



Third Grade ~ ELA (Reading) Curriculum Unit Overview

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Unit 1: Reading

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Course Title: 3rd Grade ELA - Reading	Course Author: Leigh-Ann Canciello	Grade Level(s): Third	Time/Duration: 5 weeks
Course Summary: (optional)			
Unit Name: WONDERS	Unit Number: 1	Created: 2022-2023	Revised: 2025

Standards Addressed:

- E03.A.K.1.1.1-3 key ideas and details literature (ask and answer, characters, sequence)
- E03.A-C.3.1 Integration of Knowledge and Ideas Literature Text (plot, setting)
- E03.A-V.4.1 Vocabulary acquisition and Use Literature text (multiple meaning words)
- E03.B.K.1.1 key ideas and details informational text (ask and answer)
- E03.B.C.3.1 Integration of knowledge and ideas informational text.
- E03.B-V.4.1 Vocabulary acquisition and use informational text (context clue, multiple meaning)

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Asking and answering questions while reading helps deepen our understanding of the text.

Headings and maps are text features that highlight important ideas and make a text easier to understand.

Compound words combine two words to create new words.

Sequence is a text structure that makes it easier to comprehend narrative nonfiction and the main ideas they express.

Transfer

Students will be able to independently use their learning to...

1. Ask and answer questions to deepen understanding of the text
2. Identify and use text features such as heading and maps
3. Determine the meaning of compound, multiple meaning words, context clues
4. Evaluate author's use of sequence text structure
5. Locate character, setting, plot: sequence.

Meaning**UNDERSTANDINGS**

Students will understand that...

1. Asking questions can clarify information in the text.
2. Headings tell what a section is mostly about while maps help add to our understanding of the story.
3. Two words put together can create a compound word with a different meaning.
4. Sequence is the order in which important events take place.
5. Use context clues to understand meaning
6. Use context clues to determine the meaning of multiple meaning words.

ESSENTIAL QUESTIONS

1. How do strategic readers ask and answer questions to gain meaning from text? (What text features do they use to create meaning?)
2. What is the author's use of sequence?
3. Why learn new words?
4. What strategies and resources do learners use to figure out unknown vocabulary?

Stage 1: Essential Content, Concepts & Skills *What do we want students to know and be able to do?* [Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

1. When reading, students will ask questions to gain meaning.
2. To recognize the meaning of words in context.
3. Students will identify different text features and use them to locate and gain information
4. to identify different text features and use them to locate and gain information (headings, maps).
5. Observe, read, and summarize information found in text features

SKILLS

Students will be skilled at (be able to do)...

1. Read and gain information from facts and information from various pieces.
2. evaluate author's use of sequence text structure and how it pertains to time, sequence, and cause/effect
3. Write sentences for each word to show meaning.
4. Use information gained from heading, maps and photographs to understand text
5. Compare and contrast the most important points and key details presented.
6. Identify real life connections between words and their use
7. Describe characters in a story and explain how their actions contribute to the sequence of events.
8. Demonstrate understanding of word relationships and nuances in word meaning and distinguish shade of meaning among related words.
9. To determine the meaning of words and phrases as they are used in text.
10. Determine the main ideas and supporting details of a text read aloud or information presented.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Correct answers to a proficient level. 4. 80% correct or above - IXL Smartscore	PERFORMANCE TASK(S)/Think GRASPS: ● Unit Test - Includes comprehension questions based on text and features, vocabulary, text structure. ● Vocabulary Sentences - Students use vocabulary words in sentences, write antonyms for words, write the meanings
	OTHER EVIDENCE: ● In class discussion ● Class observation ● IXL

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Ask and answer questions - read, discussion
2. Headings and maps - read, discussion, identify, create
3. Sequence Text Structure - read, discussion, identify, create
4. Word choice - read, discussion, identify, define, apply

Unit 2: Reading

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Course Title: Reading	Course Author: Leigh-Ann Canciello	Grade Level(s): Third	Time/Duration: 5 weeks
Course Summary: (optional)			
Unit Name: WONDERS	Unit Number: 2	Created: 2022-2023	Revised: 2025
Standards Addressed: ● E03.A-C.3.1 Integration of Knowledge and Ideas Literature Text (theme) ● E03.A-V.4.1 Vocabulary acquisition and Use Literature text (affixes, alliteration, rhyme) ● E03.B.K.1.1 key ideas and details informational text (historical fiction, cause and effect) ● E03.B-C.2 Craft and Structure (point of view) ● E03.B.C.3.1 Integration of knowledge and ideas informational text (comparison, cause and effect) ● E03.B-V.4.1 Vocabulary acquisition and use informational text (affixes) ● E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language (alliteration)			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Text features help us locate information relevant to a given topic efficiently.

The lesson, central message, or moral is conveyed through key details in the text. (Theme)

Our own point of view can be distinguished from that of the authors.

The new meaning of a word can be determined by adding a prefix to a word.

Rereading, asking and answering questions while reading helps deepen our understanding of the text and make predictions.

There is a logical connection between particular sentences and paragraphs in a text. (cause/effect)
Figurative language enhances stories and poetry. (Similes, alliterations and rhyme)

Transfer

Students will be able to independently use their learning to...

Cite relevant evidence from text
Make inferences to support understanding
Identify poet's/author's point of view
Infer the theme of a work
Identify and use text features (limericks/free verse poem)
Determine the meaning of words with prefixes

Meaning

UNDERSTANDINGS

Students will understand that...

1. Text features and search tools help readers locate information relevant to a given topic
2. Inference can be made to support understanding.
3. The reader's own point of view can be distinguished from that of the author.
4. Stories and poems' central message are conveyed through key details in the text.
5. Affix is added to a known word to form a new meaning.

ESSENTIAL QUESTIONS

1. How can text features and search tools help readers locate relevant information on a given topic?
2. What can you infer about what you read?
3. How does the author think and feel about a topic?
4. How is the author's message conveyed through the key details?
5. How does an affix change the meaning of a known word?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

- How to locate relevant information on a given topic through text features and search tools.
- To use what they already know to predict what will happen in text.
- To distinguish their own point of view from that of the authors of a text.
- The deeper message the author thinks is both important and meaningful.
- To analyze affixes to determine the meaning of words.

SKILLS

Students will be skilled at (be able to do)...

- Use text features and search tools to locate information relevant to a given topic efficiently.
- Determine or clarify the meaning of unknown words and phrases
- Identify and know the meaning of the most common prefixes and suffixes.
- Distinguish their own point of view from that of the author of the text
- Determine the main idea of a text; recount key details and explain how they support the main idea.
- Distinguish the literal and non literal meanings of words and phrases in context
- Recount stories, determine the central message, and explain how it is conveyed through key details in the text
- Describe the logical connection between sentences and paragraphs in a text (cause and effect)
- Refer to parts of stories and poems when writing or speaking about a text, using terms such as chapter, scene, stanza and describe how each part builds on earlier sections.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Distinguish shades of meaning among related words
- Describe how each successive part of a poem builds on earlier sections
- Identify the narrator's point of view and compare with the reader's point of view.
- Identify alliteration, simile and, rhyme in poetry
- Identify characteristics of limericks and free verse poetry.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Correct answers to a proficient level. 4. 80% correct or above - IXL Smartscore	PERFORMANCE TASK(S)/Think GRASPS: • Unit Test - Includes comprehension questions based on text and features, vocabulary, text structure. • Vocabulary Sentences - Students use vocabulary words in sentences, write antonyms for words, write the meanings
	OTHER EVIDENCE: • In class discussion • Class observation • IXL

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Text features - read, discussion, identify, create
2. Theme - read, discussion, identify
3. point of view - read, discussion, identify
4. Prefix - identify, define, apply

5. Rereading, asking and answering questions - read, discussion
6. Cause and effect - discussion, identify, apply
7. Figurative language - read, discussion, identify, define, apply

Unit 3: Reading

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Course Title: Reading	Course Author: Leigh-Ann Canciello	Grade Level(s): Third	Time/Duration: 5 weeks
Course Summary: (optional)			
Unit Name: WONDERS Reading	Unit Number: 3	Created: 2022-2023	Revised: 2025
Standards Addressed: • E03.A-K.1 Demonstrate understanding of key ideas and details in literature. (folktales) • E03.A-V.4.1 Vocabulary acquisition and Use Literature text (affixes) • E03.B.K.1.1 key ideas and details informational text (expository text, summarize) • E03.B-C.2 Craft and Structure (point of view) • E03.B.C.3.1 Integration of knowledge and ideas informational text (sequence) • E03.B-V.4.1 Vocabulary acquisition and use informational text (affixes)			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Discovering the main idea creates a mental picture of the author's message.

Details help find the most important pieces of a topic.

Background knowledge, text evidence, and creativity help us visualize an image to match the story or informational article we are reading.

Summarize integrates the central idea in a meaningful way.

Synonyms are nearly the same as another word.

Rereading, asking and answering questions while reading helps deepen our understanding of the text and make predictions.

Text structure helps us focus on key concepts and relationships to aid in comprehension. (sequence, problem and solution)

Our own point of view can be distinguished from that of the authors.

The new meaning of a word can be determined by adding a suffix to a word.

Transfer

Students will be able to independently use their learning to...

Cite relevant evidence from text

Make inferences to support understanding

Evaluate Key details to determine the main idea

Identify and use text features

Analyze the problem and the solution

Analyze text structure for the sequence of events

Meaning

UNDERSTANDINGS

Students will understand that...

1. Evidence from the text supports the main idea.
2. Prior knowledge aids in making inference.
3. Key details explain how they support the main idea.
4. Text features further explain a story.
5. Problem analysis provides better understanding of text.
6. Events in a sequence have signal words that reveal the events from beginning to end.

ESSENTIAL QUESTIONS

1. What evidence can be used to support the main idea?
2. What prior knowledge will help make inference?
3. How do the details support the main idea of the text?
4. How do text features (maps, illustrations) further explain a story?
5. What clues help determine the problem and solution?
6. What happens in the beginning, middle, and end of the story?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. How to find evidence to support the main idea.
2. How to infer by using prior knowledge.
3. To find details to support the main idea.
4. Make connections to the text by referring to text features.
5. How to predict the solution based on the problem.
6. To look for signal words when analyzing a story.

SKILLS

Students will be skilled at (be able to do)...

- Ask questions to check for understanding of information.
- Determine the main idea and supporting details of a text
- Determine the main of the new word formed when a known affix is added to a known word
- Use text features and search tools to locate information
- Use information gained from illustrations.
- Identify the problem and solution of a story.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Summarize difficult text to increase understanding.
- Identify the sequence of events in a text.

Stage 2: Assessments/Evidence of Learning
What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Correct answers to a proficient level. 4. 80% correct or above - IXL Smartscore	PERFORMANCE TASK(S)/Think GRASPS: ● Unit Test - Includes comprehension questions based on text and features, vocabulary, text structure. ● Vocabulary Sentences - Students use vocabulary words in sentences, write antonyms for words, write the meanings
	OTHER EVIDENCE: ● In class discussion ● Class observation ● IXL

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Ask and answer questions - read, discussion
2. main idea and details - read, discussion
3. Visualize - read, discussion,
4. Problem and solution - read, discussion, identify, create
5. Synonyms - identify, create

Unit 4: Reading

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Course Title: Grammar and Mechanics	Course Author: Leigh-Ann Canciello	Grade Level(s): Third	Time/Duration: 5 weeks
Course Summary: (optional)			
Unit Name: WONDERS	Unit Number: 4	Created: 2022-2023	Revised: 2025
Standards Addressed: • E03.A.K.1.1.1 key ideas and details literature (ask and answer, characters, sequence) • E03.A-C.3.1.1 Integration of Knowledge and Ideas Literature Text (theme) • E03.A-V.4.1 Vocabulary acquisition and Use Literature text (prefix, suffix) • E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. (figurative language) • E03.B.K.1.1 key ideas and details informational text (ask and answer) • E03.B.C.3.1 Compare and contrast the most important points and key details presented in two texts on the same topic. • E03.B-C.2.1.1 Explain the point of view from which a text is written . • E03.B-V.4.1 Vocabulary acquisition and use informational text (context clue, multiple meaning) • E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational text.			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Genre lets the author and reader know what type of writing to expect. (Realistic fiction, expository, and poetry)

Compare and contrast aspects of facts in literature.

The theme is the message, lesson, or moral of a story.

Ask, answer, and reread while deepening our understanding of the text.
Our own point of view can be distinguished from that of the authors.
The new meaning of a word can be determined by adding a prefix to a word.
Metaphors are comparisons between two different objects.
Repetition and rhyme help draw the reader's attention to thought, idea, or feeling.

Transfer

Students will be able to independently use their learning to...

Cite relevant evidence from text
Make inferences to support understanding
Identify the point of view of the characters
Discuss literary elements of realistic fiction
Recognize informational text structures such as compare and contrast
Identify and use text features
Identify the theme of a poem
Identify text structure of narrative and free verse poems

Meaning

UNDERSTANDINGS

Students will understand that...

1. Evidence from text supports answers.
2. Inference can be made to support understanding.
3. Characters' views can be identified.
4. Plot, setting, characters, point of view, and conflict are literary elements.
5. Text features contribute to the comprehension of a story.
6. Poems also have themes and may or may not rhyme.

ESSENTIAL QUESTIONS

1. How does the evidence from the text support the answer?
2. How does using inference support understanding?
3. How can characters' views be identified?
4. What are the literary elements to each story?
5. Does the poem rhyme?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. Ask questions to check understanding.
2. Determine the main ideas and supporting details of tex.
3. The meaning of the most common prefixes and suffixes.
4. How to describe characters in a story and explain how their actions contribute to the sequence of events.
5. Compare and contrast the themes, settings, and plot of the stories.
6. Distinguish their own point of view from that of the narrator or those of characters.
7. Use information gained from illustrations and words in text.
8. Describe logical connection between sentences and paragraphs
9. Distinguish the literal and nonliteral meaning of words and phrases in context.

SKILLS

Students will be skilled at (be able to do)...

1. Determine main ideas and supporting details of a tex
2. Ask questions to check understanding of information presented
3. Determine main ideas and details of text
4. Describe characters in story and explain how actions contribute to sequence
5. Compare and contrast themes, settings, plots
6. Distinguish their own point of view from that of the narrator or those of the characters.
7. Use root word as a clue to the meaning of an unknown word
8. Distinguish literal and non literal meaning of words and phrases
9. Recount stories, poems etc to determine the central message and explain how it is conveyed through key details in the text.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Correct answers to a proficient level. 4. 80% correct or above - IXL Smartscore	PERFORMANCE TASK(S)/Think GRASPS: • Unit Test - Includes comprehension questions based on text and features, vocabulary, text structure. • Vocabulary Sentences - Students use vocabulary words in sentences, write antonyms for words, write the meanings
	OTHER EVIDENCE: • In class discussion • Class observation • IXL

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Realistic fiction, expository, and poetry - read, discussion, identify
2. Compare and contrast - read, discussion, make connections
3. Theme - identify, analyze
4. Ask, answer, and reread - read, discuss
5. point of view - read, discuss, analyze

6. prefix - identify, define, apply

Unit 5: Grammar and Mechanics

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Course Title: Grammar and Mechanics	Course Author: Leigh-Ann Canciello	Grade Level(s): Third	Time/Duration: 5 weeks
Course Summary: (optional)			
Unit Name: WONDERS Grammar and Mechanics	Unit Number: 5	Created: 2022-2023	Revised: 2025

Standards Addressed:

- E03.A-K.1 Demonstrate understanding of key ideas and details in literature. (folktales)
- E03.A-V.4.1 Vocabulary acquisition and Use Literature text (affixes)
- E03.B-C.3 Integration of knowledge and ideas informational text (sequence)
- E03.B-V.4.1 Vocabulary acquisition and use informational text (affixes)
- E03.A-K.1.1.1 key ideas and details literature (ask and answer, characters, sequence)
- E03.A-C.3.1.1 Integration of Knowledge and Ideas Literature Text (theme)
- E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. (figurative language)
- E03.B-K.1.1 key ideas and details informational text (ask and answer)
- E03.B-C.3.1 Compare and contrast the most important points and key details presented in two texts on the same topic.
- E03.B-C.2.1.1 Explain the point of view from which a text is written.
- E03.B-V.4.1 Vocabulary acquisition and use informational text (context clue, multiple meaning)
- E03.B-V.4.1.1 Demonstrate understanding of vocabulary and figurative language in informational text.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Genre lets the author and reader know what type of writing to expect. (Biography, fairy tale, and argumentative text genre features)

Summarizing gives the most important ideas in a text.

A root word is a word part that carries meaning.

Cause and effect can be found throughout reading and writing.

Some words are spelled the same but sound differently.

Opinion essays share a point of view.

Transfer

Students will be able to independently use their learning to...

Cite relevant evidence from text

Make inferences to support understanding

Identify the author's point of view

Identify and use text features

Explain the point of view of the characters

Discuss literary elements of fairy tales

Recognize cause and effect patterns

Ask and answer questions to deepen understanding

Explain the author's purpose of persuasion

Identify and use text features

Meaning

UNDERSTANDINGS

Students will understand that...

1. Evidence from text supports answers.
2. Inference can be made to support understanding.
3. Text features (side bars, captions, etc) aid in the understanding of text
4. Characters' views can be identified.
5. Fairy tales have repetition and a problem that needs to be solved.
6. Plot, setting, characters, point of view, and conflict are literary elements.
7. Text features contribute to the comprehension of a story.
8. Poems also have themes and may or may not rhyme.

ESSENTIAL QUESTIONS

1. What evidence from the text supports the solution?
2. What prior knowledge can be used to support understanding?
3. How do text features aid in the understanding of text?
4. How can the views of characters be identified in the story?
5. What are the literary elements in the story?
6. How do text features contribute to the comprehension of a story?

Stage 1: Essential Content, Concepts & Skills *What do we want students to know and be able to do?* [Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

1. How to find the evidence from the text that supports the solution.
2. To use prior knowledge to support their understanding of the text.
3. To look at text features in order to understand the text.
4. To analyze the character's view in the story.
5. How to determine the plot, setting, characters, point of view, and conflict in the story.
6. That text features contribute to the comprehension of the story.

SKILLS

Students will be skilled at (be able to do)...

- Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/ effect.
- Use information gained from the words in a text to demonstrate understanding of the text (eg, where, when , why, and how key events occur)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
- Summarize the most important events in a story.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Identify the character's point of view.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Identify causes and their effects in a text.
- Use information gained from illustrations and words in a text to demonstrate understanding of the text.
- Identify the author's point of view in a biography
- Distinguish their own point of view from that of the author of the text
- Determine the main idea of text and supporting details
- Describe the logical connection between particular sentences and paragraphs in a text (cause/effect)
- Identify and know the meaning of the most common prefixes and suffixes
- Develop a topic with facts, definitions, and details (biography)
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language
- Recount stories, fables, folktale, and determine the central message and how it is conveyed through key details in the text.
- Write opinion piece on topics or texts, supporting a point of view what reasons
- Provide reasons that support the opinion
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Use linking words and phrases to connect opinion and reasons.
- Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures using language that pertains to time, sequence, and cause and effect.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria

Assessment Evidence

1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Correct answers to a proficient level. 4. 80% correct or above - IXL Smartscore	PERFORMANCE TASK(S)/Think GRASPS: ● Unit Test - Includes comprehension questions based on text and features, vocabulary, text structure. ● Vocabulary Sentences - Students use vocabulary words in sentences, write antonyms for words, write the meanings
	OTHER EVIDENCE: ● In class discussion ● Class observation ● IXL

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

1. Biography, fairy tale, and argumentative text genre features - read, discussion
2. Author's point of view - read, discuss, analyze
3. Ask, answer questions, summarize - read, discuss
4. Affixes - identify, create in writing
5. Cause and effect - read, identify, make connections
6. Homophones - identify, use in writing
7. Opinion essay- create/write.