

Opinion Writing: Grade 1

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to examine a topic and apply strategies to support a personal opinion in order to communicate effectively.***

Content Standards:

Text Types and Purposes

- W.1.1 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

- W.1.5 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.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Transfer

*Students will be able to independently use their learning to **express and defend their opinion.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

ESSENTIAL QUESTION

- ***Which is better: learning from words or learning from pictures?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that opinion-based texts are written to share the author's opinion.
- that a complete sentence is a group of words that expresses a complete thought.
- that technology can be used to produce and publish writing.

Students will be skilled at...

- identifying their opinion on a topic of a book.
- supporting their opinion with a reason.
- using the writing process to draft an opinion piece with an introduction, opinion, supporting reasons and conclusion.
- answering questions and listening to ideas from others about their writing.
- adding details to help the reader understand their writing.
- identifying and using digital tools to produce and publish writing.
- printing all upper- and lowercase letters.
- using common, proper, and possessive nouns.
- using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

		• using verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • using frequently occurring adjectives. • using frequently occurring conjunctions (e.g., and, but, or, so, because). • using determiners (e.g., articles, demonstratives). • using frequently occurring prepositions (e.g., during, beyond, toward). • producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • capitalizing dates and names of people. • using end punctuation for sentences. • using commas in dates and to separate single words in a series. • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions. • using complete sentences when needed.
Content Area Literacy Standards		21st Century Skills
• <i>not applicable</i>		• <i>reason effectively</i> • <i>make judgements and decisions</i> • <i>think creatively</i> • <i>communicate clearly</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	