

6 Weeks Opinion Writing Overview

Using the **Gradual Release of Responsibility Model of Instruction**, we have developed a basic 6-week sequence for successful teaching and learning of a new writing type (genre). This basic 6-week plan includes modeling, shared and guided writing, revision and editing, and finally sharing, publishing, and an on-demand assessment. The sequence is as follows:

Week One: Introduce the writing standards. Model the whole process for the new text type using teacher modeling as well as examination of “mentor texts” or exemplars from published authors. Focus on identifying the elements of the new text type with color coding or labeling.

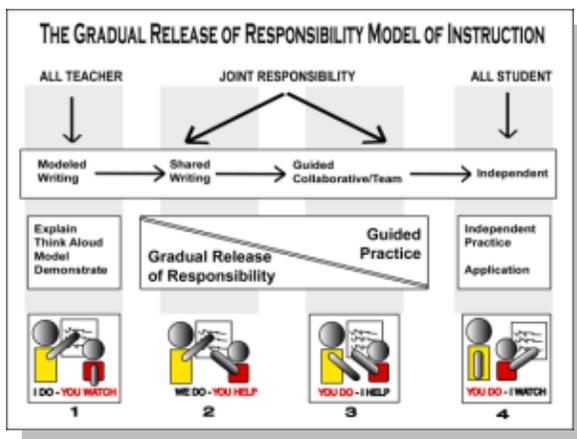
Week Two: Use shared writing to write a class piece using this text type. Follow the same procedure you are going to ask the students to try on their own. If there is a particular graphic organizer, for example, use it during week 2. Develop a “how to” chart for reference as you walk the students through the steps.

Weeks Three-Four: Guide students through drafting 3 or more pieces. Supply varying levels of support depending on student need. Focus on choice of topics as possible. Provide mini-lessons on specific skills as needed.

Week Five: Have students choose one piece to revise and edit. Teach mini-lessons as needed using student writing as well as anchor papers. Provide time for peer conferencing as well as one-on-one teacher conferencing as possible.

Week Six: Help students publish their favorite piece to final copy. Set aside time to share published pieces with an audience. Give feedback both from teacher and peers. Conduct an on-demand prompt if time allows.

The **specific 6-week plan** for focusing on **Opinion Writing** is in the unit planner separate from this document.



This is the **Gradual Release Model of Instruction** incorporated in these lessons.

* **Please note:** teachers may find that their students need more than two weeks of guided practice to learn to write a particular genre. The teacher will know that it is time to move on to teaching revision and editing when the students have completed **at least 3 complete drafts** of a writing type. Some forms of writing take longer than others to complete, so this section of the sequence may take longer.



CCSS Unit Planner for Opinion Writing K-2

"Begin with the end in mind."

Grade	Topic/Type:	
PLANNING	Big, Enduring Ideas and Concepts: Use "Look At" document for content standards. http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp	
	Content Standards	
	Authentic Mode for Publishing/Sharing: Format (something you would see in the real world—magazine, blog, picture book, brochure, powerpoint, etc.) <i>Style is covered under Writing: W 4 and publishing is in W6 and Speaking and Listening: SL 1-5.</i>	
	CCSS Grade level writing expectations:	
	Writing Standard 1: Opinion and others	
	Authentic Audience (parents, other grade level peers, teachers, community members, etc.) <i>Audience is covered in Writing: W 4 and W10; and Speaking and Listening: SL4.</i>	
Assessment: district rubric, peer commentary, portfolio, self reflection <i>Revision is covered under Writing: W5, and peer assessment under Speaking and Listening: SL 1 and 4.</i>		



CCSS Unit Planner for Opinion Writing continued

READING and RESEARCH SOURCES	Possible Sources: INTERNET <i>Internet resources are covered under Reading: RI7 and Writing: W6.</i>
	Possible Sources: TEXTBOOKS/BOOKS <i>Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.</i>
	Possible Sources: OTHER (Guest speakers, community organizations, etc.) <i>Interaction with people & resources is covered under Writing: W6 and Speaking and Listening: SL 1,2,3.</i>
	Evaluating Sources and Resources Include a lesson on how to evaluate websites and conduct effective website searches. http://www.schrockguide.net/critical-evaluation.html <u>Excellent</u> source of website evaluation lessons <i>Evaluation of resources is covered under Reading: R 7,8,9.</i>

6-Week Plan: Opinion Writing K-2

WEEK 1

<p>Week 1 Dates: _____ Number of lesson periods _____</p>	
<p>During Reading</p>	<p>Mentor Texts: Show students how to identify the opinion statement, reasons, and evidence using color coding or labeling.</p> <p>Read exemplars, label/color code, introduce rubric, write "quick tries."</p> <p>Reading to learn about writing: Using mentor texts and close reading.</p> <p>Post and label mentor texts.</p>
<p>During Writing</p>	<p>Focus on modeling and identifying features of this writing type.</p> <p>Model the Process: Choose a topic you care about and model writing of a short piece. Could be a book or movie review, a local issue, a health topic, or something that isn't too complicated. Make sure to label the elements.</p> <p>Researching topics of interest:</p> <ul style="list-style-type: none"> • Generate an "Issues We Care About" list. • Invite a guest speaker, or go on a fieldtrip to learn about a local issue. • Model with a whole class topic. <p>Oral Language Development: Try strategies such as "Take a Stand" or "Talk Tickets" to have students practice starting opinions for a variety of issues.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> </div>

6-Week Plan: Opinion Writing K-2

WEEK 2

Week 2 Dates: _____ Number of lesson periods _____

During Reading

Reading research on a topic and takes notes on the graphic organizer of your choice.

During Writing

Shared Writing of one piece to learn the steps in the process.

- **Choose a topic to work on as a class.**
- Walk through the process, encourage input with whiteboards or small group discussion, create a **"how to" chart**.
- Introduce language frames to support students' building of opinion statements.
- Use student input from white boards, or build a Google doc which is shared to write an opinion piece in class.
- Print out class piece and have students color code and label the elements.



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6-Week Plan: Opinion Writing K-2

WEEK 3-4

Weeks 3-4 Dates: _____ Number of lesson periods _____	
During Reading	<p>Reading Standard 8: Consider introducing a tree map and having students sort and list reasons authors use to make their points in text. Page 27 in handbook.</p>
During Writing	<p>Guided Practice:</p> <ul style="list-style-type: none">• Have students work individually, in small groups, or in pairs to complete 3 or more pieces using the same procedure as week 2.• Provide choice of topics and types of opinion writing whenever possible.• Have students track their progress with the "How to Chart." <div data-bbox="1110 928 1328 1167" data-label="Image">An icon for the 'YOU DO - I HELP' strategy. It features a yellow square on the left and a red square on the right. A grey stick figure is positioned in the yellow square, and another grey stick figure is in the red square. A white document with a checklist is between them. Below the icon is the number '3'.</div> <p>Use student checklists, writing project board, small group instruction, sharing and responding. Write anchor papers with students to match their rubric.</p>

6-Week Plan: Opinion Writing K-2

WEEK 5-6

Weeks 5-6 Dates: _____ Number of lesson periods _____	
During Reading	Continue teaching informational text standards as needed.
During Writing	<p>Editing/Publishing</p> <ul style="list-style-type: none"> • Have students select their favorite piece of opinion writing. • Use student writing examples to teach students how to improve their writing with revision techniques as needed. You can focus on word choice, or adding information, etc. • Revise, edit and publish one piece • Administer on-demand prompt <p>Edit and Publish: use self and peer techniques as well as word processing to edit and publish.</p> <p>Have students word process or write their final pieces and possibly publish them in some sort of authentic format: class magazine, webpage, etc.</p> <p>Assess:</p> <p>"Dress Rehearsal": conduct a trial of an on-demand write if time before assessment.</p> <p>Celebrate published writing pieces with "Author's Chair", gallery walk, or invite an audience to the classroom</p>



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