

CCSS--Opinion-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

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

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

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.

	Read Aloud	Reading	Writing
1 st Marking Period (Sept/Oct)	<p>A Bad Case of Stripes</p> <p>The Mud Pony</p> <p>When Comma Came to Town</p> <p>My Momma had a Dancing Heart</p> <p>Come on Rain</p> <p>Wolf!</p>	<p>Reading Street Baseline Reading Test</p> <p>Reading Street Unit 6-Reaching for Goals Theme</p>	<p>Baseline writing assessment prompt</p> <p>Choose one of the following topics:</p> <ul style="list-style-type: none"> • Summer Activity • My Favorite Meal • My Favorite Sport • The Best Job in the World • Best Place to Live <p>Sentence Writing</p> <p>6 Traits of Writing</p> <p>Opinion Baseline Writing</p> <p>Social Studies Region Brochures</p>
2 nd Marking Period (Nov-Jan)	<p>Weekly Readers-News Debate</p> <p>On-line Opinion Paragraphs</p>	<p>Reading Street Unit 1-This Land is Your Land</p> <p>Reading Street Unit 2-Work and Play</p>	<p>Opinion Writing</p> <p>DBQ-Harriet Tubman</p> <p>Social Studies-Public Discourse Debate Writing</p>
3 rd Marking Period (end of Jan-March)	<p>Informational Paragraphs</p>	<p>Reading Street Unit 3-Patterns in Nature</p> <p>Reading Street Unit 4-Puzzles and Mysteries</p>	<p>Research Writing</p> <p>Social Studies-Michigan Hero</p> <p>Science-</p>

<p>4th Marking Period (April/May)</p>	<p>Cinderella Stories</p> <p>Click, Click, Moo</p> <p>Wolf!</p> <p>Fantasy Picture Books</p>	<p>Reading Street Unit 4-Puzzles and Mysteries</p> <p>Reading Street Unit 5-Adventures by Land, Air, and Water</p> <p>Reading Street Baseline Reading Test</p>	<p>Narrative-Fantasy Writing</p> <p>Writing assessment prompt: Choose one of the following topics:</p> <ul style="list-style-type: none"> • Summer Activity • My Favorite Meal • My Favorite Sport • The Best Job in the World • Best Place to Live <p>Social Studies-Economics Narrative</p> <ul style="list-style-type: none"> • Write a narrative about a person who received \$1,000,000 and how they used the money to help their community.
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