

Pacing Guide

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 ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- 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, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events

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.

10/22/14

Present: Marcia Larkins, Cory Schneider (LaDawn was at the School Improvement Meeting)

11/18/14

Present: Marcia Larkins, LaDawn Showers, and Jeff Rowley.

We talked with Jeff about 3rd grade transitioning over to the upper elem. and what that could look like for 5th grade working with 3rd grade for reading buddies, etc.

Fifth grade talked about our timeline of implementation of our genres. We also talked about what our Grading Table (or rubric type grading) would look like for our narrative writing. LaDawn is working on putting something together and will share when completed.

9 weeks one - Poetry Unit

9 weeks two - Narrative Writing

- focus on ideas, organization, and conventions for the rubric
- mini lessons may include:
 - story introduction and endings
 - organizational lessons (paragraphs)
 - Thinking Maps (Circle map-brainstorming, Flow map-setting up story)
 - reading narratives aloud
 - mentor text - Piggy Pie, When I Was Young in the Mountains, When Lightning Comes in a Jar
 - modeling
 - writing part of a narrative as a class
 - scaffolding mini lessons for ideas may include:
 - neighborhood map
 - developing character traits - show don't tell
 - using character traits/synonym paper to develop characters (drawing of hand and adding emotions)
 - The 5 w's and how
 - Sensory Map - using senses for deeper meaning

9 weeks 3 - Informational/Explanatory Writing

- Jamestown DBQ (document based questioning) Early Jamestown: Why Did So Many Colonists Die?
- *At the end of 9 weeks 1 and beginning of 9 weeks 2, the science classes will be completing informational posters on the human body systems, so this could be considered an intro to informational writing

- In math classes, some lessons will include writing their own story problems and explaining, in writing, their thinking process for figuring out problems.

9 weeks 4 - Opinion Writing

- Valley Forge DBQ - Valley Forge - Would You Have Quit?