

## **MAISA Writing Support Lesson Modules**

Title 1 Support Resources \*ELA\*

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### **Available Modules 10-1-14**

#### Writing Foundations

##### **Oral Language**

For many students the first step in writing is being able to tell a story. This lesson gives ideas on how to develop oral language with students

##### **Sentence Fluency**

Good writing flows together smoothly and easily. Students will learn how to create longer more interesting sentences. Sentence fluency is first an auditory trait so oral practice will precede written practice.

##### **Visualizing**

When authors write they describe with detail. This helps the reader see and feel your story. The words become like a movie in a reader's mind. If a reader can visualize what you wrote, they are comprehending!

##### **Phonemic Awareness**

Students will be able to notice, think about, and work with individual sounds in words. Applying phonemic awareness to writing, children will segment the phonemes of a word to invent a spelling by assigning letters to various sounds.

##### **Sentence Combining**

Good writing flows together smoothly and easily. Students will learn how to combine short, choppy sentences into a more effective sentence. The goal is not to produce longer sentences but to create compelling sentences.

##### **Authors Purpose**

Writers write to persuade, inform, and entertain. In order for our students to show purpose in their own writing they need to understand how an author shows (not tells) the purpose in a variety of pieces. The purpose is the reason the author decided to write about that topic.

##### **Sentence Combining - Secondary**

Investigate the power of revision specifically looking at your writing for a variety of sentence structures through the concept of sentence combining.

#### Narrative Writing Elementary

## **Generating Ideas: Storytelling with Gestures - Elementary**

Writers learn strategies for writing effective narratives. Students having difficulty organizing their thoughts need to practice out loud with stories they have previously read and are familiar to them.

## **Narrative Writing: Detail of Setting - Elementary**

Writers attend to the qualities of good writing. Writers show where they are by the words they use (detail of setting).

## **Narrative Writing: Effective Endings - Elementary**

Writers attend to the qualities of good writing. Writers write endings that are close-in the moment.

## **Editing/Revising: Ending Punctuation - Elementary**

In this lesson writers will explore punctuation and how using punctuation can improve their stories.

## **Narrative Writing Secondary**

### **Generating Ideas: Timelines - Secondary**

Creating a timeline will help students put important events of their lives into chronological order. Each event will have the possibility of becoming a story. The timeline can be added to at a later time and/or can be used throughout the school year.

### **Narrative Writing: Creating Moments in Time - Secondary**

The students will pick on event from their timeline to expand. They will create a new timeline about the event of their choice. The timeline should be in chronological order.

## Informational Writing Elementary

### **Informational Writing: Generating Ideas (How-To-Books) - Elementary**

Writers use effective techniques to craft their procedural text. Writers use precise words to be clear about each step and to help their reader follow steps in order.

## Informational Writing Secondary

### **Informational Writing: Text Features and Structures - Secondary**

Readers of informational text use text features to comprehend key ideas.

### **Informational Writing: Exploring Categories and Subcategories - Secondary**

“Writers usually produce their best writing when focused on a topic they care about. They brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.”

### **Informational Writing: Supporting Details - Secondary**

The graphic organizer will help each student put their thoughts in chronological order. This organizer will also help them to remember all that is required for their draft. Each part of the graphic organizer will involve a session to show students the support they need to include in their essay.

## Opinion Writing Elementary

### **Opinion Writing: Generating Ideas Elementary**

This lesson was designed to reinforce the concepts of fact and opinion and how they relate to opinion writing. Writers use mentor text to learn to identify the message and create opinion statements. A clear understanding of the author’s message allows writers then connect with their own lives.

## **Opinion Writing: Supporting Opinion Statements Elementary**

Students will provide reasons ( from text, knowledge or experience) to support a “big idea” (claim/thesis) W.1.a, W.1.b. Students will work using a paragraph frame to use examples from their own life to support their “Big Ideas.” They will transition words such as for example and because to connect their ideas.

## **Opinion Writing: Parts of a Letter Elementary**

Writers read mentor texts as writers to discover the characteristics of Opinion Letters.

## Argumentative Writing Secondary

### **Generating Writing Ideas - Secondary**

Following this lesson will explore a number of ways to generate ideas for all types of writing for secondary students. Generating ideas can be a great start to get even the most reluctant writer started in the writing process.

### **Argumentative Writing: Angle of Support - Secondary**

1. Start by having a volunteer come up and start by asking why. Place the why and because/because I said so conversation that so often happens between parents and their children.
2. Discuss why these types of answers are not effective. Relate this to developing evidence for claims.
3. Consider watching a 5 minute clip on youtube about using supporting details and discussing the ideas presented

there:<http://www.youtube.com/watch?v=-vL8Jtz59sw>

### **Argumentative Writing: Writing a Thesis Statement - Secondary**

Create a claim to prove within an argumentative writing. This lesson walks through introducing and building on the knowledge of what goes into generating a claim statement. It allows for claim statements to be generated and discussed resulting in a useable claim statement for a student.

## **Argumentative Writing: Thesis Support with Evidence While Avoiding Fallacies - Secondary**

Lesson explaining an instructional model and research for the concept of Argumentative Writing: Thesis Support with Evidence While Avoiding Fallacies. This is a supplemental lesson for the MAISA Writing Units.

Questions?

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