

GRADE 1 ENGLISH LANGUAGE ARTS: Opinion Writing

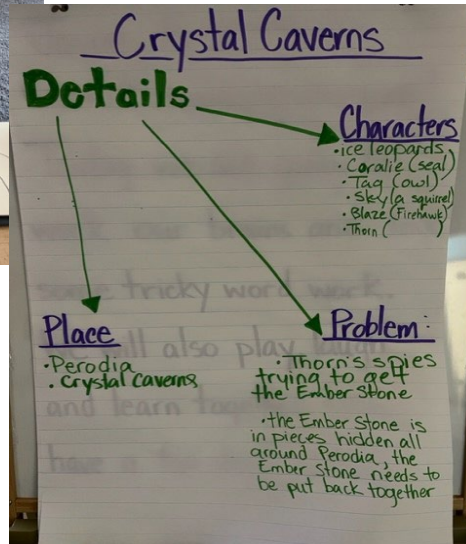
Summary of Learning Opportunity

After a series of short lessons, students wrote a three-sentence opinion piece describing whether or not they would recommend our class read aloud to a friend. Students used the writing script provided (see below) as a framework to communicate. Students provided reasoning for their choice and created an illustration to complement their writing.

Curricular Competencies and Content	English Language Arts 1	<ul style="list-style-type: none"> • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize the structure and elements of story • Exchange ideas and perspectives to build shared understanding • Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation • Language features, structures, and conventions: concepts of print, sentence structure, conventions
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Literacy and Numeracy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
LITERACY: Comprehends text— Interprets texts	→ The students had engaged in reading and writing centres 3 times per week for a period of 4 months. Tasks included word work, journal writing, and group and independent reading tasks. During read-alouds of several books, discussions focused on exploration of the story such as characters, plot, and conflict.	→ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
LITERACY: Comprehends text— Analyzes texts; Applies understanding— Extracts ideas and information	→ The teacher read aloud <i>The Last Firehawk: Crystal Caverns</i> and discussed the book with students as described above.	→ Recognize the structure and elements of story
LITERACY: Develops ideas— Generates ideas	→ The teacher reviewed the writing script and discussed with students the importance of adding justification using the word “because”. Students voted visually with their shoes and practiced communicating their thoughts to orally in small groups.	→ Exchange ideas and perspectives to build shared understanding
LITERACY: Communicates— Expresses ideas and information; Communicates— Justifies and defends decisions and/or ideas	→ The students completed the writing task to communicate their opinion and justification.	→ Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation

Proficient Student Work, Teacher Assessment, and Reflection



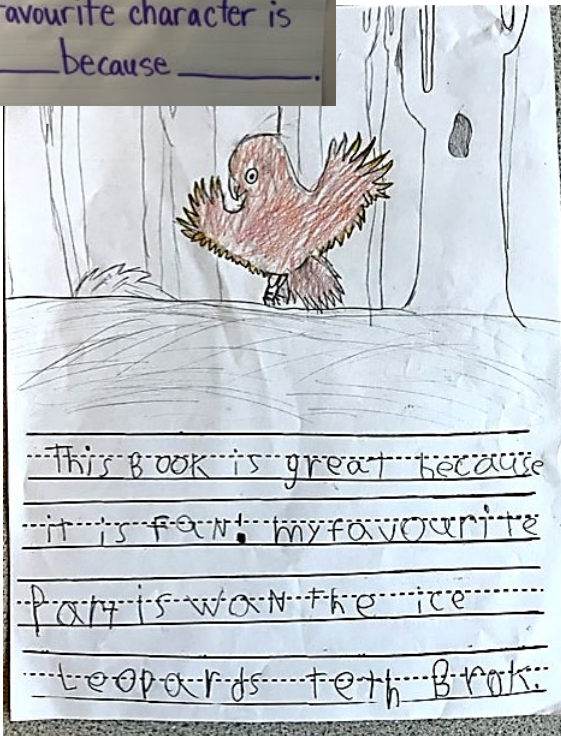
Teacher's Observations and Assessment

The student was able to orally share their reasons for why the characters mentioned are favourites ("because they are adventurous and brave"). Over the unit, the student demonstrated tremendous growth, specifically in the written output that corresponds with orally shared thinking. The student was also very engaged and completed this task with joy and pride in their learning. Their final product was admirable.

This book is great because _____.

My favourite part is _____.

My favourite character is _____ because _____.



my favo write character is scila and blaze and tag.

Teacher's Reflection

In reflecting on this task, I was able to use the K-12 Learning Progressions in a rather flexible manner. I appreciate how the language allows for a greater creative range for educators to plan their learning tasks as well as for students to interpret and show their learning. My students were able to communicate their thinking and ideas through voting, oral sharing, writing, and drawing. The students also demonstrated where in their learning they can go and grow next. The flexibility of the learning progressions for literacy and numeracy allows me to personalize the learning journey for each of these students, as well the others in the class, without taking a deficit approach to what they don't know, or didn't include, in their work. Instead, I can take a strength-based approach and guide the students to add to what they know and are already doing in their work. Overall, the K-12 Learning Progressions allow for much greater inclusion of all students and their engagement with and interpretation of, their learning.