

# UBD Unit Plan Janessa: Opinion Writing 3rd Grade

by Janessa Gorgonio

## Unit Cover Page

### Unit Information

Unit Title: **Awesome Opinion Writing!**

Grade Level: **3** Subject/Topic Areas: **Language Arts**

Key Words: **Opinion writing, persuasive writing, transition words, descriptive details, organization, introduction, supporting details, conclusion.**

Designed by: **Janessa Gorgonio**

Time Frame for Instruction: **Spring 2014**

School District: **Kailua**

School: **Kainalu Elementary School**

### Brief Summary

It is vital for students to grasp the importance of opinion writing and persuasion. This unit is a small introduction to persuasion writing and focuses more on opinions and providing reasons for that opinion. The standard that this unit is based around is to get students to be able to write an opinion and support it with reasoning. The standard also implies that a written piece of that opinion must be organized with an introduction, conclusion, and supporting evidence, all wrapped up in a flowing written piece with transition words. This unit is a 2 week unit composed of interactive lessons, direct instruction, student group work, quizzes, constructed responses, and instances of self-evaluation to provide students with the utmost experience to understand opinion writing.

### Design Status

Check as you complete each part:

- Template pages (Stages 1, 2, and 3)
- Blueprint for each performance task
- Rubrics
- Directions to students *and* teachers
- Materials and resources listed
- Suggested accommodations and extensions

Status: Initial draft (date submitted) \_\_\_\_\_

Revised draft (date submitted) \_\_\_\_\_

Peer reviewed     Content reviewed     Field tested

## Stage 1 - Identify Desired Results

## Established Goals (Standards and benchmarks)

|         |                         |       |  |
|---------|-------------------------|-------|--|
| Writing | Text Types and Purposes | 3.W.1 | <p>Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> |
|---------|-------------------------|-------|--|

## What essential questions will be considered?

Why do you have opinions?

Is supporting evidence necessary in order to validate your opinion?

How can you persuade someone?

Why is it important to organize your writing?

How can organization enhance your writing?

What makes writing flow? (UbD Workbook p. 94)

What makes writing easy to follow? (UbD Workbook p. 94)

UbD Ch 5

UbD Workbook p. 81-106

## What understandings are desired?

Students will understand that...

- Opinions are stronger with supporting evidence.
- Everyone's points of view are different and therefore to persuade someone, you need reasoning.
- Organization is a key element in one's writing.

UbD Ch 6

UbD Workbook p. 107-133

## What key knowledge and skills will students acquire as a result of this unit?

Students will know...

- Key terms:
  - Opinion (versus fact)
  - Point-of-view
  - Persuasion
  - Transition words
  - Opposition
  - Evidence
  - Descriptive detail
  - Introduction
  - Conclusion
  - Supporting paragraphs
  - Organization
  - Outline
- The different elements of a persuasion paper.

Students will be able to...

- Write a persuasive piece using supporting details.
- Organize a written piece in order for it to make sense.
- Convey their thoughts and ideas through writing.
- Construct descriptive details.
- State their opinions on a topical issue and support it.

UbD Workbook p. 119

## Stage 2 - Determine Acceptable Evidence

### Performance Tasks - What evidence will show that students understand?

- **Debate:**
  - Use of Six Facets of Understanding:
    - Interpret: Students will work in a group to represent their opinion on a topical issue.
    - Perspective: Students will work in a group to argue their opinion on a certain topic to an

opposing group.

- Empathy: Students will consider the opposing groups opinion and be open to persuasion from the opposing group.
- Self-Knowledge: Students will recognize that there are other opinions to topics other than their own.

- **Editorial:**

- Use of Six Facets of Understanding:
  - Explain: Students will express their opinion on a topical issue in a newspaper editorial style.
  - Apply: Students will create an editorial based on a topic of their choosing.
  - Empathy: Students will relate to a real newspaper author and know their audience.

UbD Ch 7

UbD Workbook p. 136-174

## What other evidence needs to be collected in light of Stage 1 Desired Results?

(e.g., tests and quizzes, prompts, work samples, observations)

- **Journals:**

- Opinion prompts:
  - What is your favorite book?
  - What is your favorite activity to do in school?
  - If you could have any superpower, what would it be?
  - Who is your hero; what makes them a hero?
  - Adapted from [K12 Reader](#).
- Self-Evaluation prompts:
  - Listed in Self-Assessment and Reflection section\*

- **Activities:**

- Worksheets\*\*:
  - Fact vs. opinion
  - Descriptive language
  - Transition words
- Mini Debates:
  - Debates within a small group
  - Should skateboards be allowed on sidewalks?
  - Are cats better than dogs?
- Persuasion Book Reflections:
  - Students will be read to from a few different persuasion books. They will write a summary of the book after it is read, and write a reflection of what they think the author is trying to persuade to the audience.

- **Tests:**

- Selected Response Quizzes:
  - On keyterms and examples of facts and opinions
- Constructed Responses:
  - Students will have 3 timed constructed response questions to complete.
  - Descriptive writing and persuasive writing.

\*\*Worksheets attached to learning plan.

UbD p. 168-170

UbD Workbook p. 175

## Student Self-Assessment and Reflection

- One-Minute Essay:
  - What is the big point you learned in class today?
  - What is the main unanswered question you leave class with today?
- Self-Evaluation Journal:
  - What questions and uncertainties do you still have about \_\_\_\_\_?
  - What are your strengths in \_\_\_\_\_?
  - What would you do differently next time?
  - What grade or score do you deserve? Why?
  - How does what you've learned relate to the present and future?

\*Green text = adaptation from *Understanding by Design* (Wiggins & McTighe, 2005, p. 169).

\*Yellow highlighted text = adaptation from *Understanding by Design: Professional Development Workbook* (Wiggins & McTighe, 2004, p. pg. 223).

UbD p. 215-218

UbD Workbook p. 223

## Other Evidence Assessments

### Selected Response Quiz

#### First Quiz:

Match the words on the left with the definitions on the right:

|                     |  |
|---------------------|--|
| 1. Opinion<br>_____ | A. Cause somebody to adopt a certain position, belief, or course of action.    |
| 2. Fact<br>_____    | B. The action of being against something that you disapprove or disagree with. |
| 3. Point-of-view    | C. Something which shows that something else exists or                         |

|                  |   |
|------------------|---|
| _____            | is true.  |
| 4.<br>Persuasion | D. Something you can prove to be either false or true.  |
| 5. Evidence      | E. The perspective from which the story or writing is being told; in other words, who is telling the story? |
| 6.<br>Opposition | F. How a person or thing feels about something.   |
|                  | G. The activity of putting something in written words.  |

Write True or False next to the statement:

7. You cannot change a fact. \_\_\_\_\_
8. You can change an opinion. \_\_\_\_\_
9. "Purple is the best color ever" is a fact. \_\_\_\_\_
10. "The Nene is Hawaii's state bird" is a fact. \_\_\_\_\_

### Second Quiz:

Multiple choice: choose the best answer.

- Which sentence shows descriptive detail?
  - The girl is standing there and she looks so sad.
  - The girl, 10 feet away, is slightly slouching with watery eyes and a pained look on her brow.
- Which of the following is not a transition word?
  - Because
  - Therefore
  - And
  - Next
- Which of the following is not a quality of introductions?
  - Introductions grab the reader's attention.
  - Introductions set the stage for everything the reader is about to learn.
  - Introductions are at the end of the writing piece.
  - Introductions give the reader an idea of what you're writing about without giving away all the information in the story.
- Which of the following is not a quality of conclusions?
  - A conclusion wraps up a story and should give a reader a sense of satisfaction.
  - Conclusions are at the end of the writing piece.
  - A conclusion is a recap of the writing piece.
  - A conclusion is not as important as the introduction.
- Which of the following is the correct order of a written piece?
  - Conclusion, supporting paragraphs, introduction.
  - Introduction, supporting paragraphs, conclusion.
  - Introduction, conclusion, supporting paragraphs.
  - Supporting paragraphs, Introduction, conclusion.

Write True or False next to the statement:

6. Organization means to be in an ordered manner. \_\_\_\_\_
7. An outline is a sketch or plan of a written piece's main feature. \_\_\_\_\_

8. Supporting details make ideas stronger by telling more about the written piece. \_\_\_\_\_

Using the following transitional words: apply the best transition word in the blank spot.  
First, then, therefore, third, next, beside, meanwhile.

9. When I woke up this morning I did three things before leaving for school; first I went to the bathroom, second I ate breakfast, and \_\_\_\_\_ I changed into my school clothes.

10. My favorite part about Disneyland were all the different rides we rode: we rode the Teacups first, \_\_\_\_\_ we rode Splash Mountain, lastly we rode the Indiana Jones ride.

## Scoring Guide for Selected Response Quizzes

### First Quiz:

1. Opinion **E**
2. Fact **D**
3. Point-of-view **E**
4. Persuasion **A**
5. Evidence **C**
6. Opposition **B**
7. You cannot change a fact. **TRUE**
8. You can change an opinion. **TRUE**
9. "Purple is the best color ever" is a fact. **FALSE**
10. "The Nene is Hawaii's state bird is a fact. **TRUE**

### Second Quiz:

1. **B.** The girl, 10 feet away, is slightly slouching with watery eyes and a pained look on her brow.
2. **C.** And
3. **C.** Introductions are at the end of the writing piece.
4. **D.** A conclusion is not as important as the introduction.
5. **B.** Introduction, supporting paragraphs, conclusion.
6. Organization means to be in an ordered manner. **TRUE**
7. An outline is a sketch or plan of a written piece's main feature. **TRUE**
8. Supporting details make ideas stronger by telling more about the written piece. **TRUE**
9. When I woke up this morning I did three things before leaving for school; first I went to the bathroom, second I ate breakfast, and **THIRD** I changed into my school clothes.
10. My favorite part about Disneyland were all the different rides we rode: we rode the Teacups first, **NEXT** we rode Splash Mountain, lastly we rode the Indiana Jones ride.

## Constructed Responses

### Constructed Response #1:

The following is a rough draft of a paragraph that a student is writing for the school newspaper about why there should be a longer school day. The draft needs more details to support the student's reasons for having a longer school day.

#### Why There Should Be a Longer School Day

Schools should have a longer school day for students. First, students could learn more about different subjects if the school day were longer. Also, students could get extra help from teachers. More hours in class each day would also mean more vacations scattered throughout the year!

Now look at the following daily schedule for a school that has switched to a longer school day.

|       |                                 |
|-------|---------------------------------|
| 8:00  | Morning Announcements           |
| 8:20  | Reading Language Arts           |
| 9:30  | Foreign Language                |
| 10:30 | Morning Recess                  |
| 10:45 | Mathematics                     |
| 11:45 | Lunch                           |
| 12:45 | History                         |
| 1:45  | Art or Music                    |
| 2:15  | Afternoon Recess                |
| 2:45  | Science                         |
| 3:30  | Homework Preparation            |
| 3:45  | After-School Tutoring or Sports |

Revise the paragraph by adding details from the daily schedule that help support the reasons for having a longer school day.

### **Constructed Response #2:**

Some children in third grade have a set time when they must go to bed on school nights. Other children this age go to bed only when they are tired. Still others go to bed long before they want to or feel ready for bed. Do you think children your age should go to bed at a certain time on school nights, or only when they get tired? Why or why not? Write a persuasive paper telling whether you think children in third grade should have a certain time to go to bed on school nights or whether they should go to bed whenever they are feeling tired. Give reasons why you think as you do.

### **Constructed Response #3:**

You are getting ready for a holiday (Halloween, Valentines' Day, the 4th of July). Tell about how you felt before the holiday describing what you did to get ready. Then share your experiences and your feelings on that special day. What made it memorable? Then share what it was like as the day ended and the days that followed. Write a narrative paper describing the before, during and after of a special holiday for you and your family. Paying close attention to descriptive details and transitional words

\*Light blue highlighted text = adapted from [Smarter Balanced Assessment Samples](#).

Purple highlighted text = adaptation from [Third Grade Prompts](#).

## **Rubric for Persuasive Constructed Response**



| <b>Score Points</b> |   |
|---------------------|---|
| 2                   | <p>The response:</p> <ul style="list-style-type: none"> <li>• provides appropriate and predominately specific details or evidence</li> <li>• uses appropriate word choices for the intended audience and purpose</li> </ul>   |
| 1                   | <p>The response:</p> <ul style="list-style-type: none"> <li>• provides mostly general details and evidence, but may include extraneous or loosely related details</li> <li>• has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose</li> </ul> |
| 0                   | <p>The response:</p> <ul style="list-style-type: none"> <li>• includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text</li> <li>• has an inappropriate vocabulary for the intended audience and purpose</li> </ul>                        |

Smarter Balanced Rubric for Persuasive Writing

Adapted from [Smarter Balanced Assessment Samples](#).

### **Rubric for Descriptive Constructed Response**

| Score Points | Organization   | Elaboration  |
|--------------|--|--|
| 2            | <p>The response:</p> <ul style="list-style-type: none"> <li>maintains consistent focus on the topic, purpose, or main idea</li> <li>has a logical organizational pattern and conveys a sense of wholeness and completeness</li> <li>provides transitions to connect ideas</li> </ul> | <p>The response:</p> <ul style="list-style-type: none"> <li>provides specific details</li> <li>uses appropriate word choices for the intended audience and purpose</li> </ul>  |
| 1            | <p>The response:</p> <ul style="list-style-type: none"> <li>demonstrates some focus on the topic, purpose, or main idea; lapses may occur</li> <li>shows an uneven organizational pattern</li> <li>provides weak or inconsistent transitions</li> </ul>                              | <p>The response:</p> <ul style="list-style-type: none"> <li>provides mostly general details, but may include extraneous or loosely related details</li> <li>has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose</li> </ul> |
| 0            | <p>The response:</p> <ul style="list-style-type: none"> <li>demonstrates little or no focus</li> <li>has little evidence of an organizational pattern</li> <li>provides poorly utilized or no transitions</li> </ul>   | <p>The response:</p> <ul style="list-style-type: none"> <li>includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text</li> <li>has an inappropriate vocabulary for the intended audience and purpose</li> </ul>           |

Smarter Balanced Rubric for Descriptive Writing

Adapted from [Smarter Balanced Assessment Samples](#).

## Personal Communication

- One-Minute Essay:
  - What is the big point you learned in class today?
  - What is the main unanswered question you leave class with today?
- Self-Evaluation Journal:
  - What questions and uncertainties do you still have about \_\_\_\_\_?
  - What are your strengths in \_\_\_\_\_?
  - What would you do differently next time?
  - What grade or score do you deserve? Why?
  - How does what you've learned relate to the present and future?
- Informal Checks for Understanding:
  - Conversations with students.
  - Whole class prompts where students answer with thumbs up, thumbs down, and so-so hand motions.

\*Green text = adaptation from *Understanding by Design* (Wiggins & McTighe, 2005, p. 169).

\*Yellow highlighted text = adaptation from *Understanding by Design: Professional Development Workbook* (Wiggins & McTighe, 2004, p. pg. 223).

## Stage 3 - Plan Learning Experiences

## WHERE TO

Code each learning activity with one of these letters:

- **W** - Ensure that students understand **WHERE** the unit is headed, and **WHY**.
- **H** - **HOOK** students in the beginning and **HOLD** their attention throughout.
- **E** - **EQUIP** students with necessary experiences, tools, knowledge, and know-how to meet performance goals.
- **R** - Provide students with numerous opportunities to **RETHINK** big ideas, **REFLECT** on progress, and **REVISE** their work.
- **E2** - Build in opportunities for students to **EVALUATE** progress and self-assess.
- **T** - Be **TAILORED** to reflect individual talents, interests, styles, and needs.
- **O** - Be **ORGANIZED** to optimize deep understanding as opposed to superficial coverage.

## Sequence and Timeline of Teaching and Learning Experiences

### Week 1:

#### Monday:

Ask students if they know the difference between fact and opinion and have a discussion. Writing what students state facts and opinions are on the board. **WHE**

Create a poster with the definition of what an opinion is and a fact is and post it somewhere where all students can see. **T**

Give students Farmhouse Fact and Opinion worksheet to complete in class. (Adapted from [Teacher Pay Teachers](#)) **E**

Show students the Fact vs. Opinion Song. (Adapted from [YouTube](#)) **HET**

Have students reflect on the lesson by fulfilling the one-minute essay in their writing journals. **RE2**

[Opinion Writing 3rd Grade: Fact vs. Opinion](#)

#### Tuesday:

Have students write in their journals: What is your favorite book and why? **HE**

Explain to students that the journal entry is meant to express your opinion and explaining why is trying to persuade the audience. **W**

Explain to students that opinion writing is closely linked to persuasion. **W**

Show students the Persuasive Writing video. (Adapted from [YouTube](#)) **HET**

Ask students if the things in the video were facts or opinions. **E**

Introduce students the new vocabulary words that directly link to opinion writing: **WE**

- Fact
- Opinion
- Point-of-view
- Persuasion
- Evidence
- Opposition

Have students write the definitions of the vocabulary words in their writing journals. **E**

Give students the option of making flashcards. **ET**

Give students the option to add their own sentence with the use of the vocabulary word in their sentence. **ET**

Have students work on their vocabulary words with the Vocabulary Dice Game. (Adapted from [Teachers Pay Teachers](#)). **ET**

Have students reflect on the lesson by fulfilling the one-minute essay in their writing journals. **RE2**

### Wednesday:

Have students write in their journals: What is your favorite activity to do in school and why? **HE**

Go over the vocabulary words with students; include flashcards with a drawing that represents word. **ET**

Ask students what are debates and discuss. **H**

Explain to students that debates are ways where people can express their opinion on a topic. **WE**

Explain to students that there will be mini debates; leading up to a bigger debate that will accompany the students' understanding of opinion writing with supporting evidence. **WE**

Have students get into groups of 4 people and give them a universal topic of "Are cats better than dogs?" **E**

Give students time to complete the first constructed response on persuasive writing: Constructed Response #1. **WE**

Have students reflect on the day by fulfilling the self-evaluation journal answering: what questions and uncertainties do you still have about persuasions and opinions? **RE2**

### [Opinion Writing 3rd Grade: Mini Debate](#)

### Thursday:

Have students write in their journals: Should skateboards be allowed on the sidewalks and why? **HE**

Ask students to discuss within a group of 4 on where they stand on the journal prompt; explaining their opinions and positions to each other. **WE**

Explain to students that they are going to start on their big debate today after they work on some persuasion activities that will enhance their debate. **W**

Read to students *The Lorax* by Dr. Seuss. **HE**

Have students complete the Persuasion Book Reflection assignment in their writing journals. **WE**

Transition students back to their desks so the debate directions and rubric will be gone over. **W**

Show the video *Puss in Boots* by Charles Perrault on YouTube: <http://www.youtube.com/watch?v=2-kcKsSEPqk>. **HE**

Give students a chance to choose where they stand on trickery being justified or not. **WE**

Have the students work in their groups to complete the debate tasks of sharing and discussing the reasoning of their stance. **WET**

Give students a chance to work on their vocabulary words with the Vocabulary Dice Game. (Adapted from [Teachers Pay Teachers](#)). **ET**

Have students reflect on the lesson by fulfilling the one-minute essay in their writing journals. **RE2**

### [Opinion Writing 3rd Grade: Persuasion Book Reflections](#)

Friday:

Give students a chance to work on their vocabulary words with the Vocabulary Dice Game. (Adapted from [Teachers Pay Teachers](#)). **ET**

Have students write in their journal reflecting on what the students did in their group yesterday and what each student was planning to contribute today. **RE2**

Go over the rules, directions, and rubric of the debate. **W**

Give students time to write their reasoning on the poster board and to practice their presentation. **ET**

Have the students present their positions. **WHET**

Have the students with no speaking roles consider the alternatives and present the alternatives. **RT**

Give the students time to write in their journals reflecting their debates and what had happened in their groups, either answering all or one of the following questions: What grade or score do you think you deserve and why? How difficult was it to work with a group? How has opposing positions change your thinking? What are you most proud of and why? **RE2**

Give students Quiz #1. **WET**

**Week 2:**Monday:

Have students write in their journals: If you could have any superpower, what would it be and why? **HE**

Pass back Quiz #1 so students see their results. **RE2**

Give students a chance to work on their vocabulary words with the Vocabulary Dice Game. (Adapted from [Teachers Pay Teachers](#)). **ET**

Discuss with students a new set of vocabulary words: **WE**

- Descriptive Detail
- Transition Words
- Introduction
- Conclusion
- Supporting Details
- Outline
- Organization

Have students write the definitions of the vocabulary words in their writing journals. **E**

Give students the option of making flashcards. **ET**

Give students the option to add their own sentence with the use of the vocabulary word in their sentence. **ET**

Explain to students that while they are working on the Persuasion Book Reflections; instructor will go over with each individual student the scores that they got on Constructed Response #1. **WER**

Students will complete the Persuasion Book Reflections on *The Great Kapok Tree* by Lynne Cherry.

**WHER**

Give students time to complete the second constructed response on persuasive writing: Constructed Response #2. **WE**

Have students reflect on the lesson by fulfilling the one-minute essay in their writing journals. **RE2**

Tuesday:

Have students write in their journals: What does it mean to be descriptive? **HE**

Have students discuss what they wrote in their journals with a group of 3 other people. **HE**

Discuss with students what it means to be descriptive in their writings. **WE**

Transition students to a comfortable place, so that *Oh, The Places You'll Go!* by Dr. Seuss will be read to the class. **H**

Explain to students that the reason why this was read was to give examples of descriptive writing. **WE**

Have students complete the Descriptive Language in Books worksheet after instruction is given on how to complete it: choose from a variety of books to hunt for descriptive writing in the book. (Adapted from [Teachers Pay Teachers](#)). **WET**

Give students time to discuss with a group of 4 on the different descriptive words that they found. **HER**

Have students reflect on the day by fulfilling the self-evaluation journal answering: what questions and uncertainties do you still have about descriptive writing? **RE2**

[Opinion Writing 3rd Grade: Descriptive Language](#)

Wednesday:

Have students write in their journals: Who is your hero and what makes a hero? Paying close attention to descriptive detail. **HE**

Read the story *The True Story of the Three Little Pigs* by Jon Scieszka and while students are completing the Persuasion Book Reflections; instructor will go over with each individual student the scores that they got on Constructed Response #2. **WHER**

Give students a short introduction of what transition words are and examples of transition words. **WE**

Explain to students that they need to listen for and take note of the transition words while instructor reads *Alexander And The Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. **WHE**

Create a poster together with student (words will be written on a post-it and posted on poster) and instructor on examples of transition words and post it on the class so everyone can see. **HERT**

Have students complete Transition Word worksheet. (Adapted from [LessonSnips](#)) **WET**

Transition students back as a whole group to discuss supporting evidence; ask students if they remember what supporting evidence is and discuss what it is. **WHE**

As a class, go to <http://www.studyzone.org/testprep/ela4/h/supportingdetailsl4.cfm> to practice recognizing supporting details. **WHET**

Give students time to complete the third constructed response on descriptive writing: Constructed Response #3. **WE**

Have students reflect on the day by fulfilling the self-evaluation journal answering: what questions and uncertainties do you still have about supporting details and transition words? **RE2**

[Opinion Writing 3rd Grade: Transition Words](#)

Thursday:

Have students write in their journals reflecting on any difficulties that they still have concerning the topics that were gone over the past week and a half. Recap with students on what had occurred in the last week and a half. **RE2**

Explain to students the whole reason why they are learning opinion and persuasive writing with descriptive detail and transition words is because they are going to create a big writing piece based on just those qualities. **W**

Go over the editorial directions and rubric. **W**

After reading journal entries to inform on any reteaching; instructor reteaches anything students need to recover. **T**

Show students Persuasive Writing video on YouTube: <http://www.youtube.com/watch?v=jaGJNxCxB-s>.  
**WHE**

Give students time to come up with a topic and brainstorming of their editorial. **WE**

Have students reflect on the lesson by fulfilling the one-minute essay in their writing journals. **RE2**

### Friday:

Have students write in their journal reflecting on what they did yesterday and what they were planning to complete today (which is their final draft). **RE2**

Give students Quiz #2. **WET**

Give students time to complete their first draft. **E**






Have students review with 2 other students and return to the instructor for more feedback. **ERE2**

Students will revise their first draft after editing with peers and instructor. **RE2**

Students will check off Self-Check Sheet. **RE2**

Students will complete final draft. **WE**

Students will turn in final draft and write in their self-evaluation journal answering: what questions and uncertainties do you still have about opinion writing? What are your strengths in opinion writing? What would you do differently next time? What grade or score do you deserve? Why? How does what you've learned relate to the present and future? **WERE2**

**Attachments**  [FarmhouseFactorOpinionFreebie.pdf](#),  [DiceGamesReadingandLanguageArtsFreebie.pdf](#),  
 [Descriptive\\_language\\_cannon\\_books.pdf](#),  [Self\\_Check\\_Sheet.doc](#),  [transitionword.pdf](#)

### **Resources**

**Teachers Pay Teachers** <http://www.teacherspayteachers.com/>

**YouTube** <http://www.youtube.com/>

**Lessonsnips** <http://www.lessonsnips.com/docs/pdf/transitionword.pdf>

**Studyzone** <http://www.studyzone.org/testprep/ela4/h/supportingdetailsl4.cfm>

 Created with LiveText - [livetext.com](http://livetext.com)