Lesson 31: Writing a Lead

Essential Question
What types of leads are most likely to hook a reader?

Materials
lead anchor chart from lesson 11

Mini Lesson
"Today we are going to revise your lead and introduction. We want to make sure that our readers are excited to finish reading our essay. We also want to make sure that it is very clear what our topic is and what our opinion is."

Review the anchor chart from lesson 11.

Work Time
Students will write a few possible leads for the essay that they drafted. Once they have chosen an interesting lead, students should revise their introduction to include the strong opinion statement and remove their reasons.

Closing
Students will share their lead with their partner.

Intervention
Rather than asking for a list of possible leads, encourage these students to come up with two possible leads. Generally, the question is the easier lead.

Extension
Encourage students to write a question, a fact and a short story lead before choosing one to use in their essay.

Lesson 32: Revising your reasons

Essential Question

How can writers support their opinion?

Materials

audience anchor charts from lesson 13
opposing opinion anchor chart from lesson 14

Mini Lesson

"Today we are going to revise your reasons to make sure that they are very strong and help to support your opinion. Sometimes we get writing and start using reasons that sound good, but don't really support our opinion." (Example: Opinion- I need to have a dog. Reason- I once had a cat. Instead- I once had a cat and I took good care of him. I would take just as good care of a dog.)

"Finally, we want to consider our audience. Who are you writing to? Do your reasons appeal to your audience? Will those reasons be convincing to them? Don't forget to consider the opposing opinion too. What would someone who doesn't agree with you say? How can you prove that they are wrong?"

Review anchor charts from lessons 13 and 14.

Work Time

Students will go back to their draft and revise their reasons. Students should make certain their reasons are clear and tied to their opinion statement. Then they should consider their audience and the opposing audience to strengthen their reasons.

Closing

Students will explain to their partner the revisions that they made to their reasons.

Intervention

Highlight any reasons that might not be a good fit for the student's audience.

Extension

Encourage students to include 3-4 reasons.

Lesson 33: Using Examples

Essential Question

How can writers support their opinion?

Materials

strong reasons anchor chart from lessons 8 & 15

Mini Lesson

"Today we are going to revise our writing to include examples for each of our reasons. This will make our reasons even more convincing."

Review the reasons anchor chart from lessons 8 & 15. You can add a new example (or even just talk through it) if you would like.

My Opinion: People should not use disposable water bottles.

Reason #1: Disposable water bottles create more trash that is not good for our environment.	Example #1: U.S. landfills already have over two million tons of water bottles that have been thrown away. These water bottles take over 1,000 years to biodegrade.
Reason #2: Making disposable water bottles wastes water.	Example #2: It takes about three liters of water to make a bottle with one liter of water.
Reason #3: Disposable water bottles are more expensive over time than reusable water bottles.	Example #3: In the United States, bottles of water cost between $0.50-$2.00 per bottle. Tap water costs less than a penny. Most of the extra cost of a water bottle is for the bottle, the label and the lid.

Work Time

Students will revise their essay to include at least one example for each reason.

Closing

Share with your partner one example that you added to your writing.

Intervention

Help students to rehearse their examples before putting them into their writing. It might also be helpful to put a star where the student should insert the example.

Extension

Encourage these students to include multiple examples whenever possible. They should be using facts and resources from their research.

Lesson 34: Paragraphs

Essential Question

How do writers organize their thoughts into paragraphs with topic and concluding sentences?

Materials

topic & concluding sentence anchor chart from lesson 17

Mini Lesson

"Remember that your writing should be split up into paragraphs. What will be in the first paragraph?" (lead and introduction)

"Your second paragraph is for reason one and example one. Then your third paragraph will be for reason two and example two. And so on. What will the very last paragraph be?" (conclusion)

Remind students of the paragraph editing sign and have them reread their writing to be certain that they have a new paragraph for every reason.

"Now that you are certain that you have all of the correct paragraphs, we need to make sure that each paragraph has a topic and a concluding sentence."

Review the anchor chart from lesson 17.

Work Time

Students will revise their masterpiece to include a topic and concluding sentence for each of their reason paragraphs.

Closing

Students will teach their partner what a paragraph is and when they need a new paragraph in opinion essays.

Intervention

Review the difference between topic and concluding sentences. Have students focus on just one paragraph at a time. Model the writing of a topic and concluding sentence for one of their paragraphs.

Extension

Encourage these students to use their topic sentence to hook the reader into reading the paragraph, similar to the way the lead hooks readers.

Lesson 35: Word Choice

Essential Question

How can writers make their writing more clear and interesting?

Materials

word choice anchor chart from lesson 18
transitions anchor chart from lesson 19

Mini Lesson

"Today we are going to focus on the words that we choose in our essays. First, let's be certain that we are not using boring words!"

Review the word choice anchor chart from lesson 18.

"We also want to make sure to include transition words in our writing."

Review transitions anchor chart from lesson 19.

Work Time

Students will go back through their masterpiece and look for places that they used a boring word like nice, very, said, cool, etc. They should also look for words that they used repeatedly. Students will replace the boring words with words or phrases that are more interesting. Next, students will reread their masterpiece and look for places to add transitional words and phrases.

Closing

Give students a sticky note and have them write one boring word and how they made it more interesting. If you use a hard copy anchor chart- have students stick their notes to the chart. Alternatively, you can call on students to share one word that they made more interesting.

Intervention

Look at students writing and highlight several words that you want them to change to be more interesting. After they have replaced these words have them focus on reasons and examples transitions.

Extension

Allow students to use a thesaurus.