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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 5 Persuasive Letters | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students will learn how to write persuasive letters. Students will learn how to share their opinions and explain why.  During writing workshop, students will also develop strategies to spell words. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Write to persuade others * Write persuasive letters * Use writing strategies to write hard words * Revise writing with a partner   **Grammar Skills:**   * Capitalize the first letter of a sentence * Use periods at the end of sentences * Listen for and write beginning, middle and end sounds * Use the word wall to help write high frequency words   **Understandings:**   * Writers will write to convince other people * Writers will write their own persuasive letters. * Writers will use writing strategies to write hard words. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * W.K.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...). * W.K.5 With guidance and support from adults, strengthen writing through response and self- reflection using questions and suggestions from peers (e.g., adding details). * SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. * SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. * SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. * L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  * L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted   *Science*   * K-2-ETS1-1-Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.   *Career Readiness Practices*   * Act as a responsible and contributing citizen and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Model integrity, ethical leadership, and effective management * Plan education and career paths aligned to personal goals   Social Emotional Learning   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. * 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.  **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. * 9.4.2.IML.3-Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. | | |
| **Essential Questions** | | | | |
| * How do writers share their opinions? * How can we persuade someone to fix something? * How can we write a persuasive letter? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Share their opinions. * Write persuasive letters. * Learn strategies to spell words. * Learn persuasive vocabulary. * Learn the format a persuasive letter. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers can make things happen.**    + Teach students that just as magicians use magic wands to make things happen, writers use words. **(**Persuasive Writing Of All Kinds, pg. 2) * **Writers think of a problem in school they want to fix.**    + Demonstrate how to brainstorm various problems in school (things you want to make better). * **Writers learn the steps in writing to make the world better.**    + Create an anchor chart with the steps to writing to make the school better (see a problem, think, write). **(**Persuasive Writing Of All Kinds, pg. 4) * **Writers convince people by providing reasons.**    + Model how to write a persuasive sentence, giving a reason. **(**Persuasive Writing Of All Kinds, pg. 11) * **Writers work with partners to add more reasons.**    + Demonstrate how to work with partners to write more. (Persuasive Writing of All Kinds, pg. 16) * **Writers generate more writing.**    + Demonstrate what writers can make to persuade (signs, letters). (Persuasive Writing of All Kinds, pg. 20) * **Writers reread and fix their writing.**    + Model how to use the “When We Are Done, We’ve Just Begun” checklist. (Persuasive Writing of All Kinds, pg. 28)   + Use Post-its in their writing to mark places they want to make revisions. (Persuasive Writing of All Kinds, pg. 33) * **Writers stretch out tricky words.**    + Demonstrate how to stretch out tricky words like a rubber band.(Persuasive Writing of All Kinds, pg. 35) * **Writers use word power to spell hard words.**    + Demonstrate using writing strategies to spell hard words. (Persuasive Writing of All Kinds, pg. 36) * **Writers write letters that reach readers.**    + Use the “Writers Write to Make the World Better” anchor chart to generate the content and audience for their letter. (Persuasive Writing of All Kinds, pg. 54) * **Writers read the work of other writers and incorporate what they have learned into their own writing.**    + Create a class list of things they noticed about persuasive letters. (Persuasive Writing of All Kinds, pg. 65) * **Writers make sure their writing is easy to read**   + Remind students to make sure their writing is easy to read by using the “What Makes Writing Easy to Read” checklist. (Persuasive Writing of All Kinds, pg. 72). Make sure their writing has spaces between words, lots of sounds in a word, capital letters at the beginning of a sentence, and punctuation at the end of a sentence. * **Writers choose their favorite persuasive letters.**   + Model how to select their favorite letter. * **Writers revise their favorite persuasive letters.**    + Model how to revise by rereading to see if it makes sense. * **Writers edit their favorite letter.**    + Model how to edit their work checking for a capital letter at the beginning of their sentence and ending with a period. * **Writers celebrate their writing.**    + Mail their favorite persuasive letter.   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Pre-teach what the word persuasive means. * Students will practice verbalizing their ideas before putting them down on paper. * Let students tell a story verbally or using one page at a time with a sketch box.   **Special Education:**   * Discuss what it means to persuade to students in smaller groups. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about what they would say to persuade a friend or family member about a specific topic.   **At-risk**   * Discuss what it means to persuade to students in small groups * Model a persuasive writing piece with a topic that the students will understand. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about what they would say to persuade a friend or family member about a specific topic.   **Gifted and Talented (G & T)**   * Provide students with more paper choices with a smaller sketch box and additional lines to write. * Apply facts into their writing to make it convincing. * Encourage students to write a letter to more than one person. | | | | |
| **Materials** | | | | |
| **Materials:**   * Persuasive Writing of All Kinds * Chart paper * Various lined writing paper * Various writing implements (pens, markers, pencils, crayons) * Writing folders * Erasers * Word Wall * Anchor chart * Flexible seating options * Smart Board activities * Persuasive letters   **Suggested** **Mentor Texts:**   * Click Clack Moo by Doreen Cronin * Don’t Feed the Bear by Kathleen Doherty * Can I Be Your Dog? by Troy Cummings * The Big Bed by Bunmi Laditan * Don’t Let the Pigeon Drive the Bus by Mo Willems * Be a Friend to Trees by Patricia Lauber (Science) | | | | |
| **Assessments** | | | | |
| Formative   * Writing folder with student work * Skills checklists * Writing rubrics * Open ended writing tasks (sentence formation) * Fundations letter formation * Conferring notes * Conferences   Summative   * Writing rubrics * Teacher observations | | | | |
| **Modifications** | | | | |
| **English Language Learners (Create statements from bullets)**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + 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 * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need) * Working with partners * Audio books * 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 * Leveled readers * 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 * Leveled readers * Above grade level texts * Extended reading 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 | | | | |