



Writing Gallery Guidelines Document – Opinion Writing

Explanation	
Purpose	<p>A writing gallery should increase the importance/focus and consistency of writing in kindergarten through 5th grade classrooms and increase teacher knowledge and understanding in the specific area of writing.</p> <p>The general purpose for a writing gallery walk is to view student writing and offer specific feedback, similarly to the way art is viewed in an art gallery. A writing gallery (walk) allows participants to view students' writing and make constructive, specific, and helpful comments about the writing. The culture of a gallery walk experience is non-evaluative in nature. It is meant to increase the importance and consistency of writing in kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding of the writing types (<i>narrative, opinion, informative</i>).</p>
Goals	<ul style="list-style-type: none"> • Provide opportunities for students to develop authentic writing pieces • Learn to develop a writing piece based on a text or a topic appropriate to each specific grade level • Complete the writing process from planning to publishing as addressed by each grade level standard • Purposefully organize and display students' writing products to celebrate and provide feedback that will impact future writing instruction
Timeline	<ul style="list-style-type: none"> <input type="checkbox"/> Overall suggested timeframe is 4-6 weeks <input type="checkbox"/> Planning: (includes creating scope and sequence of writing) 1-2 weeks <input type="checkbox"/> Instruction: 2-3 weeks <ul style="list-style-type: none"> <input type="checkbox"/> Introduction of writing <input type="checkbox"/> Understanding writing to a topic <ul style="list-style-type: none"> <input type="checkbox"/> Present multiple prompts on varied texts and topics <input type="checkbox"/> Understanding writing to a text <input type="checkbox"/> Organization and display: 1 week
Who is Involved?	<p>Gallery Walk team</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggested Team Members: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional and/ or Literacy Coach <input type="checkbox"/> Curriculum and Instruction personnel <input type="checkbox"/> Lead teacher <input type="checkbox"/> Teacher representative <input type="checkbox"/> Parent

Explanation

Next Steps

- Debriefing to develop next steps such as:
 - Future professional development/ PLC needs
 - Suggestions for instructional changes/ improvements

Writing Gallery Procedures

When: Upon completion of the writing timeline (*narrative, opinion, informative*)

Where: Possible locations may include: hallways, gymnasium, multipurpose room, or libraries

General Details: Conduct a gallery walk where the team views authentic writing pieces and debriefs to determine next steps

How: Set a date for the writing gallery. Meet with the teachers to outline procedures and expectations. Notify members of the writing gallery team. Create folders for each member of the team. The folders should include copies of the protocol, rubrics, and an agenda with a schedule and map of the school. Meet with the team before the gallery begins to explain the protocol and contents of the folder. Conduct the writing gallery. Meet with the team after the writing gallery to debrief to determine next steps.

Kindergarten Specifics:

Writing could include a combination of pictures, writing, and/or dictation as indicated by MS-CCRSS. Writing may be depicted with a selected graphic organizer or a labelled single picture with a simple sentence(s). Writing may include inventive spelling with teacher dictation explaining a student's thought. Writing will be reflective of each student's developmental stage of writing.

1st Grade Specifics:

Writing will be reflective of each student's developmental stage based on the stages of writing development.

2nd Grade Specifics:

Writing should be developed into a paragraph or longer essay depending on the academic ability of each student.

3rd Grade Specifics:

Writing should be clearly developed and organized into a paragraph or essay depending on the academic ability of each student.

4th Grade Specifics:

Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

5th Grade Specifics:

Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

All teachers should:

- Plan and carry out writing instruction using the allotted time frame
- Display students' writing products in an organized manner including a note explaining the writing piece and how the piece meets the standard
- Execute any applicable next steps provided as a result of the gallery walk

Kindergarten Opinion

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.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Use a combination of drawing, dictating, and writing in which they tell a reader the topic or the name of the book				
State an opinion or preference about the topic or book				
Print upper and lowercase letters correctly				
Use nouns and verbs correctly				
Capitalize the first word in sentences				
Capitalize the word I				
Spell words phonetically				

Kindergarten Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Use a combination of drawing, dictating, and writing tell a reader the topic or the name of the book
- Print upper and lowercase letters correctly
- Use nouns and verbs correctly
- Capitalize the first word in sentences
- Capitalize the word I
- Spell words phonetically

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

First Grade Opinion

W.1.1 - 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.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic or name the book				
State an opinion				
Provide reasons that support the opinion				
Provide some sense of closure or concluding statement				
Use common, proper, and possessive nouns				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)				
Capitalize dates and names of people				
Use end punctuation for sentences				
Use commas in dates and to separate single words in a series.				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				

First Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce the topic or name the book
- State an opinion
- Provide reasons that support the opinion
- Provide some sense of closure or concluding statement
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Second Grade Opinion

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic or book				
State an opinion				
Supply reasons to support an opinion				
Use linking words (e.g., because, and, also) to connect opinion and reasons				
Provide a concluding statement or section				
Use correct grammar such as; complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs				
Use correct capitalization, punctuation, and spelling such as; capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives				

Second Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce the topic or book
- State an opinion
- Provide reasons to support an opinion
- Use linking words (e.g., because, and, also) to connect opinion and reason
- Provide a concluding statement or section
- Use correct grammar such as; complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs
- Use correct capitalization, punctuation, and spelling such as; capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Third Grade Opinion

W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic or text				
State an opinion				
Create an organizational structure				
Provide reasons that support the opinion				
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons				
Provide a concluding statement or section				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Third Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

- Introduce the topic or text and state an opinion and create an organizational structure that lists reasons
- Provide reasons that support the opinion
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
- Provide a concluding statement or section
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Fourth Grade Opinion

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce a topic or text				
State an opinion				
Create an organizational structure in which related ideas are grouped to support the writer's purpose				
Provide reasons that are supported by facts and details				
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)				
Provide a concluding statement or section related to the opinion presented				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Fourth Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce a topic or text, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose
- Provide reasons that are supported by facts and details
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
- Provide a concluding statement or section related to the opinion presented
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Fifth Grade Opinion

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce a topic or text clearly				
State an opinion				
Create an organizational structure in which ideas are logically grouped to support the writer's purpose				
Provide logically ordered reasons that are supported by facts and details				
Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>)				
Provide a concluding statement or section related to the opinion presented				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Fifth Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
- Provide logically ordered reasons that are supported by facts and details
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding statement or section related to the opinion presented
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?