

ELA

Common Core

State Standards

Resource Packet

**Kindergarten**

**Opinion Letter**

**Unit 6**

**8/26/13**

**Writing Unit of Study**

**Kindergarten – Opinion Letter, Unit 6**

**Table of Contents**

Mentor Text 1

Class Opinion Chart 2

Touch Organizer 3

Assessment Checklist 4

Strong Feelings Chart 5

Editing Checklist 6

Class Profile of Teaching and Learning Points 7

Proficiency Checklist 8

Some Possibilities for Purposeful Use of the Share Time 9

**Mentor Texts – Kindergarten, Unit 6 Opinion Letter**

* **This is a suggested list to consider when collecting possible mentor text.  Please review books you have available that also meet the criteria and add to the list.**
* **There are several different types of books that will be helpful for students during immersion. However, the best books for this unit will be student work from previous years and teacher writing.**
* **These are some titles that fit the following criteria: 1) State an opinion, 2) Letter format**

**3) Engaging topics that students can form opinions about**

|  |  |  |
| --- | --- | --- |
| **Literature – Trade Book Suggestions** | | |
| **Title** | **Author** | **Notes to Teacher** |
| I Wanna Iguana | Karen Kaufman Orloff | States an opinion in letter format |
| I Wanna New Room | Karen Kaufman Orloff | States an opinion in letter format |
| Earrings | Judith Viorst | States an opinion in book format |
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\* = mentor text used in sessions

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| --- | --- | --- |
| **Student Authored Work Code: SW** | | |
| **Author** | **Topic/Title** | **Notes to Teacher** |
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**Class Opinion Chart**

**I think…**

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| --- | --- | --- |
| **Book** | **Opinion** | **Reason** |
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**Touch Organizer**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| (Opinion/strong feeling) |

|  |
| --- |
| C:\Users\FarahM\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3C0RLBV3\MC900351810[1].wmfC:\Users\FarahM\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JB0UN22U\MC900435233[1].png  Reason/s: |

|  |
| --- |
| **http://www.imageenvision.com/150/34515-clip-art-graphic-of-a-blue-guy-character-leaning-heavily-while-writing-with-a-giant-pencil-by-jester-arts.jpg**  (Name) |

**Assessment Checklist**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Names** | Writers use mentor text to understand the genre of the letter writing. | Writers form and support their opinions about books. | Writers plan and rehearse opinions about writing. | Writers draw and write to express an opinion. | Writers revise and edit to make their piece more effective. | Writers go public with an audience in mind. |
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... made me happy!

... made me worry.

... made me laugh!

... made me sad.

... made me angry!

... made me think.

... made me scared.

... made me confused.

... was awesome.

I loved it!

The book...

Strong Feelings Chart



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

|  |  |  |
| --- | --- | --- |
| I checked for… |  |  |
|  | capital “I” | **http://0.tqn.com/d/webclipart/1/0/q/L/blnksym2.gif**i I |
|  | word wall words |  |
|  | spaces between words |  |
|  | all the sounds in words |  |
|  | end punctuation |  |
|  | capitals at the front of sentences | The cat is black. |

**Opinion Editing Checklist**

**Optional Assessment/Conferring Tool *– Kindergarten Unit 6:* Opinion Class Profile of Teaching and Learning Points**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Names | Writers form and share their opinions about books. | Writers support their opinions by providing a reason. | Writers use a touch organizer to orally share and plan their letters. | Writers think about and use their touch organizers to begin writing their letters. | Writers choose an audience to share their opinions. | Writers write more about their books. | Writers write opinions about other things. | Writers use a touch organizer to check for the parts of their opinion letter. | Writers revise the greeting and/or closing of their letters to make them more effective. | Writers revise the body of their letter. | Writers edit for readers to make sure the text is easy to read. |  |  |  |  |
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**Kindergarten–Opinion Writing: Letter 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.

|  |  |
| --- | --- |
| **What are this writer’s strengths?** | **What are the next teaching points for this**  **writer?** |

**Approaching Proficiency with Opinion Writing: Letter**

* Does not yet meet requirements for Proficient

**Proficient (Meets Standards) with Opinion Writing: Letter**

**Proficient students must meet all bold and 4 of 5 un-bolded proficient criteria**

* **(T) States an opinion** (Session 1)
* **(T) Supplies one reason to support an opinion** (Sessions 2, 3, 4)
* (P) Uses a Touch Organizer to orally share/plan letter (Sessions 3, 4)
* (P) Includes three parts of a letter (greeting, body, signature) (Immersion, Session 3, 4, 8)
* (T) Uses linking/transitional words to connect opinion to reasons (because) (Session 4)
* **(P) Chooses appropriate audience (Session 5)**
* **(T) Uses strong feelings/opinions to add more to their letter) (Session 6)**
* **(P) Revises for Effective Greeting/Closing/ and or Body—Must have 1 of 3** (Sessions 9, 10)
* **(L) Uses complete sentences (Immersion, Prior Knowledge, Session 11)**
* (L) Uses capitals appropriately for a letter and grade level (Immersion, Prior Knowledge, Session 11)
* (L) Uses punctuation appropriately for a letter and grade level (Immersion, Prior Knowledge, Session 11)

See page 26 of the ELA CCSS document for all Kindergarten Language Standards

**Exceeding Proficiency with Opinion Writing: Letter**

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

* **(T) Supplies multiple reasons (Sessions 2, 3, 4)**
* (T) Uses linking/transitional words to connect opinion to reasons (because, and, also) (Session 4)
* **(P) Revises for Effective Body and either Greeting or Closing (Sessions 9, 10)**

**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 | * Share an exemplar model (student or teacher) * Share a student who had difficulty and the way in which he/she solved the problem * Share the story of a conference from the independent work time * Provide another opportunity for active engagement * Provide a prompt to initiate student conversation, “Turn and tell your partner…” |
| Problem  Solving | To build community and  solve a problem |  |
| Review | * To recall previous strategies /prior learning * To build repertoire of strategies * To contextualize learning | 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 | * Celebration of learning * Boost student morale * Promote membership in the “literacy club” | * Share the work of 2-3 students * 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.” |

Source: Teachers College Reading and Writing Project