4. Comparisons
  5. Helpful tips (You should . . . Make sure to . . . Warning: . . .)
  6. A recommendation (Who's it for?)
  7. A rating (5 stars)

## What Do Review Writers Do to Make Their Reviews So Convincing?

<p>Give a sneak peek.</p> 	<p>Teach important information.</p> <p>WHAT? WHERE? WHEN?</p> 
<p>Tell a little story.</p> 	<p>Use comparisons.</p> 
<p>Include helpful tips.</p> <p>You should... Make sure to...</p> 	<p>Make a recommendation.</p> 
<p>Be friendly!</p> <p>please! Thanks!</p> 	<p>Add a rating.</p> <p>5 stars! *****</p> <p>2 Thumbs Up!</p> 

- 
- Writers may write about things that are not good or terrible
- Create “Thinking Outside the Box” chart.

Writers Can Review:

1. Things (games, movies, toys, animals, sports, food)
2. Places (restaurants, vacations, cities)

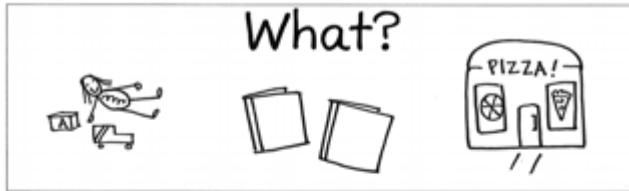


Writers include important information to convince readers and use a voice that talks right to their reader, explaining what their topic is, where to find it and when to go.

- Create “Important Information” chart.

1. What?
2. Where?
3. When?

## Important Information



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- Writers talk back to their readers to make their writing more persuasive
- Writers make their writing sound friendly, not bossy. Add to “Convince Your Reader!” chart – 7. Be friendly

**Writers compare their subject with others and explain why one aspect of their topic is better or worse than others.**

- Writers reread their reviews to find places where they can say even more to prove tier thinking and add more details that support their reasons.
- Writers include suggestions and warnings.
- Writers can include Small Moment Stories in their reviews to make their writing even more convincing

**Writers write introductions to grab their readers’ attention right away.**

- Create a “Say Hello with a Catchy Introduction!” chart.
  1. Ask questions to make your reader wonder.
  2. Name the topic. (What is it called? What is it?)
  3. Say your opinion. (I think . . .)

## Say Hello with a Catchy Introduction!



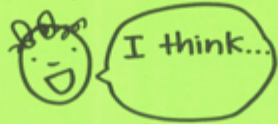
1. Ask questions to make your reader wonder.



2. Name the topic.



3. Say your opinion.

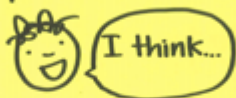


- Create a "Don't Forget to Say Goodbye!" chart.
  1. Repeat your opinion (I think)
  2. Repeat the BIG reasons. (\*because. . .)
  3. Tell the readers to do something! ( Go out and . . . Try it!)

## Don't Forget to Say Goodbye!



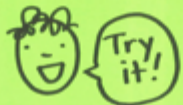
1. Repeat your opinion.



2. Repeat the BIG reasons.

\*because...

3. Tell readers to do something!



Partners can work together to give writing checkups by using an editing checklist. They can write a

**note, like a prescription, to give their partner ways to make his/her writing better.**

- Writers should choose their best work to fix and get ready to share.

**Writers share their opinion pieces with others.**

- Writers may create an anthology of reviews to celebrate the end of the bend.

### **Suggested Teaching Points/Lessons: Writing Persuasive Book Reviews**

**Writers write book reviews to recommend titles and authors they believe others should read. They can use all they know about writing reviews to convince people to agree with their opinion.**

- Writers plan their book review using strategies from all writing they have done so far.
- Writers make comparisons in book reviews: “If you liked ... then you’ll like...because...” or “I think ... is better than ... because...”

**Writers give a sneak peak summary without giving everything away.**

- Writers share the most important things that will make readers curious without telling the ending.
- Create a “Give a Sneak Peak” chart.
  1. Introduce the characters or topic
  2. Explain the situation or share an interesting fact
  3. Ask a question



## Give a Sneak Peek!

- Introduce the characters or topic.



- Explain the situation or share an interesting fact.



- Ask a question.



- Writers may take out information when they revise.

### **Writers reread to revise. Are my sentences too long? Short? Just right? Did I use good punctuation?**

- Create “Is This Sentence Just Right?” chart.

If a sentence...

1. Goes on and on and on, stop it earlier with punctuation
2. Ends too soon, use AND, SO, or BUT to say more.
3. Gets confusing, say it in a different way.

- Writers can give a convincing oral book review. Watch video of Reading Rainbow book reviews  
Create a “How to Give a Convincing Review” chart:

1. Speak in an excited voice.
2. Give a sneak peek at the beginning.
3. Share a few details from the book, but not too many.
4. Give a reason why you think people should read the book.

### **Writers use checklists to check every part of their writing.**

- Use Opinion Writing Checklist or Illustrated Opinion Writing Checklist
- Writers use special print to emphasize words. (bold letters)

- Writers rehearse

### **Writers can present their opinion writing orally as well as in written format.**

- Writers may present their book reviews Reading Rainbow style. This may be recorded or done in person with visitors as the audience.

## **Syntax, Style, Grammar and Conventions**

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Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to apply their learning to develop and strengthen their independent writing skills.

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 1, Heinemann, 2013.

Materials used for grammar and convention study include the following: *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

## **Supplemental Instructional Materials**

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### **Possible Mentor Texts:**

- Can I Keep Him by Steven Kellogg
- Red Is Best by Kathy Stinson
- Would You Rather Be A Bullfrog by Dr. Seuss
- You Can Write A Terrific Opinion Piece by Jennifer Fandel

### **Possible Teaching Charts:**

- “To Judge Fairly”
- “Convince Your Reader!”
- “Some Polite and Thoughtful Ways to Disagree with Another Person’s Opinion”
- “Ways to Spell Words”
- “How Did I Make My Writing Easy to Read?”
- “Thinking Outside the Box”
- “Important Information”
- “Say Hello with a Catchy Introduction!”
- “Don’t forget to say Goodbye!”
- “Give a Sneak Peek!”
- “Is This Sentence Just Right?”
- “How to Give a Convincing Review”
- Use resource CD for rubrics, student samples, and charts.

### **Suggested Teacher Resources**

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- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 1, Heinemann, 2013.
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Cranford Public School [K-5 Google folder](#) for instructional materials
- [Heinemann](#) for anchor charts and other teacher resources & materials. (Consult with building principal or literacy team for access).

## **Suggested Strategies for Accommodations and Modifications**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5 folder for specific appropriate interventions.