Lesson 1: Pre-assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics
word bank (optional)

Mini Lesson

Explain to students that they will be doing an opinion writing sample today that will help you to get to know them and to learn about their writing abilities. The sample will be used to help you know how to help them become the very best opinion writers that they can be. Explain that they should do their best.

Let students know that they will have the next hour to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The piece can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

Write the following prompt on the board:
Should students be given a spring break OR have a longer summer break? Use reasons and examples to support your opinion.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Share with your partner what you hope to improve on during this writing unit.

Intervention

If possible, set a visual timer on your white board to help students manage their time. Give students a word bank to help with spelling.

Extension

Allow students to come up with their own opinion topic, rather than using the prompt.

Lesson 2: Writing Notebooks

Essential Question	Materials
How can being organized help to improve your writing skills?	1 composition book for each student copies of cover sheet and dividers your writing notebook glue crayons

Mini Lesson

"Today we will be putting together writing notebooks that will be used for our entire unit. The notebook will help us to keep our writing and resources organized."

Show students your writing notebook. Point out the three different sections and give a brief explanation of what each section is for. Show them how they will keep resources such as anchor charts in the first section. The second section will be for the two big writing pieces that they will be taking through the entire writing process. The final section will be a place for them to write additional pieces when they finish something early.

Show students how to insert the dividers in their notebooks. The first divider can go on the first page. The second divider should go about 1/3 of the way through the notebook, and the 3rd divider should go about 2/3 of the way through the notebook.

Work Time

Students will put their notebook together and then color the cover sheet and dividers.

Closing

Show your partner how you decorated your writing notebook. Show students where they will keep their notebooks and practice the procedures you want them to follow when it is time to put notebooks away.

Intervention	Extension

Lesson 3: Opinion Essays

Essential Question

How is an opinion essay different than other kinds of writing?

Materials

mentor text
opinion anchor chart
task cards & recording sheet

Mini Lesson

"For the next couple of months, we are going to be writing opinion essays. What is an opinion?" (a belief or way of thinking that cannot be proven as a fact)

Read the lesson 3 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece?" (Her opinion is that she should receive an allowance for completing chores.)

"In an opinion essay the author tells us how they feel about a topic, and then they give reasons to explain why they feel that way."

Complete the opinion writing anchor chart.

Work Time

Set task cards on desks around the classroom. Have students work with a partner to rotate around the room and determine if the piece on the task card would be an opinion essay or not.

Closing

Discuss the answers from as many of the task cards as time permits.
Students will teach their partner what an opinion essay is and give an example.

Intervention

Scoot through the task cards with a small group of students that need assistance with reading the cards and help talk them through the answers. Assign only half of the cards.

Extension

These students can write what type of writing each task card is an example of.

Lesson 4: generating a topic

Essential Question

How do opinion writers come up with topics to write about?

Materials

anchor chart
student printable

Mini Lesson

"Have you ever had a hard time deciding what to write about? Today we are going to learn a good strategy for coming up with ideas for opinion essays. If we have good strategies for generating topics, we won't waste our time and will have more time to write!"

"What is your favorite restaurant to eat at?"

"Did you know that you are all sharing your opinions about different restaurants? Thinking about your favorites can be a good place to start when coming up with an opinion topic."

Do the first section of the topic ideas anchor chart. Add favorites that you have strong opinions about. An example is shown below.

Other favorites ideas: school, principal, field trip, friend, television show, app, board game

Work time

Students will make graphic organizers, or use the included printable, to brainstorm favorites. They should try to have at least four favorites, but can add more. This work should be kept in the resources section of their notebook.

Closing

Students will share with a partner one topic on their graphic organizer they are most excited to write about. You can have a few students share with the whole class if time permits.

Intervention

Ask students guiding questions to help them come up with favorites.

Extension

Lesson 5: generating a topic

Essential Question

How do opinion writers come up with topics to write about?

Materials

anchor chart
student printable

Mini Lesson

"Tell your partner one way that opinion authors can come up with topics to write about."

"Today, we are going to learn another way to come up with good topics to write about. Yesterday we focused on our favorites. Today we are going to talk about things that you desperately want. When you really want something you might try to convince your teacher or parents that you need that thing. You are sharing your opinion about why you need something!"

Do the second section of the topic ideas anchor chart. Add wants that you have strong opinions about. An example is shown below.

Other want ideas: a later bedtime, a baby sister, a cell phone, my own bedroom, an allowance, more recess

Work time

Students will make graphic organizers, or use the included printable, to brainstorm wants. They should try to have at least four, but can add more. This work should be kept in the resources section of their notebook.

Closing

Students will look at both graphic organizers and choose the one topic that they want to write their first piece about. Students will share their topic with their partner.

Intervention

Ask students guiding questions to help them come up with wants.

Extension

Lesson 6: Setting Goals

Essential Question

What goals can you set for yourself to improve your opinion writing?

Materials

completed rubric for each student from pre-assessment
goal sheet for each student

Mini Lesson

"Authors are always working to improve their work. Even professional authors are looking for ways to become better writers. The best way to become a better writer is to ask for feedback. You can look at the feedback, or suggestions, from someone else and use their advice to improve your work. Writers don't get upset about the feedback. It does not mean they are a bad writer! The feedback is good, because it helps them to become an even better writer."

"At the beginning of this unit, you wrote an opinion essay about whether schools should have a spring break or a longer summer break. I was so excited to learn more about you and your writing abilities! After I read your work, I filled out a rubric. A rubric is a list of skills that would make your work exceptional. I looked for those skills in your writing. There were some skills that you are already doing really well! There are some skills that you are starting to develop, but just need some practice. There are other skills that you may not have YET. I marked them down on this rubric."

"Today we are going to go over the rubric together. I will read each skill and tell you a little about what it means. You can look at your rubric and see if that is a skill you need to practice. Then you will write three goals for yourself as a writer during the next two months."

Pass out the student rubrics. Display a blank rubric. Read each skill one at a time and give a very basic explanation of what it means. Let students know they will learn each skill in detail very soon.

Work Time

Students will look over their rubric and determine the three biggest ways they can become better writers. They will write their three goals on the goal sheet and glue the goal sheet into the resource section of their notebook.

Closing

Students will share with a partner their three writing goals. Partners should really listen so that they can check back with each other periodically about how to work towards their goals.

Intervention

Have a small group of students sit at a table near you. Highlight areas that they received a 0 or "Not Yet." Ask students to pick three of those areas to be their goals.

Extension

Lesson 7: Writing Strong Opinions

Essential Question	Materials
How can writers make their opinion statement strong?	mentor text strong opinion anchor chart

Mini Lesson

Read the lesson 7 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece?"

Reread the opinion statement in the introduction paragraph.

"The author made it very clear what her opinion was. She came right out and told her readers. She also used strong words to show that she didn't just sort of have a preference. Her words make it clear that she has a strong opinion. Today, we are going to practice writing a strong opinion statement to use in the first paragraph of our opinion essays. We are going to take some weak opinions and make them strong."

Complete the anchor chart together to practice making opinions stronger.

It's fun for kids to have pets.	Every child needs to have a pet!
You should practice your math facts.	If you want to become a better mathematician, you must practice your math facts every single day.
The World According to Humphrey is a good book.	The World According to Humphrey is the greatest book ever and a must read book for every third grader!

Work Time

Students will work on writing a strong opinion statement for the topic that they have chosen to write about. It is helpful to have students try to write three different statements for their topic and then choose the one that is the strongest.

Closing

Students will share with a partner the opinion statement that they have written. If time permits, you may want to have some students share their opinion statement with the class.

Intervention	Extension
Have a small group of students work with you at a table. Make a list of strong words before they start writing. (Examples: must, need, best, greatest, everyone)	

Lesson 8: Supporting your opinion

Essential Question	Materials
How can writers support their opinion?	mentor text reasons anchor chart reasons student printable

Mini Lesson

Read the lesson 8 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece?"

"Why does the author think that?

The author gave several reasons for her opinion. This makes her opinion stronger. People are more likely to agree with you if you are able to give them reasons. Can you help me to brainstorm some reasons for my opinion statement?"

Complete the anchor chart together. You can choose your own opinion and reasons or use my example below.

My Opinion: The school cafeteria needs to serve Chipotle for lunch.
Reason #1: Chipotle has healthy options that will give teachers and students energy.
Reason #2: Our cafeteria needs more variety.
Reason #3: Having Chipotle as an option will make lunches easier for parents.

Work time

Students will fill out their printable with at least two reasons to support the opinion statement that they have chosen. (Note: Students will leave rows one and five blank for now. They will add the introduction and conclusion to this plan in later lessons. The examples will be added in lesson 15.)

Closing

Students will share with a partner the reasons that they have written.

Intervention	Extension
Have students focus on just writing two reasons.	Challenge students to write 3-4 reasons.

Lesson 9: Rehearsal & Drafting

Essential Question

Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson

"We have already chosen topics, written strong opinion statements and brainstormed reasons to support our opinions. Today we are going to draft our opinion essay. Before a writer starts writing, it is helpful to rehearse, or practice. Saying it out loud helps you to remember the details and prepares you for writing. When you are sharing, be sure you are sitting right in front of your partner and looking right at each other. When you are talking, speak clearly. When you are the listener, be sure to really hear what your partner is saying."

Give each partner a few minutes to share and rehearse.

"Now it is time to put your essay on paper! Writers call this first version the draft. When you are writing the draft, just focus on getting your opinion and reasons down on the paper. Do not worry about spelling or anything else that slows you down."

Remind students to skip lines.

Work Time

Students will work on the first draft of their masterpiece opinion essay in the masterpiece section of their notebook.

Closing

Students will share with a partner the draft that they have so far.

Intervention

Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 10: Rehearsal & Drafting

Essential Question
Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson
"Yesterday you rehearsed your essay with a partner and then began writing. Today we are going to rehearse one more time because it might help you to remember more details or reasons."

Give each partner a few minutes to share and rehearse.

"When you work on your draft today, make sure that you are writing your opinion essay just like you rehearsed it with your partner."

Work Time
Students will finish the first draft of their masterpiece. If they finish early, they can plan and/or draft another essay in the last section of their notebook.

Closing
Students will share with a partner their favorite part of their essay.

Intervention
Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 11: Writing a Lead

Essential Question	Materials
What types of leads are most likely to hook a reader?	mentor text lead anchor chart

Mini Lesson

Read the lesson 11 mentor text to students or have them read it with partners.

"Today I want to really focus on the lead and introduction. Authors spend a lot of time writing their lead. Why is it important to write a good lead for your story?"

Reread the first paragraph of the mentor text. "How does this author begin their essay?" (a question with an interesting fact)

"Besides an interesting lead, what else does the author include in her introduction?" (a strong opinion statement)

"One thing that the author did NOT include was her entire list of reasons. The reasons are the body of the essay and you want to keep them a secret in the introduction. She just hints at them to keep her readers interested!"

Go over the anchor chart with students. (They can put the student printable version in their notebook for reference.) Model how you would write your lead and introduction. Write on the board or chart paper. Think out loud as you write. You can use your own topic or use my example.

Example:
As soon as I walk in the door I can smell delicious spices and hear the sizzling of meat being grilled. My stomach growls and my mouth waters. When I come to Chipotle, I can't wait to eat my lunch. When I walk into the school cafeteria, I never get this excited to eat my lunch. Clearly, some changes need to be made in our school cafeteria. Chipotle needs be served in the cafeteria.

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

Lesson 12: Revising your reasons

Essential Question
How can writers support their opinion?

Materials
mentor text

Mini Lesson
Read the lesson 12 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece?"

"Why does the author think that? The author gave a couple reasons for her opinion." (They can be found in paragraphs three and four.)

You may want to list the reasons on the board or have students underline them in their mentor text.

"One thing I notice is that all of the author's reasons are different. She doesn't just have one reason that she keeps rewording." (Example of repetitive reasons: I should have a dog because I am responsible. I should have a dog because I always do my chores. I should have a dog because I do what I am told.)

"I also notice that all of her reasons are clear and constantly remind me of her 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.)

Work Time
Students will go back to their draft and revise their reasons. They should first make certain that all of their reasons are different, rather than being repetitive. Then, students should make certain their reasons are clear and tied to their opinion statement.

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

Intervention
Highlight any reasons that are repetitive. Ask guiding questions to help students to come up with additional or alternative reasons. Why do you feel that way? Why should you have that privilege? Why do you like that so much?

Extension
Encourage students to include 3-4 reasons.

Lesson 13: Consider your audience

Essential Question
How can writers support their opinion?

Materials
mentor text
audience anchor chart

Mini Lesson
Read the lesson 13 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece? Who do you think the author's audience might be? The types of reasons that we use depend on the audience that we are writing to."

Fill out the anchor chart together.

Opinion	Adult	Child
Opinion: I need to start earning an allowance.	I can use the money to buy books. Earning an allowance will help me learn to be responsible with money.	I could buy video games. I could go out for ice cream.
Opinion: Our class needs to take a field trip to the zoo.	We can learn more about animals. The break will make us more refreshed and ready to work hard.	We won't have to do schoolwork. We can talk the entire time on the bus.

"Take a moment to think about your essay. Who is your audience? A parent? A teacher? A friend? Classmates? Turn and tell your partner who your audience is."

"Now think about the reasons that you used in your essay. Are the reasons you chose a good fit for your audience?"

Work Time
Students will revise any of their reasons that are not a good fit for their audience. They can cross a reason out and add another if necessary.

Closing
Tell your partner why it is important to consider your audience.

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

Extension

Lesson 14: Consider Opposing Opinions

Essential Question	Materials
How can writers support their opinion?	mentor text opposing opinions anchor chart

Mini Lesson

Read the lesson 14 mentor text to students or have them read it with partners.

"What is the author's opinion in this piece? Who do you think the author's audience might be and why?"

Reread paragraph three.

"Do you notice anything different about this reason? The author mentioned the opposing, or opposite view. Then she argued why that view was wrong. That makes her reason even stronger!"

Complete the anchor chart together.

Opinion	Opposing Opinion	Reason
Our cafeteria needs to serve Chipotle for lunch.	Chipotle is a fast food and not healthy for kids.	Some people argue that Chipotle is just fast food and not healthy. However, Chipotle uses fresh ingredients to make their food healthier than other fast food restaurants.
Our family desperately needs a vacation to the beach.	Vacations are too expensive.	I can hear you saying, "A vacation is too expensive!" Well it doesn't have to be! We can bring our own food so that we don't have to eat out. Plus, playing at the beach is free!

Work Time

Students will edit a reason or add a reason that takes the opposing opinion into consideration.

Closing

Students will share with their partner how they revised a reason to consider the opposing opinion.

Intervention	Extension
Ask guiding questions to get students thinking about the opposing opinions. "Why wouldn't someone want to..."	

Lesson 15: Using Examples

Essential Question
How can writers support their opinion?

Materials
mentor text
reasons anchor chart from lesson 8

Mini Lesson
Read the lesson 15 mentor text to students or have them read it with partners. Choose one of the reason paragraphs to reread.

"I love how the author doesn't just tell us the reason and move on. They included examples to make the reason even stronger."

Complete the anchor chart together.

My Opinion: The school cafeteria needs to serve Chipotle for lunch.

Reason #1: Chipotle has healthy options that will give teachers and students energy.	Example #1: You can get grilled chicken, fresh vegetables and brown rice.
Reason #2: Our cafeteria needs more variety.	Example #2: The cafeteria currently serves pizza, grilled cheese and spaghetti every single week. Chipotle has lots of options. They have chicken and beef. They have tacos, quesadillas, burritos and bowls.
Reason #3: Chipotle will make lunch easier for parents.	Example #3: Since Chipotle is so delicious, more students will choose to eat school lunch. Parents will not have to worry about buying lunch items at the grocery store, packing lunches before school or delivering forgotten lunch boxes.

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.

Lesson 16: Paragraphs

Essential Question
How do writers organize their thoughts into paragraphs?

Materials
mentor text
anchor chart & student printable from lesson 15

Mini Lesson
Give students a copy of lesson 16 mentor text or display it on the board so that they can see it. Read the text together.

"Why does the author have blank lines between text?"

"Writing is broken into smaller chunks, called paragraphs, to give readers a chance to pause and keep the piece organized. Let's go through this piece and label the paragraphs." (introduction, reason and example 1, reason and example 2, reason and example 3 and conclusion)

Go back to the anchor chart from lesson 15 and have students add the introduction, conclusion and paragraph numbers to the chart.

Show students the paragraph editing sign so that they can use it when editing their masterpieces.

Work Time
Students will go back through their masterpiece and determine where they need to change paragraphs. They will insert the paragraph sign where needed. I suggest giving them color pens so that the signs don't get lost in their writing. If they are doing this on the computer, they can just add the paragraph break.

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

Intervention
Have students verbally explain what will go into each of their paragraphs before they start writing.

Extension

Lesson 17: Topic & Concluding Sentences

Essential Question

How can authors use topic and concluding sentences to organize their information?

Materials

topic & concluding sentences anchor chart
mentor text
colored pens or pencils

Mini Lesson

Give each student a copy of the mentor text or display it so that all students can see. Read the entire text together or have students read it silently or with a partner.

"Today we are going to pay close attention to the way that the author starts and finishes her paragraphs. Underline the first sentence of each paragraph. This sentence is called the topic sentence because it tells the readers what this particular paragraph will be about." Go one paragraph at a time and discuss what each paragraph is about using the topic sentence as a guide.

"Now, use a different color and underline the last sentence of each paragraph. This sentence is called a concluding sentence because it ends the paragraph. The concluding sentence is a summary, or reminder, of the important information from the paragraph." Go one paragraph at a time and discuss the concluding sentence and how it restates the topic and important information.

Complete the anchor chart together using your essay topic or the example that I have provided.

Paragraph Topic	Topic Sentence	Concluding Sentence
Chipotle has variety.	Unlike our cafeteria, Chipotle has tons of options!	As you can see, serving Chipotle in our cafeteria would give students and teachers more choices for lunch.
Chipotle is a healthy lunch choice.	It is important for students and teachers to have a healthy lunch to keep their energy level high.	Clearly, Chipotle has the healthy options that students and teachers need for lunch.

Work Time

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

Closing

Students will share with their partner one topic sentence and one concluding sentence that they wrote today.

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 18: Word Choice

Essential Question	Materials
How can writers make their words more interesting?	mentor text word choice anchor chart

Mini Lesson

"Today we are going to be learning how to make our words more interesting. Sometimes authors use boring words or use the same word over and over. When we replace those words with more interesting words, our writing becomes more exciting."

Read the lesson 18 mentor text to students or have them read it with partners. Ask students to share some examples of places in the text that the author used an interesting or unique word. (Examples: aroma, delightful, adore, assortment, witnessed)

Work together to fill in more interesting words or phrases for the underlined words on the anchor chart.

The book was <u>good</u>.	exciting suspenseful hilarious
Having a dog would be <u>fun</u>.	enjoyable entertaining
A computer would help me to <u>do better</u> in school.	succeed grow learn

Work Time

Students will go back through their masterpiece and look for places where they used boring words such as: 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.

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	Extension
Look at students writing and highlight several words that you want them to change to be more interesting.	Allow students to use a thesaurus.

Lesson 19: Transitions

Essential Question	Materials
How can authors use transitions to make their writing clearer?	transitions anchor chart mentor text

Mini Lesson

"It is important that we help our readers follow our essays from beginning to end by using transitions. Transition words also help writers change from one idea to another and to point out evidence. Listen to the mentor text and see if you can hear any transition words or phrases."

Read the lesson 19 mentor text to students or have them read it with partners.

Fill out the anchor chart together.

Sentence Starters	Giving Reasons
In my opinion, I think, I feel, I believe	First, To start, To begin with, Next, Another reason, Most importantly, Finally, One last reason
Giving Examples	**Concluding**
For example, For instance, Additionally, In fact	In conclusion, As you can see, To sum it up, To summarize

Work Time

Students will reread their masterpiece and look for places to add transitional words and phrases. Every reason and example should have a transition and some sentences might start with one. Not every sentence should have a transition!

Closing

Students will share with their partner a paragraph in their writing that they have added transition words or phrases.

Intervention	Extension
Have these students focus on just reasons and example transitions. Before they start working, be sure to have them explain to you when to use each type of transition word.	Encourage these students to use all four types of transition words.

Lesson 20: Conclusion

Essential Question
What makes a conclusion strong and memorable?

Materials
mentor text
conclusion anchor chart

Mini Lesson
Read the lesson 20 mentor text or have students read it to each other.

"Today is our last day of revising and we are going to focus on our conclusion paragraph. This paragraph is very important because it is the last words that our audience will read. It is what they will remember most about our essay."

Reread just the conclusion from the mentor text.

"The conclusion includes three parts that make it so effective. Let's look."

Fill out the anchor chart together using the mentor text as the example.

Transition Words or Phrases	so, in conclusion, in addition,
Call to Action (What does the author want you to do?)	Go talk to your principal today!
Restate the Opinion	School uniforms are the answer!

Work Time
Students will revise their conclusion so that it includes a transition, a call to action and restates the opinion.

Closing
Students will share their conclusion paragraph with their partner.

Intervention
Give students highlighters or colored pencils to underline the three components in their own conclusion.

Extension
Encourage these students to use a fact, quote or story in their conclusion.

Lesson 21: Editing

Essential Question
How can writers make their writing look better?

Materials
mentor text
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson

"Up until this point we have been working on making our stories sound good by revising. Starting today, we need to start making our stories look good by editing them."

Give students a copy of lesson 21 mentor text or display it on the board so that they can see it. Read the text together.

Edit the mentor text as a class. Show them how to circle a misspelled word and write the correct spelling above. Show them the three line symbol for capitalization changes.

Give each student an editing checklist. You may also want to give students the spelling dictionary.

Work Time
Students will use a colored pen or pencil to edit their masterpiece writing. Encourage them to use the checklist and remind them to edit any of the text that they have added to their essay during the past couple of weeks.

Closing
Allow students to read their story to a new partner. Reading it aloud might help them to find additional errors!

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 22: Peer Editing

Essential Question
How can writers make their writing look better?

Materials
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson
"Tell your partner some things that you need to look for when you are editing writing."

"Today we will finish editing our essays. Instead of editing our own piece, we are going to edit our partner's writing. Why is it a good idea to have another person edit our work?"

"Today you will sit right next to your partner. You will read their essay out loud while tracing the words with your finger. If you get confused, ask questions. If you see an error, circle it. Once you have completed the entire piece, be certain to compliment the writer on something specific. Then they will start editing your writing."

Work Time
Students will meet with their partner and do peer edits on their stories. Encourage students to use their editing checklist.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, lots of transition words, examples to support each reason

Intervention
Have intervention students partner up and participate in this activity!

Extension
Have extension students partner up with each other to participate in this activity.

Lesson 23: Publishing

Essential Question	Materials
How do writers share their writing?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their piece (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the teacher directions file.

Work Time

Students will begin publishing their masterpiece writing.

Closing

Have students find a new partner and share a favorite paragraph from their writing.

Intervention	Extension

Lesson 24: Publishing

Essential Question

How do writers share their writing?

Materials

publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

You might want to allow early finishers to illustrate their essay or make a cover for their writing.

Work Time

Students will finish publishing their masterpiece writing.

Closing

Display student writing. This can be on a bulletin board, in a class story binder or binding them all into a class book.

Intervention

Extension

Lesson 25: generating a topic

Essential Question

How do opinion writers come up with topics to write about?

Materials

anchor chart (from lesson 4 & 5)
student printable (from lesson 4 & 5)

Mini Lesson

"Today is a big day because we are starting a new masterpiece essay! Remind your partner of the two ways that opinion authors can come up with topics to write about." (favorites and things they want)

"Today, we are going to learn another way to come up with good topics to write about. Sometimes authors write opinion essays because they want to change things at their school, or in their town, country or the world! They are taking a stand on an issue and letting everyone know their opinion about that issue. Some of our mentor passages have taken a stand on an issue." (Examples: getting paid for chores, school uniforms, not having homework, not texting while driving)

Do the third section of the topic ideas anchor chart (from lessons 4 & 5). Add issues that you have strong opinions about. An example is shown below.

Work Time

Students will make graphic organizers, or use the included printable from lesson 4 & 5, to brainstorm issues they can take a stand on. They should try to have at least four, but can add more.

Closing

Students will share their topic ideas with their partner. You may have students raise their hand and share a topic with the class and make a list. This can help those students who are still struggling to come up with ideas.

Intervention

If this topic generation is too complicated, you can encourage these students to add more topic ideas to their favorites and wants web. Alternatively, you can give them a list of issues to choose from.

Extension

Lesson 26: Writing Strong Opinions

Essential Question
How can writers make their opinion statement strong?

Materials
strong opinion anchor chart from lesson 7

Mini Lesson
"Today I want you to start by taking a moment to read through all of the different topic ideas that you have brainstormed. Look at the ones you thought of a few weeks ago- favorites and wants. Also, look at the issues that you came up with yesterday. Which topic do you want to write your next masterpiece about?"

"Turn and tell your partner what topic you have chosen."

"Now that you have a topic, it is time to write a strong opinion statement for that topic."

Review the strong opinion anchor chart from lesson 7.

Work Time
Students will work on writing a strong opinion statement for the topic that they have chosen to write about. It is helpful to have students try to write three different statements for their topic and then choose the one that is the strongest.

Closing
Students will share with a partner the opinion statement that they have written. If time permits, you may want to have some students share their opinion statement with the class.

Intervention
Have a small group of students work with you at a table. Make a list of strong words before they start writing. (Examples: must, need, best, greatest, everyone)

Extension
Encourage these students to choose an issue for their topic.

Lesson 27: Research

Essential Question
How do authors find facts to support their opinion?

Materials
articles about topics students have chosen
technology

Mini Lesson
"Turn and remind your partner what topic you have chosen for your opinion essay."

"Now that we have chosen topics and decided on our opinion, we can start learning more about our topic. When you are taking a stand on an issue, you often need to do a little research on the issue. Finding facts about your issue can help you to support your opinion. For example, if I want to write about why people shouldn't use disposable water bottles- I should research facts about how many water bottles are thrown away each day. I might be able to find information about how they are made and how they effect the environment. I am going to look for facts that help to prove my opinion."

"Today you are going to be researching facts about your topic."

Give students directions about how you want them to research.

*Note: You can have students use technology to research their topic online. If you don't have technology available, you might want to have students do research at home or you can print some articles ahead of time for them to use.

Work Time
Students will skim and/or read through articles or websites about the topic that they have chosen for their essay. They can use a page from their notebook to write down facts that they might use later. (If you have already completed the informational writing unit, remind students about paraphrasing.)

Closing
Students will share with a partner some new and interesting facts that they learned about their topic that they can use to support their opinion.

Intervention
If students are writing about an issue it is helpful if you can find websites or articles about the topics that they have chosen. Look for resources that are on the students' reading levels.

Extension

Lesson 28: Supporting Your Opinion

Essential Question
How can writers support their opinion?

Materials
reasons anchor chart from lesson 8
reasons student printable

Mini Lesson
"Now that you have had a chance to do a little research about your topic, it is time to come up with a list of reasons to support the opinion statement that you have written. Tell your partner again what your opinion statement is."

Review the anchor chart from lesson 8.

You can just review the example that you used in lesson 8 or write a new example. I have included a second example below.

My Opinion: People should not use disposable water bottles.
Reason #1: Disposable water bottles create more trash that is not good for our environment.
Reason #2: Making disposable water bottles wastes water.
Reason #3: Disposable water bottles are more expensive over time than reusable water bottles.

Work Time
Students will fill out their printable with at least two reasons to support the opinion statement that they have chosen. Encourage them to use resources from their research.

Closing
Students will share with a partner the reasons that they have written.

Intervention
Have students focus on just writing two reasons.

Extension
Challenge students to write 3-4 reasons.

Lesson 29: Rehearsal & Drafting

Essential Question

Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson

"We have already chosen topics, written strong opinion statements and brainstormed reasons to support our opinions. Today we are going to draft our opinion essay. Remember that before a writer starts writing, it is helpful to rehearse, or practice. Saying it out loud helps you to remember the details and prepares you for writing. When you are sharing, be sure you are sitting in front of your partner and looking right at each other. When you are talking, speak clearly. When you are the listener, be sure to really hear what your partner is saying."

Give each partner a few minutes to share and rehearse.

"Now it is time to write your first draft! When you are writing the draft, just focus on getting your opinion and reasons down on the paper. Do not worry about spelling or anything else that slows you down."

Remind students to skip lines.

Work Time

Students will work on the first draft of their masterpiece opinion essay in the masterpiece section of their notebook.

Closing

Students will share with a partner the draft that they have so far.

Intervention

Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 30: Rehearsal & Drafting

Essential Question
Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson
"Yesterday you rehearsed your essay with a partner and then began writing. Today we are going to rehearse one more time. It might help you to remember more details or reasons."

Give each partner a few minutes to share and rehearse.

"When you work on your draft today, make sure that you are writing your opinion essay just like you rehearsed it with your partner."

Work Time
Students will finish their first draft of their masterpiece. If they finish early, they can plan and/or draft another essay in the last section of their notebook.

Closing
Students will share with a partner their favorite part of their essay.

Intervention
Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

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.

Lesson 36: Conclusion

Essential Question
What makes a conclusion strong and memorable?

Materials
conclusion anchor chart from lesson 20

Mini Lesson
"Today is our last day of revising and we are going to focus on our conclusion paragraph. This paragraph is very important because it is the last words that our readers will read. It is what they will remember most about our essay. We talked about three things that an opinion essay conclusion should have."

Review the conclusion anchor chart from lesson 20.

Work Time
Students will revise their conclusion so that it includes a transition, a call to action and restates the opinion.

Closing
Students will share their conclusion paragraph with their partner.

Intervention
Give students highlighters or colored pencils to underline the three components in their own conclusion.

Extension
Encourage these students to use a fact, quote or story in their conclusion.

Lesson 37: Editing

Essential Question
How can writers make their writing look better?

Materials
editing checklist
colored pens or pencils

Mini Lesson
"It is time to edit your essays to make them look as great as they sound!"

Review the editing checklist with students. Also, remind them to use their resources for spelling (word walls, spelling dictionaries, books, etc.).

Work Time
Students will go back through their masterpiece and edit using a colored pen. They should be referencing the editing checklist. After they edit their own piece, they should have their partner do a peer edit as well.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, strong examples, clear topic and concluding sentences, etc.

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 38: Publishing

Essential Question	Materials
How do writers share their work?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their story (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the teacher directions file.

Work Time

Students will begin publishing their masterpiece essay.

Closing

Have students find a new partner and share a favorite paragraph from their writing.

Intervention	Extension

Lesson 39: Publishing

Essential Question	Materials
How do writers share their work?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

At some point during your writing time, let students know that they will be doing an assessment the following day. They should work on generating a story idea and narrowing it to a seed. It might be homework or something they do if they finish publishing early.

Work Time

Students will finish publishing their masterpiece story.

Closing

Students should practice for the author share celebration with their partner.

Intervention	Extension

Lesson 40: Assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics

Mini Lesson

Explain to students that they will be doing a writing sample today that will help you to get to know how much they have learned during the past several weeks. They should do their very best and remember the lessons they have learned.

You can allow students to use the resources from their notebook if you wish.

Let students know that they will have the next hour (you can adjust this time) to plan, draft, revise, and edit an opinion essay. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The essay can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Intervention

If possible, set a visual timer on your white board to help students manage their time. Allow students to use their resources.

Extension