

MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use for teachers!

CONSIDER YOUR AUDIENCE

WHO ARE YOU WRITING TO?
WHO ARE YOU TRYING TO CONVINCE?

OPINION: Use Natural Sunscreen
Day 7: Writing Strong Opinions

Every sunny day around the world, thousands, maybe millions, of people slather chemicals all over their bodies. Why? They do this to protect their skin from the harmful effects of the sun. However, these chemicals can be harmful to humans and animals in our world. People need to start using natural sunscreen!

One reason you should make the switch to natural sunscreen is because it's healthier for you and your body. Chemicals in sunscreen, such as oxybenzone, can absorb into your skin. According to the Environmental Working Group, chemicals in sunscreen can act like important hormones in your body, which can cause your body to not function normally. People also inhale ingredients from sunscreens when they use sprays. They can ingest chemicals when it gets on or near their lips. Natural sunscreen, which uses minerals like zinc oxide and titanium dioxide to block the sun's rays, does not have the same harmful effects.

In addition, mineral-based sunscreens are healthier for ocean animals and coral reefs. According to the Blue Ocean Network, 14,000 tons of sunscreen slime coral reefs annually. The surface of the ocean after a day of tourists scuba diving and swimming is coated with oils. Oxybenzone and other chemicals in sunscreens cause bleaching of the reefs and affects their ability to reproduce. It also harms animals that ingest the chemicals in the water and rely on the reefs for food. Hawaii actually decided to ban the sale of chemical sunscreen! Mineral-based sunscreens have the same harmful effects on ocean animals.

Why not switch to natural products that use mineral sunscreens made from zinc oxide? Using spray sunscreens reduce the harmful effects. Umbrellas provide protection. The next time you are outdoors, try a natural sunscreen. Filled with chemicals? Chemicals onto your environment.

AUDIENCE: FRIEND

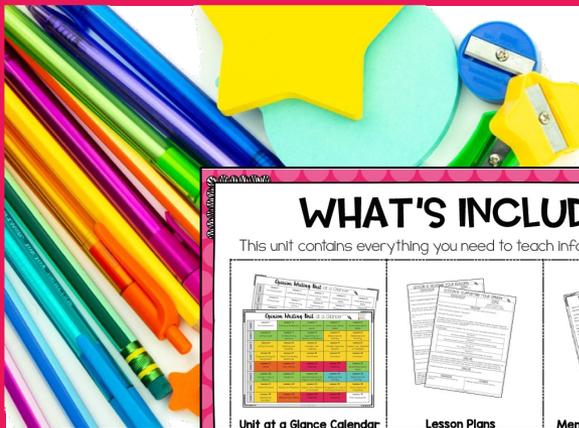
I would buy video games. I could go out for ice cream.

I won't have to do work. We can talk the whole time on the bus.

Is it opinion writing?

Is it best to live in a large city or a small town?

20



A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read prior text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor charts to help remember the skills being taught.

WORK TIME: After the mini lesson, students will be working on their masterpiece writing (working draft - see page 12) or on their anchor charts.

DAILY WRITING WORKSHOP	
Mini Lesson:	10-15 minutes
Work Time:	20-25 minutes
Share Time:	5-10 minutes

ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

WHAT'S INCLUDED

This unit contains everything you need to teach Informational writing!



Unit at a Glance Calendar Lesson Plans Mentor Text Passages

QUICK START

Follow for a successful first week of writing instruction!

This is the Week One PDF. This contains everything you need for long-term use. I recommend printing the task cards on cardstock and laminating for repeated use. For each student, you will need one notebook and one task card recording rubric from the Week One materials. For each student, you will need one notebook and one task card recording rubric from the Week One materials.

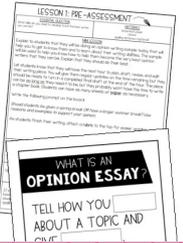


TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

- Getting Started 3
- Student Success Path 5
- What's Included 6
- Quick Start Guide 8
- A Typical Day of Writing 9
- The Daily Lesson Plan 10
- The Writing Notebook 11
- The Masterpieces & Fast Finishers 12
- Mentor Text Passages 13
- Additional Mentor Text 14
- Anchor Charts 15
- Pre- and Post-Assessment 16
- Writing Grades 17
- Conferencing 18
- Publishing & Sharing 19
- Adapting Lessons & Using Technology 20
- Author Share Celebration 21

MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

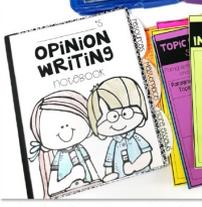


TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are *not* reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

THE WRITING NOTEBOOK

Every student will need a composition notebook for this writing unit. The use of a composition notebook is highly encouraged due to their portability. If a composition notebook cannot be used, a spiral notebook is the next best thing.



The notebook will only be used for this eight-week unit. I highly suggest using a different notebook for each unit. This will help students to organize and to differentiate between units of writing that they will do throughout the year. If necessary, you could also use two notebooks with two writing genres in each.

Find a place to keep their notebooks after the unit is complete. Once completed a couple units, you may want to use the notebooks to review the genre (personal narrative, informative, fiction, or opinion), or you may want to use the notebooks to review and practice prompts for these genres. The notebooks can be used to review and practice throughout the year. It can also be a fast finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can print these). I strongly encourage you to print the dividers on cardstock. This will ensure they last for the entire unit.

The notebook will be used for anchor charts and other resources that students complete in lessons. This is also a good place to keep student goals and a word list.

During the first week of the unit, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

During the last week of the unit, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during the school day. It helps to keep students organized if they are not writing their stories right in the middle of their masterpiece that is still being revised.

WRITING A STRONG OPINION



NOTE!

The mentor text is used to model the skill. In a lesson about a mentor text about a child who wants to be a professional athlete, you will fill out the strong opinions opinion statements (or you can use the anchor chart to be a brainstorming process to lead a comprehension activity).



Detailed teacher directions explaining each component of the program will help you understand how to use the unit and quickly get started in your classroom!

Opinion Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	What
Week 2	Lesson 6 Setting Goals	Lesson 7 Writing Strong Opinions	S Opi
Week 3	Lesson 11 Writing a Lead	Lesson 12 Consider your Audience	C
Week 4	Lesson 16 Topic & Concluding Sentences	Lesson 17 Word Choice	
Week 5	Lesson 21 Peer Editing	Lesson 22 Publishing	
Week 6	Lesson 26 Research	Lesson 27 Generate Reasons to Support your Opinion	
Week 7	Lesson 31 Revise your Reasons	Lesson 32 Support your Reasons with Examples	
Week 8	Lesson 36 Revising the Conclusion	Lesson 37 Editing & Peer Editing	

Opinion Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	PW	Lesson 2 Setting Up Notebooks
Week 2	PW	Lesson 6 Setting Goals	PW
Week 3	R	Lesson 11 Writing the Lead	R
Week 4	R	Lesson 16 Topic & Concluding Sentences	R
Week 5	E	Lesson 21 Peer Editing	P
Week 6	PW	Lesson 26 Research	PW
Week 7	R	Lesson 31 Revise your Reasons	R
Week 8	R	Lesson 36 Revising the Conclusion	E

Opinion Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is an opinion piece?	Lesson 4 Generating Opinion Ideas	Lesson 5 Generating Opinion Ideas
Week 2	Lesson 6 Setting Goals	Lesson 7 Writing Strong Opinions	Lesson 8 Supporting your Opinion with Reasons	Lesson 9 Rehearsal and Drafting	Lesson 10 Rehearsal and Drafting
Week 3	Lesson 11 Writing the Lead	Lesson 12 Consider your Audience	Lesson 13 Consider Opposing Opinions	Lesson 14 Support your Reasons w/ Examples	Lesson 15 Organize Writing into Paragraphs
Week 4	Lesson 16 Topic & Concluding Sentences	Lesson 17 Word Choice	Lesson 18 Transitions	Lesson 19 Conclusion	Lesson 20 Editing
Week 5	Lesson 21 Peer Editing	Lesson 22 Publishing	Lesson 23 Publishing	Lesson 24 Generating Deeper Topics	Lesson 25 Choose a Topic & Opinion
Week 6	Lesson 26 Research	Lesson 27 Generate Reasons to Support your Opinion	Lesson 28 Rehearsal and Drafting	Lesson 29 Rehearsal and Drafting	Lesson 30 Revise the Lead
Week 7	Lesson 31 Revise your Reasons	Lesson 32 Support your Reasons with Examples	Lesson 33 Support your Reasons with Citations	Lesson 34 Paragraphs w/ Topic & Concluding Sentences	Lesson 35 Word Choice and Transitions
Week 8	Lesson 36 Revising the Conclusion	Lesson 37 Editing & Peer Editing	Lesson 38 Publishing	Lesson 39 Publishing	Lesson 40 Post-Assessment

Not So Wimpy Teacher



See the entire 40-day unit at a glance using the one-page calendar, or choose one of the alternative schedules.

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

What if I can't think of anything to write about?

What if I finish my writing task and I still have more time?

What if I need help spelling a word in my story?

What if I have problems with technology not working?

Not So Wimpy Teacher

STARTING WRITING WORKSHOP

TWO WEEKS OF LESSON PLANS TO SET YOU
UP FOR A SUCCESSFUL YEAR OF WRITING

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

what will writing look & sound like anchor chart
what will writing look & sound like student printable

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are
you are
thought
lesson
spend
learned
share

Write
spent

"In our
sound

Complete
your class
notebook
will create

"The last few days we have been building up our stamina in writing workshop and tracking our progress. Each day, we've set our goal and tracked how many minutes we were able to write uninterrupted. Take a look at our tracker. How do you think we've done so far? Do you think we could write even longer today? How many minutes do you think we can write? Let's do it!"

Have the class help you decide on an appropriate goal for their writing time.

"Today, I'm going to give you another writing prompt to write about."

Display or project the writing prompt on the board



Includes the Starting Writing Workshop bonus as well as exclusive video instructions for teachers!

Improve the Meals at School

Day 17: Word Choice

Yesterday during lunch at school, I sat down to a lackluster tray of soggy chicken nuggets, salty canned green beans, a sticky-sweet fruit cocktail, and a stale roll. I could only stomach a few bites, and then I trudged through the rest of my afternoon tired, hungry, and lacking energy. Day after day, I see students just like me throwing away tray after tray of flavorless food. That's why it's time to improve the food in our school cafeteria.

One reason to improve our cafeteria food is that more than half of American students eat cafeteria meals rather than packing a lunch from home. For some children who don't always have consistent access to food at home, the meals they eat at school are especially important. If a child eats breakfast and lunch at school every day for a full school year, that's around 360 meals eaten at school. With so many meals eaten at school, it's important to provide a variety of delicious and balanced foods.

Children get tired of eating the same thing over and over. One problem with the current school menu is that there is very little variety. I love a well-seasoned, crispy chicken nugget, but just this month alone, our school served chicken nuggets, chicken patties, chicken fingers, and chicken sandwiches! These are all the same thing, just in a different shape! I also love apples, but we are served apples three times a week. How about strawberries, pineapple, peaches, or watermelon every once in a while? If we had more variety in our school meals, we would not only eat more food, but we would get a more balanced diet with lots of different nutrients.

Another reason we should improve the food in the school cafeteria is that it would decrease food waste. According to feedingamerica.org, Americans waste 119 billion pounds of food every year. Yesterday I watched child after child throw nearly full trays of food into the trash can. This is terribly wasteful. If the food tasted better, children would be eating the food instead of throwing it away. This would not only have a positive impact on children's growing bodies, but also on our planet.

Kids who eat balanced meals are also more prepared to learn. According to the CDC (Center for Disease Control), there is a connection between things like eating breakfast and vegetables every day and earning good grades in school. Good nutrition also impacts memory, attendance, and test scores. Teachers would be happier if kids came back from lunch more energized to learn, but this can't happen if children are throwing away food instead of eating it! Improving the food in the cafeteria would make children more likely to eat it.

You might say that it would be too expensive to serve better food at school. According to CBS News, the average cost of a school lunch in the U.S. is \$2.73. However, Japan is known for its great school lunch program that serves only fresh foods (nothing frozen or processed) and includes a balance of meat, fish, vegetables, and carbohydrates like rice. The average cost of this lunch in Japan is \$2.50. That's less than in America! If Japan can provide fresh,

Ban Bottom Trawling

Day 11: Writing a Lead

Do you know what bottom trawling is? Bottom trawling is a despoiling method of fishing in the ocean. Large boats bottom trawl by dragging big nets that sweep across the floor of the ocean. By doing this, they catch lots of fish and other marine life.

I Need a New Bike

Day 12: Consider Your Audience

My bike is getting old. I noticed my bike hanging on its rack in the garage lately? Have you witnessed the rust around the wheels, or the worn-down handlebars? Let's talk to my parents for me to get a new bike!

I need a different bike because mine is getting too small for me. I'm now six years old and seven inches shorter than I am now. When I was six, the bike was the right length for my legs, and my arms reached the handlebars at the right angle. Now, when I get on, only to find that my knees reached the seat and my feet barely touched the pedals. When I raised the seat as high as it would go, my legs hung awkwardly. When I raised the seat as high as it would go, my legs hung awkwardly. When I raised the seat as high as it would go, my legs hung awkwardly. When I raised the seat as high as it would go, my legs hung awkwardly.

My bike is extremely outdated. When I got the bike, it had already been used by my neighbor, making it ancient by now! My bike is very heavy, which slows it down. I've seen that are practically as light as feathers. My friend Max has a bike I've seen that are practically as light as feathers. My friend Max has a bike I've seen that are practically as light as feathers. My friend Max has a bike I've seen that are practically as light as feathers.

Natural Sunscreen

Day 7: Writing Strong Opinions

Every day, thousands, maybe millions, of people slather chemical sunscreen on their skin to protect their skin from the harmful effects of the sun. But what if we could have a natural sunscreen that is safe for humans and animals in our world. People need to be more aware of the products they use.

Need More Biography Books

Day 4: Support Your Reasons with Examples

I was in the school library checking out books, I noticed three different expressions on their faces. When I asked each student what their favorite genre was, they couldn't find good books. I also noticed that there were only three books in the library. Every other non-fiction genre had more than three books. I think the library should have more biography books.

Biography books teach us about history. I once read a biography of George Washington. It was more interesting than I did in our school textbook! There are biographies of many famous people from all over the world. Imagine what you could learn from the lives of Anne Frank and Martin Luther King Jr! Don't you want to know more about history?

Biography books are role models to look up to. For example, I read a book called *The Basketball Player* about basketball player Stephen Curry. This book inspired me to try basketball. I've seen that are practically as light as feathers. My friend Max has a bike I've seen that are practically as light as feathers. My friend Max has a bike I've seen that are practically as light as feathers.

There are so many books out there to choose from, and they are not very expensive. I found 75 pages of results! The books averaged \$3.00 each. At this price, we could add 100 more biographies for \$3,000. We could sell tickets for games and ask for donations at the school carnival. We could sell tickets for games and ask for donations at the school carnival. We could sell tickets for games and ask for donations at the school carnival.



No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific opinion essay writing skills.



CONSIDER YOUR AUDIENCE

WHO ARE YOU WRITING TO?
WHO ARE YOU TRYING TO CONVINC?

OPINION	AUDIENCE: ADULT	
We need magazines in our school library.		
Frank's Frozen Treats is the best place to get ice cream.		

Not So Wimpy Teacher: Lesson 13 & 32

CONSIDER YOUR AUDIENCE

WHO ARE YOU WRITING TO?
WHO ARE YOU TRYING TO CONVINC?

OPINION	AUDIENCE: ADULT	AUDIENCE: FRIEND
Our school needs a later start time.	A later start time would help your child be more alert in class so they can receive better grades.	Starting school later would give us more time to sleep in.
Children should be well-rounded and not specialize in one sport.	Specializing in one sport at an early age increases your child's risk of injuries from overuse of a specific muscle.	If you specialize in one sport, you will likely burnout and may want to quit that sport altogether.

Not So Wimpy Teacher: Lesson 12 & 31



The included teacher anchor charts or posters come in both blank and filled-in versions for print and display.

EDITING MARKS

Symbol	Use	Example
	when a word needs to be capitalized	mrs. owens ≡ ≡
	when you need to delete something	I got a new n w hat.
	when you need to insert a word	is She ^{is} tired.
	when you need to insert a comma	Phoenix, Arizona [,]
	when you need to add a period	This is my desk.
	when you need to fix a spelling error	Look over ^{there} their
	when you need to begin a new paragraph	"I am Sarah," she said. ¶ "Hello," I replied.

Not So Wimpy Teacher

WHAT IS AN **OPINION ESSAY**?

TELL HOW YOU **FEEL** ABOUT
A TOPIC AND GIVE **REASONS**

OPPOSING OPINION

WHO WOULD DISAGREE WITH YOUR OPINION? WHY?
HOW CAN YOU ARGUE THAT THEY ARE WRONG?

OPINION	OPPOSING OPINION	REASON
We need to go on a cruise for our next family vacation.	A cruise is too expensive.	Some people argue that cruise vacations are too expensive. However, they end up being an affordable vacation because most of the food and entertainment is included in the cost.
Children should not be allowed to play tackle football until they are in high school.	Tackle football equipment is safer now and has improved over the years.	I can hear you saying, "Helmets are safer now and improving every year." However, helmets do not prevent concussions and actually provide a false security to the children wearing them.

Not So Wimpy Teacher: Lesson 13 & 31



Students build their own writing notebooks with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

WHAT TEACHERS ARE SAYING



“

I can't even begin to explain how much I love this resource! From task cards to mentor texts, this has everything! Easy prep for teachers, hits every teaching point perfectly, high student engagement... this is just perfect!

– Lindsay H

”

Opinion Writing Task Cards

Read the card and write yes or no in the boxes below. Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	
13.	14.	15.	16.		
		21.			24.

Is it opinion writing?
a piece about why you think 5th graders should have cell phones



Should children be paid an allowance?



Are 5th graders old enough to stay home alone?



Should people be allowed to keep exotic animals as pets?



Is it opinion writing?
a piece about why middle schools should not have vending machines



Is it opinion writing?
a story about the time you moved to a new home



Is it best to live in a large city or a small town?



Is it opinion writing?
an essay comparing California and Florida



Two unique sets of task cards provide a fun, interactive way to practice writing skills throughout the unit.

CONFERENCE OUTLINE

Writing conferences are as easy as 1-2-3!

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

- Choose the revision skill you'd like to work on with the group and make this the focus of the conference.

2. Have Students Read a Small Portion from Their Masterpiece:

- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

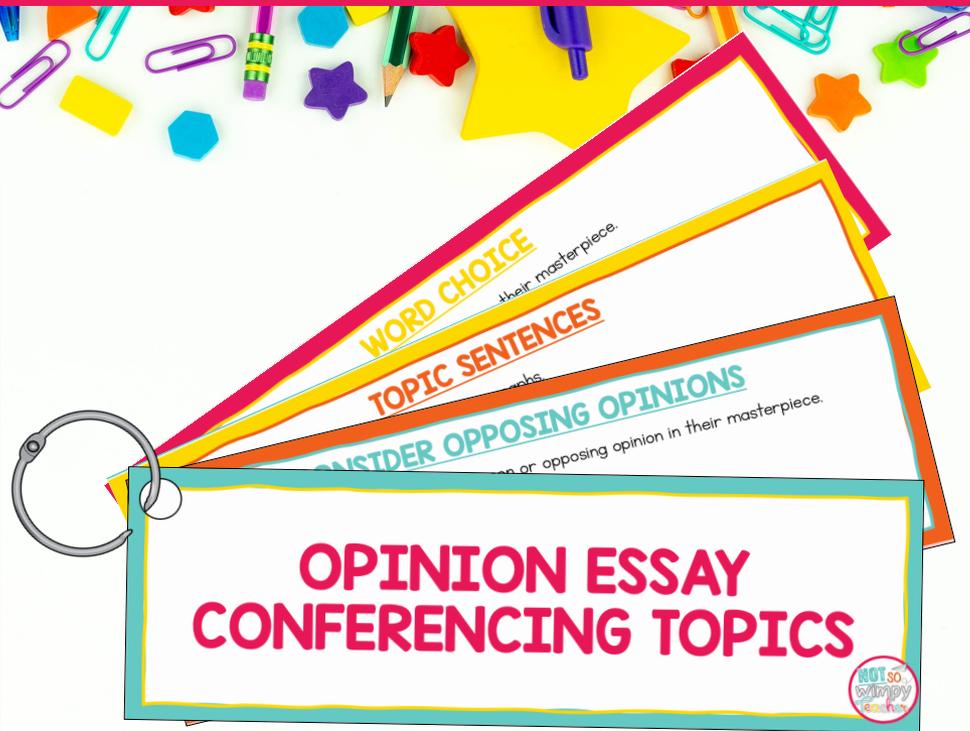
3. Review and Revise!

- Review the anchor chart and/or student printable for the skill you are focusing on, or highlight the skill in a mentor text.
- Encourage students to look at their own writing and think about how they will incorporate the skill into their masterpiece. Students will then work on making this revision.

Helpful Tips:

- If a student reads their masterpiece and has truly mastered that day's revision skill, you can make a suggestion or send them back to their desk to work on that day's writing task. They do not need to stay to review the skill if they have already mastered it!
- Use the included conferencing notes page to make a note of the revisions each student plans to make so that you can follow up with them later.

the conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



Host successful writing conferences using the included topic cards, sample outlines, and tracking sheets.

OPINION WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

	2	1	0
OPINION	Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.
LEAD	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Report does not include a lead.
PARAGRAPHS	Divided the text into paragraphs to show changes in the topic.	Divided the text into paragraphs but made some errors about when to change to a new paragraph.	Did not use paragraphs.
REASONS	The essay included at least three different reasons to support the opinion.	The essay included one or two different reasons to support the opinion.	Did not include reasons to support the opinion.
EXAMPLES	Included examples to help explain each of the reasons.	Included examples to help explain some of the reasons.	Did not use examples.
TRANSITIONS	Included sufficient transitions.	Included some transitions.	Did not use transitions.
WORD CHOICE	Used plenty of vocabulary words and facts that show the author is an expert on the topic.	Used some vocabulary words and facts.	Did not use vocabulary words or facts.
ENDING	Wrote an interesting ending that reminded the reader of the opinion.	Wrote an ending.	Report does not include an ending.
EDITING	Includes editing	Writing includes some spelling errors that should have been	Writing has many spelling errors that should have been edited.

OPINION WRITING RUBRIC

Name: _____ Date: _____ Score: /20

	MASTERED	PROGRESSING	NOT YET
OPINION	Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.
LEAD	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Report does not include a lead.
PARAGRAPHS	Divided the text into paragraphs to show changes in the topic.	Divided the text into paragraphs but made some errors about when to change to a new paragraph.	Did not use paragraphs.
REASONS	The essay included at least three different reasons to support the opinion.	The essay included one or two different reasons to support the opinion.	Did not include reasons to support the opinion.
EXAMPLES	Included examples to help explain each of the reasons.	Included examples to help explain some of the reasons.	Did not use examples.



Two simple and student-friendly rubrics are included for targeted, meaningful feedback on assessments.



OPINION WRITING RUBRIC

Score: /20

Date: NOT YET

OPINION	Clear
LEAD	
PARAGRAPHS	
REASONS	
EXAMPLES	
TRANSITION	
WORD CHOICE	
ENDING	
STUDENT NAME	

Improve the Meals at School

Day 17: Word Choice

Yesterday during lunch at school, I sat down to a lackluster tray of soggy chicken nuggets, salty canned green beans, a sticky-sweet fruit and yogurt parfait, and a stale roll. I could only stomach a few bites, and then I trudged through the rest of my afternoon. After school, I see students just like me throwing away their tray after tray of food. I see them wasting energy. Day after day, I see students just like me throwing away the food in our school cafeteria.

One reason to improve the cafeteria meals rather than packing a lunch is that the rest of my afternoon is wasted. Another reason is that I don't want to eat a variety of delicious foods. Children get tired of eating the same things every day. I don't want to eat very little variety. I don't want to eat the same things every day. I don't want to eat the same things every day. I don't want to eat the same things every day.

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

- Disengaged
- Refuses to write or doodles on paper
- Complains about or avoids writing

HOW TO HELP:

- Offer choice
- Teach daily mini lessons broken into small pieces
- Give one short writing task each day that is easy to implement

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach general

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. owens
⊖	when you need to delete something	I got a new new hat.

LESSON 14: SUPPORT YOUR REASONS WITH EXAMPLES REVISING

ESSENTIAL QUESTION
How can writers support their opinion?

MATERIALS
Lesson 14 mentor text
Reasons & examples chart from lesson 8

MINI LESSON

Read the lesson 14 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: Children need to spend more time outside riding their bikes.

Reason #:	Example #:
Riding a bike is a great way to exercise and stay active.	You will strengthen your lower-body muscles while riding a bike.
Riding a bike is good for the environment.	Riding a bike reduces the carbon emissions in the air.
Riding a bike is fun and exciting.	Many cities have parks that include ramps specifically made for riding a bike. You can learn all kinds of tricks and jumps.

WORK TIME

Use the examples to their reasons on their student printable from lesson 8. Remind them to use complete sentences or ideas on their printable. Students will then revise to include at least one example for each reason.

SHARE TIME



Everything you need to teach opinion essay writing in a way that is fun for your students and easy for you!