### BIG IDEAS - WEEK 1
**WRITING AND READING:**
**Introducing the Genre**

- **Understanding Opinions**
  - **Anchor Chart:** *What is an Opinion?*
  - Discuss the difference between writing facts and opinions.
  - Create a favorites chart...favorite food, pet, etc.
    - Have students discuss their favorite.
    - Distinguish between facts and opinions.
    - Students will disagree about their favorites. **Anchor Chart:** *Agree or Disagree.*

- **Use Favorites Chart(s) to Write Opinions**
  - Introduce a list of opinion words as a resource for writing opinions...I think, I feel, etc.
  - Allow students to share opinions on a given topic using the opinion word list and conjunctions.
  - Model forming an opinion and writing it in sentence form.
  - Give students time to practice writing opinion statements. You might create various anchor charts and/or display various books. Allow students to write their opinion on a post-it and post on charts and/or books.

### LANGUAGE:
- Complete sentences.
- Use conjunctions in sentences.

### Anchor Charts:
- **What is an Opinion?**
  - An opinion is the way you think or feel about something.
  - Allow students to generate opinions. Add these to the chart. Ex: I like basketball.
- **Agree or Disagree?**
  - An opinion is what YOU think. You may agree or disagree with someone else’s opinion.
  - Use student generated opinions. Allow students to agree or disagree with their statements.
- **Opinion Words...** I think, I feel, my favorite, I like, etc.
- **Conjunctions...** and, because, when, etc.

### Standard

| W1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, **state an opinion**, supply a **reason for the opinion**, and provide some sense of closure. |
| L.1.1.g | Use frequently occurring conjunctions (e.g., **and**, **but**, or, **so**, **because**). |

Resource: Portland Public Schools- Opinion Writing
BIG IDEAS WEEK 2:
WRITING:
Organizing Opinion Writing with Boxes and Bullets

- Review opinions and how to write opinion statements.

**Supporting Opinions**
- Create an anchor chart to help students with writing reasons for their opinions.
- Choose a favorite topic. Have students form an opinion. Ex: Topic: Seasons, My favorite season is summer.
- Model how to support an opinion with reasons using boxes and bullets. Discuss strong reasons vs. weak reasons.
- Allow students time to list reasons on their boxes and bullets organizer.

**Writing Closures:**
- Create an anchor chart for writing closures.
- Model how to write a closure.
- Allow students time to add a closure to their boxes and bullets.

**Moving Boxes and Bullets to paragraphs**
- Model how to take and write 5 sentences using the boxes and bullet plan sheet.
- Practice writing.
- May need to do a mini-lesson on using conjunctions like and, because, etc.

LANGUAGE:
- Complete sentences.
- Use conjunctions in sentences.

Anchor Charts:
- What is an Opinion Anchor Chart
- Supporting Opinions
  - Why we think or feel a certain way
  - Key vocabulary…because, when, the reason, another reason, etc.
- Boxes and Bullets (example)
  - My favorite season is summer.
  - hot outside.
  - swimming, running, and riding bicycle
  - no school
  - I love everything about summer!

- Writing Closures
  - Restate your opinion.
  - Word choices…I think, I feel, It is my opinion that, finally, etc.
- Teacher Example of Boxes and Bullets
- Teacher Example of Finished Paragraph

**Standards**

W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, **state an opinion**, supply a **reason for the opinion**, and **provide some sense of closure**.

L.1.1.g Use frequently occurring conjunctions (e.g., **and**, **but**, **or**, **so**, **because**).

Resource: Portland Public Schools- Opinion Writing
BIG IDEAS-WEEK 3:

WRITING:

Book Reviews
- Read a book of choice to students.
  - Allow students to discuss whether they like or dislike the book and why.
  - Explain to students that sometimes we like or dislike a book because of the characters or events. Ex: I like that Leo learned to read at the end of the story.
  - Make a list of the character(s) in the story and the events in the story. Allow students to use these to state opinions.

- Moving Boxes and Bullets to a paragraph
  - Model how to take and write 5 sentences using the boxes and bullet plan sheet.
    - Opinion Statement
    - 3 Supporting Reasons
    - 1 Closing Sentence
  - Model this for students, write interactively with students, and then allow students to try independently! You might even have students choose between two books…fiction/fiction, fiction/nonfiction, or nonfiction/nonfiction.

READING:

Reading Texts
- Weekly Text: Have students identify opinions.
- Close read: Do this as a class!
  - Read: Newsela Article: Some Parents and Schools are Saying “No” to Homework
  - Use the article and have students choose the two possible positions.
  - List supporting reasons for both sides.
  - Place information in boxes and bullets.
*Choose a different article if you would like😊

LANGUAGE:

- Complete sentences using adjectives and conjunctions.

Anchor Charts:
- Teacher example of boxes and bullets
- Teacher example of finished paragraph
- Boxes and Bullets (example)

I like the story Leo the Late Bloomer.
- reading is hard for me
- like the illustrations
- happy ending

I think Leo the Late Bloomer is a great story that everyone should read.

Standards

W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Resource: Portland Public Schools- Opinion Writing
**Big Ideas-Week 4:**

**WRITING:**
- Writing Persuasive Letters
  - Introduce persuasive letters...Persuasive letters are a type of opinion writing. When we try to persuade someone, we give them reasons to give us something or do something for us.
  - Read *I Wanna New Room* or another book written as a persuasive letter.
    - Discuss what Alex is trying to persuade his mom to give him.
    - Use boxes and bullets to list his wants and reasons for the wants.
    - Discuss the characters reasons for wanting the things he asked for. Were they strong? Weak?
    - Allow students to make a list of 3 things they want. (graphic organizer in resource folder)
    - Have students brainstorm reasons for their wants and then choose the ONE that might convince someone to give them their want.
    - Have students complete a boxes and bullet organizer to help them plan their persuasive letter.
  - Moving boxes and bullets to persuasive letter.
    - Have students select the audience for their letters. Complete this sentence frame...I want _______ to ______.
    - Model writing a persuasive letter.
    - Have students transfer boxes and bullets to persuasive letter. Allow students to share.

**READING:**
- Close read...Allow students to work in small groups or partnerships this week©
  - Read: *Too Much Testing in Schools*
  - Use the article and have students choose the two possible positions.
  - List supporting reasons for both sides.
  - Place information in boxes and bullets.
  - Choose a different article if you would like©

**LANGUAGE:**
- Complete sentences...model sentences with strong verbs, adjectives, conjunctions, etc.
- Using Commas...dates, words in a series, and salutation and closing

---

**Anchor Charts:**
- Group generated boxes and bullets for book
- Teacher example of wants/reasons
- Teacher example of persuasive letter
- Parts of a Letter Chart
- Boxes and Bullets (example)

<table>
<thead>
<tr>
<th>New computer</th>
</tr>
</thead>
</table>

- my old one broke
- lots of educational games online
- I need to know how to type

<table>
<thead>
<tr>
<th>Help me be successful at school</th>
</tr>
</thead>
</table>

- Letter Writing Checklist
  - My letter has all the parts...date, salutation, body, closing, and signature.
  - I have correct punctuation.
  - I have capital letters...beginning of sentences, proper nouns, and abbreviations.

---

**Standards**

W1.1 Write opinion pieces in which they introduce the topic or *name the book they are writing about*, state an opinion, supply a *reason for the opinion*, and provide some *sense of closure*.

L.1.1.g Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

*Resource: Portland Public Schools- Opinion Writing*
**BIG IDEAS-WEEK 5:**
*Preparing to Publish*

- Writers have learned about opinion/persuasive writing...
  - What is an opinion?
  - Introduction-opinion statement
  - Supporting Details- reasons for opinions
  - Conclusion
  - How to use boxes and bullets to organize thoughts.
  - How to transfer boxes and bullets to a paragraph.
  - How to use linking words.
  - How to take a stand using articles.
- Writers will now begin the publishing process by choosing their favorite piece.

**Review Opinion Writing Checklist/Rubric**
- Discuss checklist with students.
- Model how to use the checklist and edit writing.
- Assign partners.
- Have the writers and partners reread to see if there is anything they need to fix, or add, before publishing.

**Complete story cover/Celebrate**
- This may look different ways...invite another classroom in to listen to students read their stories, invite special area teachers/administration/parents in to listen to students read their stories, museum walks, student-to-student sharing, hallway display, etc. Celebrate your writers!

**Publishing Goals:**

**Publishing Checklist anchor chart**
- I have used punctuation at the end of my sentences.
- I have capital letters at the beginning of my sentences.
- I have spaces between my words.
- I used resources and checked my spelling.

**Opinion Writing Check List**
- Does my story have a topic? Is my opinion clearly stated?
- Does my story have at least three reasons supporting my opinion?
- Does my story have a closing sentence?

**Standards:** W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Resources:**
- Resource: Portland Public Schools- Opinion Writing
- Newsela
- Readworks

**Mentor Texts:**
- I Wanna Iguana
- I Wanna New Room
- My Teacher for President
- Don’t Let the Pigeon Stay Up Late
- Click Clack Moo Cows that Type