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Mode:	Plan
Media:	Google docs and paper
Audience:	educators
Purpose:	My purpose for writing this plan was to have a plan for when I teach opinion writing each year.
Situation:	I wrote this as part of my writing coaching sessions with Delia King. I wrote this before the unit began but as it progressed changed or added lessons or more scaffolding to a lesson as needed.

Opinion Writing Lesson Plans

Learnzillion How To Videos are in blue type and underlined

[Craft opinion statements that are debatable W.5.1a | ELA | Grade 5](#)

[Make the purpose of opinion writing clear W.5.1a | ELA | Grade 5](#)

Read Documents (from Writing A-Z)

- Document A: "The History of the Pizza Pie"
- Document B: "Pizza Recipe"
- Document C: "What's for Lunch?"
- Document D: "How Do They Do That?"

[Take a position on a topic by analyzing evidence W.4.4 | ELA | Grade 4](#) **Create a T-chart on chart paper with Students**

[Select reasons to support an opinion W.5.4 | ELA | Grade 5](#) **Organize the T-Chart by reason**

Use Graphic Organizer (from Writing A-Z) - Model for students how to use the documents to fill out their graphic organizer. Give students time to fill them out. ***Students hand them in for a grade.*** Hand them back and have students add information or fix any parts that need to be fixed.

[Introduce a topic clearly W.5.1a | ELA | Grade 5](#)

[Make the purpose of opinion writing clear W.5.1a | ELA | Grade 5](#)

[Develop a thesis statement W.4.1a | ELA | Grade 4](#) Watch the 3 videos, Model writing a thesis statement, then students will develop their thesis statement in their writer's notebook

[Writing a hook sentence and introducing a thesis statement W.4.1a | ELA | Grade 4](#) Model writing a hook, then students will work on writing a hook in writer's notebook

[Write an introduction to an opinion essay W.5.1a | ELA | Grade 5](#) Model writing an introductory paragraph and have students write one in writer's notebook

[Write body paragraphs for a persuasive letter W.4.1b | ELA | Grade 4](#)

[Write body paragraphs that include facts and details W.3.2b | ELA | Grade 3](#)

[Develop and organize supporting ideas in opinion writing W.4.1b | ELA | Grade 4](#) Model writing the 1st body paragraph for the students, then students will write paragraphs 2, 3 & 4.

[Write a conclusion referring to the "big ideas" W.4.1d | ELA | Grade 4](#)

[Write a conclusion for an opinion essay W.5.1d, W.5.1 | ELA | Grade 5](#)

[Draft a conclusion paragraph for an argumentative essay W.4.1d | ELA | Grade 4](#) Model writing the concluding paragraph for the students, then students will write their 5th paragraph.

Revise rough draft

[Revise paragraphs to include a catchy beginning sentence W.3.5 | ELA | Grade 3](#) Model writing a few catchy beginnings for body paragraphs, the students will work with a partner to write some catchy beginning.

[Revise paragraphs to include linking words and phrases W.3.2c | ELA | Grade 3](#) Model reading through my rough draft and adding linking words and phrases, the students will do the same with theirs.

Students will then rewrite their rough draft in their writer's notebook on notebook paper as a sloppy copy so they can then peer edit a partner's writing. ***Students will hand in their sloppy copy for a grade.***

Peer Editing - Each day students will use a different colored highlighter.

First day - Highlight thesis statement in first paragraph and restatement of it in the 5th paragraph. If partner doesn't have a thesis statement, then they will help their partner write one and add it into their sloppy copy.

Second day - Highlight reasons in 1st paragraph, in the 3 body paragraphs, and restatement in final paragraph..

Third day - Highlight lead in each paragraph (5 total, one for each paragraph)

Fourth day - Highlight fact/evident for each reason (at least 3 facts/details for each reason)

Fifth day - Highlight conclusion sentence in each paragraph

Final Copy - Students will rewrite their opinion writing to include any additions or deletions that were put in or taken out during the peer editing stage. This will be handed in for a grade.

Throughout the process, review scoring guide with the students so they always know the expectations.