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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 5: Persuasive Review | | | | |
| **Grade Level:**1 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  This unit immerses students in opinion writing.  During writing workshop, students will write persuasive reviews independently. The students will learn how to share their opinions in order to persuade others.  Students will revise and edit independently to make sure their writing is readable before they go out into the world. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Explain the difference between a fact and an opinion. * Brainstorm a list of topics to share their opinion about. * State an opinion about a topic. * Give reasons to support their opinion. * Plan their persuasive reviews. * Create introductions to hook the reader. * Write a concluding sentence. * Revise and edit independently   **Grammar Skills:**   * Uppercase and lowercase letters * Capitalization * End punctuation * Commas and dates * Spelling * Word wall * “I-Voice” * Transition words | | | **Understandings:**   * Persuasive reviews are a type of opinion writing. * Writers write opinions and support them with reasons. * Writers make a plan before they write. * Writers make opinion statements. * Writers give reasons to support their opinion. * Writers end with a conclusion. * Writers revise and edit their writing. * Writers publish and celebrate their persuasive reviews. | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * 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. * L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.1.1.A Print all upper- and lowercase letters. * L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. * L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.1.2.A Capitalize dates and names of people. * L.1.2.B Use end punctuation for sentences. * L.1.2.C Use commas in dates and to separate single words in a series. * L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. * L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions * L.1.1.E Use 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). * L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). * RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). * SL.1.1.A Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. * SL.1.1.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). * SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. * SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. * SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. * SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. * SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. * SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. * SL.1.6 Produce complete sentences when appropriate to task and situation. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). * 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.   *Social Studies:*   * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Diversity) * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders   *Career Readiness Practices*   * Act as a responsible and contributing community members and employee * Model integrity, ethical leadership, and effective management * Use technology to enhance productivity increase collaboration and communicate effectively   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Computer Science: Interaction of Technology and Humans**   * 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks   **Life Literacies and Key Skills: Technology Literacy**   * 9.4.2.TL.2: Create a document using a word processing   application.  **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | |
| **Essential Questions** | | | | |
| * What is opinion writing? * What is a persuasive review? * Why do writers write persuasive reviews? * How do writers plan and write a focused opinion writing piece? * How can writers support their opinions with reasons to share their opinions and persuade their audience? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Write to share their opinions and persuade others. * Write a persuasive review. * Plan persuasive review with an opinion and reasons. * Write with an introduction and conclusion. * Revise and edit their persuasive reviews independently. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers make a list or create a collection of their favorite things**. (Writing Reviews, p. 2)   + Model and have students make a list of favorite things or bring a collection of favorite things to class. * **Writers write opinion statements.**   + Model how to state your opinion (In my opinion, I think, I feel, I believe, etc.). * **Writers become review writers.** (Writing Reviews, p. 56)   + Discuss ways review writers convince others to agree. * **Writers use tiny topics notepads to collect topic ideas for reviews.** (Writing Reviews, p. 65)   + Demonstrate how to list topics writers can review (games, places, movies, etc.). * **Writers use their voice that talks right to the reader, explaining what your topic is, where to find it, and when to go**. (Writing Reviews, p. 66)   + Model how to write a persuasive review that shares a clear example of using a persuasive voice to inform. * **Writers make comparisons in writing**.  (Writing Reviews, p. 75)   + Demonstrate how to use adjectives and comparisons. * **Writers hook their reader using catchy introductions.** (Writing Reviews, p. 82)   + Model how to write an introduction to grab your reader’s attention. * **Writers write reasons to support their opinion.** (Writing Reviews, p. 11)   + Model how to write reasons to support their opinions. * **Writers add details to support their reasons.** (Writing Reviews, p. 11)   + Demonstrate how to add details to your reasons. * **Writers use commas to separate words in a series.**   + Model how to use commas to separate words in their writing. * **Writers include adjectives in writing in order to describe something.**   + Demonstrate how writers use adjectives in their writing to describe and add details. * **Writers choose their favorite persuasive review to publish.**   + Model how writers reread all of their persuasive reviews and choose their favorite ones to publish. * **Writers reread their writing to make sure it makes sense.**   + Demonstrate how to reread and monitor for sense. * **Writing partners work together to check their writing.**  (Writing Reviews, p. 92)          Model how writers check their writing with their partners to make sure they are easy to read.   * **Writers revise by checking their writing for just right sentences. (**Writing Reviews, p. 123)   + Model examples of sentences that are too long and too short. * **Writers use conjunctions in their writing.** (Writing Reviews, p. 123)   + Demonstrate how to use conjunctions to connect phrases (e.g., *and, but, or, so, because*). * **Writers use an editing checklist to edit their work. (**Writing Reviews, p. 47)   + Model how to use an editing checklist. * **Writers publish their reviews.**   + Model how to publish a piece of writing. * **Writers celebrate their reviews.**   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Create anchor charts with picture support. * Provide prompts to assist students with their opinion on various relatable topics. * Offer vocabulary support with picture cards.   **Special Education:**   * Provide prompts to assist students with their opinion on various relatable topics. * Offer vocabulary support with picture cards. * Have students express their thoughts verbally prior to writing it down.   **At-risk:**   * Partner with an on-level student to model a persuasive review both verbally and on paper. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories.   **Gifted and Talented (G & T):**   * Provide paper with smaller or no sketch boxes. * Develop a persuasive review with more details, teaching into above-standards writing skills. | | | | |
| **Materials** | | | | |
| **Materials:**   * Writing Reviews (Opinion) * Writing Folders * Chart paper * Markers * Writing tools * Anchor charts * Multiple choices of writing paper * Word Wall * Mentor Texts * Construction paper * Flexible seating options * Smart Board activities   **Suggested** **Mentor Texts:**   * Night of the Veggie Monster by George McClements * Koi and the Kola Nuts: A Tale From Liberia by Verna Aardema (Amistad) * The Tree in the Courtyard: Looking Through Anne Frank’s Window by Jeff Gottesfeld (Holocaust) * Always Anjali by Sheetal Sheth (Asian American/Pacific Islanders) * Whoever You Are by Mem Fox (Diversity) * The Lonely Polar Bear by Khoa Le (Climate Change) | | | | |
| **Assessments** | | | | |
| Formative:   * Skills checklists * Rubrics * Teacher observations * Conferring Notes * Read Works Open-ended questions * Journal assignments   Summative:   * Student Writing Folders * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners (Create statements from bullets)**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Working with partners   + Small group work (strategy lessons based upon skill/need   + Pre-teach vocabulary   + Paper choice | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Extended time * Highlighter * Small group work (strategy lessons based upon skill/need, guided reading groups) * Modeling * Flexible/preferential seating * Paper choice | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Small group work (strategy lessons based upon skill/need) * Paper choice | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Above grade level texts * Extended writing time * Paper choice |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |