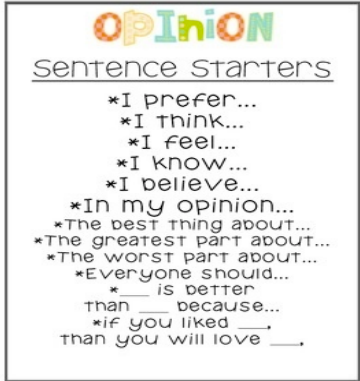




DAY 1	
Common Core Objective(s)	CCSS.ELA-Literacy W.1.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
Essential Question “Big Idea”	What is opinion writing? What is an opinion?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students will participate in a cold-write of an opinion.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizers, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols
Materials / Resources	Writing Paper, MELD Diagnostic Screener, i-PADs, if students are accustomed to using them for writing
Instructional Strategies:	<p>Whole Group: Opinion On Demand Writing Assessment</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • The teacher will say to students, “today you are going to write about something that is your favorite.” • The teacher will say to students, “I want you to think about the following choices that I am going to give you and I want you to choose one and write about why it is your favorite.” • Writing Prompt: Write about your favorite color, flavor of ice cream, weather, or animal. Tell why and give at least two reasons. • The teacher will then have students think-pair-share to discuss their favorite thing and reasons why with their partner. • Directions to students: Name your favorite thing, give reasons to explain why it is your favorite and write an ending that restates your opinion. • The teacher will ask a few students to repeat the directions to check for understanding. <p>Independent Work:</p> <ul style="list-style-type: none"> • The students will return to their seats and receive their writing materials. • The teacher will then reread the prompt and the directions and set the students to task. <p>Small Group: Grammar Pre-Assessment</p> <ul style="list-style-type: none"> • MELD Diagnostic Tool: If you haven’t already done so, administer the MELD Diagnostic Tool to students one student at a time in order to pre-assess the Language Rules that will need to be targeted during Grammar Mini-Lessons.

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Formative Assessment	Teachers will use students’ writing to assess their needs, using this information to guide their instruction throughout this unit of study.
Differentiation: Intervention/Enrichment	Teachers will use the results of the Pre-Assessment to determine the types of differentiation that will be needed.

	DAY 2
Common Core Objective(s)	CCSS.ELA-Literacy W.1.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
Essential Question “Big Idea”	What is opinion writing? What is an opinion?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	The students will understand that an opinion is the way you think or feel about something. The students will develop an understanding of what an opinion-writing piece is supposed to look like.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development
Materials / Resources	Graphic Organizer and Sentence Starter Poster (in Supplemental packet), Writing Paper, i-PADs, if students are accustomed to using them for writing
Instructional Strategies:	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • State that opinions are beliefs that people have about things and that opinions must also state reasons why people believe those things. • Model Vocabulary of Opinion (See Sentence Starter handout) <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Introduce opinion writing by activating students’ thinking about a topic. What is your favorite thing to do at recess? • The teacher will conduct a Whip Around so that each student can

share his or her favorite thing to do at recess.

- The teacher will then model how to state reasons why it is their favorite thing to do at recess.
- The teacher will then have students think-pair-share with their partner reasons for their choice.
- Teacher will model writing an opinion. (See example below) Model opinion writing, begin with an opinion, give two reasons to support the opinion, and end with restating the opinion.

Question: What is your favorite thing to do at recess?
Opinion Statement: My favorite thing to do at recess is to play kickball.
Reason 1: I like to play kickball because it is fun.
Reason 2: I also like it because I can kick the ball far.
Restate Opinion: Kickball is the most fun game to play.

Independent Practice:

- Tell students it is now time for them to tell their opinion.
- Distribute the graphic organizer to students.

Name: _____

Topic:

Opinion:

Reason #1:

Reason #2:

Opinion:

- Students will complete a graphic organizer for opinion writing that states their opinion, gives two reasons to support their opinion and ends with restating their opinion.
- When finished students will use the graphic organizer to write a story telling about their favorite thing to do at recess.

Grammar Mini-Lesson: (10 minutes)

- Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address

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	<p>during your grammar mini-lessons.</p> <ul style="list-style-type: none"> You can use the California Treasures Writing and Grammar Intervention Guide’s Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.
Formative Assessment:	The lesson wrap-up.
Differentiation: Intervention/Enrichment	<p>Sentence stems can be used to model the Opinion and Reason components: My favorite thing to do at recess is _____. I like playing _____ because it is _____.</p>

DAY 3	
Common Core Objective(s) CCSS Domain CCSS Standard	CCSS.ELA-Literacy W.1.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
Essential Question “Big Idea”	<p>What is opinion writing? What is an opinion?</p>
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students understand its ok to have their own opinion. Student will understand that they can support their ideas, but must respect the opinions of others.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development
Materials / Resources	Picture of foods (in supplemental packet), Circle Map, Writing Paper, i-PADs, if students are accustomed to using them for writing
Instructional Strategies	<p>Whole Group:</p> <ul style="list-style-type: none"> The teacher will say, “Do you remember when we studied about opinion writing yesterday? I’m going to Pick-A-Stick and we will see how much we can remember.” The teacher will then take out the opinion writing that he/she modeled yesterday and go over each section and review the purpose. Teacher will remind students that everyone has an opinion about things that matter to them and that our opinions can be different from others. Teacher will then show students pictures of food to generate their opinions.



- The teacher will then conduct a Whip Around to poll/tally each student's favorite food.
- The teacher will then have students think-pair-share with their partner reasons why that's their favorite food.
- The teacher will then chose his/her favorite food and model completing a Circle Map with reasons why. (Model using a food that is not one of the foods pictured.)

Small Group:

- Teacher will put students in groups according to which food they like best.
- In small groups students will collaboratively create a Circle Map with reasons why they like that particular food the best.

Independent Work:

- Tell students it is now time for them to tell their opinion.
- Distribute the graphic organizer to students.

A graphic organizer titled "My Favorite Food" with a name field at the top right. Below the title are icons of a pizza slice, a hamburger, a watermelon slice, a cupcake, and a bunch of grapes. The main body of the form has a large rectangular box labeled "My favorite food is" with the word "Favorite" written above it. Below this are two smaller rectangular boxes, each labeled "Reason" above it. At the bottom is a wide rectangular box labeled "Remember" above it.

- Students will complete the graphic organizer for opinion writing that states their opinion, gives two reasons to support their opinion, and ends with restating their opinion.
- When finished students will use the graphic organizer to write a story telling about their favorite food.

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	<p>Grammar Mini-Lesson:</p> <ul style="list-style-type: none"> • Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lessons. • You can use the California Treasures Writing and Grammar Intervention Guide's Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.
Formative Assessment:	Students' writing. Use these sentences to determine the topic for tomorrow's Grammar mini-lesson.
Differentiation: Intervention/Enrichment	Sentence stems can be used to model the Opinion and Reason components: My favorite food is _____. I like it because _____.

	DAY 4
Common Core Objective(s) CCSS Domain CCSS Standard	CCSS.ELA-Literacy W.1.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
Essential Question "Big Idea"	What is opinion writing? What is an opinion?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students will conduct a close read of a piece of opinion writing. Students will annotate the text in order to understand the opinion being presented by the author.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development
Materials / Resources	<i>The Beach</i> handout and <i>The Park</i> handout (in supplemental packet), 2 Circle Maps, paper
Instructional Strategies:	<p>Whole Group:</p> <ul style="list-style-type: none"> • Introduce the concept of Close Read to students in a way that you think they will understand. • The teacher will explain to students that they are going to have to decide which place they enjoy more, the beach or the park and to help them decide they will read a story about each place. • Provide each student with a copy of the text passage <i>The Beach</i> and a sheet of paper for drawing/writing.

- Read the story aloud to the students inviting them to follow along as you read.
- The teacher reads the passage *The Beach* aloud to students.



The Beach

It is fun to go to the beach. We like to play in the water and let the waves splash us. Sometimes we make castles in the sand. It is also fun to look for shells at the beach. Last year we went fishing there and caught seven fish. This year we are going to try water skiing at the beach. We love playing at the beach!

- Pose text-based comprehension questions to students.
- The teacher will have students think-pair-share their responses to the text-based questions.
- Teach students how to annotate by drawing pictures, underling words, or writing words.
- The teacher will then complete a Circle Map about The Beach having students give the reasons from the passage why the beach is fun.
- Provide each student with a copy of the second passage *The Park* and a sheet of paper for drawing/writing.



The Park



The park is a fun place. There is so much to do at the park! We like climbing up the tall slide and going down fast. It is also fun to climb on the jungle gym and hang upside down. When we swing on the swings, we feel like we are touching the sky! Sometimes we play kickball or baseball at the park. It is very fun to play at the park.

- The teacher reads the passage *The Park* aloud to the students inviting them to follow along as you read.
- Pose text-based comprehension questions to students.
- The teacher will have students think-pair-share their responses to the text-based questions.
- Teacher will have students annotate by drawing pictures, underling words, or writing words.
- The teacher will then complete a Circle Map about The Park having students give the reasons from the passage why the park is fun.
- Remind students that that they are going to have to decide which place they enjoy more because they will write about the place they choose tomorrow.

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	<p>Grammar Mini-Lesson:</p> <ul style="list-style-type: none"> • Use the writing samples collected at the close of yesterday’s lesson to lift some sentences that can be used for a proofreading mini-lesson. • Do not use examples of Home Language during a proofreading lesson, those are to be used during a revision lesson.
Formative Assessment	The lesson wrap-up.

DAY 5	
Common Core Objective(s) CCSS Domain CCSS Standard	CCSS.ELA-Literacy W.1.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
Essential Question “Big Idea”	What is opinion writing? What is an opinion?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students will conduct a close read of a piece of opinion writing. Students will write an opinion piece.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development
Materials / Resources	<i>The Beach</i> handout, <i>The Park</i> handout, Circle Maps from Day 4, Opinion Graphic Organizer (in supplemental packet), Writing Paper, , i-PADs, if students are accustomed to using them for writing
Instructional Strategies	<p>Whole Group:</p> <ul style="list-style-type: none"> • Return the passages and student drawings/writing from Day 4. • The teacher will tell students “Today you are going to write an opinion piece that answers this question: In your opinion, which place do you enjoy more, the beach or the park?” • Reread each passage aloud to the students inviting them to follow along as you read. • The teacher will then have students think-pair-share with their partner reasons why they enjoy the place they chose. <p>Independent Practice:</p> <ul style="list-style-type: none"> • The teacher will tell students “It is time for you to tell your opinion by

	<p>writing a story about which place you enjoy more the beach or the park?</p> <ul style="list-style-type: none"> • The teacher will tell students to make sure to pick either the beach or the park and to explain why you like this place the best. • The teacher will tell students that they may look back at the story for ideas. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>The Beach</p> <p>It is fun to go to the beach. We like to play in the water and let the waves splash us. Sometimes we make castles in the sand. It is also fun to look for shells at the beach. Last year we went fishing there and caught seven fish. This year we are going to try water skiing at the beach. We love playing at the beach!</p> </div> <div style="text-align: center;">  <p>The Park</p> <p>The park is a fun place. There is so much to do at the park! We like climbing up the tall slide and going down fast. It is also fun to climb on the jungle gym and hang upside down. When we swing on the swings, we feel like we are touching the sky! Sometimes we play kickball or baseball at the park. It is very fun to play at the park.</p> </div> </div> <ul style="list-style-type: none"> • The teacher will also tell students that they may draw a picture to show why this is the best place. • The teacher will remind students that a good opinion piece will introduce the topic they are writing about, give their opinion, give reasons and explanations, and end with a concluding statement that restates their opinion in a different way. • Students will complete the graphic organizer for the place they like best. <div style="text-align: center; margin: 20px 0;"> <p>Name: _____</p> <p>Topic: <input style="width: 150px; height: 15px;" type="text"/></p> <p>Opinion: <input style="width: 180px; height: 25px;" type="text"/></p> <p>Reason #1: <input style="width: 180px; height: 25px;" type="text"/></p> <p>Reason #2: <input style="width: 180px; height: 25px;" type="text"/></p> <p>Opinion: <input style="width: 180px; height: 25px;" type="text"/></p> </div> <ul style="list-style-type: none"> • Students will then use the graphic organizer to write a story telling about the place they enjoy the most.
<p>Formative Assessment</p>	<p>Teachers will use students' writing to assess their needs.</p>
<p>Differentiation: Intervention/Enrichment</p>	<p>Sentence stems may be used to model the Opinion, Reason, and Closure components.</p>