Grade Level: K Subject: Writing

Trimester 3

Unit: Opinion Writing	**Unit Length: 5 weeks**
Enduring Understanding(s): • An opinion is where you tell what you think about something • Giving reasons for your opinions help people agree with you. • Writers can express/communicate their opinions in conversations, writing and illustrations.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is* . . .). ***Production and Distribution of Writing*** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore 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. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cual es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es . . .). ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, inclusive en colaboración con sus compañeros.
Assessment	
Summative: Opinion Writing Assessment 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 a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

English

- I WannaIguana by Karen KaufmanOrloff
- 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 Park by 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

Español

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:

About the Authors-Writing Workshop with our Youngest Writers by Katie Wood Ray with Lisa B. Cleaveland
In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study by Katie Wood Ray
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 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

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Lesson Planning Resources available online:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default
Opinion Letter for Kindergarten
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=opinion+units&UnitID=17817&YearID=2014&CurriculumMapID=889&

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

K-1 Opinion Writing Unit
http://www.jefferson.k12.ky.us/Departments/Gheens/Curriculum%20Maps/LiteracyElem/K-1%20Opinion%20Writing%20Unit%20Weeks%2034-36.pdf

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Estándares de lectura 8. Explican como el autor emplea razones y evidencia, para apoyar puntos determinados en un texto, identificando las razones y la evidencia que corresponden a cada punto.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Audición y expression oral 1. Participan en conversaciones colaborativas con diversos compañeros sobre temas y textos de kindergarten con compañeros y adultos en grupos pequeños y grandes. a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando). b. Continúan una conversación a través de múltiples intercambios.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. b. Use frequently occurring nouns and verbs. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** b. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo el verbo ser y estar, empleando la concordancia correcta. **2. Demuestran dominio de las normativas del español** a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración. b. Reconocen y nombran la puntuación final. d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.

Common Core Unit Map

Grade Level: K

Subject: Writing

Trimester 3

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.	***3. Offering opinions*** Offer opinions 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.	***3. Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.
B. Interpretive	***7. Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.	***7. Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.	***7. Evaluating language choices*** Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.
C. Productive	***10. Composing/Writing*** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities 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. Composing/Writing*** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), 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. Composing/Writing*** Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization. ***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 and composing 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 composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, 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 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 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 sentences to form compound sentences) to make connections between and 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.