Grade 1 Language Arts/Writing, Unit 9 of 12
Opinion: Letter Writing

Overview

Overall days: 15
- (1 day = 40 minutes) The number of days is a guide for pacing to ensure that all the curriculum units for the year are implemented.
- Correlates with Reading Unit 4.1, 4.2, & 4.3.

Foundational Skills

Handwriting
- Students will apply their understanding of correct letter formation by observing the teacher modeling and by practicing this skill.
- Students will demonstrate their knowledge of writing from left to right by practicing this procedure when writing.

Conventions
- Through oral whole-group practice, students will recognize and generate adjectives for color, shape and size.
- Through oral whole-group practice and in writing, students will recognize and provide adjectives for color, shape and size.
- Through oral whole-group practice and in writing, students will recognize, provide, and generate adjectives for color, shape, and size.

Higher Order Concepts, Skill, & Strategies

Writing
- Students will demonstrate their ability to write opinion text by producing and sharing a letter to current kindergarten students that states their opinion about what they felt was the best part of first grade.

Reading Selections

The following reading selections will support student understanding of the text type they are studying:

Pearson/ Scott Foresman Reading Street:
- Sing with Me Big Book: A Memory to Cherish and A Story, A Treasure
- Student Anthology: Mama’s Birthday Present, Cinderella, and A Trip to Washington, D.C.

Essential questions students should be able to answer by the end of the unit

Unit Question: What do we treasure?

Weekly Questions:
- How can a surprise be a treasure?
- How can a story be a treasure?
- What treasures can we find in our country?
COMMON CORE STATE STANDARDS

WRITING

Text Types and Purposes
W.1.1. Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Production and Distribution of Writing
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

Comprehension and Collaboration
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

LANGUAGE

Conventions of Standard English
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   b. Use end punctuation for sentences.
Notes, Clarifications, and Prerequisites

- **W1.1 Opinion**
  In previous grades students have learned how to tell a reader about a topic/name of book and state their opinion about a topic/book. This year students will build on this knowledge as well as learn how to introduce their topic, state their opinion as well as supply reasons for their opinion, and provide a sense of closure. At this point, these new ideas will need direct, explicit instruction with a focus at the introductory level. Some of these ideas may be difficult for first graders, so provide appropriate time and supports.

- **W1.5 Process**
  In previous grades students responded to questions and suggestions from peers and added details to strengthen writing as needed with the support of adults. In this grade, students will build on these process skills and learn how to focus on a topic while planning.

- **W1.7 Research**
  In kindergarten students were introduced to shared research and writing projects. In first grade, these skills continue to be developed.

- **W1.8 Information**
  In kindergarten, students were supported by teachers in recalling information from experiences and gathering information from provided sources to answer questions. In first grade, these skills continue to be developed.

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**WRITING FRAME**

**Text type:** Opinion (W.1)

**Specific type of writing:** Letter Writing

**Topic:** Students will write a letter to current kindergarteners who will be entering first grade next year, informing the students of their opinion of what the best and/or worst parts of first grade are.

**Purpose:** To provide personal opinions about first grade.

**Audience:** Students will write for the current kindergarten students (incoming first graders.)

**Writing will support:** Conveying what students know about first grade while providing opportunities to use new vocabulary. Writing will also support students’ understanding of the unit’s essential questions.

**Writing should include:** Essential elements in students’ opinion writing (see below). The letter should include students personal opinions on what they believe are the best and/or worst parts of first grade.

**Research and Note taking:** Students will need to learn the structure of a friendly letter, which will be modeled whole group.

**Publication:** Students will publish a letter on a friendly letter template. The letters can be read aloud to a kindergarten classroom (pending teacher agreement) or in class to each other.

**Assessment:** See ancillary Writing materials for text-type specific rubric
**Relevant Pearson/Scott Foresman Reading Street Resources:** To support students’ concept development of surprises, stories, and letter writing, teachers should relate the read aloud and discussions in weeks 1-3 to what they are writing. Teachers should refer to the Sing with Me Big Books “A Memory to Cherish” and “A Story, a Treasure”, and “Mama’s Birthday Present”, “Cinderella”, and “A Trip to Washington, D.C.” from the Student Anthology. Teachers should also refer to ELL Posters # 19-20.

Throughout the 3 week unit call attention to the concept questions relating to surprises.

**ESSENTIAL ELEMENTS IN STUDENTS’ OPINION WRITING**
- Introduce a topic
- State an opinion
- Supply a reason for the opinion
- Provide some sense of closure

**LETTER**

*Definition:* Written communication for one’s own purpose

*What does it look like?* A friendly letter template

*Key structures, features, and elements*
- Features of a friendly letter (date, greeting, body, closing, signature)
- Letter is addressed to the intended person and the purpose of the letter is stated at or near the beginning
- Information is presented so that the content, vocabulary, and tone fit the context, subject matter, and audience.

**ALIGNING CCSS AND LETTER WRITING**

<table>
<thead>
<tr>
<th>INFORMATIONAL WRITING</th>
<th>Letter Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce a topic</td>
<td>Greeting and body of letter include the purpose for writing</td>
</tr>
<tr>
<td>State an opinion</td>
<td>3-5 sentences stating what the student feels are the best and/or worst things about first grade</td>
</tr>
<tr>
<td>Supply a reason for the opinion</td>
<td>3-5 sentences stating why the student feels that way</td>
</tr>
<tr>
<td>Provide some sense of closure</td>
<td>1-2 sentences that describe what they learned about first grade</td>
</tr>
</tbody>
</table>

*Other not specified in CCSS:*
- Clear, organized, and neat paper setup
- Follows letter writing template

**Assessed Curriculum**

**Summative/Unit Assessment**
- Conventions skills will be assessed in the context of the Reading Unit Summative Assessment. See Pearson/Scott Foresman Reading Street, Unit 9 Summative/Unit Assessment for details about this assessment.
- Score each student’s writing product using the W1.1 rubric found in the Providence Writing Resource Guide.
## Taught Curriculum
### Writing Unit 9.1 (Unit 9, Week 1)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handwriting</strong></td>
<td>Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1: Daily Handwriting pp. 43e</td>
</tr>
<tr>
<td>Students will produce the letter <em>Mm</em> by correctly forming these letters and progressing from left to right on the page.</td>
<td><strong>Conventions</strong></td>
</tr>
<tr>
<td>Students will apply their understanding of letter size by using the appropriate size when writing.</td>
<td>Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1 Conventions Lessons pp. 17c, 43b, 46a-47a, 49c, 51g</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Providence Writing Resource Guide: Conventions routine B days 1-5</td>
</tr>
<tr>
<td>Students will acquire an understanding of what opinion text looks like by exposure to friendly letters that state an opinion.</td>
<td><strong>Sopris West Step Up to Writing (Primary) Level:</strong></td>
</tr>
<tr>
<td>Through engaging in class discussion, students will understand the key features of opinion writing.</td>
<td>Teacher’s Guide:</td>
</tr>
<tr>
<td>Students will compare and contrast the differences between informational and opinion text using a Venn diagram.</td>
<td>- 9-10 Writing Letters (#1, 2, 4, &amp;5… exclude #3)</td>
</tr>
<tr>
<td>Students will use key vocabulary (greeting, closing, body, signature) related to letter writing as well as key vocabulary relate to opinion writing.</td>
<td>- 4-30 Connecting a Conclusion to a Topic Sentence</td>
</tr>
<tr>
<td>Students will identify chart the key elements of a letter through whole class analysis of friendly letters.</td>
<td><strong>Tools:</strong> 4-6b (green heart, key, ribbon)</td>
</tr>
<tr>
<td>During and after reading opinion texts, teacher and students will identify the requirements for their letters.</td>
<td>9-10b (see “Instructional Considerations”)</td>
</tr>
<tr>
<td>Students will understand their audience by charting the purpose and audience of a friendly letter.</td>
<td>9-10a (see “Instructional Considerations”)</td>
</tr>
<tr>
<td>Students will understand the specific writing strategies needed to write a friendly letter that include an opinion by observing the teacher creating a draft from a teacher created planning template and using yellow stars to denote key ideas.</td>
<td>3-17c Purpose and Audience Considerations</td>
</tr>
<tr>
<td>After observing the teacher model how to create a draft of a friendly letter, while using yellow stars to denote key ideas on a teacher created planning template, students will understand the specific writing strategies needed to write their opinion in a friendly letter.</td>
<td><strong>Bonus tool:</strong> “Letters” #22 Handy Pages: Topic Sentences (pp. 12-13), Conclusions (p. 17)</td>
</tr>
<tr>
<td>Students will develop a plan for their research by brainstorming and discussing things that surprised them in first grade.</td>
<td><strong>Poster:</strong> Write Great Sentences, Primary Poster #13</td>
</tr>
</tbody>
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Providence Public Schools, in collaboration with the University of Connecticut’s Center for Behavioral Education and Research
Instructional Considerations

Key Vocabulary

Content/Concept Specific Vocabulary
surprise, treasure, first grade, kindergarten

Genre/Text Type Specific Vocabulary
greeting, closing, body, signature

Planning and Instructional Delivery Considerations

Handwriting:
- Begin each unit with a review of basic neat paper rules (SUTW 10-1, p.414).

Conventions:
- Note that students will be working whole-group, small groups, and one on one with the teacher.

Writing:
- At this time, “Strong topic sentence” can be added to the Revision Checklist. Topic sentences have been a focus of instruction all year, and should be reinforced during each writing unit. Revision Checklists are now focusing on (1) Staying on topic, (2) staying organized and (3) strong topic sentence.
- When teaching lesson 9-10, Writing Letters, focus on the “Writing Informal Letters” section. Do not emphasize the return address portion of the lesson. If using Tool 9-10b for students, block out the return address portion before reproducing. If using Tool 9-10a on the overhead or Elmo, please block out the return address portion.
- On the Bonus Tools CD, refer to Tool #22, “Letters,” which includes various prompts for children to practice their opinion writing and letter writing skills. These prompts can also be used by the teacher to model letter writing.
- Begin each unit with a review of basic neat paper rules, using SUTW 10-1 as a guide, tailoring the neat paper rules to the assignment as appropriate.
- Teachers can use SUTW tools as guides in creating classroom posters and charts for the students to reference during writing lessons, using only the specific skills that are currently being taught.
- Please note that the following words: (surprise, treasure, first grade, kindergarten, greeting, closing, body, signature) listed in the Key Vocabulary section, are not called out specifically in Reading Street, but are essential vocabulary related to the Writing Unit.

Assessment Curriculum 9.1

Formative/Embedded Assessments

Conventions: Daily Embedded Assessment
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.

Convention Frame B: (Grade K-1)
Day 1: Teacher checks to see if students can orally use the conventions concept.
Day 2: Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.
Day 3: Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.
Day 4: Teacher reviews rewriting, checking for editing of the conventions concepts.
Day 5: Teacher evaluates whether the student has correctly edited for the conventions concept.
## Taught Curriculum
### Writing Unit 9.2 (Unit 9, Week 2)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handwriting</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will produce letters <em>Ll</em> by correctly forming these letters and progressing from left to right on the page.</td>
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<tr>
<td>- Students will apply their understanding of letter spacing by using the appropriate spacing when writing.</td>
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</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>- Through oral practice in whole group, students will understand and answer questions about adjectives for colors and shapes.</td>
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<tr>
<td>- Students will apply their understanding of adjectives for colors and shapes to generate sentences both orally and in writing.</td>
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<tr>
<td>- Given a prompt related to the week’s reading, students will create a short response using adjectives for colors and shapes.</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will be familiar with the writing process by hearing the teacher use the terms while modeling movement through the stages whole group (Prewrite, Plan, Draft, Revise, Edit, Write the Final Copy, and Share).</td>
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</tr>
<tr>
<td>- During and after reading opinion texts, teacher and students will identify the requirements for their friendly letter.</td>
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<tr>
<td>- Students will apply their understanding of the planning stage of writing by using a teacher created template.</td>
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<tr>
<td>- Students will apply their knowledge of the drafting stage of writing by transferring their notes from the planning template to actual writing in their friendly letter.</td>
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<tr>
<td>- Students will apply their ability to use and provide feedback by revising their pieces after sharing their drafts with their peers.</td>
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<tr>
<td>- Students will understand that part of the revision process is ensuring that they stayed on topic by checking that their star ideas are connected to the topic and that their letters are organized.</td>
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<tr>
<td>- Students will use the Capitalization and Punctuation portions of CUPS to help identify areas of improvement; just focusing on period, question mark, and exclamation point.</td>
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</tbody>
</table>

### Teaching Connections
- **Providence Writing Resource Guide:** Conventions routine A days 1-5
- **Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:** Daily Handwriting pp. 77f
- **Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:** Conventions Lessons pp. 57c, 77c, 80a-81a, 85b, 87g
- **Providence Writing Resource Guide:** Three Week Teaching Writing Routine- Week 2
- **Sopris West Step Up to Writing (Primary) Level:**
  - Teacher’s Guide:
    - 4-6 Color-Coding and the Five Elements of Expository Writing 10-7 Editing with CUPS (pp. 421-422)
    - 4-30 Connecting a Conclusion to a Topic Sentence
  - Tools: 4-6b (key, heart, ribbon), 4-31a (Stay on topic, catch the reader’s attention)
  - Bonus tool: “Letters”, #22
  - Handy Pages: Topic Sentences (pp. 12-13), Conclusions (p. 17)
- **Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:**
  - Sing With Me Big Book: “A Story, A Treasure”
  - TE pp. 60-77 “Cinderella”
Instructional Considerations

Key Vocabulary

Content/Concept Specific Vocabulary
- surprise, treasure, first grade, kindergarten

Genre/Text Type Specific Vocabulary
- greeting, closing, body, signature

Planning and Instructional Delivery Considerations

Handwriting:
- Begin each unit with a review of basic neat paper rules (SUTW 10-1, p.414).

Conventions:
- Note that students will be working whole-group, small groups, and one on one with the teacher.

Writing:
- Please note that the lessons in this unit focus on editing and reinforcing the C and the P portions of CUPS. Teachers should orally model how sentences sound when ending with the different punctuation marks and emphasize reasons for selecting the question mark or exclamation point in a poster.
- Please note, all SUTW lessons listed in weeks 1-3 can be revisited as necessary.
- At this time, “Strong topic sentence” can be added to the Revision Checklist. Topic sentences have been a focus of instruction all year, and should be reinforced during each writing unit. Revision Checklists are now focusing on (1) staying on topic, (2) staying organized and (3) strong topic sentence.
- When teaching lesson 9-10, Writing Letters, focus on the “Writing Informal Letters” section. Do not emphasize the return address portion of the lesson. When preparing Tool 9-10b for students, block out the return address portion before reproducing. When using Tool 9-10a on the overhead or Elmo, please block out the return address portion.
- On the Bonus Tools CD, refer to Tool #22, “Letters,” which includes various prompts for children to practice their opinion writing and letter writing skills. These prompts can also be used by the teacher to model letter writing.
- Begin each unit with a review of basic neat paper rules, using SUTW 10-1 as a guide, tailoring the neat paper rules to the assignment as appropriate.
- Teachers can use SUTW tools as guides in creating classroom posters and charts for the students to reference during writing lessons, using only the specific skills that are currently being taught.
- Please note that the following words: (surprise, treasure, first grade, kindergarten, greeting, closing, body, signature) listed in the Key Vocabulary section, are not called out specifically in Reading Street, but is essential vocabulary related to the Writing Unit.

Assessed Curriculum 9.2

Formative/Embedded Assessments

Conventions: Daily Embedded Assessment
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.
Convention Frame A: (Grade K-1)
Day 1: *Teacher checks to see if students can orally use the conventions concept.*
Day 2: *Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.*
Day 3: *Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.*
Day 4: *Teacher reviews students’ response, evaluating for presence and quality of convention concept only.*
Day 5: *Teacher reviews students’ writing, evaluating for presence and quality of convention concept primarily, but also for previously taught conventions.*
Taught Curriculum
Writing Unit 9.3 (Unit 9, Week 3)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td><strong>Handwriting</strong></td>
<td><strong>Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:</strong></td>
</tr>
<tr>
<td>● Students will produce the letter Ff by correctly forming these letters and progressing from left to right on the page.</td>
<td>Daily Handwriting pp. 109f</td>
</tr>
<tr>
<td>● Students will apply their understanding of letter size by using the appropriate size when writing.</td>
<td><strong>Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:</strong> Conventions</td>
</tr>
<tr>
<td></td>
<td>Lessons pp. 93c, 109c, 112a-113a, 117b, 119g</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td><strong>Providence Writing Resource Guide:</strong> Conventions routine B days 1-5</td>
</tr>
<tr>
<td>● Through oral practice in whole group, students will understand and answer questions about adjectives for size</td>
<td></td>
</tr>
<tr>
<td>● Students will apply their understanding of adjectives for size by generating adjectives in sentences both orally and in writing.</td>
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</tr>
<tr>
<td>● Students will identify additional examples of adjectives for size within the week’s readings.</td>
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</tr>
<tr>
<td>● Given a short composition with errors, students will rewrite the composition editing for adjectives for size.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Sopris West Step Up to Writing (Primary) Level:</strong></td>
</tr>
<tr>
<td>● Students will apply revising strategies to the culminating writing activity by continually monitoring if they have stayed on topic and remained organized.</td>
<td>Teacher’s Guide:</td>
</tr>
<tr>
<td>● Students will apply editing strategies to their culminating writing activity by using Capitalization and Punctuation portions of CUPS and ensuring high frequency words are spelled correctly, capitals and punctuation are appropriately placed, and there are finger spaces between words.</td>
<td>- 10-7 Editing with CUPS (pp. 421-422)</td>
</tr>
<tr>
<td>● Students will apply their ability to use and provide feedback by revising their pieces after sharing their drafts with their peers.</td>
<td>- Tools: 10-7a, 10-7c</td>
</tr>
<tr>
<td>● Students will demonstrate their ability to write an opinion text by producing and sharing their friendly letters.</td>
<td>- Handy Pages: Topic Sentences (pp. 12-13) Conclusions (p.17)</td>
</tr>
<tr>
<td></td>
<td><strong>Pearson/Scott Foresman Reading Street, Unit 4, Vol. 1:</strong></td>
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<tr>
<td></td>
<td>TE pp.96-109 “A Trip to Washington, D.C.”</td>
</tr>
</tbody>
</table>

Instructional Considerations

**Key Vocabulary**

**Content/Concept Specific Vocabulary**
- jobs, hunt, protect, enemy, young, animal, families

**Genre/Text Type Specific Vocabulary**
- topic, conclusion, compare, contrast, example, facts

**Planning and Instructional Delivery Considerations**

**Handwriting:**
- Begin each unit with a review of basic neat paper rules (SUTW 10-1, p.414).

**Conventions:**
- Note that students will be working whole-group, small groups, and one on one with the teacher.
Writing:
- Suggested publishing celebration is to have students read their letters to the current kindergarten students if both teachers are able to collaborate and time allows. Teachers may otherwise choose to have students share their letters with the class.
- Please note, all SUTW lessons listed in weeks 1-3 can be revisited as necessary.
- Please note that the lessons in this unit focus on editing and reinforcing the C the P portions of CUPS. Teachers should orally model how sentences sound when ending with the different punctuation marks and emphasize reasons for selecting the question mark or exclamation point in a poster.
- At this time, “Strong topic sentence” can be added to the Revision Checklist. Topic sentences have been a focus of instruction all year, and should be reinforced during each writing unit. Revision Checklists are now focusing on (1) Staying on topic, (2) staying organized and (3) strong topic sentence.
- When teaching lesson 9-10, Writing Letters, focus on the “Writing Informal Letters” section. Do not emphasize the return address portion of the lesson. When preparing Tool 9-10b for students, block out the return address portion before reproducing. When using Tool 9-10a on the overhead or Elmo, please block out the return address portion.
- On the Bonus Tools CD, refer to Tool #22, “Letters,” which includes various prompts for children to practice their opinion writing and letter writing skills. These prompts can also be used by the teacher to model letter writing.
- Begin each unit with a review of basic neat paper rules, using SUTW 10-1 as a guide, tailoring the neat paper rules to the assignment as appropriate.
- Teachers can use SUTW tools as guides in creating classroom posters and charts for the students to reference during writing lessons, using only the specific skills that are currently being taught.
- Please note that the following words: (surprise, treasure, first grade, kindergarten, greeting, closing, body, signature) listed in the Key Vocabulary section, are not called out specifically in Reading Street, but is essential vocabulary related to the Writing Unit.

Assessed Curriculum 9.3

Formative/Embedded Assessments

Conventions: Daily Embedded Assessment
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.

Convention Frame B: (Grade K-1)
Day 1: Teacher checks to see if students can orally use the conventions concept.
Day 2: Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.
Day 3: Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.
Day 4: Teacher reviews rewriting, checking for editing of the conventions concepts.
Day 5: Teacher evaluates whether the student has correctly edited for the conventions concept.

Summative/Unit Assessment
- Score each student’s writing product using the W1.1 rubric found in the Providence Writing Resource Guide.