

## Accessing MAISA CCSS Aligned Writing Units

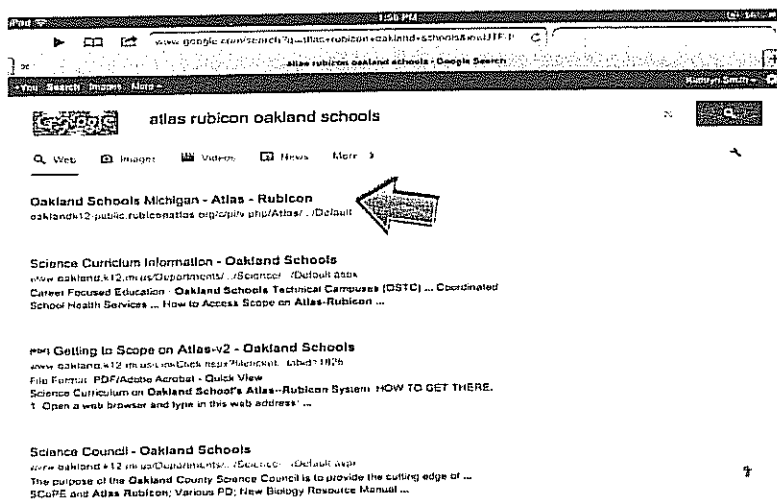


### Notes to Facilitator

- This PowerPoint has the step-by-step directions for accessing the units and can be used in two way:
  - If only a few of your staff has accessed the units or you just want to make sure all staff has the knowledge to access the units you can walk your staff through the steps on the slides to teach them how to access the units and resources. Depending on time and purpose you can also use the activities listed in the notes.
  - If your staff already has been accessing the units you can take them through the steps and use the activities listed in the notes to facilitate a deeper understanding of the units.

## Follow-Up Activities

- Create a pacing guide for the units based on district/building needs
- During a staff meeting or PLC have teachers download and discuss the next unit their grade level will be teaching
- Compare units/lesson to what you are currently using. Can you integrate some of what you have been doing into the units?
- Gather and look at mentor texts for next unit
- Look at Resources for next unit
- Download and discuss formative-assessment overview
- Download (K-2) and discuss formative-assessment tasks for units
- Discuss (3-11) assessment task for upcoming unit
- Plan on-demand task administration for units



Google "atlas rubicon oakland schools." The link you need should be the first link displayed. Select that link.

Atlas Curriculum Management - Browse

Search Browse References Info

Oakland Schools

Atlas > Browse

Filters:

- by School Type
- by School
- by Grade
- by Subject
- Type a Course Name
- by Map Type

Reset Browse

Now Viewing:  Unit Calendar  Hide Empty Courses

School	Grade	Subject	Course	Map Type	Year
Common Core	Grade 9	Mathematics	Algebra I	CC	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra I	M	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra II	M	2012-2013
Common Core	Grade 11	Mathematics	Algebra III	CC	2012-2013
Oakland Scope High School	High School	World Languages	ASL I	M	2012-2013
Oakland Scope High School	High School	World Languages	ASL II	M	2012-2013
Oakland Scope High School	Grade 11	Science	Biology	M	2012-2013
Oakland Scope High School	Grade 10	Science	Chemistry	M	2012-2013
Oakland Scope Elementary	Grade 1	World Languages	Chinese - Grade 1	M	2012-2013
Oakland Scope Elementary	Grade 2	World Languages	Chinese - Grade 2	M	2012-2013
Oakland Scope Elementary	Grade 3	World Languages	Chinese - Grade 3	M	2012-2013
Oakland Scope Elementary	Grade 4	World Languages	Chinese - Grade 4	M	2012-2013

Your Screen should look like this when you have selected the correct link.

Atlas Curriculum Management - Browse

Search Browse References Info

Oakland Schools

Atlas > Browse

Filters:

- by School Type
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- Type a Course Name
- by Map Type

Reset Browse

Now Viewing:  Unit Calendar  Hide Empty Courses

by School

- Common Core
- Oakland Scope Elementary
- Oakland Scope Middle School
- Oakland Scope High School

School	Grade	Subject	Course	Map Type	Year
Common Core	Grade 9	Mathematics	Algebra I	CC	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra I	M	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra II	M	2012-2013
Common Core	Grade 11	Mathematics	Algebra III	CC	2012-2013
Oakland Scope High School	High School	World Languages	ASL I	M	2012-2013
Oakland Scope High School	High School	World Languages	ASL II	M	2012-2013
Oakland Scope High School	Grade 11	Science	Biology	M	2012-2013
Oakland Scope High School	Grade 10	Science	Chemistry	M	2012-2013
Oakland Scope Elementary	Grade 1	World Languages	Chinese - Grade 1	M	2012-2013
Oakland Scope Elementary	Grade 2	World Languages	Chinese - Grade 2	M	2012-2013
Oakland Scope Elementary	Grade 3	World Languages	Chinese - Grade 3	M	2012-2013
Oakland Scope Elementary	Grade 4	World Languages	Chinese - Grade 4	M	2012-2013

Ignore the first choice "by School Type" and click on the 2<sup>nd</sup> box "by School." These are the choices you will see. Click on the first one: Common Core.

The screenshot shows the Atlas Curriculum Management & Browse interface. The 'by Grade' filter is selected, showing a list of courses for various grades. The table below represents the data shown in the interface:

School	Grade	Subject	Course	Map Type	Year
Common Core	Grade 9	Mathematics	Algebra I*	CC	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra I	M	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra II	M	2012-2013
Core	Grade 11	Mathematics	Algebra II*	CC	2012-2013
Scope High School	High School	World Languages	ASL I*	M	2012-2013
Scope High School	High School	World Languages	ASL II*	M	2012-2013
Scope High School	Grade 11	Science	Biology*	M	2012-2013
Scope High School	Grade 10	Science	Chemistry*	M	2012-2013
Scope	Grade 1	World Languages	Chinese - Grade 1*	M	2012-2013
Scope	Grade 2	World Languages	Chinese - Grade 2*	M	2012-2013
Scope	Grade 3	World Languages	Chinese - Grade 3*	M	2012-2013
Scope	Grade 4	World Languages	Chinese - Grade 4*	M	2012-2013

Now select the next tab: "by Grade." Click on the Grade Level you teach or want to view.

The screenshot shows the Atlas Curriculum Management & Browse interface. The 'by Subject' filter is selected, showing a list of courses for English Language Arts. The table below represents the data shown in the interface:

School	Grade	Subject	Course	Map Type	Year
Core	Grade 9	Mathematics	Algebra I*	CC	2012-2013
Scope High School	High School	Mathematics	Algebra I	M	2012-2013
Oakland Scope High School	High School	Mathematics	Algebra II	M	2012-2013
Common Core	Grade 11	Mathematics	Algebra II*	CC	2012-2013
Oakland Scope High School	High School	World Languages	ASL I*	M	2012-2013
Oakland Scope High School	High School	World Languages	ASL II*	M	2012-2013
Oakland Scope High School	Grade 11	Science	Biology*	M	2012-2013
Oakland Scope High School	Grade 10	Science	Chemistry*	M	2012-2013
Oakland Scope Elementary	Grade 1	World Languages	Chinese - Grade 1*	M	2012-2013
Oakland Scope Elementary	Grade 2	World Languages	Chinese - Grade 2*	M	2012-2013
Oakland Scope Elementary	Grade 3	World Languages	Chinese - Grade 3*	M	2012-2013
Oakland Scope Elementary	Grade 4	World Languages	Chinese - Grade 4*	M	2012-2013

Next choose the tab "by Subject" and select the first choice English Language Arts.

Click on Browse, your Unit should be displayed. Choose the Link under Course. (In this case, Writing K)

The Oakland Unit Calendar for all of the 2012-2013 Units will be displayed. This link is updated as needed when Units are written.

The screenshot shows a web browser window with the URL [oakland12-public.subscnctlas.org/Atlas/Browse/UnitMapView/Default](http://oakland12-public.subscnctlas.org/Atlas/Browse/UnitMapView/Default). The page title is "Unit Map 2012-2013 Oakland Schools Writing K-5 (CC) / Kindergarten (Common Core)". The unit is titled "Unit: Opinion Writing: Letter (Week 26, 2 Weeks)".

**Common Core Initiative**

Overarching Questions and Enduring Understandings

How do writers state an opinion about a book in a letter format?

Graphic Organizer

Picture 2.png

The diagram is a central oval labeled "Opinion Letter: Writing: State an opinion using the format of a letter". It is connected to several surrounding ovals:

- "to state" (top)
- "to make the letter more effective" (right)
- "to express an opinion" (bottom right)
- "to write" (bottom)
- "to plan and rehearse" (bottom left)
- "to understand" (left)
- "to understand the genre of letter writing" (top left)
- "that writers have an opinion about books" (middle left)
- "to understand" (middle right)
- "to make the letter more effective" (middle right)

Unit Abstract

When you click on a Unit, you will see this **Unit Map**. Scroll down and read the information for your Unit. You will see the following items:

The screenshot shows the "Unit Abstract" section of the same web browser window. It contains the following text:

**Unit Abstract**

In this unit we teach children how to channel their natural abilities of persuasion into letters designed to state an opinion about a book they know. Letter writing begins with believing you have something to share with someone and people are interested in hearing others points of view. We begin by telling children that what they have to say is important and that their words make a difference.

This unit becomes a foundation for teaching students that in real life and in various other writing forms, individuals make a claim and support it with evidence. Children need to grasp the big work that we are asking them to do and to believe that this work is within their grasp. What is really important here is focus. Writers need to decide what exactly they want to say and then work diligently to say that one thing. You will want to revel in childrens approximations as well as their enthusiasm to get their opinions down on paper.

Students begin by listening and forming opinions about books they have heard. Through immersion, they study the format of letter writing, how books can create strong feelings within us and how we can have strong feelings because of the connections we make to the book. Before children begin to draw and write they are given an opportunity to plan and rehearse at an oral level how their letters will unfold. After composing, in kindergarten fashion, writers revise and edit their work to make it more effective.

Finally after their opinions are on the page they seal them up and send them into the hands of another person.

**Content Expectations/Standards**      **Unit Level Standards**

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,**  
**CCSS: Kindergarten, Writing**  
**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about

As a teacher, the **Unit Abstract** is probably your most important information. This information is also repeated in the first few pages of the Unit lesson Plans.

The screenshot shows a webpage with the following content:

**Content Expectations/Standards**

**Unit Level Standards**

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Writing**  
**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Speaking and Listening Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and

This segment lists the **Common Core Standards** taught in the Unit.

The screenshot shows a webpage with the following content:

**Essential/Focus Questions**

1. How do writers use mentor text to study characteristics of Small Moments/Personal Narrative stories and generate story ideas?
2. How do writers learn a process for writing?
3. How do writers use words to tell a story?
4. How do writers read over their writing to add more?
5. How do writers make their writing ready for the world?

**Key Concepts**

- audience
- edit
- independence
- partnerships
- personal narrative
- publish
- qualities of good writing
- rehearsal
- repertoire of strategies
- revision
- rules and rituals
- writing process

**Assessment Tasks**

Assessment tasks are presently being developed by the MAJISA K-2 Assessment Subcommittee. These will be uploaded in the near future.

Feedback is encouraged. Please contact [mwing@geneseesisd.org](mailto:mwing@geneseesisd.org)

[K-2 Formative Assessment Package for MAJISA Units Fall 2012 \(Updated Nov. 2012\)](#)

[Formative Assessment Overview](#)

**Intellectual Processes**

- Attitudes
- Decision making
- Development
- Evaluating
- Generating
- Independence
- Inquiry
- Organizing
- Responsibility
- Reviewing
- Transfer

**Focus Questions, Assessment Tasks, Key Concepts and Intellectual Processes** are next in this document.

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 Su Can Ch... Edmodo L... www.Buath... Oral 3Imm... ABC Khol... Editorial... Browse Calendar... Map 201... +

**Lesson Sequence**

Session 1: Assessing writers at the start of the year.  
 Sample Lesson: Immersing students in mentor text to understand "What makes a good Small Moment/Personal Narrative story?" and to generate more story ideas (Story Ideas - Write About Things You Know).  
 Session 2: Writers think, picture and say their stories to themselves and partner.  
 Session 3: Writers sketch their stories.  
 Session 4: Writers label their sketches.  
 Session 5: Writers keep working by adding more to their picture or words or by starting a new piece.  
 Session 6: Writers use supplies independently.  
 Session 7: Writers sketch and do the best they can.  
 Session 8: Writers put their stories into words.  
 Session 9: Writers stretch and write the sounds they hear first.  
 Session 10: Writers spell the best they can and keep going.  
 Session 11: Writers use an ABC chart to find and write letters.  
 Session 12: Writers have a system for organizing their writing.  
 Session 13: Writers progress to writing longer stories.  
 Session 14: Writers select and fix up a piece to share with others.  
 Session 15: Writers share their finished pieces with a partner.  
 Session 16: Writers share their finished pieces.

This unit was distributed to Oakland County districts on 8/20/2012. For updated lessons and resources please visit:  
 http://oaklandk12-public.rubiconatlas.org

**Resources**

Calkins, Lucy. 2003. *Units of study for primary writers: curriculum*. Portsmouth, NH: Heinemann.

Resource Material Packet  
 Resource Material Packet

Kindergarten - Unit 2 Launching Writing Workshop Lesson Plans 6-22-12.docx

**Lesson Sequence, Professional Resources, Unit Resources and the Unit Lesson Plans are listed at the end of the Unit Map.**