

Unit 3: Reviews (Weeks 11-16)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Reviews

Unit Rationale

Young learners have strong opinions about the world around them. This unit encourages writers to share their feelings about a topic and use reasons to support their beliefs. Students will use strategies to stretch out multisyllabic words, include transitions, and craft detailed reasons about their opinions. They will recognize the importance of sharing their personal beliefs and hearing their classmates' views even if they don't always agree. Writing checklists are introduced to help students proofread and edit their pieces. By the end of the unit, students will learn to clearly state their opinion about a topic and provide evidence to support it.

21st Century Life and Career

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Essential Questions

Why is it important for writers to form opinions?

Why do writers include reasons to support their opinion pieces?

Why are writing partners important to the publishing process?

Pre-Assessments

Writing (in process and as a completed work)

Student/Teacher conference

Writing Notebook/Folder entries

Instructional Plan

https://docs.google.com/document/d/1hHBhp_16VVG3fG3DteRpOxao26-fD6qwexUu9HzhKNE/edit

Skill Set #1: Writers Introduce a Topic and Include their Opinion

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #2: Writers Use Transition Words

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #3: Writers Conclude with an Opinion/Wrap Up Sentence

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #4: Writers Include Supporting Reasons

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #5: Written in First Person

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

[English Language Learners](#)

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by

having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See CrossWalk

New Jersey Student Learning Standards: Content Area

ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
ELA.L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
ELA.W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Integration of Computer Science and Design Thinking

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

SEL Competencies

SEL.PK-12.1.1 Recognize one's feelings and thoughts

SEL.PK-12.1.2 Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.1.4 Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2.1 Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.2.2 Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.3.1 Recognize and identify the thoughts, feelings, and perspectives of others

SEL.PK-12.3.2 Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

SEL.PK-12.3.3 Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4 Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.5.1 Establish and maintain healthy relationships

SEL.PK-12.5.2 Utilize positive communication and social skills to interact effectively with others

SEL.PK-12.5.3 Identify ways to resist inappropriate social pressure

SEL.PK-12.5.4 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways