

CCSS--Opinion-

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

CCSS-- Informational/Explanatory--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Narrative

CCSS-- Narrative--Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. 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.
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.

1ST-OPINION (5-6 weeks) 2014-finish by Christmas-start earlier in future years

- **(conference during each part of the actual drafting peer/teacher to student)**
 - **Day 1**-Baseline prompt
 - **Days 2-4**-MAISA mentor essays, pull out the big idea, and discuss the evidence that supports.
 - **Day 5-8**-Using our big idea quotes to have them discuss them as a group, to explain the 'big idea' of the quote for their topic, and discuss with classmates evidence from their life on the topic.
 - **Day 9-10** Graphic organizer (possibly hand) for pieces of evidence about their topic/pick the piece of evidence you are going to use.
 - **Day 11-12**-Mini-lesson on intro/writing intro and sharing it
 - **Day 13-15** BME chart on their story (evidence)/modeling the story by us, writing it by them.
 - **Day 16-17**-Modeling conclusion
 - **Day 18-19**-Peer revising of their story, with a partner for conferencing
 - **Day 20**-Editing/ begin a final copy
 - **Day 21**- Finish final copy/share

2ND-INFORMATIONAL/EXPLANATORY-We are doing a Michigan Social Studies project. The students will have a main idea, and they will research with a partner. Later on they will do the final piece on their own.

- Length-
 - **Day 1**- Baseline prompt
 - **Day 2-3**-Topic selection
 - **Day 4-8**-Finding information on our topics. (Possible sources will include, but are not limited to, Meet Michigan book, library books, and various TEACHER FOUND online sources)
 - We will practice with them how to pull out important information on the topic.
 - We will also have minilessons during this time on how to find important vocabulary and setting up a small glossary for their topic.
 - We will make sure that they do paraphrasing of the information, and they will put their source at the end.
 - **Day 9-12**-Body paragraphs (Three of them). Each paragraph will be about a different sub-topic that falls under the main topic.
 - Each topic will have a heading of its own to distinguish the topic

- **Day 13-14-** Work on how to setup a glossary for their writing. They will have three definitions. They will be bolding the words that they define when they put them in the writing.
 - **Day 15-16-** Working on the intro (The intro starts with an attention grabber, one or two sentences to elaborate on the topic).
 - **Day 17-18-**Working on conclusion (Restate the topic that you did. One restate on interesting fact or idea. Call to the action comes last)
 - **Day 19-20-Revisions**
 - Recheck that they 'paraphrased' information.
 - Conference (possibilities -one on one, small group, partner) check for the bolded vocab, heading, and various structures
 - Making sure that you credited your source
- Day 21-22-** Edit papers (possibilities-one on one, groups, partner)
 - Check for spelling, punctuation, grammar, conventions.
- Day 23-25-**Final drafting, making a cover page to make it more like a book, sharing.

3RD-PERSONAL NARRATIVE (Optional other Genre/not 2015)

- **Day 1-** Baseline Prompt from MAISA
- **Day 2-3-**Graphic organizer for ideas for personal narratives.
- **Day 4-5-**Graphic organizer for details about the story
- **Day 6-7-**Draft out your story with your details from your graphic organizer.
- **Day 8-9-** Find your beginning, middle, end in your story/develop the use of appropriate transitions.
- **Day 10-13-**Practice dialogue structure, and where to use it. Then work on revising by putting the dialogue in appropriate places.
- **Day 14-15-**Mentor texts to look at and develop leads.
- **Day 16-17-** Mentor texts to look at and develop conclusions.
- **Day 18-**Editing the story/start final copy
- **Day 19-**Finish final copy and share

3RD (FOR 2015) Constructed response

- We will be using the lessons in our google drive to work with our stories, in order to build up to a constructed response.
- Using the writing times as needed during the week to get the writing setup for the big constructed response on Friday.
- The responses will be tying in with our reading street stories
- We will be modeling the constructed response as they do them, in order to build up their answers, and release the control as we go till they have it.
- The week prior to the M-Step, we will be having them work on a MDE made constructed response.

