

# *KCAS Opinion Writing: Ways We Like Books*

**Grades K & 1**



## K-1 Opinion Writing Introduction

### Ways We Like Books

**KCAS Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

#### ***Related Writing Anchor Standards***

- **Writing Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- **Writing Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **Writing Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Writing Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Writing Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

According to the Kentucky Core Academic Standards, argument writing has multiple purposes. It can be intended to change a reader's point of view, to cause the reader to take action or to ask the reader to adopt the writer's view of a topic. Grades K-5 students are working on opinion writing as the foundation for argument writing in later grades.

The following learning experiences are designed for use in kindergarten and first grade classrooms. As the expert on your students, you will need to decide how to utilize the experiences with your class. Experiences may take multiple days depending on student need. Kindergarten students may need a high level of support to begin. First grade students will need a range of support, but should be crafting pieces on their own as soon as appropriate. Note: Students will revisit opinion writing in the sixth grading period.

Throughout the lesson experiences students will frequently be asked to share with a partner, so it will be helpful for students to have the same writing partner for all of the lesson experiences. Students will be asked to write notes sharing their opinions about books. You may choose to repeat the *Writing Notes about Books* experience with a variety of texts, literary and informational. You may want to compile student notes into either a class book or individual student books.

Because the standards are grade-specific, you need to consider the features of opinion writing that are appropriate to expect students to use in their writing. The table below containing information from the Kentucky Core Academic Standards may be helpful.

Kindergarten	Grade 1
<p>Students should use a combination of drawing, writing, and dictating to</p> <ul style="list-style-type: none"><li>• Tell the topic or book they are writing about</li><li>• State an opinion or preference about the topic</li></ul>	<p>Students should write to</p> <ul style="list-style-type: none"><li>• Introduce a topic or name a book</li><li>• State an opinion</li><li>• Give a reason for the opinion</li><li>• Provide a sense of closure</li></ul>

The KCAS Writing Scoring Rubrics available on the Gheens website provide additional information regarding expectations for student performance. The rubrics address Writing, Language, and Speaking & Listening standards. Keep in mind that the rubrics are end of year expectations.

Possible Language standard mini-lessons have been included. You will need to decide if these lessons are appropriate for your students or if other lessons are more appropriate based on your previous teaching and observations of students.

**Instructional Resources**

*Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS)*

Literary	Informational
<u>The Snowy Day</u> (E)	<u>The Beetle Alphabet Book</u> (E)
<u>Stand Tall, Molly Lou Melon</u> (E)	
<u>The Three Little Pigs</u> (E)	

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## Revisiting Mentor Texts

Learning Experience Components
<b>Genre Focus:</b> Opinion Writing
<b>KCAS Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Objectives(s):</b> Students will orally share their thinking about common mentor texts.
<b>Learning Target(s)</b>  I can tell what I like about books.  I can take turns listening and speaking.
<b>Activate Prior Knowledge:</b> Before the lesson gather previously read and enjoyed literary and informational mentor texts. Remind students that we have been identifying and describing the characters, setting, and major events in stories (RL3). In this lesson students will be considering specific elements of the story that they like or dislike. Ask students which text they would like to revisit today.
<b>Teaching/Modeling:</b> Select a book to read and ask students to share why they want to hear this book. Students will like books for LOTS of different reasons. Accept all reasons offered. As students share, record their thinking on a chart. As you read aloud, highlight for students spots in the story that relate to the reasons they shared for choosing that story.
<b>Guided Practice:</b> Explain that some students may have really liked the characters in the book you shared. Ask students to turn and talk to a partner about the character(s) in the book. For example: <i>What do you like about the character? Is the character like you? Is the character funny or brave?</i> Ask students to share what they thought about the book with the group. Explain to students that there are lots of ways we like books.
<b>Independent Practice:</b> Students will have opportunities to share their opinions about books throughout the learning experiences.
<b>Formative Assessment:</b>  Note which students are able to take turns listening and speaking.  Note which students are able to share their thinking about their likes or dislikes about the story.
<b>Sharing:</b> Ask students to turn and talk about a way that you can like a book.
<b>Teacher Reflection:</b> Ask yourself: How did it go? How do I know? Who is showing evidence of meeting today's learning targets? Who is not? What are my next steps? Do I need to repeat today's learning experience? Do I need to pull a focus group? Who needs to be in the focus group? How do I know?

## Ways We Love Books

<b>Learning Experience Components</b>
<b>Genre Focus:</b> Opinion Writing
<b>KCAS Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Objectives(s):</b> Students will tell what they like about a book.
<b>Learning Target(s)</b> I can tell what I like about a book. I can take turns listening and speaking.
<b>Activate Prior Knowledge:</b> Refer to books you have displayed that students have enjoyed. Remind students that we have read and enjoyed lots of books together so far this year. All of the books are different and so there are many things to like about them. As readers we like books for many different reasons.
<b>Teaching/Modeling:</b> Choose one book that is a favorite of yours. Describe for students why you like the book. Be <i>specific</i> about what you like. Chart your thinking for students as you think aloud. For example, <i>“In <u>The Snowy Day</u>, I really like how I can track the movements of Peter by noticing his footprints in the snow.”</i> Show students those parts in the book and place a post-it note on that part. Choose another book. For example, <i>“In <u>The Three Little Pigs</u>, I love the way the words sound when the wolf says, ‘I’ll huff and I’ll puff and I’ll blow your house down.’”</i> Reread that part in the book emphasizing the rhythm of the language. Choose an informational book as well. Explain to your students what you like about this book. For example, <i>in “<u>The Beetle Alphabet Book</u>, I like ‘G is for giraffe beetle.’ I can’t believe what a long neck the male beetle has!”</i>
<b>Guided Practice:</b> Ask students to think about a book they would like to talk about. Choose a few students to share what they like about books just as you did. Make sure students are being specific about what they like and can show an example in the text. Chart their thinking as they share. You may need to scaffold their use of language by providing a sentence frame such as, I like the book _____ because _____. Model rereading as you write to check for meaning, spacing, punctuation, etc.
<b>Independent Practice:</b> During reading, have students select a book they like that they want to share with the class. Give students the opportunity to spend time with their books. Ask students to mark with a post-it note a part of the book they want to share. This will allow them to think about why they like the books and what, specifically, they would like to share.
<b>Formative Assessment:</b> Note which students are able to choose a book and mark a favorite spot.
<b>Sharing:</b> Gather students together. Remind them of the ways you liked certain books and the sentences you charted. Ask them to turn and talk with a partner about a way that they like books. Tell students that tomorrow we will talk about the books they have selected and marked with a post-it note.
<b>Teacher Reflection:</b> Ask yourself: How did it go? How do I know? Who is showing evidence of meeting today’s learning targets? Who is not? What are my next steps? Do I need to repeat today’s learning experience? Do I need to pull a focus group? Who needs to be in the focus group? How do I know?

## Ways We Love Books (continued)

<b>Learning Experience Components</b>
<b>Genre Focus:</b> Opinion Writing
<b>KCAS Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Objectives(s):</b> Students will tell and illustrate/write what they like about a selected book.
<b>Learning Target(s)</b>  I can share what I like about books.  I can illustrate and/or write about a book I choose.  I can take turns listening and speaking.
<b>Activate Prior Knowledge:</b> Remind students that we have been talking about all of the ways we love books.
<b>Teaching/Modeling:</b>  Choose one of the books you used for an example yesterday. Show students the page you marked with a post-it note. For example, in <i>The Snowy Day</i> , you may share that you like how Peter sits up in bed and looks at all of the snow that has fallen. He's probably thinking it's a snow day and school is closed! <i>If I was going to write about this part I would first draw him sitting in bed looking at the snow. He would be saying, "Mom is school closed today?" I'm going to illustrate my thinking. Draw the scene on chart paper possibly including a speech bubble of Peter's language.</i> Explain to students that they will do similar thinking, illustrating and writing about the books they have chosen.
<b>Guided Practice:</b>  Ask a few students to share what they like about the book they chose during reading yesterday. As they share, encourage them to go back to the post-it note they put in the book to share the part of the book they liked. Record student thinking about what they will illustrate/write on the chart, <i>Ways We Love Books</i> . Scaffold language as needed using a sentence frame such as, <i>I like the book _____ because _____.</i> After a few students have shared with the group, ask students to share their thinking with a partner.
<b>Independent Practice:</b>  Provide students with the opportunity to illustrate and/or write what they like about their books.
<b>Formative Assessment:</b>  As you listen to students, notice which individuals need language support and provide a sentence frame for those students. (I like the book _____ because _____.)  As students illustrate, notice which students are able to illustrate something they like from the book.
<b>Sharing:</b>  Gather students together. Using their illustrations/writing, ask students to share with their partners what they specifically liked about their books.
<b>Teacher Reflection:</b> Ask yourself: How did it go? How do I know? Who is showing evidence of meeting today's learning targets? Who is not? What are my next steps? Do I need to repeat today's learning experience? Do I need to pull a focus group? Who needs to be in the focus group? How do I know?

## Writing Notes about Books

<b>Learning Experience Components</b>
<b>Genre Focus:</b> Opinion Writing
<b>KCAS Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Objectives(s):</b> Students will write their opinion about a book.
<b>Learning Target(s)</b> I can write my opinion about a book. I can take turns listening and speaking.
<b>Activate Prior Knowledge:</b> Remind students that we have been thinking and talking about all of the ways we like books. We've been talking about books that we like and ways that we like them.
<b>Teaching/Modeling: The following is an example of a think aloud that may be appropriate for a K/1 class. Please modify the language to fit the needs of your students.</b> Tell students that sometimes we want to share our opinions about books with others. We can do that by just telling them, or by writing them a note. <i>I am going to write a note to ____ (name another teacher). I want to tell her about a great book we've read because she may want to read it to her class too. (Begin drafting your note.) As I write, I am going to think about big words and little words so I can remember which ones need more letters. I want to tell about <u>Stand Tall, Molly Lou Melon</u>. I know that stand starts with the blend <b>st</b> just like <b>stop</b>, so I'll write <b>St</b> first. I also hear the little word <b>and</b> that I know so I'll write <b>-and</b>. Let me check <b>st---and, stand</b>, that's it. As you construct your message, continue to think aloud. Now I need to think about rereading. That is what writers do. I want to reread first to be sure my message makes sense. Next I reread to see if I can stretch words and add more letters to my words. Finally, I can check to be sure I put my name on the paper.</i>
<b>Guided Practice:</b> Ask students to turn and talk about the note you wrote. What did they see you doing? If they were going to write a note to someone about a book, what book could they write about? You may want to write a note to another class with your students using a shared pen. Another option is to have students work with a partner to share the pen and write a note to someone else about a book.
<b>Independent Practice:</b> Provide students with a copy of the <i>From the Desk of</i> template. Have them write a note to someone telling about their favorite book. Remind them to apply recent learning to their writing. You should expect students to demonstrate the skills taught.
<b>Formative Assessment:</b> Notice which students need additional small group support with the skills you've taught.
<b>Sharing:</b> Have students share their notes with one another. Listen in and congratulate them on the use of skills readers and writers use.
<b>Teacher Reflection:</b> Ask yourself: How did it go? How do I know? Who is showing evidence of meeting today's learning targets? Who is not? What are my next steps? Do I need to repeat today's learning experience? Do I need to pull a focus group? Who needs to be in the focus group? How do I know?

## Writing a Conclusion

<b>Learning Experience Components</b>
<b>Genre Focus:</b> Opinion Writing
<b>KCAS Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Objectives(s):</b> Students will write a conclusion.
<b>Learning Target(s)</b> I can write my opinion about a book. I can use words that let my reader know that my writing is finished. I can share what I like about books. I can take turns listening and speaking.
<b>Activate Prior Knowledge:</b> Remind students that we have been writing about books we like and why we like them. We do this so that others can enjoy some of the same books we enjoy. What are some of the books you've written about?
<b>Teaching/Modeling:</b>  Draw student attention to the chart containing the note you wrote about <u>Stand Tall Molly Lou Melon</u> . Explain, <i>"I wrote this because I wanted someone else to read and enjoy this book. I just realized that I wrote about the book, but I didn't tell the reader why I wrote it. I might need to do that. Why did I write this?"</i> Engage students in wondering why. Possible responses may be: You want someone else to know about the book. You want a friend to read the book too. You want to share with a friend how good you think the book is. After gathering student responses say, <i>"You know what? I think I need to say that at the end so that the reader knows I'm finished telling about the book."</i> On the chart about <u>Stand Tall Molly Lou Melon</u> , model thinking aloud and writing a simple conclusion. For example, That's what I like about this book. I hope you like it too. Note: It is okay if students share that there is a book they dislike. In that case their conclusion may be that they would not recommend the book to a friend.
<b>Guided Practice:</b>  Ask students to turn and talk with a partner about how they can conclude or wrap up their opinion just like you did. Provide an opportunity for students to share. As students share, record possible conclusions on a chart. You may choose to include a shared pen experience to add a conclusion to the writing from the previous session.
<b>Independent Practice:</b>  Students will add a concluding statement to a previously written note about a book they have read and enjoyed.
<b>Formative Assessment:</b>  Notice which students are able to share/record a concluding statement.
<b>Sharing:</b>  Allow students the opportunity to share their work. Remind students that when we read good books we want to share those titles with others. Writing about the ways we like books and why we like them is a way we can share those good books with others.
<b>Teacher Reflection:</b> Ask yourself: How did it go? How do I know? Who is showing evidence of meeting today's learning targets? Who is not? What are my next steps? Do I need to repeat today's learning experience? Do I need to pull a focus group? Who needs to be in the focus group? How do I know?



### K-1 Language Standards Mini-Lessons

These lessons are suggestions that may support your students' acquisition of the Language standards. You will need to decide based on your observations if these lessons are appropriate or if other lessons are more appropriate. Keep in mind that these lessons are for K-1 which means that some of the lessons are more appropriate for K and some for 1. Refer to your grade specific standards.

You may want to create an editing anchor chart and add to it as you teach the mini-lessons. Once an understanding is added to the editing checklist students should be held accountable for demonstrating the standard in their writing.

Target Understanding	Lesson Suggestion
Use complete sentences L.K.1f L.1.1j	Refer to a section from <u>The Snowy Day</u> . Ask students to determine if the page contains complete sentences, by asking themselves who or what did something and what they did. For example, the first line of the story is, <i>"One winter morning Peter woke up and looked out the window."</i> <i>Who or what did something – Peter, and what did he do – woke up and looked out the window. So is this a complete sentence?</i> Continue looking at sentences from books. You should also write sentences with the students and determine if you've written complete sentences and then ask them to include complete sentences in their writing.
Use ending punctuation L.1.2.b	This lesson can be done in conjunction with the complete sentence lesson. Explain to students that, <i>when a sentence has answered the questions, "Who or what did something? And What did he/she do?" the sentence is complete and we need to put a period at the end. A period shows that the sentence is finished.</i> For example using <u>The Snowy Day</u> , say <i>"One winter morning Peter..." Does this answer who did something? Yes. Does it answer what did he do? No, so it isn't a sentence yet. What did he do? "Woke up and looked out the window." Do we know what he did? Yes we do, so now we have a complete sentence and need to put a period.</i>
Use singular and plural nouns L.K.1e L.1.1c	As you reread <u>Stand Tall, Molly Lou Melon</u> , list a few of the nouns from the text. Possible nouns from the text are <i>girl, dog, grandma, bullfrog, and tears</i> . Create a two column chart with the labels <i>Singular</i> and <i>Plural</i> . Record the words from the text in the appropriate column. Ask students if the word means one or more than one. <i>How would you make a word mean more than one if it's singular?</i>
Use capital letters at the beginning of a sentence L.K.2a	Explain to students that writers always use capital letters at the beginning of all sentences. Demonstrate for students as you write a short sample containing multiple sentences. Return to a text you've read aloud and ask students to notice if the writer used capital letters at the beginning of sentences. Ask students to look for capital letters in the books they read during independent reading time. (This procedure could be repeated for capital letters for the names of people and the pronoun "I".)



# From the desk of

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