

MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

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

CONSIDER YOUR AUDIENCE

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

OPINION

Students Should Be Allowed to Use Cellphones
Day 13 Consider Your Audience

Have you banned cell phone usage at your school? Do you feel that cell phones can be too much of a disturbance on campus or in the classroom? Many principals have forbidden cell phone usage in their schools. They believe that cell phones are too much of a distraction for students. However, I feel strongly that cell phones should be allowed on school property and can be used to benefit both students and teachers.

First, many teachers would love to use technology in the classroom each day, but most schools do not have the money to provide a computer for each student. This can make researching projects and writing papers time consuming because students need to share computers. If students were allowed to use their cell phones for these types of projects, it would free up more time for learning. This means there would be even more learning opportunities for the students in your school.

Next, there are apps that students can download to be used in the classroom. For example, Kahoot! is an app that teachers can use to turn a review for a test into a game show. This increases student engagement during test practice.

Finally, I understand that their cell phones for students are allowed that using their cell phones would be the expectations of consequences when about students misbehaving. In conclusion, I think cell phones in the classroom are a good idea.

AUDIENCE: FRIEND

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

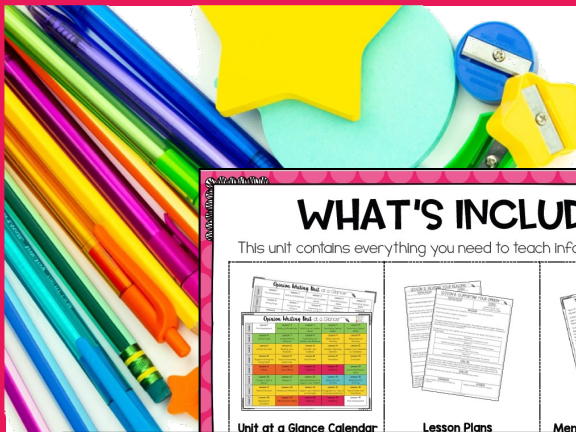
we won't have to do work. We can talk the whole time on the bus.

Is it opinion writing?

Write a letter to convince your parents that you need a later bedtime.

daily your and

3



A TYPICAL DAY OF WRITING

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

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

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

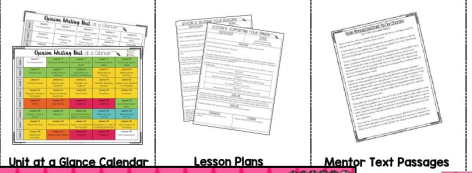
DAILY WRITING WORKSHOP	
Mini Lesson:	10-15 minutes
Work Time:	20-25 minutes
Share Time:	5-10 minutes

ANCHOR CHARTS

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

WHAT'S INCLUDED

This unit contains everything you need to teach Informational writing!



Unit at a Glance Calendar Lesson Plans Mentor Text Passages

QUICK START

Follow for a successful first week of writing instruction!

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

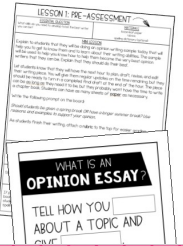


TABLE OF CONTENTS

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

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

MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

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



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

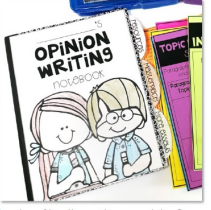
- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a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

TAKE NOTE!

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

THE WRITING NOTEBOOK

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



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

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

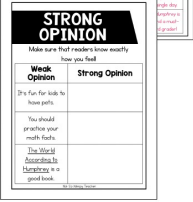
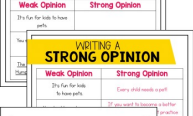
The notebook will be divided into three equal sections using the provided dividers (you can print these). I strongly encourage you to print the dividers on cardstock. This will ensure they last for the entire unit.

Anchor Charts: Anchor charts 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 Writing: 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 the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

WRITING A STRONG OPINION



NOTE!

The mentor text. The mentor text is an example of the skill. In a lesson plan, you will use the mentor text to teach a skill about a child who wants to be a writer. Then, you will fill out the strong opinions anchor chart (or you can use the anchor chart as a brainstorming process to lead a comprehension activity).



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

Opinion Writing Unit at a Glance

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

Opinion Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	PW Lesson 2 Setting Up Notebooks
Week 2	PW Lesson 6 Setting Goals	PW Lesson 7 Writing Strong Opinions
Week 3	R Lesson 11 Writing the Lead	R Lesson 12 Consider your Audience
Week 4	R Lesson 16 Topic & Concluding Sentences	R Lesson 17 Word Choice
Week 5	E Lesson 21 Peer Editing	P Lesson 22 Publishing
Week 6	PW Lesson 26 Research	PW Lesson 27 Generate Reasons to Support your Op
Week 7	R Lesson 31 Revise your Reasons	R Lesson 32 Support your Re with Examp
Week 8	R Lesson 36 Revising the Conclusion	E Lesson 37 Editing & Peer

Opinion Writing Unit at a Glance

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

Not So Wimpy Teacher



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

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

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

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

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

What if I have problems with technology not working?

Not So Wimpy Teacher

STARTING WRITING WORKSHOP

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

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

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

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are
you are
thought
lesson
spend
learned
share

Write
spent

"In our
sound

Complete
your class
notebook
will create

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

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

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

Display or project the writing prompt on the board



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

Soccer is the Best Sport

Day 11: Writing a Lead

Do you play a sport or have a favorite sports team? People enjoy playing and watching many sports, including baseball, football, basketball, hockey, and countless others. One sport reigns above all the rest: soccer. I believe soccer is the best sport to play.

First of all, soccer is the best sport because it is played all around the world. Soccer (also known as association football in other countries) is the most popular sport in the world! According to World Atlas, more than half of the people in the world are fans of soccer. That's four billion people! Soccer is most popular in Europe, Central America, and South America, but people in almost every country enjoy a good soccer match. Soccer ranks as the 5th most popular sport in the U.S., and we have our own major league soccer league (MLS), including a few teams from Canada.

Second, soccer is the most exciting sport to play and watch. In baseball, there is a lot of time spent doing nothing. Pitchers have to warm up, teams have to switch places, and coaches need to talk to players. All of this adds up to a lack of excitement. In football, there is a break between every play and lots of time outs. Soccer is almost nonstop action for 90 minutes, with only a single break in the middle. If the clock is stopped for a timeout, injury, or penalty, that time is added to the end of the game in stoppage time!

Because soccer is so exciting and high-energy, it also gives you TONS of exercise. If you've never played soccer, imagine being out on the field for a full 90 minutes. Some midfielders don't stop running the whole time! The field is huge (about 110 yards long), and players often need to run from one end to the other while dribbling the ball. You also develop dexterity from dribbling, passing, and dodging other players.

In addition, soccer is an excellent choice for people of ALL ages. Even 3-year-old kids can play soccer! My little cousin is three, and she just started soccer this year. What's cool is that all of the little kids can practice dribbling their own balls and can try to make goals at the same time. They don't know that they're not playing a real soccer match because all that matters to them is that they get to play! I've seen little kids try to dribble basketballs or hit baseballs, and it just doesn't work until they get a little older. I also know of adults who play soccer. There is an adult indoor league at the sports complex near my house that is very popular.

Cats Make the Best Pet

Day 8: Supporting Your Opinion with Reason

You want to get a pet but aren't sure which type of pet to get. I think you should get a cat because cats are truly the best pets, especially for families with young children. Cats are much easier to take care of than dogs, and they are much more cuddly than dogs. I think you should get a cat because most cats are cuddly.

Don't Feed Wild Animals

Day 7: Writing Strong Opinions

Through the park and noticed kids throwing breadcrumbs at squirrels. I think they're feeding the squirrels! However, feeding wild animals is NOT a good idea. We need to stop feeding wild animals right away. Feeding wild animals is not healthy for many animals in the wild. According to the Department of Agriculture, animals have specialized diets that help them survive. If they are fed the wrong foods, for example, when you toss bread to squirrels, they are supposed to eat water plants, seeds, and nuts. Bread is like giving them junk food. They are supposed to eat water plants, seeds, and nuts. Bread is like giving them junk food. They are supposed to eat water plants, seeds, and nuts. Bread is like giving them junk food. They are supposed to eat water plants, seeds, and nuts.

More Recess Time

Day 6: Topic and Concluding Sentences

At my school, fourth graders get 40 minutes per day of recess. I think we should have more recess time. We should have 15 minutes after lunch, and 10 more minutes in the afternoon. That's almost ten times as much recess time as we have now. We should have 6 hours and 20 minutes! That's almost ten times as much recess time as we have now.

I Should Have a Dog

Day 13: Consider Opposing Opinions

Some people think dogs are strong and beastly, dogs are the best! The time has come when I should have a dog to take care of and show how responsible I can be. I am active, and I can cuddle it before bed for comfort. The dog will be my exercise partner, and a way to help me grow up.

A dog is my best friend that lives with you. We can watch television and play all day long. I can talk to the dog about everything and I don't have to worry about the dog texting my private business. A dog is really trustworthy and loyal. With a dog, I won't have to be alone all the time either.

I want my dog to stay healthy. I can walk my dog, and we will both get exercise every day. I see lots of kids my age who just sit around and play video games. I want to get bored and be like that. I want to go out and play in my neighborhood with my dog.

Some people think that a dog would be too much work. However, I am not showing responsibility. Having a dog will help grow my responsibility. I will have to always be there to care for the dog. I will brush it and take it outside to go to the bathroom. I will care for it and give it medicine. I will take care of something.



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



CONSIDER YOUR AUDIENCE

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

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

Not So Wimpy Teacher: Lesson 13 & 32

CONSIDER YOUR AUDIENCE

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

OPINION	AUDIENCE: ADULT	AUDIENCE: FRIEND
Our school needs a water bottle filling station.	The stations use filters to remove contaminants in tap water.	The filtered water tastes better than tap water.
Our neighborhood needs a community pool.	It will be more cost effective to pay for a community pool than a personal backyard pool.	We could play together every day this summer in our community pool.

Not So Wimpy Teacher: Lesson 12 & 31



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

EDITING MARKS

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

Not So Wimpy Teacher

WHAT IS AN **OPINION ESSAY**?

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

OPPOSING OPINION

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

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

Not So Wimpy Teacher: Lesson 13 & 31



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

WHAT TEACHERS ARE SAYING



“

This is hands down, **my very favorite** purchase from this site. **These lessons are explicit, easy to teach**, and have **empowered my students** as writers. So much thought and preparation has gone into the creation of these lessons that **I am grateful** every single day I use them.

– Julie M.

”

Opinion Writing Task Cards

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

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

Is it opinion writing?

all about the life of Jackie Robinson

2

What is your favorite sport to play and why?

What is the best toy for a fourth grader?

Is it opinion writing?

a report about monarch butterflies

Is it opinion writing?

a piece about why a certain book is not worth reading

7

Should students be paid for having good grades?

Is it opinion writing?

a story about the time you volunteered at an animal shelter



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

CONFERENCE OUTLINE

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

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

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

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

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

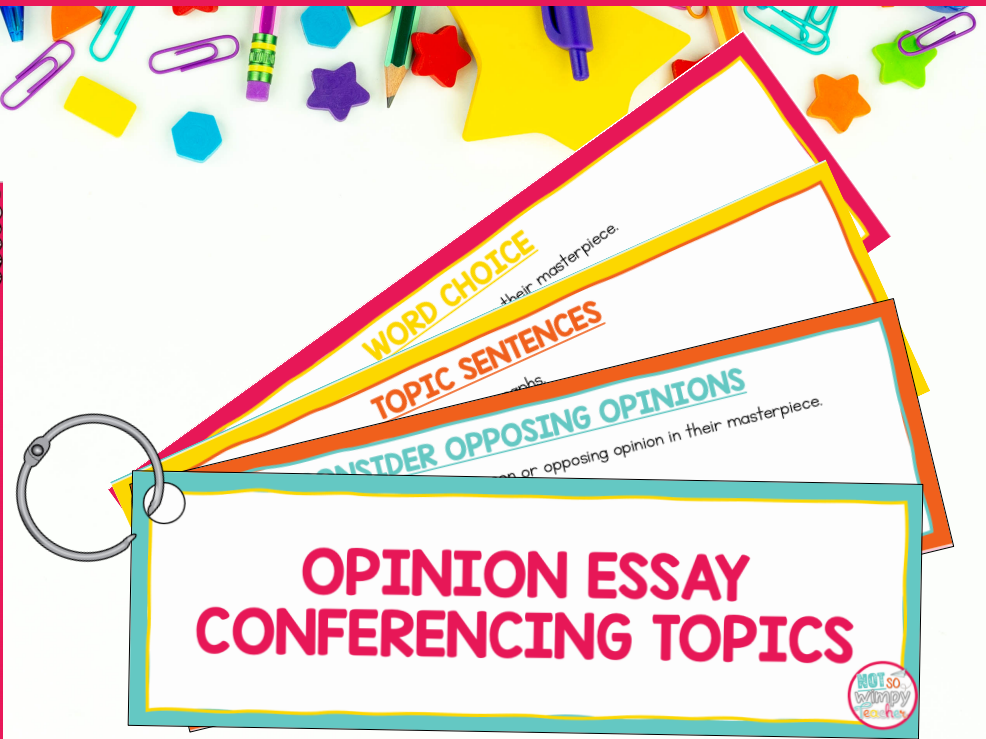
3. Review and Revise!

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

Helpful Tips:

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

The conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



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

OPINION WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

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

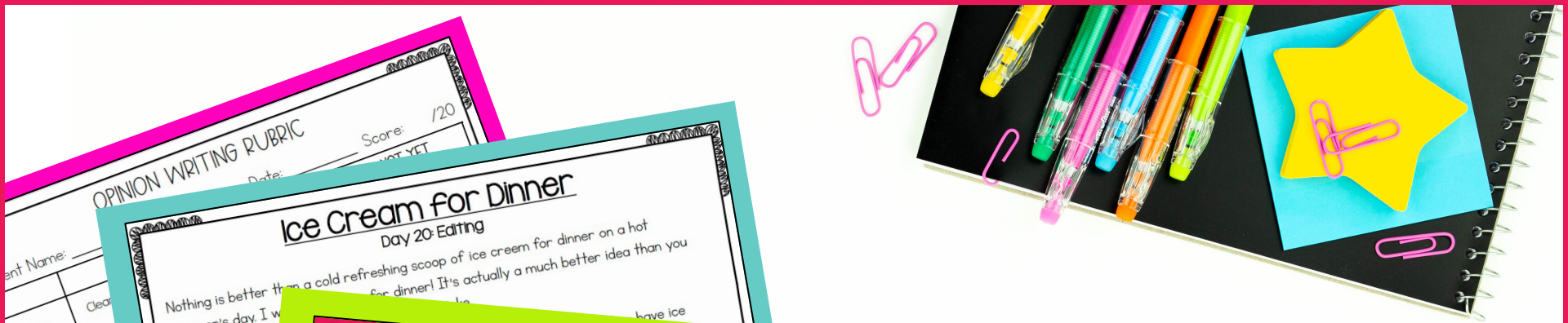
OPINION WRITING RUBRIC

Name: _____ Date: _____ Score: /20

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



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



Student Name: _____ Date: _____ Score: /20

OPINION WRITING RUBRIC

OPINION	Clear
LEAD	...
PARAGRAPHS	...
REASONS	...
EXAMPLES	...
TRANSITION	...
WORD CHOICE	...
ENDING	...
PURPOSE	...

Ice Cream for Dinner

Day 20: Editing

Nothing is better than a cold refreshing scoop of ice cream for dinner on a hot summer's day. I w... probably think at... for dinner! It's actually a much better idea than you... have ice...

When its hot o... cream. It help... much better... hot kitchen c... winter so th... refreshing...

Ice crea... one of... even h... found... crea...

Ice... cr... r...

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

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

HOW TO HELP:

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

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach genre

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

LESSON 7: WRITING STRONG OPINIONS

PREWRITING

ESSENTIAL QUESTION
How can writers make their opinion statement stronger?

MATERIALS
Lesson 7 mentor text
Strong opinion anchor chart

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

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

Reread the opinion statement in the introduction paragraph.

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

Complete the anchor chart together to practice making opinions stronger.

a classroom to have a pet.	Every classroom needs to have a pet to take care of!
read every night.	If you want to become a better reader, you must practice reading every single day.
good book.	<i>Restart</i> is the greatest book ever and a must-read for every fourth grader!

WORK TIME
Work on writing a strong opinion statement for the topic that they have chosen to see the one that is the strongest.

SHARE TIME

EDITING MARKS

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



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