K Writing Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length: **45**
Status: **Published**

Section Title

Opinion Writing

NJSLS ELA

L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Rationale and Transfer Goals

Overview of Framing Your Thoughts:

Framing Your Thoughts is a supplementary scripted program that begins with breaking sentences down to their component parts using sentence frames, symbols, and hand signals. These lessons start with identifying subjects and predicates, their functions, and then applying this knowledge in the creation of their own sentences. This teaches students ways to build sentences with more complexity.

Format of a Lesson:

- Anticipatory Set
- Input/Direct Statement
- Model (I Do)
- Active Participation (We Do)
- Checking for Understanding (You Do)

—----------

Overview of the Writing Workshop Framework:

Writing Workshop is a framework for writing instruction that includes a whole group mini-lesson, independent writing time, conferencing with groups and individuals, and sharing writing with peers and classmates. The purpose is to guide students as they write across genres and to develop independent, engaged writers. Minilessons range from management to genre exploration to craft techniques to editing. Teachers analyze student writing and look at skill progressions to make instructional decisions.

Format of a Lesson:

- Mini-Lesson
- Independent writing/conferencing
- Closure/sharing

ML Resources

Marking Period	2
ML supports for FYT	All MLs: use “Primary Set” for student practice. For application of “Student Practice” students should be provided the words associated with the worksheet’s images in both English and native language. • E.g. fireman/bombero prior to every lesson if possible. • Share cognates related to their topic; Highlight similarities of words in English and Spanish or home language. • Teachers can use cognates in a sentence, use children-friendly definitions, read the words to them, and write them down for them.

All MLs:

- Provide picture support for student practice words;
- Create color coding for symbols (English in blue & Spanish in red);
- Provide student practice words prior to lesson i.e. slideshow with words and supporting visuals.
- Use exaggerated hand signals to indicate the “sentence symbols” (., !, ?).
- Frequently refer to child or teacher and student created chart/s that outline goal/ expectation.
    - Checklist
    - Rubric
    - Teacher Modeled (in the “I do”)Writing Piece.
- Use Heggerty hand signals to signal beginning, medial, and ending sound.
- Count words in a sentence for students; draw a line for each word in the sentence.
- Encourage students to write the sounds they hear (in either language)
- Use Elkonin (sound boxes) to support students to sound a word out.
- Use the “Power of Three” before students attempt writing a new word: sky-write it, spell it, use it in a sentence, whisper it (say it in different tones: say it like a robot, etc), finger write it on the table, find it in the room, etc.
- Include “Strive for Five” to start a conversation on the topic they are writing about: allow five back and forth turns with the student. Extend conversation with a new word. Example:
    - Teacher: I see you drew something. What is it?
    - Student: A fish.
    - Teacher: “Was it a big fish or a little fish?
    - Student: “It was a huge fish!”
    - Teacher: “Wow, so it was a gigantic fish!”
    - Student: “Yeah, it was bigger than a whale!”
- To brainstorm ideas use the hierarchy of questions: From least to great

difficulty-

- Prompts requiring a non-verbal response:
  - Show me the caterpillar.
  - Point to the caterpillar.
- Choice Questions:
  - Is this a caterpillar or a butterfly?
- Yes or No Questions:
  - Is this a butterfly?
  - Does the butterfly have wings?
  - Can the caterpillar fly?
- Basic Wh-questions:
  - What is the name of this animal?
  - Where is the caterpillar?
  - When will the caterpillar come out of the cocoon?
- Why, how, and higher-order thinking questions:
  - Why is the caterpillar eating so much?
  - What will happen if the caterpillar eats too much food?
  - How would you feel if you ate so much food?
- Embedded Questions:
  - Can you explain why the caterpillar is eating so much?
  - Could you tell me how you would feel if you ate so much food?

- Writing an opinion piece requires making the process more manageable while supporting them in expressing their thoughts and preferences.

Scaffolding Strategies:

1. Prompts: Provide straightforward and relatable prompts that allow the child to express their opinions easily. For example, "My favorite animal is..." or "I like __ because..."

2. Visual Aids and Examples: Use visual aids like pictures, objects, or charts to help the child understand the concept of opinions. Show examples of simple opinion sentences or drawings expressing preferences.

3. Discussion and Verbal Expression: Engage the child in discussions about their preferences. Encourage them to express their opinions verbally before attempting to write. Use prompts and questions to stimulate conversation.

4. Modeling: Model opinion writing by expressing your own preferences and opinions. Use simple language and encourage the child to follow your example.

5. Graphic Organizers: Use basic graphic organizers like a simple T-chart to help them list their opinions and reasons. For instance, "I like pizza because..." on one side and "I don't like broccoli because..." on the other.

6. Sentence Starters: Provide sentence starters or frames to guide their writing. For example, "I think ____ is the best because..." or "In my opinion..."

7. Encourage Illustrations: Encourage the child to accompany their opinion piece with simple drawings or symbols that represent their opinions. This can help reinforce their ideas and make the writing more engaging.

8. Vocabulary Development: Introduce and reinforce vocabulary related to opinions, such as "like," "dislike," "favorite," "best," etc. Use these words in context and encourage the child to include them in their writing.

9. Peer Sharing and Support: Allow the child to share their opinions with peers, fostering an environment where they can learn from others and gain confidence in expressing themselves.

10. Positive Reinforcement: Celebrate the child's efforts and opinions, emphasizing the value of expressing their thoughts in English. Encourage them to be proud of their work, regardless of any language mistakes.

	Remember, the goal is to create a supportive and encouraging environment where the child feels comfortable expressing their opinions in English. Be patient, provide guidance, and celebrate their progress as they develop their writing skills.

Enduring Understandings

General Writing

1. Kindergarten students can construct simple sentences using basic vocabulary and proper word order to convey ideas clearly.
2. Kindergarten students can create narratives by expressing their ideas through pictures, dictation, or simple sentences, showing an understanding that stories have a beginning, middle, and end.
3. Kindergarten students can use foundational writing mechanics, such as holding a pencil correctly, forming letters and simple words legibly, and understanding basic punctuation and capitalization rules to communicate effectively through writing.

Opinion Writing

1. Opinions can be expressed through writing
2. Reasons support opinions
3. Different opinions are valid

Essential Questions

General Writing

1. Why do we write?
2. How do we make our writing clear for others to understand?
3. What happens when we put our ideas into writing?
4. How can we improve our writing?
5. What makes a good story?

Opinion Writing

1. How do we know if something is an opinion?
2. How do we share our opinion with others?
3. How can giving reasons make our opinions better?
4. Why do people have different opinions?
5. How can we listen and understand someone else's opinion if it is different than ours?
6. What words or phrases can we use to explain why we like or dislike somehing?

Content & Activities

Student Exemplar

Opinion Checklist - Kindergarten

Scoring Rubric

Opinion Writing Mini-Lesson Overview

Possible Center Activities

Week	Suggested Lessons	Resources
Week 1	Focus - Teach students that good writers state their opinion on a topic and provide a reason to back up their thinking. Discuss opinions of mentor texts and highlight supporting reasons. • Discuss elements of fact and opinion. Anchor Chart for Facts and Opinions • Mentor Texts (possible texts, any opinion text will work) ○ Read Aloud: I Want My Hat Back by Jon Klassen. ○ Read Aloud: Don't Let the Pigeon Drive the Bus! by Mo Willems. ○ Read Aloud: The Monster Who Lost His Mean by Tiffany Strelitz Haber. ○ Read Aloud: Duck! Rabbit! - Amy Krouse Rosenthal ○ Read Aloud: I Wanna Iguana - Karen Kauffman Orloff ○ Read Aloud: Red Is Best - Kathy Stinson ○ Read Aloud: You Don’t Want a Dragon, You Don’t Want a Unicorn - Ame Dyckman ○ Read Aloud: Pete the Cat: I Love My White Shoes - James Dean	The Writing Mini Le Writer's Notebook Duck! Rabbit! Resou FREEBIE-3047255? https://www.teacher 2608752?st=38cf263 Red is Best Resourc Persuasive-Text-Wri Don't Let The Pigeo https://www.teacher Pigeon-Drive-the-Bu I Wanna Iguana: htt Wanna-Iguana-4990 You Don't Want A U Writing-3884184?st

	• After reading ask:
	  ○ What was the topic of the book?
	  ○ What was the narrator's opinion about the topic?
	  ○ What was a reason the narrator gave for their opinion?
	
	STANDARDS:
	
	ELA.SL.AS.K.6	

Week 2	Focus: Have students share opinions and reasons orally. Model writing opinion pieces by showing students how to state an opinion with a sentence stem and giving a reason.
	
	• Day 1 - Model using the "Which Is Better Cards" - stating an opinion and then giving a reason. Students turn and talk. (No writing on this day.)
	  ○ Which Is Better Cards
	
	• Days 2 - 5 - Discuss the Parts of Opinion Writing Anchor Chart
	  ○ Model drawing a picture to match your opinion
	  ○ Model writing an opinion sentence.
	  ▪ Discuss and show how to use Sentence Starters
	  ▪ Discuss and show how to create a Reason (Anchor Chart)
	  ▪ Label the parts of opinion writing Labels
	  ○ Day 2 may be a whole group lesson only. As the week goes on, students should begin crafting their own pieces.
	
	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Opinion Focus
	  ○ Closure/sharing
	
	STANDARDS:
	
	ELA.W.AW.K.1
	
	ELA.L.WF.K.3.B
	
	ELA.L.WF.K.3.C
		The Writing Mini Le
		
		Writer's Notebook
		
		Sentence Starter Wri
		
		1).
		
		https://www.teacher
		1313867?st=9d1835
		
		2).
		
		https://www.teacher
		1760368?st=0b58c9

	ELA.L.WF.K.3.D ELA.SL.UM.K.5 ELA.W.RW.K.7 ELA.W.WP.K.4	

Week 3	Focus - Writing about an opinion of a book using a picture, opinion and details that support opinion.
	
	• Brainstorm books that have been read. Students should write about their favorite book. Students will start with a guided prompt and move to writing without one by the end of the week.
	
	• Model writing by referring to previous lessons on parts of an opinion piece and sentence starters.
	
	• Format of the Lesson
	
	  ○ Mini-Lesson
	
	  ○ Independent writing/conferencing - Opinion Focus
	
	  ○ Closure/sharing
	
	STANDARDS:
	
	ELA.W.AW.K.1
	
	ELA.L.WF.K.3.B
	
	ELA.L.WF.K.3.C
	
	ELA.L.WF.K.3.D
	
	ELA.SL.UM.K.5
	
	ELA.W.RW.K.7
	
	ELA.W.WP.K.4
		The Writing Mini Le
		
		Writer's Notebook
		
		Favorite Book Resou
		
		Book Review Resou
		Template-9049671?s

Week 4	Focus - Writing a book review using a picture, opinion and details that support opinion. • Brainstorm books that have been read. Students should write a book review. Students will start with a guided prompt and move to writing without one by the end of the week. • Model writing by referring to previous lessons on parts of an opinion piece and sentence starters. • Format of the Lesson	The Writing Mini Le Writer's Notebook Book Review Resou Book Review Resou Template-9049671?s

	○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus ○ Closure/sharing **STANDARDS:** ELA.W.AW.K.1 ELA.L.WF.K.3.B ELA.L.WF.K.3.C ELA.L.WF.K.3.D ELA.SL.UM.K.5 ELA.W.RW.K.7 ELA.W.WP.K.4	
Week 5	Focus - Introduce the idea of conferencing (on a piece the student is currently working on or previously worked on) while students write opinion pieces of their choice. Edit writing by looking at letters and checking to make sure you wrote the words you know correctly and capitalized the first word and added punctuation. • Framing your Thoughts ○ Subject - Unit 1, Skill 2 - page 1-5 to 1-9 ○ Common Names - Skill 2a page 1-17 • The Writing Mini-lesson book for each day ○ Talk with Your Teacher About Your Writing p. 188 ○ Check Your Letters to Make Sure They Are Easy to Read p.468 ○ Check to Make Sure You Wrote the Words You Know Correctly p. 470 - Repeat a sentence, identifying how many words are in the sentence • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion focus ○ Closure/sharing	The Writing Mini Le Writer's Notebook Framing Your Thou sentence Extra FYT Resource Thoughts-Barebone- 9072768?st=fd66e0 Favorite Animal Opi https://www.teacher Template-11471727 Graphic Organizer 1 Writing-Graphic-Or 10768349?st=80fbb Graphic Organizer 2 Graphic-Organizer-(

	STANDARDS: ELA.SL.AS.K.6 ELA.L.WF.K.3 ELA.W.AW.K.1 ELA.L.WF.K.3.B ELA.L.WF.K.3.C ELA.L.WF.K.3.D ELA.SL.UM.K.5 ELA.W.RW.K.7 ELA.W.WP.K.4	
Week 6	Focus - Model how to make and publish a book ○ While modeling refer to Sentence Starters and parts of opinion writing. • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Choose 1 opinion piece from student notebook to publish or create a new opinion piece to publish ○ Closure/sharing **STANDARDS:** ELA.L.WF.K.3 ELA.W.AW.K.1 ELA.L.WF.K.3.B ELA.L.WF.K.3.C ELA.L.WF.K.3.D ELA.SL.UM.K.5 ELA.W.RW.K.7 ELA.W.WP.K.4	The Writing Mini Le Writer's Notebook Opinion Book Writi Book-Template-416 Opinion Book Writi Template-2744171? Opinion Book Writi https://www.teacher About-8084170?st=

Week 7	Focus - Celebrate Opinion Writing • The Writing Mini-Lesson Book o Share your writing with an audience to get ideas page 190 o Students will read their created pieces to the class o Teacher go over agreed upon norms for giving feedback o Teachers will model feedback ▪ What went well? ▪ What questions are we left with? o Students will give feedback o Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Writing had a clear opinion and reasons for the opinion **STANDARDS:** SL.PE.K.1.A ELA.SL.AS.K.6 ELA.L.WF.K.3 ELA.W.AW.K.1 ELA.L.WF.K.3.B ELA.L.WF.K.3.C ELA.L.WF.K.3.D ELA.SL.UM.K.5 ELA.W.RW.K.7 ELA.W.WP.K.4	The Writing Mini Le Writer's Notebook

Assessments

Students will complete informal assessments during each lesson.

Writing challenges will be a formal assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
State a clear opinion about a topic	Opinion Writing Anchor Chart	Week 1 Activities
Give a reason to support an opinion	Opinion Writing Anchor Chart	Week 1 Activities
Use opinion-related vocabulary	Sentence Starters	Sentence Starter Activities
Use drawings to express ideas visually and support writing	Opinion writing and Personal Narrative	All activities
Punctuation, capitalization, spacing	Opinion writing and Personal Narrative	All activities

Career Awareness, Exploration, Preparation, and Training

Life Literacies & Key Skills

Life Literacies

Understanding Visuals: Teach children how to interpret and create visual elements in their stories, like illustrations and photographs.

Asking Questions: Encourage curiosity and teach children how to ask questions to gather information for their stories.

Key Skills

- Communication Skills:
- Oral Expression: Develop speaking skills by having children share their stories aloud.
- Listening Skills: Teach active listening by having children listen to their peers' stories and provide positive feedback.
- Vocabulary Building: Expand vocabulary through storytelling, encouraging the use of descriptive words
- Fine Motor Skills:
- Handwriting: Practice fine motor skills through letter formation and writing.
- Drawing and Crafting: Use drawing as a complementary skill to writing, which also develops hand-eye coordination.

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).

Interdisciplinary Connections

L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.D	Writing frequently used words accurately.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.
	Construct an argument with evidence to support a claim.