Unit 3 Writing: Reviews

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

Brief Summary of Unit

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 2024

Pacing Guide

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 tothis 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

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.

Reading Informational Text (RI)

- RI.CT.1.8

Writing (W)

- W.AW.1.1
- W.AW.1.1a
- W.AW.1.1b
- W.AW.1.1c
- W.NW.1.3a
- W.WR.1.5
- W.SE.1.6
- W.WP.1.4
- W.WP.1.4a
- W.RW.1.7

Speaking & Listening (SL)

- SL.PE.1.1
- SL.ES.1.3
- SL.PI.1.4
- SL.UM.1.5

Language (L)

- L.W.1.1
- L.WF.1.1
- L.WF.1.3
- L.WF.1.3c
- L.RF.1.1

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.

Performing Arts Standards

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Re7: (a). Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9: (a). With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance. (b). With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). (c). Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the

creation of a short scene based on personal perspectives and understanding.

Essential Questions

Bend I: How can writers state and support an opinion in convincing ways to their audience?

Bend II: How can writers write and revise so that they use introductions and conclusions, persuasive precise language, and opinion writing strategies to be

convincing to their readers?

Bend III: How can writers share their opinions about books using all that they've learned about review writing?

Students Will Know/Students Will Be Skilled At

By the end of this unit, students will be able to . . .

- make and defend their decisions and opinions
- state their opinion clearly and confidently
- accumulate an understanding of what a judgment is and how their judgment and their reasons for those judgments are important!
- organize their reasons, supplying supporting details
- develop opinions and state multiple reasons for those opinions
- give more vivid and detailed descriptions, as well as stronger openings and closings.

Evidence/Performance Tasks

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

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

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

Before Beginning this Unit

Before beginning this unit:

- Clean out students' writing folders leaving only charts and tools helpful for this unit
- Restock the writing center with new paper choices and tools
- Prepare a collection of 4-5 objects for each table of writers, such as stickers, rocks, flowers, pencils, etc.
- Send letter home to families request a collection from home
- Gather some restaurant and/or travel guides
- Find a few clips of Reading Rainbow
- Look ahead at the demonstration texts to see if you'd like to use these or use them as a guide to writer your own mento pieces.

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under Grade 1 Curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Materials

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.

The core materials for this unit include the Units of Study in Writing for grade 1, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials for this unit.

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

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2023.
- *The Writing Strategies Boo*k, 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

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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build

confidence and reduce frustration. Please see this document for detailed information.