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| **Clarity for Learning Planning Template** | | | |
| **Standard**  C K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.  b. Introduce the topic.  c. Provide reasons with details to support the opinion.  d. Use grade-appropriate transitions.  e. Provide a concluding idea.  f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | | | |
| **Concepts (Nouns)**  opinion pieces  combination (drawing, dictating, writing, digital resources)  topic  opinion  peer collaboration  writing and/or pictures  reasons  details  (grade-appropriate) transitions  concluding idea  guidance and support | | **Skills (Verbs)**  compose  using  state  strengthen writing  add(ing) details  introduce  provide  support  develop  planning, revising, editing | |
| **Learning Progressions**  *Pre-requisite Skills:*  (awareness of) and ability to convey thoughts or ideas through encoding (some stage of putting marks on the page: writing and/or drawing)  *Grade Level Skills:*  *demonstrate understanding of what it means to have an opinion, along with reasons why (I like \_\_\_\_* ***because****\_\_\_)*  *verbally state opinion on a personal topic and back up opinion with sound reason(s)*  *peer collaboration*  *introduce opinion topic on paper and/or digitally through* a combination of drawing, dictating, writing  *provide reasons with details to support the opinion*  *use transition words (and,* ***because****, first of all…)*  *provide a concluding idea*  *With guidance and support from adults, strengthen writing through…*  *-peer collaboration*  *-adding details through writing and/or pictures as needed*  *With guidance and support from peers and adults…*  *-develop and strengthen writing as needed by planning, revising, editing (see L.K.1 and L.K.2)*  *Resource Tips:*  **Encoding**: This refers to children composing and recording written messages. “...to write children are: going from ideas to spoken words to printed messages...It is about constructing sentences from ideas, and about constructing words from their parts, all in the context of getting down a message.” (from Clay, Change Over Time, p.27).  **NOTE**: This is very different than copying words or sentences off the board. This is about teaching children to record their own thoughts and messages.  “with some help” encompasses teacher/adult help and peer collaboration  **Opinion**: This is a belief, conclusion, or judgement based on reasoning. Reasons can take the form of facts and details. Our youngest writers start with telling the reader about the personal opinions or preference and move on to objective reasoning as they mature and gain experience.  Collect examples of opinion pieces and persuasive letters written by students from prior years so that students can see exemplars written by students their age.  Consider integrating C.K.1 with RI.K.8 to support the reading-writing connection (opinions, claims, reasons, evidence)  Consider integrating C.K.1 with L.K.1 and L.K.2 (conventions of Standard English)  [Rubrics for Opinion Writing](https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/Kindergarten/RU_OP_GK.pdf)  [Lucy Calkins Writing Checklist](https://drive.google.com/file/d/1xMW7fpCnd7jX4ZlPlx9YiUN6raV7slk-/view?usp=sharing)  **Editing**: For K-2 students, editing involves fixing spelling, punctuation, and grammar errors. Editing and proofreading can take place throughout the composing process, not just at the end--particularly with more fluent writers.  **Revising**: Revision is *reseeing*, considering a piece of one’s writing with an eye to making it clearer. For K-2 students, revision is best understood as rereading to make sense. Students can then make small adjustments. In kindergarten, crossing out or adding a word or two; in grades one and two, fixing a few sentences, using connecting words to make the sentences flow better, or rewriting beginnings and endings. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to write an opinion piece. | | Compose:  With some help,  I can talk about a topic I will write about.  I can tell what I think about the topic.  I can state my opinion of the topic.  I can give reasons to support my opinion.  Drafting:  With some help,  I can write my opinion at the beginning of my piece.  I can write reasons with details for my opinion, using words like *because*.  I can provide a concluding idea or sentence.  Editing and Revising:  With some help, I can add details to my writing/pictures to make my writing better.  With some help, I can make my writing sound better and correct mistakes.  Publishing:  With some help, I can compose an opinion piece with an introduction, reasons, and a concluding idea. | |