

Overview of Personal Opinion Essay			
Lesson	Stage	Student Action	Time Frame
Pre-Assessment	Administer Pre Assessment to Students and Score with End of Unit Scales	Develops a logical argument for prompt given. Teacher uses pre-assessment to help guide instruction.	1 day
1	Immersion	Identify the big idea and evidence in student sample essays	2 days
2	Prewriting	Formulate big idea for their own essay.	2 days
3	Prewriting	Formulate an opinion based on big idea.	1 day
4	Prewriting	Develop evidence to support the big idea	1 day
5	Drafting	Draft evidence statements into complete sentences.	1 day
6	Drafting	Draft an introduction which includes thesis	2 days
7	Drafting	Develop evidence paragraphs	3 days
8	Drafting	Construct conclusions	2 days
9	Revising	Teacher decides on what to focus on with revisions. Revision checklist with options provided	2 days
10	Editing/Publishing	Edit essays and create final drafts	1-2 days
Post-Assessment	Administer Post Assessment to Students and Score with End of Unit Scales.	Develops a logical argument for prompt given. Teacher uses post-assessment to determine growth or offer corrective feedback as a follow up.	1 day

NOTE: Please consult with your district leadership on which pre and post assessment options you will be required to administer.

3rd Grade Pre/Post-Assessment	
<p>Concept: Writers are tested on previous knowledge and gained knowledge to determine instructional flow, extensions, and corrective areas for teacher to focus on during this unit.</p>	
<p>Student Action: Create a persuasive letter which meets the Michigan Core State Standards for 3rd grade.</p>	
Pre-Corrections:	<ul style="list-style-type: none"> • Students should be placed in their regular writing seats for this activity. • This is a one hour session and students should have something to do when they complete this activity as they will finish at different times. • This is a testing scenario so please do not assist students in a manner which will skew the results of their writing
Materials	<ul style="list-style-type: none"> • Loose leaf paper and pencil • Teacher will need scoring scale from end of unit
<p>I Do It (15 minutes) <i>Connection</i> <i>Teach</i></p>	<ul style="list-style-type: none"> • Write the following statement on the board: <i>“Many people think that if they get in a fight with their friends, it is okay to stay angry with them.”</i> • Read the statement to the students aloud. Ask students to turn and talk with a partner on whether they agree or disagree with this statement and why. • Share out with the class as a whole group. Create a class poster with reasons listed. This may remain up for the duration of the testing period and can be reposted for the post assessment. Remind students that they may opt to use different reasons but this will give them some ideas to work with. • Explain to students: <i>“Today you will write an opinion about this big idea. You will have 45 minutes to write your opinion about this big idea and think of stories from your life that you can use to support your opinion. Use what we have been working on (grammar, punctuation) when you are writing.”</i>
<p>We Do It/You Do It (45 minutes)</p>	<ul style="list-style-type: none"> • Students work to write personal opinion essay independently.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect papers and score using scoring scales at the back of this Unit.

3rd Grade Personal Opinion Essay	
Lesson 1 (2 days)	
<p>Concept: Writers are immersed in the concept of “Big Idea” in order to understand that an opinion essay is focused around a big idea.</p>	
<p>Student Action: Identify the big idea in sample essays. Identify the evidence which supports a big idea in sample essays.</p>	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • The last process writing we did was personal narrative. Now you are switching to an essay. An essay is different than a narrative. A narrative typically tells about an event in the sequence in which it occurred (like a true story). An opinion essay supports a big idea (your opinion) with evidence from our own lives. • Students who really struggle in writing should be placed in a triad partnership with two medium students
Materials	<ul style="list-style-type: none"> • Growing Up Takes Time • Fun With My Grandparents • Best Friends Forever • My Dog Joker—Non Example • Big Idea/Evidence Charts
<p>I Do It (DAY 1) (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Explicitly define what a “big idea” is. A big idea is something that applies to many people. It is general, and can apply to a group. Essays begin with big ideas. • Share several examples from stories you have already taught during the year (stories kids are already familiar with), to initially introduce the concept of a big idea. <i>Possible Examples: Because of Winn-Dixie (Reach out to others), Fireflies (Respect Nature).</i> • Introduce “Growing Up Takes Time” to the class. Explain that this is what an opinion essay looks like. Read the essay. Identify the big idea in the example. • Read “My Dog Joker-Non Example.” Explain to students that the non example is more of a personal narrative—it tells a sequential story. • Go back to “Growing Up Takes Time” and model completing the attached chart with Big Idea and Evidence (example below).

	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">Growing Up Takes Time</th> </tr> <tr> <th>Big Idea</th> <th>Evidence</th> </tr> <tr> <td>Take your time growing up</td> <td>A girl remembers a time that she was not as grown up as she thought she was.</td> </tr> </table> <p>Example:</p> <ul style="list-style-type: none"> • Growing Up Takes Time • Fun With My Grandparents • Best Friends Forever <p>Non-Example:</p> <ul style="list-style-type: none"> • When I got a pet (more of a personal narrative) 	Growing Up Takes Time		Big Idea	Evidence	Take your time growing up	A girl remembers a time that she was not as grown up as she thought she was.
Growing Up Takes Time							
Big Idea	Evidence						
Take your time growing up	A girl remembers a time that she was not as grown up as she thought she was.						
<p style="text-align: center;">We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Share a copy of the second example, “Fun with My Grandparents.” • In pairs, have students read the introduction and locate the big idea. • In pairs, have students define the evidence that supports the big idea. • Students complete the next section of the chart provided with a partner. <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">Fun with My Grandparents</th> </tr> <tr> <th>Big Idea</th> <th>Evidence</th> </tr> <tr> <td>Give people a chance</td> <td>A boy does not think his grandparents are much fun until they take him to a haunted house</td> </tr> </table> <ul style="list-style-type: none"> • Circulate to listen to replies and complete a whole group share. • In pairs, students re-read the conclusion of the essay. Explain to students that they will be looking for how the conclusion ties back to the big idea of the whole essay. • Students put their fingers on the sentence where they see the essay return to the big idea. 	Fun with My Grandparents		Big Idea	Evidence	Give people a chance	A boy does not think his grandparents are much fun until they take him to a haunted house
Fun with My Grandparents							
Big Idea	Evidence						
Give people a chance	A boy does not think his grandparents are much fun until they take him to a haunted house						
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them. 						
<p style="text-align: center;">You Do It (DAY 2) <i>Link</i> (20-25 minutes)</p>	<ul style="list-style-type: none"> • Review yesterday’s lesson (Big Idea and restating the big idea in the conclusion). Redefine big idea. • Revisit evidence, and point out the evidence which supported the big idea. • Share a copy of “Best Friends Forever” for each student. • Students identify the big idea by underlining. Students record the big idea on the last section of the chart. • Circulate and identify who has the big idea concept and who does not. • Students identify the evidence which supports the big idea. 						

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W.03.01, W.03.04, W.03.05, W.03.08, W.03.10, L.03.02, L.03.03, L.03.06

	<ul style="list-style-type: none">• Students record the evidence on the last section of the chart.• Ask students to identify the restating of the big idea in the last paragraph.
Assessment Check Point	<ul style="list-style-type: none">• Collect the chart and evaluate whether students found the big idea and evidence in Best Friends Forever.

Growing Up Takes Time

*Many kids think that "growing up" is easy. They want to grow up fast and be big kids because then they can do more things. Most of the time, growing up can feel really good, but it is not as easy as it looks. **I think that growing up is often hard, and it takes a lot of work to get there.***

*One time, I really wanted to go on the big roller coaster at the amusement park. When I got there, I found out that I was just barely tall enough to ride it. I was so excited! I couldn't wait to ride down the steep hill. I climbed in and prepared myself for the fast ride. But it went so fast that I thought I was going to fall out. I screamed and screamed! I just knew that I was going to throw up. I wanted the ride to be over, but it felt like there was always another hill or curve. When the ride slowed down, my stomach felt sick. I never wanted to go on that ride again! **I didn't feel like such a big kid that day.***

*I realize that it takes time to grow up, and it isn't always easy. Kids shouldn't try to hurry it along. Growing up can be great, but it isn't as easy as it looks. It takes time, and there are bumps along the way. **But I still can't wait until I get there.***

Fun with My Grandparents

I used to think that the first idea you had about someone was always right. I thought it wouldn't be any fun to spend time with my grandparents because they were so old. I was sure that they were too old to do things that were fun for kids. *But now I realize that you have to give people a chance.*

One reason why I changed my mind is that in October my grandparents took me to a haunted house. I really wanted to go, but my parents didn't have time to take me. I couldn't believe it when my grandparents said they would take me. It was so dark, and there were creepy monsters and skeletons and witches everywhere. We heard spooky sounds like creaks and screams, too. I kept telling myself that it wasn't real. Some things jumped out from nowhere, and I screamed right out loud! It was scary, but I loved every minute of it! I was so happy that my grandparents took me to the haunted house. My grandparents loved it, too! *This shows that you don't really know someone until you give them a chance.*

Now I know that my first thought about people isn't always right. I like to be with my grandparents, and it is fun to do things together. They think of great places to go and things to do. *I realize that you have to give people a chance.*

Best Friends Forever

Some people believe that friendship makes life more fun. I have a best friend forever and we do a lot of things together. Her name is Haley. Sometimes we ride bikes and go for walks in the woods. I realize that my life is a lot better with my BFF Haley in it, and she means a lot to me.

One example of this is when Haley and I go biking on a trail in the woods. There is a big hill we go up and down. One time we went on a bumpy trail with a hill. We went down it but we didn't know there was a puddle and we got splashed. We had so much fun we couldn't stop laughing. I smile every time I think about it now. This is one reason why Haley makes life better.

Another example is when Haley and I go on a nature walk and we always look for some mushrooms! We look for more things to like...trees, birch bark, twigs, and some kinds of grass. Then we go back to camp and make bird houses. We watch the birds put twigs in it. We wait a long time before the birds come. Haley and I don't mind because we always tell each other stories and talk while we wait. It is easy to see that Haley makes my days more fun.

As I look back I realize there are so many things Haley and I love to do together. I realize that I always look forward to the time I am going to be spending with Haley because she makes me feel good inside. My friendship with Haley has taught me that friendship can make life a lot better!

My Dog Joker—Non Example

When my dog Joker died it was so sad. That meant Joker couldn't play with my feet or chase me all day long. The reason he died is he drank a nasty bucket of water. The worst part is that he gagged and choked.

Joker was a fun dog to play with. He would chase me all day long. We would play hide and seek. We also played fetch in the yard. One last thing I did with him is play tag.

Joker was a very loving friend. He would sleep at my feet every night or he would lay beside my bed. During the day he would watch TV with me. I would use him to lay on as a pillow.

Growing Up Takes Time	
Big Idea	Evidence

Fun With My Grandparents	
Big Idea	Evidence

Best Friends Forever	
Big Idea	Evidence

3rd Grade Personal Opinion Essay							
Lesson 2 (2 days)							
Concept: Writers begin prewriting stage by connecting big ideas to evidence in their own life.							
Student Action: Students write one big idea example.							
Pre-Corrections:	<ul style="list-style-type: none"> Brainstorming can be overwhelming for students, modeling is essential. Be prepared for students to be short on topic ideas, have a list in your mind of things kids know a lot about. Watch for ideas which develop that are not big ideas. This somewhat abstract concept can be developmentally difficult. Students will sometimes forget that a big idea applies to MANY people, not just themselves. 						
Materials	<ul style="list-style-type: none"> An example topic from your own life to write about with students Possible Essay Ideas T-Chart 						
<p>I Do It (12-15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Review yesterday's examples of big ideas from sample essays. Redefine big ideas. Discuss big ideas which you may have talked about through the year in other books. Model making a personal connection from a big idea to your own life. Create and complete a Possible Essay Ideas T-Chart (example below) and provide evidence from your own life. Provide your thinking aloud as you work through the process of completing one section on the chart. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Possible Essay Ideas</th> </tr> <tr> <th style="width: 50%; text-align: center;">Big Ideas</th> <th style="width: 50%; text-align: center;">Evidence from My Life</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Doing the right thing</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Returning money to the cashier when I was given too much in change. Opening the door at the coffee shop for a man who was struggling with too much in his hands. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Warn students that you have to make sure to pick topics that can apply to MANY people. Explain the non-examples below. Sharing a non-example helps students see what not to do. <p>Non Example:</p> <ol style="list-style-type: none"> I love my dog (too narrow, does not relate to a broad group of people)...could become an example by changing it to "Dogs make the world a better place." My mom is special (too narrow, does not relate to a broad group of people)...could become an example by changing it to "Moms are amazing." 	Possible Essay Ideas		Big Ideas	Evidence from My Life	Doing the right thing	<ul style="list-style-type: none"> Returning money to the cashier when I was given too much in change. Opening the door at the coffee shop for a man who was struggling with too much in his hands.
Possible Essay Ideas							
Big Ideas	Evidence from My Life						
Doing the right thing	<ul style="list-style-type: none"> Returning money to the cashier when I was given too much in change. Opening the door at the coffee shop for a man who was struggling with too much in his hands. 						

<p>We Do It (5-7 minutes) (DAY 1-2) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Brainstorm a list of 5-10 big ideas with the entire class. If students are struggling you can tap their prior knowledge by pulling from stories you have read as a class. • Once your list is completed, choose two sections from the chart to elaborate on as a whole class. Ask for students to pair share ideas on possible evidence from their own lives, and then give feedback to help you complete these sections with real life evidence (on the chart).
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Review examples from yesterday’s discussion • Students choose one big idea from class chart OR use one of their own. • Students complete possible evidence from their lives column independently. • Student identifies which big idea he/she likes the best by circling it.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect Possible Essay Ideas Chart and check for big ideas and evidence.

Possible Essay Ideas	
Big ideas	Evidence from My Life
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●

3rd Grade Personal Opinion Essay					
Lesson 3					
Concept: Writers work in the drafting process to understand how a big idea transfers to a formulated opinion.					
Student Action: Student formulates an opinion based on a big idea.					
Pre-Corrections:	<ul style="list-style-type: none"> • In second grade, they wrote reviews and formulated opinions. Remind them of this as it will spark prior knowledge. • Offer sentence starters to scaffold opinion building statements for students. • If you have students who will struggle with this concept, choose groups of 3-4 for the “we do” in order to include higher, medium, and lower ability level in a group in order to help provide extra support. 				
Materials	<ul style="list-style-type: none"> • Opinion sentence starter sheet 				
<p>I Do It (12-15 minutes)</p> <p><i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Define opinion. An opinion is a point of view. It is what you believe to be true about something. • Pass out the opinion sentence starter sheet. • Model how to formulate an opinion aloud several times, using real life examples and opinion sentence starters from the handout. • Create a t-chart like the one below on the board. Explain to students that a t-chart can be a strategy to help you organize your thoughts. Using the examples from yesterday’s class developed chart (Big Ideas), model choosing 1-2 examples and formulating an opinion. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Big Idea</th> <th style="width: 50%; text-align: center;">Opinion</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Do the right thing</td> <td style="padding: 5px;"> <p>I think it is important to do the right thing.</p> <p>The greatest part about doing the right thing is it always makes you feel great inside.</p> </td> </tr> </tbody> </table>	Big Idea	Opinion	Do the right thing	<p>I think it is important to do the right thing.</p> <p>The greatest part about doing the right thing is it always makes you feel great inside.</p>
Big Idea	Opinion				
Do the right thing	<p>I think it is important to do the right thing.</p> <p>The greatest part about doing the right thing is it always makes you feel great inside.</p>				
<p>We Do It (5-7 minutes)</p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Assign students to groups of 3-4. • Choose two big ideas from the class created chart. • Students discuss and formulate example opinions for the big ideas you have assigned them. • Students record ideas on a t-chart. • Teacher circulates and supports as needed. • Share out some student formulated examples for the class to see. 				
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them. 				

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<p>You Do It (20-25 minutes) <i>Link</i></p>	<ul style="list-style-type: none">• Student chooses their identified (circled) choice from yesterday's lesson and creates 2-3 opinion statements for that choice.• <i>If the choice was already completed by the group, have that student write his/her own opinion statements different from that of the ones the group formulated.</i>
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Collect a Big Idea and Opinion T- Chart from each student to ensure that opinion statements make sense for big idea.

Opinion Sentence Starters

- I prefer...

- I think...

- I feel...

- I know...

- I believe...

- In my opinion...

- The best thing about...

- The greatest part about...

- The worst part about...

- Everyone should...

- _____ is better than _____ because...

- If you liked _____, you will love _____.

3rd Grade Personal Opinion Essay	
Lesson 4	
Concept: Writers work in the drafting process to organize their thoughts and develop evidence to support the big idea.	
Student Action: Students develop two points of evidence to support their big idea.	
Pre-Corrections:	<ul style="list-style-type: none"> Students will be using boxes and bullets to organize their thoughts. You can tell them that they are learning a strategy they will see again in fourth grade. Explain to students that you will be using work from Lesson 2 and Lesson 3 to begin to build a draft.
Materials	<ul style="list-style-type: none"> Possible Essay Ideas Chart (Lesson 2) T-chart opinion statement (Lesson 3) Boxes and bullets framework (see attached)
<p>I Do It (12-15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Connect to yesterday’s lesson by reviewing the opinion statement which you modeled for the whole class. <i>The greatest part about doing the right thing is it always makes you feel great inside.</i> Introduce a box and bullet framework. Explain to students that boxes and bullets is a strategy they can use to help organize their thoughts during the drafting process. Draw it for the students (see example below). Model how to place your opinion statement inside the box. Once the opinion statement is in the box, we call it a thesis. Use my turn, your turn to practice the word “thesis” several times. Point to the thesis as students say it. Remind them that thesis is just a fancy way to say opinion statement. Show students that the bullets below the box are there to support the thesis—to prove that the thesis is true. Refer back to Lesson 2 and show that the bullets below the thesis come from the “Evidence from My Life” column. When you write a personal essay, you will have evidence in paragraphs to support or prove the truth of your thesis. <p>Example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The greatest part about doing the right thing is it always makes you feel great inside.</p> </div> <ul style="list-style-type: none"> Returning money to the cashier when I was given too much in change. Opening the door at the coffee shop for a man who was struggling with too much in his hands.

<p>We Do It (5-7 minutes) <i>Active</i> <i>Engagement</i></p>	<ul style="list-style-type: none"> • Partner students. • Ask for a class volunteer to offer his/her opinion statement as an example. • Provide students with the boxes and bullets framework. • Students work together to place the opinion in the correct spot. • Ask for the same class volunteer to offer evidence. • Students work together to place the evidence in the correct spot.
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
<p>You Do It (20-25 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Students use their own chosen topics and transfer their thesis statement and evidence to the boxes and bullets framework.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect boxes and bullets framework to make sure the evidence supports the thesis statement.

Boxes and Bullets (We Do It)
<div data-bbox="518 428 1192 525" style="border: 1px solid black; height: 46px; margin-bottom: 20px;"></div> <ul style="list-style-type: none">• •

Boxes and Bullets (You Do It)
<div data-bbox="518 1234 1192 1331" style="border: 1px solid black; height: 46px; margin-bottom: 20px;"></div> <ul style="list-style-type: none">• •

3rd Grade Personal Opinion Essay	
Lesson 5	
Concept: Writers work in the drafting process to turn their bulleted evidence into complete sentences with transition words.	
Student Action: Students draft evidence statements which are complete sentences.	
Pre-Corrections:	<ul style="list-style-type: none"> Students will need a list of Sentence Starters. When students choose Sentence Starters from the list, they choose a set. It is important that they use two starters from the same set so that they ensure they are using parallel structure.
Materials	<ul style="list-style-type: none"> Sentence Starter Sheet (see attached)
<p>I Do It (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Review yesterday's boxes and boxes and bullets example <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> The greatest part about doing the right thing is it always makes you feel great inside. </div> <ul style="list-style-type: none"> Returning money to the cashier when I was given too much in change. Opening the door at the coffee shop for a man who was struggling with too much in his hands. Explain to students that it is important to develop their evidence statements into complete sentences. Complete sentences will help us when we begin to draft our paragraphs. Using the Sentence Starter Sheet, model how to take your first bullet from a statement to a sentence. Bullet One: One example of this is when I returned money to a cashier who gave me too much change. Bullet Two: Another example of this is when I held the door at the coffee shop for a man who had his hands full.
<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> Partner students Ask for a class volunteer to share bullets with the class. Write the bullets on the board. Ask students to pair/share how they would rewrite the statements to make them complete sentences. Encourage them to use the Sentence Starter Sheet. Have several pairs share out.
<p>Mid-Workshop Teaching Point (3 minutes)</p>	
<p>You Do It (20-25 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> Students work independently to change their evidence statements to sentences.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> Collect evidence sentences.

Sentence Starters for Evidence Paragraphs

- One time...
Another time...

- One example of this is...
Another example of this is...

- One reason why I think this is because...
Another reason why I think this is because...

- One way that...
Another way that...

3rd Grade Personal Opinion Essay	
Lesson 6 (2 days)	
Concept: Writers work in the drafting process to create an introduction which includes their thesis.	
Student Action: Students write an introduction that includes their thesis statement.	
Pre-Corrections:	<ul style="list-style-type: none"> Remind students that thesis is just a fancy way of saying opinion statement. If students are struggling with this concept, spend more time providing more models by using the other samples of introductions from earlier lessons.
Materials	<ul style="list-style-type: none"> Don't Stay Mad Ways to Start an Essay
<p>I Do It (12-15 minutes) (DAY 1)</p> <p><i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Explain that essay writers create an introduction to convey to readers the big idea in their essay. It is essential that writers reach for precise words to capture their thoughts. Share the Ways to Start an Essay List. Explain where that sentence starter is located in the model paragraph. Explain to students that below is a strategy for writing a strong introduction: <ol style="list-style-type: none"> The first sentence focuses the reader's attention on the big idea. The middle sentence(s) elaborate on the big idea. The last sentence states the opinion statement. Refer to the sample essay, "Don't Stay Mad." Use the "Don't Stay Mad" to model what each sentence looks like. By placing the essay on a projector, you can highlight as you discuss each sentence type (1-3). <p>Example: Sentence 1 = Many people think that if they get in a fight with their friends, it is okay to be angry at them. Sentence 2= They stay mad and lose their friends because they are stubborn. People don't want to be the first one to make things right. Sentence 3 = But I think that people should get over their anger and get back to being friends.</p> <p>Non Example: Read paragraph one of Listen to the Teacher. Explain how this is a weak introduction and it can "make" or "break" an essay.</p>
<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> Using a choice from the developed class list (developed in previous lessons), create a shared writing focusing on introduction. Model how to create each sentence type. Ask for students to volunteer ideas. <p>Example: <i>Many people think that doing the right thing isn't worth the effort. It can be hard to choose to do the right thing, because sometimes it means you have to stand up for someone (and that can be uncomfortable). Doing the right thing</i></p>

	<p><i>takes a lot of courage, and some folks just don't have it. The greatest part about doing the right thing is that it makes a person feel good on the inside.</i></p>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Review the format and example from yesterday's lesson. • Students work independently to create their introductions.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Check introductory paragraphs for: <ol style="list-style-type: none"> 1. The first sentence focuses the reader's attention on the big idea. 2. The middle sentence(s) elaborate on the big idea. 3. The last sentence states the opinion statement.

Ways to Start an Essay
<ul style="list-style-type: none">• Many people think ...• Many people believe ...• Many people (do) ...• Some people think ...• Some people believe ...• Some people (do) ...• I used to think ...• I used to believe ...• I used to (do) ...• In the world, ...

Don't Stay Mad

Many people think that if they get in a fight with their friends, it is okay to be angry at them. They stay mad and lose their friends because they are stubborn. People don't want to be the first one to make things right. ***But I think that people should get over their anger and get back to being friends.***

One reason why I think this is because last summer my friend and I got into a big fight. She said something about me to some other people, and it got back to me. I was hurt that she said those things. I stayed mad at her and wouldn't talk to her for a long time. Then one day I decided to go up to her on the playground and tell her that I didn't want to be mad at her anymore. She was so happy, and we played together the rest of recess. ***I really should have tried to work things out with her sooner.***

Another reason why I think this is because a couple of years ago, my mom got in an argument with one of her friends. They didn't talk to each other for a whole year. Then one day they ran into each other in the store, and they both said how much they missed each other. They cried and were sad that they had lost a whole year of being friends. They couldn't even remember what their argument was about! ***My mom said that I should remember never to stay mad at a friend like she did.***

As I look back on these two times, I realize that it is not good to stay mad at a friend. ***From now on,*** I will try to work things out if I am angry at someone. ***I learned that*** the person who hurts the most when you stay mad at someone is yourself.

Listen to the Teacher—Non Example

Listen to the teacher during read aloud and face the teacher during daily lessons and pay good attention during Math and Science lessons. What you should do is pay attention to Mrs. Smith and so do it. Pay attention when we do spelling lessons too.

Listen to the teacher during read aloud and for example when it is lunch be quiet in line so when it is PE time we can go to class on time.

Face the teacher during daily lessons and listen to the teacher when it is language things and do the same thing when we are at the lab. So be good in school.

3rd Grade Personal Opinion Essay	
Lesson 7 (3-4 days)	
Concept: Writers work in the drafting process to create evidence paragraphs.	
Student Action: Students write paragraphs to support their opinions with evidence from their own lives.	
Pre-Corrections:	<ul style="list-style-type: none"> • Students can easily slip back into a narrative format by telling a sequence of events and then getting off-track. • Students need to remember that each piece of evidence they provide will be in support of their opinion. As they write, remind them that they need to keep their opinions in mind. • This is a tough concept. If the two modelled examples (I do, We do) are not enough. Go back to the beginning of the Unit and model with “Best Friends Forever” as an additional example.
Materials	<ul style="list-style-type: none"> • Don’t Stay Mad • Introduction paragraphs from Lesson 6 • Boxes and Bullets with complete evidence sentences
I Do It (12-15 minutes) (DAY 1) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> • Reread “Don’t Stay Mad” with students. • Point out that each evidence paragraph is well developed. Well-developed paragraphs help to prove your opinion. Explain that in order to create a well-developed evidence paragraph, writers use a format: <ol style="list-style-type: none"> 1. Your first evidence sentence. 2. 2-3 details to create a picture for the reader. These details must help to prove to the reader that your first evidence sentence is true. They can be made up of details that help to paint the picture of what happened. 3. A final sentence which will restate and support your opinion in a lesson you learned. • Demonstrate how the writer of “Don’t Stay Mad” did this by providing the essay and walking through each sentence of paragraph 1 with the students. • Pay attention and point out transition words to students.
We Do It (5-7 minutes) <i>Active</i> <i>Engagement</i>	<ul style="list-style-type: none"> • Using the class example, create an evidence paragraph with students. • Write in front of the students and model the “making a mind movie” strategy. • Making a mind movie means you close your eyes, think back to what happened, write it down. Repeat. • Ask for student input and feedback. • Show students, through think aloud, how you work to create a well-developed evidence paragraph. <p>Example: One example of this is when I returned money to a cashier who gave me</p>

	<p>too much change. When I went to buy Christmas trees from Dean’s Christmas farm, the man in charge of taking my money became confused. My bill was \$42.50 and I gave him a \$100.00 bill. He became flustered and embarrassed because he was having a hard time making the correct change. He accidentally gave me an extra \$20.00 back. I knew he had made a mistake so I carefully explained to him why he had given me too much. He laughed at his own mistake and said usually his wife handles the money. I left knowing that I had been honest with him and that was the right thing to do, it made me smile because he appreciated my honesty.</p>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
<p>You Do It (20-25 minutes) (DAY 2-3) <i>Link</i></p>	<ul style="list-style-type: none"> • Review the format and example from yesterday. • Students work over the course of the next two days to draft their evidence paragraphs. • Students may work in pairs to give one another feedback on what they have written.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Check evidence paragraphs for: <ol style="list-style-type: none"> 1. Evidence sentence. 2. 2-3 details to create a picture for the reader. These details must help to prove to the reader that your first evidence sentence is true. They can be made up of details that help to paint the picture of what happened. 3. A final sentence which will restate and support your opinion in a lesson you learned.

3rd Grade Personal Opinion Essay	
Lesson 8 (2 days)	
Concept: Writers work in the drafting process to construct conclusions for their opinion essays.	
Student Action: Students write a conclusion.	
Pre-Corrections:	<ul style="list-style-type: none"> Some students will end with “the end,” forewarn them about this. For students who struggle with writing in general, it would be a good idea to provide a framework for writing the conclusion (see last page of Unit for sample).
Materials	<ul style="list-style-type: none"> Any of the example student essays provided in this Unit for examining conclusions. Some students may need a framework (see last page of Unit for sample). Ways to end an essay chart.
I Do It (12-15 minutes) (DAY 1) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> Explain the purpose of a conclusion. A conclusion in a personal essay helps the reader remember what is most important about an essay. It restates the opinion by stating what you learned. Read aloud the conclusion from “Don’t Stay Mad” When writers create conclusions they use a format that can help them to sum up what their essay is about. Here is a format to use: <ol style="list-style-type: none"> A sentence starter from the ways to end an essay chart. A sentence that tells how you might continue to do things the same way or how you might change. A sentence which describes what you learned (must relate to the opinion). Use “Don’t Stay Mad” to break down how each sentence is included in the conclusion.
We Do It (5-7 minutes) <i>Active</i> <i>Engagement</i>	<ul style="list-style-type: none"> Using the class example, create a shared writing (focusing on conclusion). Model how to write each sentence but encourage student input. <p>Example: As I look back I realize that doing the right things makes me feel good about myself. I will always do my best to be honest and help people if I see that they are struggling. I know that doing the right thing will make me feel good inside, and that always makes it worth the effort.</p> <p>Non Example: And that is the end of my essay Do you like my essay? Isn’t my essay awesome? _____ is cool.</p>
Mid-Workshop Teaching Point (3 minutes)	

<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none">• Review the format and example from yesterday.• If students are still unsure, use another student example from class to create a conclusion together.• Students work independently to create their conclusions.
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Check conclusion paragraphs for:<ol style="list-style-type: none">1. A sentence starter from the ways to end an essay chart.2. A sentence that tells how you might continue to do things the same way or how you might change.3. A sentence which describes what you learned (must relate to the opinion).

Ways to End an Essay
<ul style="list-style-type: none">• As I look back, I realize ... (This one works well as the first sentence of the conclusion)• Now I know that ...• I know one thing for sure ...• From now on ...• I will always ...• I learned that ...

3rd Grade Personal Opinion Essay	
Lesson 9 (2 days)	
Concept: Writers work in the revising process to...(teacher decides what revision is necessary based on formative evaluation of student progress)	
Student Action: Students make revisions that make their opinion essays stronger.	
Pre-Corrections:	<ul style="list-style-type: none"> • Revisions are difficult. Be prepared to see resistance from students. • Offer examples from real life authors who have had to revise their work.
Materials	<ul style="list-style-type: none"> • Revising vs. Editing chart • Revision checklist (optional)
<p style="text-align: center;">I Do It (12-15 minutes) <i>Connection</i> <i>Teach</i></p>	<ul style="list-style-type: none"> • Provide students with a definition of revising. Revising actually means to “revision” or “resee” the way your work is done. Explain that when we revise we work to make changes to the content of the text. • Model how to make the changes <i>that you have designated</i> on the shared class writing.
<p style="text-align: center;">We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Using a student example, model how to make a change on the shared class writing.
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	
<p style="text-align: center;">You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Students work individually to designate a spot they need to revise. • Students share with a partner and talk through ideas.
<p style="text-align: center;">Assessment Check Point</p>	<ul style="list-style-type: none"> • Have students highlight where they have made a revision change. • Collect revision changes.

EDITING CHECKLIST

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise for the following:	Author	Teacher
<p>1. Clear Thesis Statement Supported by an Opinion. Ask yourself, Did I write about a big idea that matters to a lot of people? Did I clearly state my opinion (thesis)? Did I include two supporting evidence paragraphs to prove my opinion? Do my evidence paragraphs have 2 or 3 details to help create a picture for the reader? Do my evidence paragraphs have linking words to help it flow? Does my evidence paragraph restate my opinion through a lesson I learned? Did I include a conclusion that tells a lesson I learned?</p>		
Edit for the following:		
<p>2. Sentences and paragraphs. Each paragraph is indented.</p>		
<p>3. Capitalization. Use capitals at the beginning of each sentence and for every name.</p>		
<p>4. Punctuation. Use periods, exclamation points, question marks, and quotation marks correctly.</p>		
<p>5. Spelling. Spell grade-appropriate words correctly. Use a dictionary or ask a teacher for words you don't know how to spell.</p>		

Revising



Editing

A - add

- Sentences
- Words

R - remove

- Unneeded Words
- Unneeded Sentences

M - move

- Sentences around
- Words around

S - substitute

- Trade words or sentences for others

C - capitalize

- Names, places, months, titles, "I"

U - usage

- Match nouns & verbs correctly to make sense

P - punctuation

- Periods, quotations, commas, ?, !

S - spelling

- Check all words
- Use dictionary

3rd Grade Opinion Essay	
Lesson 10	
Concept: Writers work in the editing process to prepare opinion essays for publication.	
Student Action: Students edit their opinion essays to prepare them for publishing.	
Pre-Corrections:	<ul style="list-style-type: none"> Editing is different than revising—make that clear. Editing is preparing your writing for publishing by correcting the conventions of your text, revising has to do with the content of your text.
Materials	<ul style="list-style-type: none"> Revising vs. Editing chart Mechanics Scale
<p style="text-align: center;">I Do It (12-15 minutes)</p> <p style="text-align: center;"><i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p>	<ul style="list-style-type: none"> Provide students with a definition of editing. Editing actually means to prepare your work for publishing by reviewing capitalization, usage, punctuation, and spelling. Model how to make the changes <i>that you have designated</i> as editing errors on the shared class writing. Use the mechanics scale or the editing checklist as your check list to help students define what a proficient paper means.
<p style="text-align: center;">We Do It (5-7 minutes)</p> <p style="text-align: center;"><i>Active Engagement</i></p>	<ul style="list-style-type: none"> Using a student example, model how to make editing changes on the shared class writing.
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	
<p style="text-align: center;">You Do It (20-25 minutes) (DAY 2)</p> <p style="text-align: center;"><i>Link</i></p>	<ul style="list-style-type: none"> Students work individually to identify errors and change them for editing. Students share with a partner and talk through ideas.
<p style="text-align: center;">Assessment Check Point</p>	<ul style="list-style-type: none"> Final copy of opinion essay.

Example of Writing Frame for 3rd Grade Opinion Essay

Choose a frame for clear thesis statement. Generate a writing frame for the student.

Target	Writing Frame
<p>Clear thesis statement supported by an opinion</p>	<p>Choice of:</p> <ol style="list-style-type: none"> 1. Many people think that it's easy to _____, but I disagree because _____. 2. I love _____ because _____. 3. I used to think that _____ but now I think _____ because _____.
<p>Two Reasons to logically support the thesis.</p> <p>Opinion and reasons linked using words and phrases to connect.</p>	<p>One reason I think this is because _____</p> <p>_____.</p> <p>Another reason I think this is because _____</p> <p>_____.</p>
<p>Conclusion</p>	<p>One thing I know for sure is _____</p> <p>_____.</p> <p>So, from now on _____</p> <p>_____.</p>

Personal Opinion Essays—3 rd grade	
Text Type: Argument/Opinion	
GENRE FOCUS	
Revised: December 2014	
<p>Level 4.0</p> <p>In addition to Level 3.0 performance, the student writer goes beyond what was taught:</p>	<ul style="list-style-type: none"> • Varied sentence structure • Varied word choice
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
<p>Level 3.0</p> <p>PROFICIENCY TARGET</p>	<ul style="list-style-type: none"> • Clear thesis statement supported by an opinion • Two reasons to logically support the thesis • Opinion and reasons linked using words and phrases to connect (i.e. for instance, in order to, in addition to) • Conclusion
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Implied thesis statement supported by an opinion • Limited development of supporting reasons (1-2) • Opinion and reasons linked using repetitive words and phrases from paragraph to paragraph
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Personal Opinion Essay—3 rd grade	
Text Type: Argument/Opinion	
MECHANICS FOCUS	
Revised: December 2014	
Level 4.0	Students should demonstrate 90% proficiency in Level 3 mechanics. Mastery of conventions.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<p>Students should demonstrate 80% proficiency in the following areas. Lapses in writing conventions are not a distraction.</p> <ul style="list-style-type: none"> • Appropriate end punctuation • Correct use of capitalization at the beginning of sentences • Correct spelling of high frequency words
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should demonstrate 60% proficiency in Level 3 mechanics. Lack of control makes writing difficult to understand.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Grades 3-6	
TO BE USED WITH ALL UNITS	
PROCESS FOCUS	
Level 4.0	<ul style="list-style-type: none"> With little support, writer uses planning, drafting, revising, and editing
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> With some support, writer uses planning, drafting, revising, and editing
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> With considerable support, writer uses planning, drafting, revising, and editing
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.