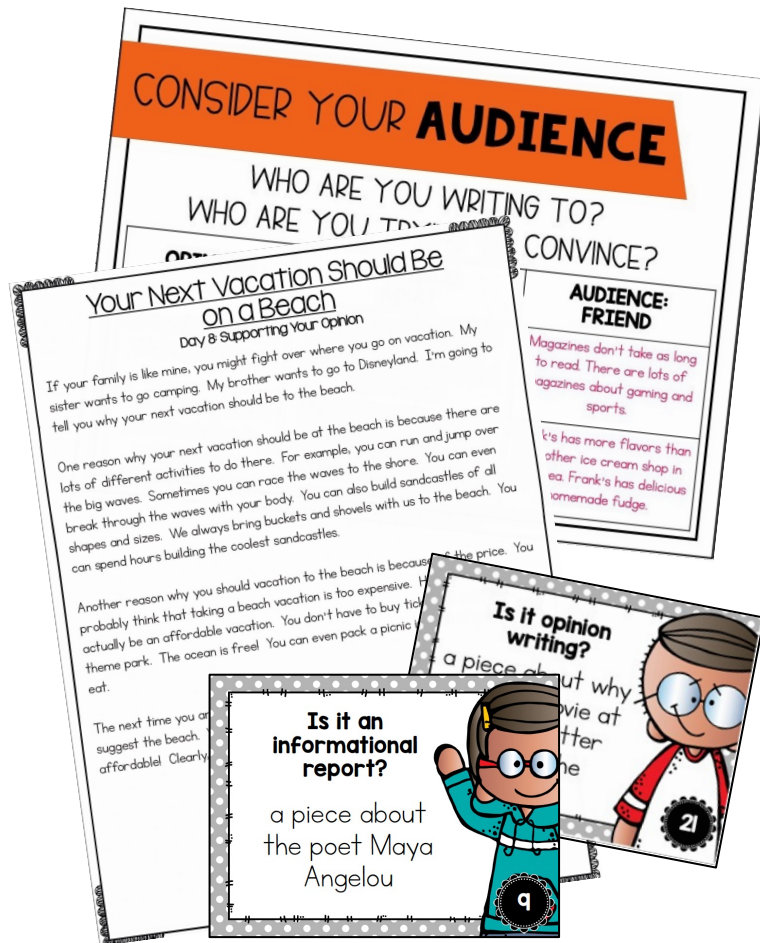
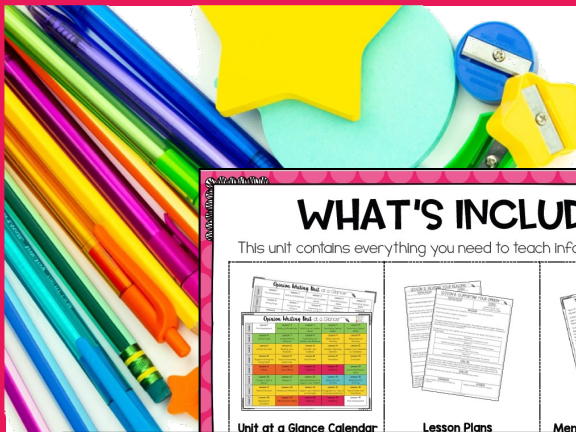


MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

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





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!

DAILY WRITING WORKSHOP

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

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 other writing activities.

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!

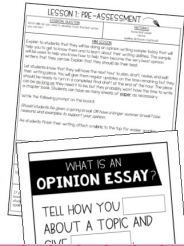


Unit at a Glance Calendar Lesson Plans Mentor Text Passages

QUICK START

Follow for a successful first week of writing instruction!

The Week One PDF. This contains everything you need for long-term use. I printed the task cards on cardstock and laminated for materials. For each student, I printed the task card recording rubric from the Week One so they need one notebook.



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.

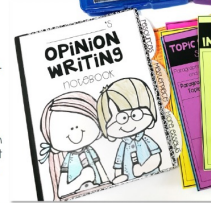
- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a 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 cost. 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 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.

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

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.

Work Time

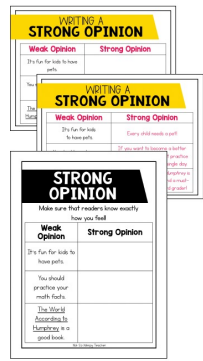
During work time, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that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

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

Blank Writing Paper
 Blank writing paper is included in this unit!



NOTE!

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



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

Opinion Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks
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 Writing a Strong Opinion	Lesson 27 Generate Reasons to Support your Opinion
Week 7	Lesson 31 Revise your Reasons	Lesson 32 Consider your Audience & Opposing Opinions
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 Writing a Strong Opinion	PW Lesson 27 Generate Reasons to Support your Op
Week 7	R Lesson 31 Revise your Reasons	R Lesson 32 Consider your Au & Opposing Op
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 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 Opinion Ideas
Week 6	Lesson 26 Writing a Strong Opinion	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 Consider your Audience & Opposing Opinions	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

"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!

Monopoly Is One of the Best Board Games

Day 18: Word Choice

Friday night is family game night at our house. We love to play board games on family game night. We have played all kinds of board games. Out of all of the games we have played, we think Monopoly is one of the best.

First, there are so many versions, or types, of Monopoly to choose from. Monopoly used to come in just the classic, or regular, version. However, Monopoly has created the Disney edition, Marvel Comics edition, Nintendo edition, and even a Christmas edition. In each edition, the game pieces change to go along with the theme. For example, in the Disney edition, the game pieces include characters like Snow White and Pinocchio. Another thing that is different in each version is the properties you can buy. There is a Monopoly edition for every family!

The best part of Monopoly is making money and spending it. Right when you begin the game, you have money to spend. As you land on different properties, or spaces in the game, you can purchase them. You can buy houses and hotels to go on your property. When other people land on your properties, you get to ask them for their money. That part is exciting! There are other ways to get money, as well. If you land on a space labeled "Free Parking," you get to collect money. Last, there are cards named "Community Chest" and "Chance." These cards can take your money or give you money when you get them.

If you're searching for a board game that is excellent to play with family and friends, Monopoly is the game for you! You will love the chance to buy and sell

pete's pasta and More Best place to Eat

Day 11: Writing a Lead

walk through the restaurant door and suddenly smell

Can I Get a Guinea Pig?

Day 13: Consider Your Audience

nt to Kelly's house, and she had a cute little guinea pig. We s
maze for it to crawl through, and then we cleaned out its c
an. I was wondering, can I please get a guinea pig?

on why I should get a guinea pig is because I show you and D
ple I am all the time. I clean my room every day and wash th
ner each night. Also, I do my homework right when I get ho
ked. You know that I would clean the guinea pig's cage each
day, as well. I would show responsibility with a guinea pig.

er reason why I was hoping I could get a guinea pig is that it
I know I tell you and Dad that I'm bored often. If I had a g
have something to play with, I could talk to it if I was lonely
azes for it if I was bored. I could also hold it and pet it whil
a pig would keep me entertained.

at do you think? Can I show you how responsible I am and s
ase? I would be glad to help again. Clearly, I need a guinea
one out.

Why Need to Train our Dog

Topic and Concluding Sentences
ing happened to me today. You know how I ha
she walked in the door, Max jumped on her ov

School Uniforms

Day 15: Using Examples

parents argue in the morning about what you wear t
easier if there wasn't a choice about what to wear:
of school uniforms, but I think it would make life easi

easier for families. When schools have uniforms, ever
clothes. This makes fewer morning fights between p
e are no disagreements over what children are allowe
nderstand that wearing the uniform is a school rule, s
parents about clothing choices. Wearing school unifor
er in every kid's house.

t school uniforms is that they save families money.
y about buying lots of outfits for school. They only
and wash them over and over. Kids won't beg for th
they can't wear them. If parents save money, they
ther things kids want.

ing school uniforms? Would having to wear the
ny easier? As you can see, I believe that we
rite to your principal today to ask for



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 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
We need magazines in our school library.	Magazines can help us practice reading informational text. Magazines help us to learn about current events.	Magazines don't take as long to read. There are lots of magazines about gaming and sports.
Frank's Frozen Treats is the best place to get ice cream.	The ice cream at Frank's is less expensive than chain ice cream shops. Frank's uses fresh fruit on his sundaes so that they are healthier.	Frank's has more flavors than any other ice cream shop in the area. Frank's has delicious homemade fudge.

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 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
Every family should plan a camping trip for their next vacation.	Camping is dirty and you can't shower.	Some people argue that camping is dirty, however there are tons of nearby campgrounds that have showers, sinks and toilets.
Frank's Frozen Treats is the best place to get ice cream.	Ice cream is not healthy.	I can hear you saying, "Ice cream is not good for you!" You might be surprised to learn that Frank's uses fresh ingredients that makes his ice cream healthier.

Not So Wimpy Teacher: Lesson 14 & 32



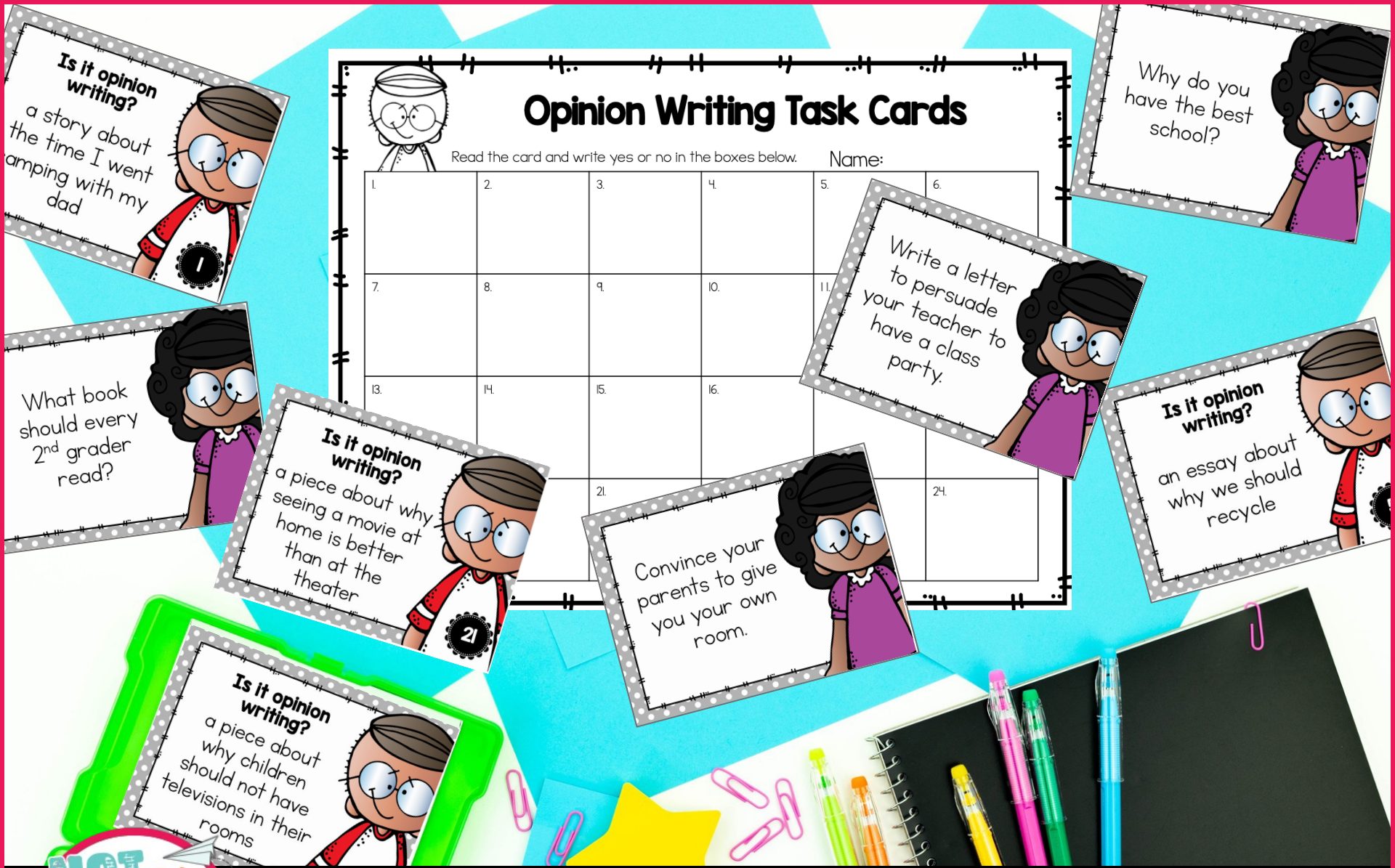
Students build their own writing notebooks with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

WHAT TEACHERS ARE SAYING



“ This was such a **great resource!** The lessons are **engaging** and follow **a really clear path** to a finished product. **I love these writing units** – they're age-appropriate and are written in a way where **skills are broken down so that kids aren't overwhelmed.** Thank you!!

– Kari J. ”



Opinion Writing Task Cards

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

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

Is it opinion writing?

a story about the time I went camping with my dad

Why do you have the best school?

Write a letter to persuade your teacher to have a class party.

What book should every 2nd grader read?

Is it opinion writing?
a piece about why seeing a movie at home is better than at the theater

Convince your parents to give you your own room.

Is it opinion writing?
an essay about why we should recycle

Is it opinion writing?

a piece about why children should not have televisions in their rooms



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

CONFERENCE OUTLINE

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

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

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

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

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

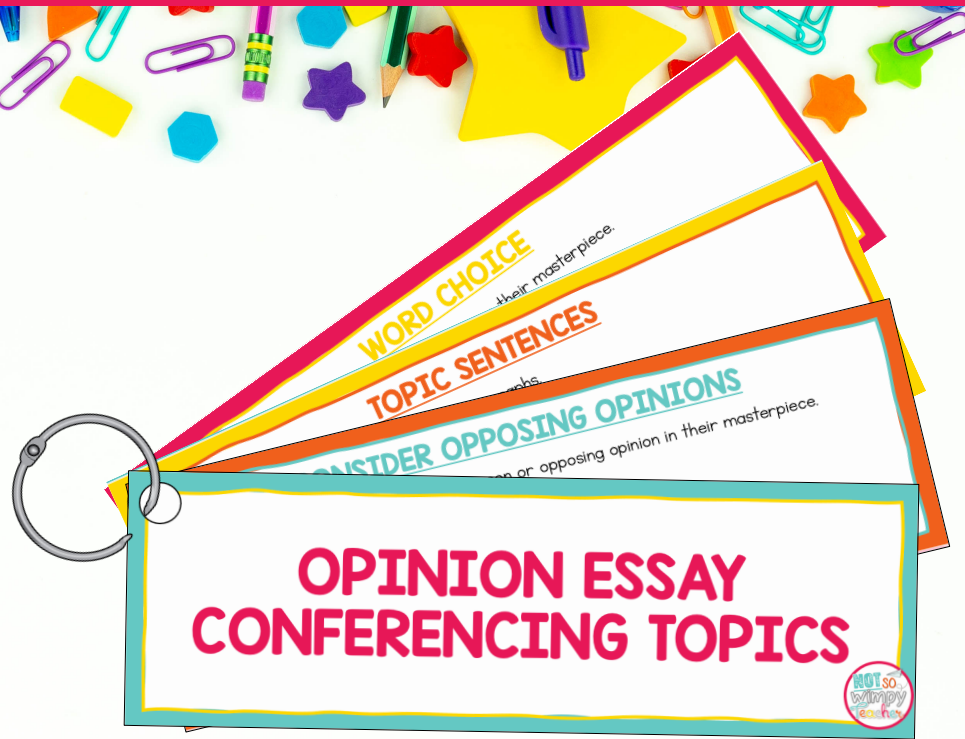
3. Review and Revise!

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

Helpful Tips:

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

The conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



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

OPINION WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

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

OPINION WRITING RUBRIC

Name: _____ Date: _____ Score: /20

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



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



ent Name: _____ Date: _____ Score: /20

OPINION WRITING RUBRIC

OPINION	Clear
LEAD	
PARAGRAPHS	
REASONS	
EXAMPLES	
TRANSITION	
WORD CHOICE	
ENDING	
PUBLISH	

School Uniforms

Day 15: Using Examples

Do you and your friends argue in the morning about what you wear to school? Mornings might be easier if you didn't have to make a choice about what to wear. Many kids don't like the idea of school uniforms because they don't have a choice about what to wear. Many kids would make life easier for kids.

School uniforms are a good idea because they save money and kids become more responsible. School uniforms also make it easier to wear to school. School uniforms won't argue about what to wear. School uniforms makes more sense.

Another reason school uniforms are a good idea is that parents need to know what their children are wearing. Parents need to know what their children are wearing. Parents need to know what their children are wearing.

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

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

HOW TO HELP:

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

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach general

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

EDITING MARKS

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

LESSON 12: REVISING YOUR REASONS

ESSENTIAL QUESTION: How can writers support their opinion?

MATERIALS: lesson 12 mentor text

MINI LESSON

Read the **lesson 12 mentor text** to students or have them read it with partners.

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

"Why does the author think that? The author gave a couple reasons for their opinion." (They can be found in paragraphs two and three.)

You may want to list the reasons on the board or have students underline them in their mentor text.

"One thing I notice is that all of the author's reasons are different. They don't just have one reason that they keep rewording." (Example of repetitive reasons: I should have a dog because I am responsible. I should have a dog because I always do my chores. I should have a dog because I do what I am told.)

that all of their reasons are clear and constantly remind me of their opinion. I get writing and start using reasons that sound good, but don't really support my opinion. Example: Opinion: I need to have a dog. Reason: I once had a cat. Instead, the day I once had a cat, and I took good care of him. I would take equally good care of a dog."

WORK TIME

Go back to their draft and revise their reasons. They should first make sure that all reasons are different, rather than being repetitive. Then, students should make sure their reasons are clear and tied to their opinion statement.

SHARE TIME



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