

ELA  
Common Core  
State Standards  
Resource Packet



**1<sup>st</sup> Grade Level**  
**Opinion, Writers Write Opinion Letters**  
**for Social Action**  
**Unit 5**  
**8/1/13**

## Writing Unit of Study

### 1<sup>st</sup> Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

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Dear \_\_\_\_\_,

Greeting



Opinion



Reason



Reason



Solution



Closing

\_\_\_\_\_ ,

Name



Dear Melanie,

There is a big problem  
that I think you can  
fix.

**BULLYING!!!**

One day I was with  
my friend at recess and  
I saw one kid grab  
another kid by her shirt  
and throw her against the  
gate. It makes me want

to cry when I see  
this stuff.

One reason we should  
solve this problem is because  
kids are getting hurt both  
ways and feel like they  
have NO friends!

Another reason we should  
solve this problem is because  
kids aren't telling teachers.  
Some kids just sit in

the corner and cry, but  
I mostly see them  
using their hands.

Another reason we  
should solve this problem  
is because kids are getting  
physically hurt by others.  
And, as I said before,  
kids aren't telling teachers.  
I really want to solve  
this problem, so here are

some ways we can solve the problem.

1: I see the lunch aids just talking to each other and kids have to come up to the aids to tell them that there is a problem, so I think that they should keep a closer eye on kids.

2: I think also



that it would/might help if we had more lunch aids. Then we would have more grown-ups looking out for big problems like bullying.

Here is the final way we can solve this problem: You know how we have "No Name Calling Week"? Well I think we should turn "No Name Calling



Week" into "No Bullying Week"

Then it would mean all  
bullying, not just no name calling.  
I think it would really  
help kids understand that  
they shouldn't bully.

Thank you  
for all

your support  
in this problem.

Warm Regards,  
Alexandra

Dear ms. talish  
It's to LOW when  
your class  
is exclud we  
can not work  
on <sup>her</sup> when ms. katherine  
is talking to. maybe  
when your class is  
exclud they can do a sit  
there  
Sincerely  
Graham I am your naber

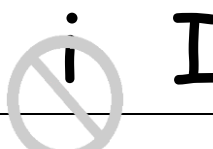




4-26-11

Dear Mrs. Werdle:

I think I shod have  
moer playdas with Lily  
becuse it well make  
me happy and you owas  
wat to Keppe a girl  
happy! and we get a log  
to gether a lot. She  
could come to my house  
after socer practis or  
after socool

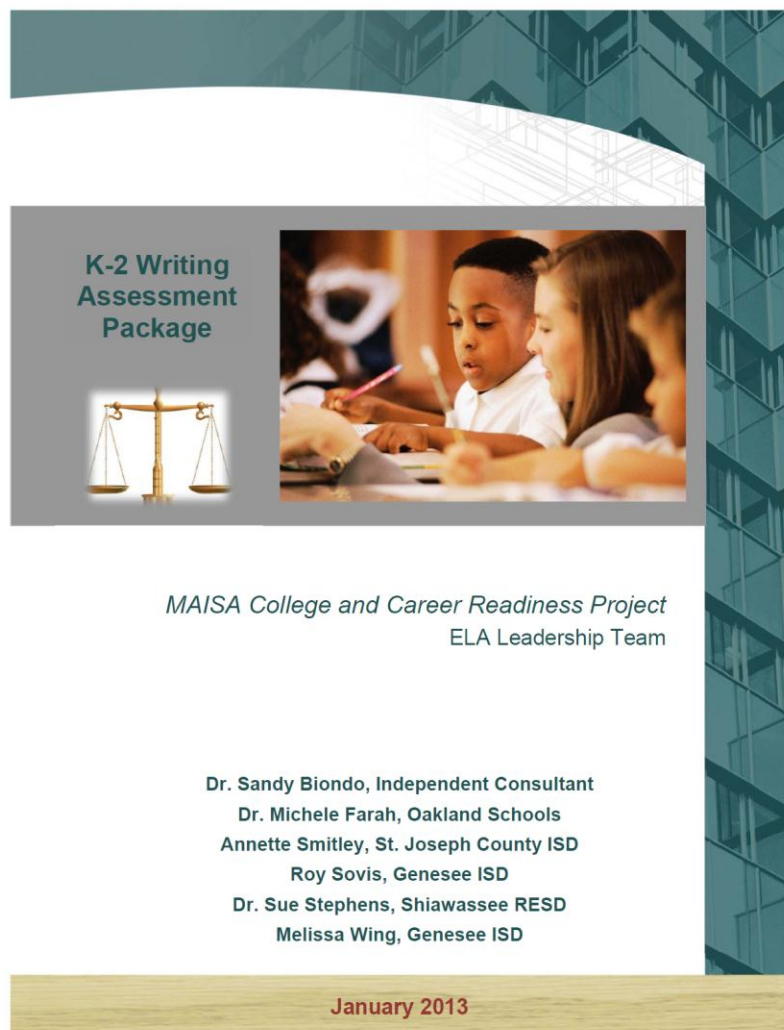
Name: \_\_\_\_\_

# 1<sup>st</sup> Grade Opinion Unit Editing Checklist

I checked for...			My partner checked
	capital "I"		
	capitalization of names		
	word wall words		
	commas in a list	<b>The big, hairy, brown dog runs fast.</b>	
	all the sounds in words		
	end punctuation		
	capitals at the front of sentences	<b>T</b> he cat is black.	
	Capitalization of dates	<b>J</b> anuary 23, 2013	
	commas in dates	January 23, 2013	
	commas in greetings and closings of letters (CCSS 2 <sup>ND</sup> )	Dear _____ Sincerely, _____	

## Student Self Reflections – Create a Self Reflection to meet students’ needs.

Please see pages 5-7 in [K-2 Formative-Assessment Packet for MAISA Writing Units](#) on Atlas Rubicon under Assessment Tasks.



The cover features a teal background with a white architectural grid pattern. A central grey box contains the title 'K-2 Writing Assessment Package' in teal, a small image of a wooden balance scale, and a photograph of two young students writing. Below the grey box, the text 'MAISA College and Career Readiness Project' and 'ELA Leadership Team' is displayed. A list of contributors follows, and a red date stamp 'January 2013' is at the bottom.

**K-2 Writing  
Assessment  
Package**

*MAISA College and Career Readiness Project*  
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January 2013

### Optional Assessment/Conferring Tool

[illegible]

## 1<sup>st</sup> Grade – Opinion Writing, Unit 5

**Concept 1: Writers use mentor text to understand how to express opinions.**

[illegible]



[illegible]

## 1<sup>st</sup> Grade – Opinion Writing, Unit 5

**Concept 3: Writers plan and rehearse opinions providing supportive reasons and a possible solution.**

[illegible]

Melissa Wing, Genesee Intermediate School District, February 2013.

## 1<sup>st</sup> Grade – Opinion Writing, Unit 5

**Concept 4: Writers write in a compelling way to convince an audience.**

[illegible]

Melissa Wing, Genesee Intermediate School District, February 2013.

## 1<sup>st</sup> Grade – Opinion Writing, Unit 5

**Concept 5: Writers revise and edit to make their pieces more effective**

[illegible]

## 1st Grade – Opinion: Writing Letters for Social Action Unit Proficiency Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information.

<b>What are this writer's strengths?</b>	<b>What are the next teaching points for this writer?</b>

### Approaching Proficiency with Opinion: Writing Letters for Social Action

- ☐ Does not yet meet requirements for Proficient

### Proficient (Meets Standards) with Opinion: Writing Letters for Social Action

**Proficient students must meet all bold and 2 of 3 un-bolded proficient criteria**

- ☐ (T) States an opinion (Sessions 2, 3)
- ☐ (T) Supplies at least 1 reason to support opinion (Sessions 4, 6)
- ☐ (T) Provides solution (closure of opinion) (Session 5)
- ☐ (P) Includes four parts of a letter (greeting, body, closing, signature) (Immersion, Sessions 7, 13)
- ☐ (P) Chooses appropriate audience (Session 3)
- ☐ (P) Evidence of revision (Session 11, 13)
- ☐ (L) Uses complete sentences (Session 14)
- ☐ (L) Uses capitals appropriately for letter and grade level (Session 14)
- ☐ (L) Uses punctuation appropriately for letter and grade level (Session 14)

See page 26 of the ELA CCSS document for all 1<sup>st</sup> grade Language Standards

### Exceeding Proficiency with Opinion: Writing Letters for Social Action

**Students must meet all the Proficient and Exceeding Proficiency criteria**

- ☐ (T) Supplies at least 2 reasons to support opinion (Sessions 4, 6)
- ☐ (T) Uses linking words to connect opinion to reasons (because, and, also) (Session 8)
- ☐ (T) Provides multiple solution(s) (if appropriate to problem) (closure of opinion) (Sessions 5, 11)
- ☐ (T) Includes examples (mini moment) (Session 9)
- ☐ (P) Revises for clarity (Session 11, 13)

**T**-Text Types and Purposes   **R**-Research to Build and Present Knowledge   **P**-Production and Distribution of Writing   **L**-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools.  
(Updated July 2013)

Each lesson has a share component. Modify based on students' needs. The following are other share options.

## Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/ or clarify the teaching point	<ul style="list-style-type: none"> <li>• Share an exemplar model (student or teacher)</li> <li>• Share a student who had difficulty and the way in which he/ she solved the problem</li> <li>• Share the story of a conference from the independent work time</li> <li>• Provide another opportunity for active engagement</li> <li>• Provide a prompt to initiate student conversation, "Turn and tell your partner..."</li> </ul>
Problem Solving	To build community and solve a problem	
Review	<ul style="list-style-type: none"> <li>• To recall previous strategies / prior learning</li> <li>• To build repertoire of strategies</li> <li>• To contextualize learning</li> </ul>	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point—set-up for the next mini-lesson	
Celebratory	<ul style="list-style-type: none"> <li>• Celebration of learning</li> <li>• Boost student morale</li> <li>• Promote membership in the "literacy club"</li> </ul>	<ul style="list-style-type: none"> <li>• Share the work of 2-3 students</li> <li>• Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."</li> </ul>

Source: Teachers College Reading and Writing Project