

CCSS--**Opinion**--Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS-- **Informational/Explanatory**--Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS-- **Narrative**--Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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.
  - a. **Opinion: Finish by end of December**
    - Day 1:** Baseline Writing Prompt
    - Day 2-5:** Introduce Character traits using mentor text. Begin to model I think (Character's name) is (Character's trait). Then provide one proof statement from the story.
    - Day 6-9:** Read selected mentor text for student choice. Read multiple daily and while reading discuss with students, using a circle map, the character or characters and the traits we (being class) would give that character. The students must supply one reason (proof) where in the story this trait could be seen.
    - Day 10:** Students pick a mentor text to work with for the rest of the writing piece. The teacher will partner students. This will give the students someone to discuss ideas and traits with.
    - Day 11-12:** Students will read the story. Students will work with their partner and circle map their character and the traits. Then the teacher will model the stick figure lesson. Students will be asked to pick one trait for their character and supply thoughts, words, or actions from the story that support the character trait.
    - Day 13:** The teacher discusses with students what an opinion statement is and then will have students develop an opinion statement for their character using the trait they have chosen.
    - Day 14:** The teacher uses the chosen class mentor text to model developing a reason and finding proof using transition words like One way.. and proof saying "In the story..."

**-Day 15:** The teacher uses the chosen class mentor text to model developing a second reason and finding proof using transition words like Another way.. and proof saying “In the story...”

**-Day 16:** The teacher uses the chosen class mentor text to model developing a third reason and finding proof using transition words like “Finally”.. and proof saying “In the story...”

**-Day 17-19:** The teacher will introduce conclusions and the three different ways we can conclude a story (I hope/wish, using a question, feelings/statement). Then the teacher will model the three and ask the students to do the same. Using a sticky notes the students will practice the three conclusions and then will pick their strongest conclusion to put on their graphic organizer. On the second day, during the meeting time, the teacher will read student examples and as a whole group will look to see if the conclusion fits the I can statements for a conclusion. The students will give stars and wishes and then work to improve the example conclusion. Then students will be sent to practice the skills modeled.

**I can/have statements:** I can make my sentence make sense. I have a conclusion that talks to the reader (using you). I have my character trait in my conclusion. I have my character’s name in my conclusion.

**-Day 20-22:** The teacher will introduce introductions and the different ways we can introduce a story ( using a question,statement). Then the teacher will model the different ways and ask the students to do the same. Using a sticky notes the students will practice writing introductions and then will pick their strongest introduction to put on their graphic organizer. On the second day, during the meeting time, the teacher will read student examples and as a whole group will look to see if the introduction fits the I can statements for an introduction. The students will give stars and wishes and then work to improve the example introduction. Then students will be sent to practice the skills modeled.

**I can/have statements:** I can make my sentence make sense. I have an introduction that talks to the reader (using you). I have an introduction that grabs or makes the reader interested in my writing. I have my character trait in my introduction. I have my character’s name in my introduction.

**-Day 23-24:** Model using the graphic organizer to transfer developed writing onto a rewrite paper for editing.

**-Day25-26:** Start editing. One suggestion for editing is to have the other partner read their partners paper to them and have them work together to edit their papers while teacher continues to conference with students.

**-Day 27-28:** Using their conferencing ideas students will write their final copy.

**-Day 29-30:** Writing Celebration

b. **Informational/Explanatory:**

i. January to March

**-Day 1-** Baseline writing prompt

**-Day 2-4-** Introduce text features using mentor text to show how different authors use text features to display the information that they want out. Introduce Vocabulary terms text features, bold print, headings, title, pronunciation guide, captions, diagrams, cutaways, table of contents, glossary, index, sidebar, etc

**-Day 5-9-** Continue with text feature discussion but have students explore the text features in different mentor text and share with each other what they have found. Text feature scavenger hunt.

**-Day 10-14** Students will visit each artic animal and explore the animals to help them make a decision about what animal they would like to work with. The last day the students will pick three animals and one will be the animal they work with. Students will share their findings each day and look for the text features they have be studying.

**-Day 15-** Students now have a animal they will be working with to complete the writing piece. On the first day students will read the story to develop a better understanding of the animal they will be working with.

**-Day16-19** Teach headings. Every day we will introduce a new heading and model how to find information but not steal information. Then the students will practice the taught strategy and put down dash facts for each heading

**-Day 20-24** Write heading paragraphs. The teachers will teach how to take their dash facts and build a paragraph and the students will practice what was modeled.

**-Day 25-29** Teach introduction and conclusion.

**-Day 30-34** Revise and edit

**Optional-** Create posters or books about the researched animal

**c. Narrative**

i. April to May

**-Day**

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.
  - a. **Opinion:** Brainstorm topic ideas as a classroom, then have students write an opinion using ideas from first grade.
  - b. **Informational/Explanatory:** tell everything you know about bees
  - c. **Narrative:** Write a memory story
  - d. **How to:** How to make a PBJ
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.

**OTHER DISCUSSIONS:**

**Planning for January with team teaching needs to start happening now.**

**Who are we team teaching with so we can plan this together**

**What are we doing with all of our stuff?**

**Teaching plan, who is teaching what and how ETC**

**Solution:**

**Start planning and activities with partner teacher starting now to help with the transition**