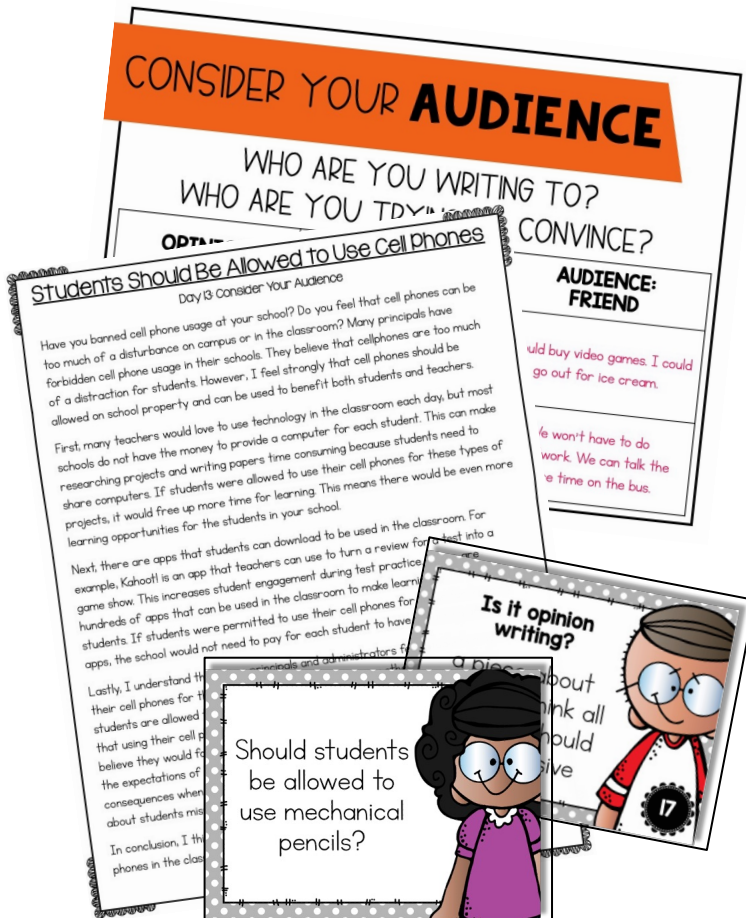
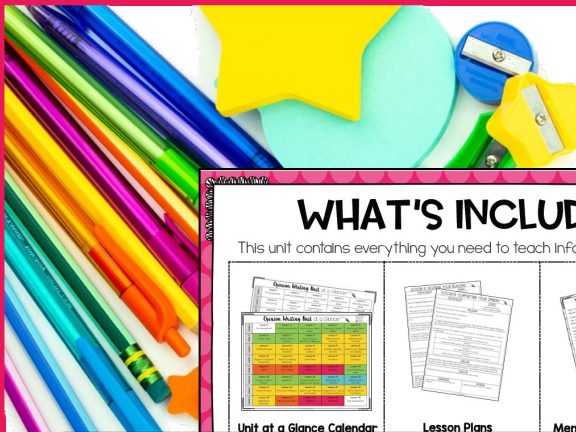


MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

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





WHAT'S INCLUDED

This unit contains everything you need to teach Informational writing!



Unit at a Glance Calendar Lesson Plans Mentor Text Passages

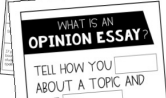
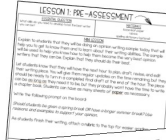
QUICK START

Follow for a successful first week of writing instruction!

the Week One PDF. This contains everything you need

For long-term use, I printed the task cards on cardstock and laminating for

materials. For each student, one task card recording rubric from the Week One so need one notebook



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 mentor 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 practicing writing (working draft - see page 12).

DAILY WRITING WORKSHOP

Mini Lesson: 10-15 minutes

Work Time: 20-25 minutes

Share Time: 5-10 minutes

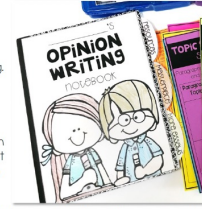
ANCHOR CHARTS

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

THE WRITING NOTEBOOK

Every student will need a composition notebook for 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.



Recommend finding 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 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 make these). I strongly encourage you to print the dividers on cardstock. This will ensure they last for the entire unit.

Resources

This 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.

Masterpiece

In this section, 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.

Fast Finishers

In this section, 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 other lessons. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

Not So Wimpy Teacher

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

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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.

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WRITING A STRONG OPINION

Weak Opinion Strong Opinion

WRITING A STRONG OPINION

Weak Opinion Strong Opinion

STRONG OPINION

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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
Week 2	Lesson 6 Setting Goals	Lesson 7 Writing Strong Opinions
Week 3	Lesson 11 Writing the Lead	Lesson 12 Revising your Reasons
Week 4	Lesson 16 Organize Writing into Paragraphs	Lesson 17 Topic & Concluding Sentences
Week 5	Lesson 21 Editing	Lesson 22 Peer Editing
Week 6	Lesson 26 Choose a Topic & Opinion	Lesson 27 Research
Week 7	Lesson 31 Revise the Lead	Lesson 32 Revise your Reasons
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 Lesson 7 Writing Strong Opinions
Week 3	R Lesson 11 Writing the Lead	R Lesson 12 Revising your Reasons
Week 4	R Lesson 16 Organize Writing into Paragraphs	R Lesson 17 Topic & Concluding Sentences
Week 5	E Lesson 21 Editing	E Lesson 22 Peer Editing
Week 6	PW Lesson 26 Choose a Topic & Opinion	PW Lesson 27 Research
Week 7	R Lesson 31 Revise the Lead	R Lesson 32 Revise your Reasons
Week 8	R Lesson 36 Revising the Conclusion	E Lesson 37 Editing & Peer Editing

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 Revising your Reasons	Lesson 13 Consider your Audience	Lesson 14 Consider Opposing Opinions	Lesson 15 Support your Reasons w/ Examples
Week 4	Lesson 16 Organize Writing into Paragraphs	Lesson 17 Topic & Concluding Sentences	Lesson 18 Word Choice	Lesson 19 Transitions	Lesson 20 Conclusion
Week 5	Lesson 21 Editing	Lesson 22 Peer Editing	Lesson 23 Publishing	Lesson 24 Publishing	Lesson 25 Generating Deeper Topics
Week 6	Lesson 26 Choose a Topic & Opinion	Lesson 27 Research	Lesson 28 Generate Reasons to Support your Opinion	Lesson 29 Rehearsal and Drafting	Lesson 30 Rehearsal and Drafting
Week 7	Lesson 31 Revise the Lead	Lesson 32 Revise your Reasons	Lesson 33 Support your Reasons w/ Examples	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



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

"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!

I Need a Later Bedtime

Day 7: Writing Strong Opinions

Do you ever feel like you get home from work, clean up, cook dinner, and all of a sudden, it's time to start your bedtime routine? If so, you can relate. There's no time after a long school day to relax or to do the things that I really enjoy doing. Without a doubt, I need a later bedtime.

The main reason I feel that I should have a later bedtime is that I'd like more "me" time. I work long hours at school on subjects like reading, math, and writing, just like you do at your job. When I walk in the door after school, the first thing I have to do is start my homework. Sometimes it feels like I work for hours getting my assignments done. Then, it's time for dinner with the family. Next, it's time to start getting ready for bed. I brush my teeth, get on my pajamas, read a chapter of my book, and then mom says lights out. There isn't one part of my day before bedtime where I can do the things that help me relax. If I had a later bedtime, I could squeeze in some of the things I enjoy. For example, building things with my Legos, drawing, or riding my bike would all help me unwind.

Another reason I feel like I should have a later bedtime is that I'm a pretty good kid. Good kids should get to stay up a little later. I always listen when you ask me to do things like get the mail, put my shoes away, or set the table. Also, I do all my chores each week without you having to remind me. Finally, when you ask me to do things, I do not argue with you, and I always do them the first time I'm asked. Because of my responsible behavior, you can trust me to be able to stay up a little later than usual.

One of my last reasons for feeling like I deserve to have a later bedtime is that I'm a very good student. Currently I have straight A's in all of my classes at school. I help my teacher with sharpening pencils, tidying up the classroom, and peer tutoring. In addition, I have been nominated as student of the month twice already this year. Great students should be rewarded with a little extra time to themselves before bed. A later bedtime would be a perfect reward!

Reduce! Reuse! Recycle!

Day 1: Writing the Lead and Introduction

You know that more than half of the trash that ends up in the garbage is recycled? Even more shocking, plastics like water bottles and food containers can take up to 500 years to decompose, or disintegrate, if they are not recycled.

People Should Be Allowed to Keep Exotic Pets

Day 14: Consider Opposing Opinions

Lions, tigers, bears, monkeys, and other wild animals are kept privately in the United States. In fact, between 5,000 and 7,000 tigers are kept as pets while as few as 3,200 are left in the wild. These types of pets are called exotic pets. Exotic pets can be defined as rare or unusual animals that are kept as a pet by a human. In many states it is against the law to own an exotic pet. In other states it is allowed if you have a permit. Some people believe that exotic pets are caged properly and have no way of getting loose, it should be allowed. However, I believe exotic pets should not be allowed.

One of the reasons I think people should not be allowed to own an exotic pet is that these animals are called wild animals for a reason. They are not domesticated. These animals are purchased as babies and are taken from their natural habitats and brought to a new home at a young age. These animals are removed from their natural habitats and are brought to a new home at a young age. These animals are removed from their natural habitats and are brought to a new home at a young age. These animals are removed from their natural habitats and are brought to a new home at a young age.

Some exotic pet owners say that owning a dog can be just as risky as owning an exotic pet. This is because both of these animals can bite or attack unexpectedly. However, dogs are domesticated and are trained to be kept as pets, for almost 10,000 years. Exotic pets are being taken directly from the wild and are not domesticated. Some exotic pet owners will release them back into the wild. However, some exotic pet owners will release them back into the wild. However, some exotic pet owners will release them back into the wild.

Screen Time Should Be Limited

Day 17: Topic and Concluding Sentences

Eight years old, 96% have watched TV, 90% have used a smartphone, 60% have played games or used apps on a portable device, and 50% have used a cell phone, handheld gaming systems, iPads, or tablets.

Students Should Wear Uniforms to School

Day 20: Conclusion

Who wears school uniforms mostly attended private schools. However, charter schools have decided that school uniforms are what's best. They have attended both schools that wear uniforms and schools that do not. They should have to wear uniforms to school.

A school uniform keeps students more focused on school than they are when they are wearing casual clothes. For example, I used to have a favorite football team that I wore every day. My teacher was teaching math and one of my classmates walked in wearing a jersey I really wanted. I couldn't think about anything the teacher was saying that day. If all the students in class had to wear the same shirt, they wouldn't be distracted with the clothes that other kids wear.

School uniforms make all kids equal. Some kids' parents have the latest and newest styles of clothing, while other kids' parents can only afford to buy them once in a while, or not at all. In my family, when my older brother got to wear them. Sometimes this means the clothes are pretty old. When students wear uniforms, it levels the playing field. This reduces the embarrassment about the clothes that some kids have or that they don't have.

Wearing school uniforms can create a sense of school pride. When all students wear the same colors each day, it brings them closer together. It's similar to how a team wears colors to support their team. Wearing school uniforms is like wearing a team's colors.

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.

NOT SO
wimpy
Teacher

CONSIDER YOUR AUDIENCE

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

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 CONVINCE?

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

Not So Wimpy Teacher: Lesson 13 & 32



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

Not So Wimpy Teacher: Lesson 14 & 32



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

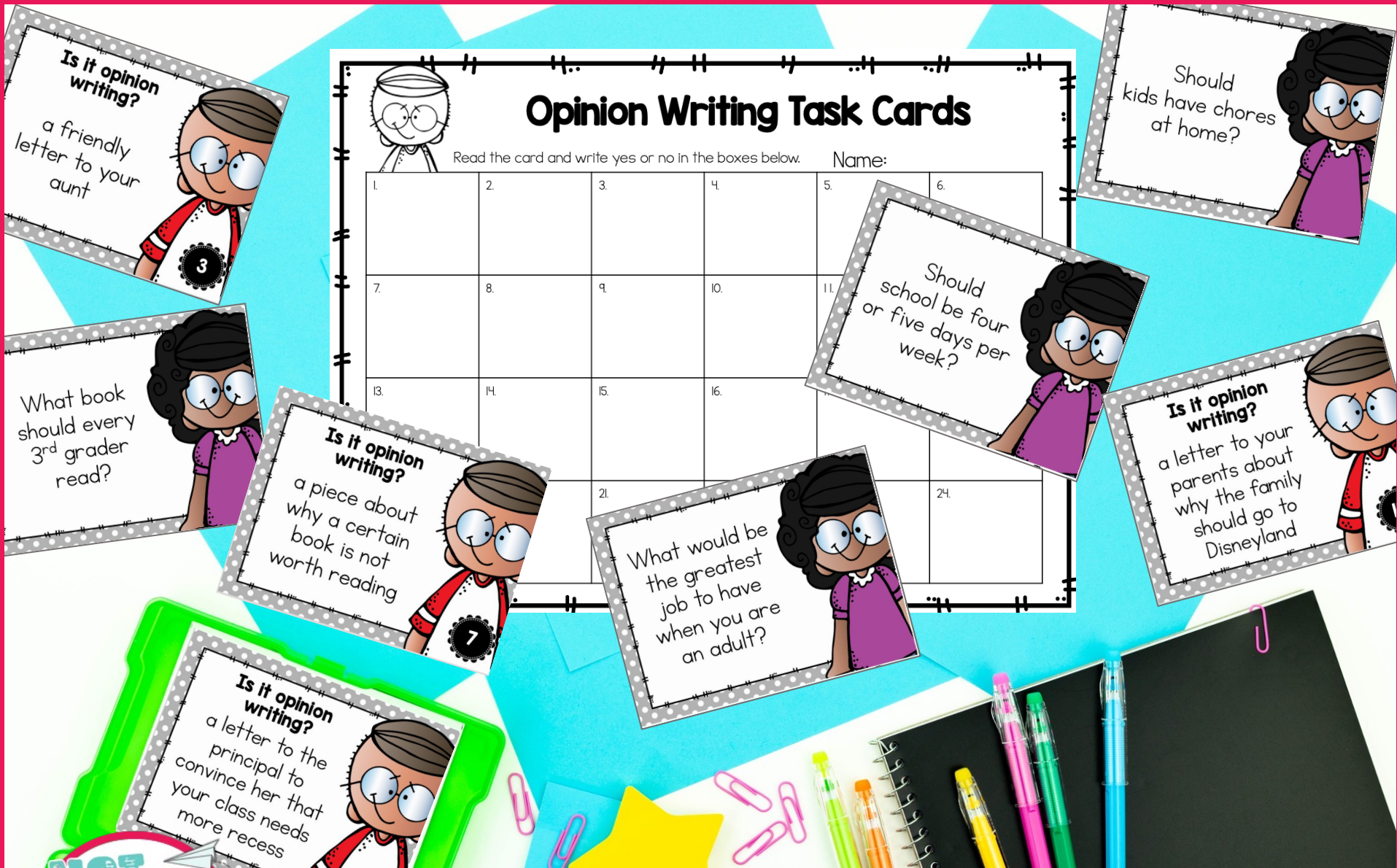


“

Very well-planned and thought-out unit with absolutely everything you need. Students had so much fun with the activities in this opinion writing unit. Thank you!

– Sara C.

”



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.

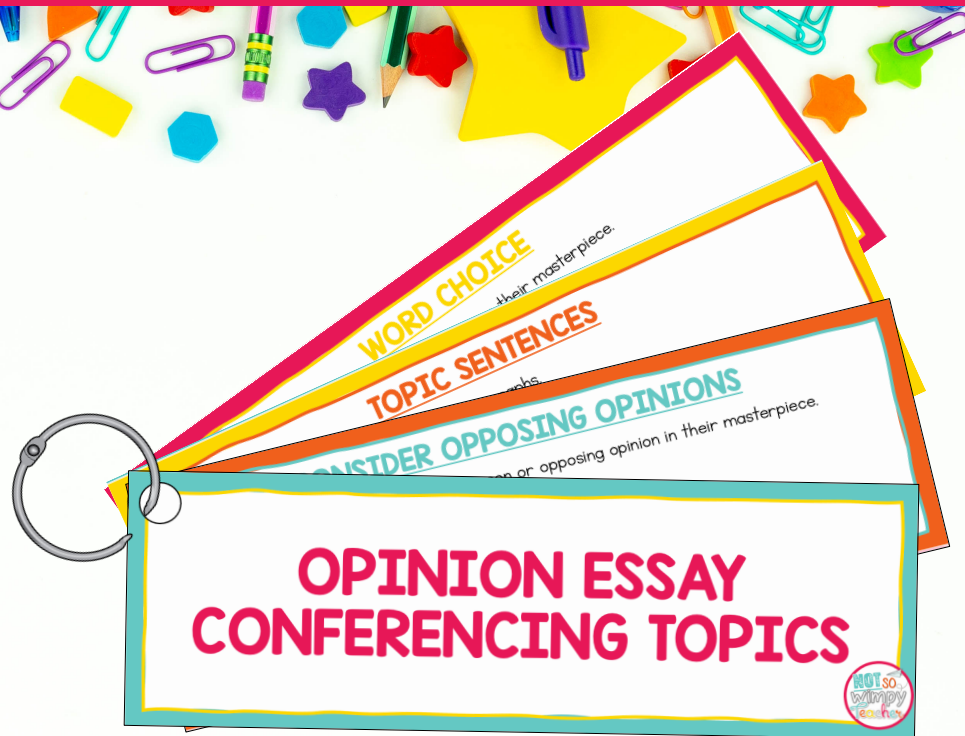
3. Review and Revise!

- 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

Student Name: _____ Date: _____ Score: /20

MASTERED	PROGRESSING	NOT YET
Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.
Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Report does not include a lead.
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.
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.
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.



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