###### Unit of Study: Opinion Writing: Grade 1 *Writing Reviews*

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| Prior to the start of the unit:  * Pre-Assessment – Opinion Writing (found on the literacy coach website); * You may want to immerse students in persuasion by reading books like *Earrings* by Judith Viorst, the *Pigeon*  books by Mo Willems, or *A Pet for Petunia* by Paul Schmid. * EITHER: invite students to bring in collections from home (see p. 2 in the unit) OR create your own “class collections” (maybe 5 or 6) for students to use. * Create your own teacher collection for demonstration. | Day 1 **People Collect Things and Write Opinions about Their Collections**  **(Session 1)**  **Teaching point: “**Writers like to tell others about their opinions. They even try to *convince* others about their opinions.” (Using personal or class collections to facilitate “judging.”) | Day 2 **Explaining Judgments in Convincing Ways**  **(Session 2)**  **Teaching point:** “When you have an opinion, when you judge something, you need to give a *couple of reasons* , not just one, and say details about each reason.”  *Begin* ***Convince Your Reader!*** *anchor chart.* | Day 3 **Opinion Writers Expect Disagreement**  **(Session 4)**  **Teaching point:** “When writers are thinking about the reasons that support their opinions, they sometimes need to revise their opinions. “ (If students do not have enough reasons to support an opinion, they can revise their opinions to make them stronger.) |
| Day 4 **Awarding Booby Prizes for More Practice – And More Fun**  **(Session 5)**  **Teaching point:** “ Writers do not only write their opinions when they like something; they can also write their opinions when they do *not* like something. They use the same strategies to write this type of opinion.”  *Add to* ***Convince Your Reader!*** *anchor chart.* | Day 5 **Bolstering Arguments**  **(Session 6)**  **Teaching point:** “Writers make their opinion writing even stronger by quoting experts when they explain their reasons for opinions.”  *Add to* ***Convince Your Reader!*** *anchor chart.*  *Begin* ***How Did I Make My Writing Easy to Read*** *chart.* | Day 6 **Editing and Publishing Making Writing “Best in Show”!**  **(Session 7)**  **Teaching point:** “One way to make sure your writing is ready for others to read is to use our teaching charts as To-Do Lists.”  ***How Did I Make My Writing Easy to Read?*** *chart*  *Opinion Writing checklists* | Day 7 **Teaching point:** Writing to persuade others. Investigate: “What important parts do writers make sure to include to make their reviews so convincing?” (Bend II, looking at others’ writing, Session 8, pp. 56 – 61) |
| Day 8 **Teaching point:** Studying others’ reviews/Developing rating systems (Session 8, p. 62 for lesson and p. 65 for share)  ***Thinking Outside the Box . . . Writers Can Review . . .*** anchor chart | Day 9 **Teaching point:** “Review writers include important information to convince their readers. One way to do this is to talk right to your reader.” (Session 9, see teaching point on p. 68))  Add to ***Convince Your Readers*** chart (p. 74) | Day 10Teaching point: “Review writers can make their writing more convincing by making comparisons to their subject.” (Session 10, see example on p. 77 and share on p 81) | Day 11 **Teaching point:** Writing Catchy Introductions (Session 11, minilesson)  Create anchor chart: ***Say Hello with a Catchy Introduction!*** (see p. 85) |
| Day 12 **Teaching point:** Writing Catchy Conclusions (Session 11, share, p. 90)  Anchor chart: ***Don’t Forget to Say Goodbye!*** | Day 13 **Teaching point:** “Review writers write book reviews. You can use all that you know already about writing reviews to convince people to agree with your opinion.” (Session 14, p. 106, note share on p. 113) | Day 14Teaching point: “Writers of book reviews give a sneak peek summary without giving everything away.” (Session 15, see more of the teaching point and examples on pp. 116 – 117, anchor chart on p. 118) | Day 15Teaching point: |