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| **Unit Overview**  **Persuasive Writing of All Kinds: Using Words to Make a Change**  **(Opinion Writing)** | |
| **Focus Teaching Points** | * Using words to make things happen * Using reasons and consequences to make writing more convincing * Writing for a variety of purposes and to a variety of audiences * Rereading and editing to make writing more clear to the reader * Writing in different ways, depending on the audience * Including possible ideas for fixing problems to make writing more convincing * Including facts to make writing more convincing * Using an editing checklist to be sure readers can read this important writing * Sending opinions out into the world |
| **Key CCSS Standards** | ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 4, 5, 6*   ***Writing Standards (W)***   * *1, 5, 6* |
| **Bends in the Road** | * Exploring opinion writing: Making our school a better place * Sending our words out into the world: Writing letters to make a change * Persuasive writing projects |
| **Recommended Professional Resource to Guide Instruction** | * *Persuasive Writing of All Kinds: Using Words to Make a Change* by Lucy Calkins and Elizabeth Dunford from *Units of Study in Opinion, Information, and Narrative Writing*, as well as the correlating resources for this unit found on [heinemann.com](http://www.heinemann.com/) |
| **Suggested Mentor Texts** | * Texts that contain persuasive writing, such as   + *Click, Clack, Moo: Cows that Type* by Doreen Cronin   + *Corduroy Writes a Letter* by Alison Inches   + *I Wanna New Room*  by Karen Kaufman Orloff   + *The Lorax* by Dr. Seuss * See Session 17 on the Heinemann online resources for a link to a video of a [mentor speechmaker](https://safeshare.tv/x/ss58cc19ec585b9) that will inspire your students to persuade! |
| **Tips for the Unit** | * As always, we suggest that you read the brief overview of the unit, “Welcome to the Unit” on pages vi – viii, to support your understanding of the unit as a whole and the contributions of each bend toward the overarching goals. * It may seem unreasonable to begin this unit with an on-demand piece of writing, particularly once you see the wording on the assessment (see the link below in the Assessment section). However, kindergartners in Plymouth have engaged in this exact practice for several years now. The one thing we found is that kindergartners have opinions . . . and they like to share them! This should not FEEL like a test, but rather an invitation to share their thinking. Then move on to start the unit. At the end of the unit, you will be so glad you gave your students this opportunity; you will see such growth! * This unit really brings your kindergartners’ writing to life! You will invite your students to consider ways to make the world a better place, something they can get very passionate about! Caution: This is NOT the “I want . . . “ unit. You can shift them into this big thinking by modeling “problems” with the classroom or school that you as a class could work to change (see Session 1). * The first bend of the unit offers students a menu of possibilities for writing to address an issue. You will not assign a particular type of persuasive writing. Rather, you will invite students to decide what kind of writing they want to use to try to make a change. * Throughout this unit, you will use shared writing (teacher pens the class’s message) and interactive writing (teacher and students co-construct a class message) to demonstrate the techniques that authors use to create a persuasive piece of writing, no matter the type of persuasive writing. This is foundational to the argument writing they will do as they move through subsequent grades. * In the second bend of this unit, you will invite students to write many persuasive letters. Volume is important to emphasize the techniques writers can use to be persuasive, across any persuasive piece they write. You will teach them strategies to make their writing more and more convincing. * In the final bend of the unit, the whole class will engage in a common pursuit to make a change, with students writing in a variety of genres to support this issue. * See the online resources at [Heinemann](http://www.heinemann.com) for NEW anchor charts to support this unit, samples of student writing and teacher demonstration texts, student rubrics and checklists, and paper choices. |
| **Materials and Resources** | * Provide paper choices (available online at [Heinemann](http://www.heinemann.com/)) that offer a variety of templates for persuasive writing; for example:   + letter-writing paper, envelopes and postage labels   + blank poster paper for signs   + poetry paper for songs or chants   + petition paper with a space for signatures * Offer options for different needs, such as a space for drawing to support planning and elaboration and stapled booklets with additional lines for writing to encourage increased volume. * Anchor charts, rubrics, checklists, paper choices, and other useful resources specific to this unit found at [Heinemann](http://www.heinemann.com/). |
| **Assessment** | * [On-Demand Opinion Writing Pre/Post Assessment](http://ppskinder.weebly.com/assessment1.html) * Conference notes * Ongoing writing produced in daily writing workshops |
| **Celebrations** | * Provide students with an opportunity to share their opinions (through their projects) and convince others to make a change by allowing students to stand on boxes or on a stage in the auditorium to share their projects with others. Visitors could be invited to a “museum walk” to see the students’ posters and hear their speeches. See pages 143 and 144 for ideas to support a celebration. |