

## Overview for Grade 1 Unit 3, *Writing Reviews*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Best in Show: Judging Our Collections</b>				
1	People Collect Things and Write Opinions about Their Collections	Launching the Work by Supporting Thoughtful Evaluations	Help Children Imagine Forms for Their Opinion Writing	Developing Systems to Organize Your Judgments
2	Explaining Judgments in Convincing Ways	Supporting Students in Elaboration	Detailed Observations Are More Persuasive Than Sweeping Generalities	A Partner Talk Fishbowl
3	"How Do I Write This Kind of Writing Well?"	Conferring to Help Students Draw on Learning from Prior Units of Study	Sk-ska-skating to Hear and Spell All the Chunks in a Word	Writers Set Goals
4	Opinion Writers Expect Disagreement	Counterargument Requires Respectful Attention to Opposing Views and Complex Sentence Structure	Use the Transition <i>Because</i> and Spell It Well	Strategies for Persuasion
5	Letter to Teachers: Awarding Booby Prizes for More Practice—and More Fun			
6	Bolstering Arguments	Using Small-Group Work to Provide Follow-Up to the Minilesson	Using Quotation Marks to Show Dialogue	Fixing Up Writing to Ensure It Is Easy to Read
7	Editing and Publishing: Making Writing "Best in Show"!	Using a Variety of Punctuation Marks	Using Writing Partners as a Final Check before Publication	Celebrating Student Writing
<b>BEND II: Writing Persuasive Reviews</b>				
8	Writing Reviews to Persuade Others	Highlighting the Work of Individual Students as a Way to Invite Others to Give It a Try	Rating Systems for Persuasive Reviews	Using Tiny Topic Notepads to Collect Topic Ideas for Reviews
9	Talking Right to Readers	Providing Follow-Up Conferences	Talking Back to Your Readers Who Disagree	Tone: Persuasive Not Bossy
10	Making Comparisons in Writing	Persuasive Writers Include Suggestions and Warnings	Adding Supporting Details to Make Your Writing More Convincing	Adding Small Moment Stories as a Means of Persuasion
11	Hook Your Reader: Writing Catchy Introductions and Conclusions	Letting Student Intentions Guide Your Conferring	Using Revision Tools	Crafting Catchy Conclusions
12	Partners Work Together to Give Writing Checkups!	Teaching Capitalization via the Small-Group "Ripple Effect"	Using Your Partner's Notes to Fix Your Writing	Fixing Up Multiple Pieces for Publication
13	Letter to Teachers: Making Anthologies: A Celebration			
<b>BEND III: Writing Persuasive Book Reviews</b>				
14	Using All You Know to Write Book Reviews	Planning for Book Reviews Using Strategies from Narrative and Information Writing	Review Writers Take Their Audience into Account When Writing	Making Comparisons in Book Reviews
15	Don't Spill the Beans!: Giving Sneak Peek Summaries	Using All You Know to Write Persuasively Right from the Start	Don't Just Add More!: Making Revisions to Subtract	Giving Writing Checkups: Using Partners Purposefully
16	Not Too Long, Not Too Short!: Using Conjunctions	Following Up on Past Conferences: Making Sure Your Teaching Is Sticking	Spelling with Efficiency	Oral Book Reviews
17	Review a Review?: Making Sure Reviews Are Brim Full of the Best Work!	Using Special Print to Emphasize Words and Phrases: Preparing for Publication	Sharing the Strategies from Small-Group Work: Using Special Print for Emphasis	Reading and Rehearsing: Paying Attention to Punctuation to Read with Expression
18	Letter to Teachers: Book Review Talks: A <i>Reading Rainbow</i> -Style Celebration			