Unit 7- Opinion Writing

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Essential Questions

- What is an opinion?
- What is opinion writing?
- How do I express my opinion in writing?
- How do I write an opening sentence stating an opinion and provide reasons to support that opinion?

Big Ideas

- Hear and discuss examples of opinion writing
- Generate opinions on various topics
- Write and publish an opinion piece
- Explore clearly stating their opinions in opening sentences, providing reasons to support their opinions, and writing closing sentences
- Practice using end punctuation, approximate spelling, and using the word wall
- Explore using conjunctions
- Express their opinions
- Respectfully listen to the opinion of others
- Share their writing in pairs and class

Spelling and Handwritting

Spelling:

R Controlled Vowels

Standards- L.RF.1.3.B

Handwriting:

The Fundations program is used as the foundation for letter development in print beginning in Kindergarten and continuing through First Grade. Fundations build foundational letter formation skills, presented through the reading, writing, and language standards. Students are actively engaged in learning through the use of multisensory techniques, with sounds, their representative letters, and words with spelling options. Multiple opportunities for handwriting practice and application is provided to build mastery during Daily 5 rotations.

- GUIDED PRACTICE: Through the Fundations level one program, first grade students will continue the developmental progression of print through multisensory activities for letter formation and sound-symbol knowledge. In first grade, all students participate for the first 6 weeks, then BSIP students continue for the remainder of the year.
    - Unit 1 Goals- Review Letter formation for all letters
        - Letter-Key Sound
            - Teach the letter-sound association for all letters. They will also focus on n and m.Introduce each with sound cards. Say letter-keyword-sound and have students repeat.
        - Sky Write/Letter Formation
            - Teach letter formation for the letters all. Have students stand and demonstrate sky writing each letter. Complete together several times.
        - Echo/Letter Formation
            - Reinforce the correct pencil grip. Say the sound and hold up Echo the owl. Students repeat. Students will write on their dry erase writing tablets as you direct them with the letter formation verbalization.
        - Student Notebook
            - Direct students to find any of the letters they might have missed in their student notebooks. Direct them to point to one letter at a time. Say the sound and color the corresponding picture.

Enduring Understandings

Language Domain-

- L.RF.1.1- Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- L.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.
    - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.3- Know and apple grade-level phonics and word analysis skills in decoding words.
    - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
    - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.
    - A. Read grade-level text with purpose and understanding
    - B. Read grade-level text orally with accuracy, appropriate rate, and expression
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        - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
        - 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:
            - A. Short vowels and single consonants.
            - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
            - C. Initial and final consonant blends (must, slab, plump).
        - L.WF.1.3- Demonstrate command and use of the convention of writing
            - B. Supply the “who”, “is doing, “what”, in a subject-verb-object sentence frame.
            - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
            - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
            - E. Use commas in dates and to separate single words in a series.
            - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
            - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
        - L.KL.1.1-With prompting and support, develop knowledge of language and its

conventions when writing, speaking, reading, or listening.

- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy)
    - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings

Reading Domain-

- RL.CR.1.1-Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1- Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2-Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.AA.1.7- Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain-

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
    - A. Introduce an opinion.
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        - B. Support the opinion with facts or other information and examples related to the topic.
        - C. Provide a conclusion.
        - W.NW.1.3-With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
            - B. Provide dialogue and/or description and details of experiences, events, or characters.
        - W.WP.1.4- With prompts, guidance and support develop and strengthen writing as needed by planning, revising and editing.
            - B. With prompts and support, find and correct errors of spelling,

capitalization, and punctuation after skills have been taught.

- W.RW.1.7- Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain-

- 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.
    - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL.PI.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6- Produce complete sentences when appropriate to task and situation.

Resources

Teacher's Manual

Student Journals

Chart paper/Markers

Mentor Texts-

- Vegetables by Meish Goldish
- Reading Makes You Feel Good by Todd Parr

Writing Piece Rubric