

## Opinion

CCSS--**Opinion**--Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS-- **Informational/Explanatory**--Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS-- **Narrative**--Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Discuss and determine the following:

1. Plot the three genres on a timeline of instruction. Consider the following: difficulty of the genre, amount of mini-lessons that will be needed for students to be successful, time of year and the possibility of lost instruction time, school calendar and any other obstacles to student learning.
2. Create a baseline prompt for each genre. This will help you to determine what types of mini-lessons are necessary for your students. Consider looking at the MAISA units because they have baseline prompts created. Not all of them are great but it is a starting point.
3. [MAISA Opinion Unit](#)
4. Discuss and record what the students' end product will look like (topic, format, etc)
5. If a rubric has been created, attach them to this document. If not, start the discussion of what would make it student friendly.
6. Create a calendar of mini-lessons for your instruction.
7. Discuss what type of vocabulary words your grade level team would like to use in your instruction and/or the type of vocabulary words the students would need to include in their piece or use during conferencing.

**First Grade Writing Plan - 2014 - 2015**  
**Mrs. Postema, Mrs. Nurenberg, and Mrs. Naessens**

**Timeline of Instruction:**

**Beginning of the Year Baseline Toy Prompt**

Students write about their favorite toy giving as many supportive details as possible. End of the Year goal is to achieve Title, Topic Sentence, three or more supportive details, and a closing sentence.

**September/October Instruction**

**Focus** - Shared Writing with an emphasis on stretch spelling, sentence structure/complete thoughts, penmanship, 6 + 1 Traits of Writing, mentor texts, Writer's workshop/creative writing, illustrations with labels, title, and learning to use thinking maps.

**Mini Lesson Ideas**

1st Grade- 6 + 1 Trait Crate for Picture Books and Model Lessons to teach writing with the 6 traits.

6 + 1 Traits of Writing The Complete Guide For The Primary Grades By Ruth Culham

**Vocabulary** - Ideas, Organization, Sentence Fluency, Organization, Word Choice, Voice, Conventions, Presentation, Title, topic sentence, details, closing sentence, indent, spaces, margins, center, punctuation, capital and upper case letters, lower case letters, audience, author

## November/December/January Instruction

Opinion Baseline and Ending Prompt - "I think \_\_\_\_\_ is important."

examples: I think \_\_\_\_\_.

My favorite \_\_\_\_\_.

I feel \_\_\_\_\_.

**Focus** - Opinion Writing - needs a title, an introduction, an opinion, one or more supportive reasons, a sense of closure, and an illustration to enhance the writing

### Mini Lesson Ideas

Mini/Model lessons - (To/With/By)

Thinking Circle Maps - Brainstorming Ideas

Opinion Planning Page - Model how to fill out and how to turn plans into text.

Opinion Topic Ideas - holidays, animals, food, friends, seasons

\*Extra time needs to be spent on making sure supportive reasons actually support the "opinion" and that they are not just random details.

\*Extra time needs to be spent on the closing sentence to be certain that it provides a "sense" of closure, not just another random detail.

**Vocabulary** - Opinion, Ideas, Organization, Sentence Fluency, Organization, Word Choice, Voice, Conventions, Presentation, Title, topic sentence, supportive details, closing sentence, indent, spaces, margins, center, punctuation, capital and upper case letters, lower case letters, audience, author

[Opinion Tree Map](#) -

[Opinion Rubric](#)

## January/February/March Instruction

Informational Baseline Prompt and Ending Prompt

[Baseline Prompt](#) - Write an informational paragraph about an bees.

Ending Prompt - Write an informational paragraph about farm animals using thinking maps and resource materials.

**Focus** - Informational Writing - needs a thinking map, a title, a topic sentence, at least three supportive facts about the topic, a conclusion, and an illustration to enhance the flow of meaning writing

### Mini Lesson Ideas

To and With modeling using a tree map - (shared writing)

Chicken

Butterflies

Ants

Frogs

**Vocabulary** - Ideas, Organization, Sentence Fluency, Organization, Word Choice, Voice, Conventions, Presentation, Title, topic sentence, supportive details, indent, spaces, margins, center, punctuation, capital and upper case letters, lower case letters, audience, author, source, recall

\*Research Project will be done in a whole group format based upon a class determined inquiry/question. For example, the life cycle of a dragonfly.

[Research Tree Map](#) -

[informational/explanatory rubric](#)

[research rubric](#)

## **April/May Instruction**

Narrative Baseline and Ending Prompt

Baseline Prompt - Write a narrative story about a special event in their lives.

Ending Prompt - Write a narrative story about a special event in their lives using the 5 W's Map and/or a picture plan. Suggested idea end of year activity day.

**Focus** - Narrative Writing - needs a title, an event topic, a bold beginning, at least two "mighty" middle sequenced events using temporal words and specific details, an excellent ending, and an illustration to enhance the writing

### **Mini Lesson Ideas**

To and With modeling using a tree map - (shared writing)

Field Trip

Birthdays

Holidays

Vacations

Day Trips

**Vocabulary** - Ideas, Organization, Sentence Fluency, Organization, Word Choice, Voice, Conventions, Presentation, Title, topic sentence, supportive details, indent, spaces, margins, center, punctuation, capital and upper case letters, lower case letters, audience, author, event, narrative, closure, before, during, after, In the beginning, then, next, last, finally

[Rubrics we use in first grade](#) - 6 Traits

[Genre Specific Rubric](#) - Opinion, Informational, Narrative

**Student Friendly Rubrics - See My First Scoring Guides in 6+1 Traits of Writing book**