


First NCSU Opinion Writing

Draft 2022

Grade: 1st
Unit of Study: Opinion
<p>Possible text types and audiences: <i>(Choose an audience in collaboration with your students.) Audience should be someone you are trying to convince to think like you. Did I change your mind? Leah 11/16/22</i></p> <p>Text types:</p> <ul style="list-style-type: none">• Reviews• Persuasive <p>Audience:</p> <ul style="list-style-type: none">• Peers• Parents• Younger/Older Students• Publish a book for the classroom or school library• Principal• Community Member
Estimated Time Frame for Unit: 4-6 weeks
<p>Standards In Unit:</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.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.•  NCSU Language CCSS Continuum K-6
<p>Prerequisites/Previous Year Learning Targets:</p> <p><i>At the end of this unit, students will:</i></p> <ul style="list-style-type: none">• identify what an opinion is (in general)• write and draw a clear opinion piece on a given topic• orally provide a reason for their opinion• apply what they are learning from Foundations to their independent writing piece
<p>Current Learning Targets:</p> <p><i>At the end of this unit, students will:</i></p> <ul style="list-style-type: none">• write an opinion about a topic• support their opinion with at least one reason.• understand different ways to end and choose the one that best suits their piece (reminder, command, question)• apply what they are learning from Foundations to an independent writing piece
<p>Essential Writing Questions</p> <ul style="list-style-type: none">• How do authors go about creating the opinion genre?• How does understanding the opinion genre's specific vocabulary support authors?• How does writing about what we are learning clarify and deepen our understanding of content?

- How do authors ensure that their message is being effectively communicated to others?
- What is my writing process and how does that process support quality writing?

Vocabulary:

- opinion
- reason
- persuade
- ending: reminder, command, question

Possible Learning Activities:

- Beginning/planning (Immersion)
 - Teach the difference between fact and opinion.
 - Choose Mentor Texts: What do you notice about what the author did?
 - Play “Would You Rather...” with your class
 - Students go to different corners of the room and share their reasons with the class. Have students state their opinion and give one reason for their opinion.
 - Generating ideas - As a class, brainstorm a list of possible topics (restaurants, games, books, toys, food, places, etc.)
 - Structure of an opinion writing piece.
 1. Opinion
 2. Reasons
 3. Ending (reminder, command, question)
 - Write aloud
- Middle (*Guide & Apply*)
 - Orally state opinions with reasons (with a partner)
 - Write your opinion.
 - Naming your topic before you give your opinion.
 - Write your reason(s).
 - Transition words (One reason is..., Also...,...because)
 - Supporting your reason(s) with examples (enrichment).
 - Write an ending.
 - Reminder - Remind your reader of your opinion. Say your opinion in a different way.
 - Command - Tell your reader to do something.
 - Question - Ask a question about your topic.
- End (Independent Application)
 - Revise - Read your writing to a partner. Have your partner name your opinion and reason. What type of ending did you choose?
 - Edit - COPS

Possible connections to reading and other content area instruction:

- After a read-aloud, ask students to share their opinion about the book/character and why.

Unit Assessment:

 **Grade 1 Opinion Assessment.pdf**


Benchmark(s):

[Grade 1 Opinion Teacher Demonstration](#)

[Grade 1 Opinion Annotated Teacher Demonstration Writing](#)

[Grade 1 Opinion Writing Samples \(LC\)](#)

Resources:

- Possible Mentor Texts:
 - I Wanna Iguana by Karen Kaufman
 - I Wanna New Room by Karen Kaufman
 - The Great Kapok Tree by Lynne Cherry
 - The Best Part of Me: Children Talk About their Bodies in Pictures and Words by Wendy Ewald
 - Not Norman: A Goldfish Story by Kelly Bennett
 - The Day the Crayons Quit by Drew Daywalt
 - Don't Let the Pigeon Drive the Bus by Mo Willems
 - The Perfect Pet by Margie Palatini
 - Earrings! by Judith Viorst
 - Dear Mrs. LaRue by Mark Teague
 - Click, Clack, Moo: Cows that Type by Doreen Cronin
-  Leads and Closures Sequence of Instruction (1).pdf
- [Oakland Units of Study](#)