Grade Level: 1 Subject: Writing

Trimester 1

Unit: Opinion Writing	**Unit Length: 5 weeks**
Enduring Understanding(s): • An opinion is where you tell what you think about something. • Writing your opinion in an organized way helps a reader understand your ideas. • Giving reasons for your opinion, in conversations and writing, helps people agree with you.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 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. ***Production and Distribution of Writing*** 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 1. Escriben propuestas de opinión en las cuales presentan el tema o título del libro sobre el cual están escribiendo, expresan su opinión, ofrecen la razón para esa opinión y cierto sentido de conclusión. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y anaden detalles para mejorar el escrito según sea necesario. 6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.
Assessment	
Summative: Draw and write about your favorite character. Directions for administrations, student testing booklet, and Common Core Aligned opinion writing rubrics will be provided by the district.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Authentic Student work -Informal observation of students during mini lessons, writing time, and oral storytelling activities

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Learning Plan

Mentor Texts for Opinion Writing K-3

The mentor text list below is not exhaustive; it's intended to serve as list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

English	Español
I WannaIguana by Karen Kaufman Orloff Click, Clack, Moo Cows, that Type by Dorreen Cronin Dear Annie by Judith Caseley The Jolly Pocket Postman by Janet Ahberg and Alan Ahlberg Ira Sleeps Over by Cynthia Rylant Stand Tall, Molly Lou Melon by Patty Lowell Sheila Rae, the Brave by Kevin Henkes The Recess Queen by Alex O'neil Should There Be Zoos?by Tony Stead and Judy Ballester Gooseberry Parkby Cynthia Rylant Earrings by Judith Viorst Dear Dr. Larue by Mark Teague Red is Best by Kathy Stinson Hey, Little Ant by Philip Hoose The Salamander Room by Anne Maze Can I Keep Him? by Steven Kellogg Freedom Summer by Deborah Wiles (Third Grade) The Best Town in the World by Byrd Baylor A Pig Parade is a Terrible Idea by Micheal Ian Black Duck for President byDorreen Cronin My Brother Dan's Delicious by Steven L. Layne The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry Don't Let the Pigeon Drive the Bus by Mo Willems	Clic, clac, muu: vacas escitoras por Dorreen Cronin El cartero simpatico bolsillo por Janet y Alan ahlberg Quigue Duerme fuera de casa por Cynthia Rylant ¿Debería haver zoológicos ? por Tony Stead and Judy Ballester ¡No deces que la paloma conduzca el autobús! Por Mo Willems Pato para presidente por Dorreen Corin El Gran Copoquero: Un cuento de las selva amazonia por Lynne Cherry

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook, Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
*A Writer's Notebook: Unlocking the Writer Within Youby*Ralph Fletcher
*Breathing In, Breathing Out: Keeping a Writer's Notebook*Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts, by Ralph Fletcher
I Can Write Like That! : A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
*Mentor Texts: Teaching Writing Through Children's Literature, K-6*byLynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Grade Level: 1 Subject: Writing

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Lesson Planning Resources available online:

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. Identify the reasons an author gives to support points in a text.	Estándares de lectura 8. Identifican las razones que un autor ofrece para apoyar los puntos en un texto.
Speaking & Listening 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 rules 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.	Audición y expression oral 1. Participan en conversaciones colaborativas con diversos compañeros, y adultos en grupos pequeños o grandes, sobre temas y textos apropiados al de primer grado. a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios. c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a. Print all upper – and lower case letters. b. Use common, proper, and possessive nouns. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** a. Escriben con letra de molde, todas las letras mayúsculas y minúsculas. b. Usan sustantivos communes y propios. j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas. **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** e. Deletrean fonéticamente a palabras que no se les han enseñado, usando la fonética y reconocimiento de palabras y las normativas de la ortografía.

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***3. Offering opinions*** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X.*), as well as open responses in order to gain and/or hold the floor.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
B Interpretive	***7. Evaluating language choices*** Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	***7. Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	***7. Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
C. Productive	***10. Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. ***11. Supporting opinions*** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	***10. Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. ***11. Supporting opinions*** Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	***10. Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently. ***11. Supporting opinions*** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	***4. Using nouns and noun phrases*** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.),* in shared language activities guided by the teacher and with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. ->The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently.