

Unit Focus

In this unit, students will practice opinion writing in the form of writing about reading and book reviews. Students will have the opportunity to perform commercials for loved texts during a culminating readers' theatre performance. This unit is all about student engagement and writing to persuade with an opinion and an audience in mind.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERATURE.W.1.1)</i> ○ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <i>(CCSS.ELA-LITERATURE.W.1.3)</i> • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERATURE.SL.1.1)</i> <ul style="list-style-type: none"> ○ Ask questions to clear up any confusion about the topics and texts under discussion. <i>(CCSS.ELA-LITERACY.SL.1.1.C)</i> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.1.1)</i> <ul style="list-style-type: none"> ○ 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). <i>(CCSS.ELA-LITERACY.L.1.1.E)</i> 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in future writing (Imagining)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better</p> <p>U3 Writers plan and use structures to match their audience, purpose and message.</p> <p>U4 Theme: Writers help actors know how to bring a scene to life with voices, bodies and settings.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What's the best way to convince my reader?</p> <p>Q2 How do writers get ideas to write about?</p> <p>Q3 How do performers help me revise my writing?</p> <p>Q4 How does my audience influence what I write and the way I write?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Scripts include directions for actors/readers.</p> <p>K2 Content Vocabulary: Book Review, Opinion, Persuade, Claim, Comparison, Commercial, Speech, Audience, Reader, Performance, Articulate, Gesture,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Stating a claim.</p> <p>S2 Using punctuation and bold words for emphasis.</p> <p>S3 Using resources to edit spelling.</p> <p>S4 Providing evidence to support claim</p>	

Stage 1: Desired Results - Key Understandings

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.1.2)*
 - Capitalize dates and names of people. *(CCSS.ELA-LITERACY.L.1.2.A)*
 - Use end punctuation for sentences. *(CCSS.ELA-LITERACY.L.1.2.B)*
 - Use commas in dates and to separate single words in a series. *(CCSS.ELA-LITERACY.L.1.2.C)*
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.1.5)*
 - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. *(CCSS.ELA-LITERACY.L.1.5.D)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

Emphasis, Empathy, capitalize, verbs, past, present, future, punctuation, commas, series

- S5 Speaking clearly
- S6 Capitalizing the first word and the word I, dates, and names of people.
- S7 Using verbs in the past, present, and future tense.
- S8 Using punctuation at the end of sentences.
- S9 Using commas in dates and to separate single words in a series.