

Opinion: Book

Gives an opinion about a book

A type of writing that is primarily concerned with relating the writer's opinion about a book. An opinion is written in the first person and provides reasons to support the opinion.

Vocabulary Words

| | | | |
|-----------------|--------------------|-----------------|----------------|
| action strategy | engages the reader | recommendation | topic sentence |
| adjectives | naming nouns | restate topic | vivid verbs |
| conclusion | opinion | revision | |
| details | question | sensory details | |
| editing | reasons | | |

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

| | | | |
|--------|--------|--------|----------|
| RI.2.8 | W.2.1 | SL.2.1 | L.2.1(a) |
| | W.2.4 | SL.2.2 | L.2.2(e) |
| | W.2.5 | SL.2.3 | L.2.3 |
| | W.2.6 | SL.2.6 | |
| | W.2.10 | | |

Genre at a Glance

| Lesson | Objective & CCSS | Special Preparation |
|-----------------|---|--|
| Lesson 1 | <ul style="list-style-type: none"> ➤ Understand the opinion genre ➤ Form an opinion of the story CCSS <ul style="list-style-type: none"> ➤ W.2.1, SL.2.1, SL.2.2, SL.2.3, L.2.1, L.2.3 | <ul style="list-style-type: none"> ✓ Post Genre Chart ✓ Picture book ✓ Copies: <ul style="list-style-type: none"> ○ “Opinion: Book” ○ Rubric |
| Lesson 2 | <ul style="list-style-type: none"> ➤ Identify different ways to engage the reader ➤ Write an engaging introduction CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.10, SL.2.2, SL.2.6, L.2.1, L.2.2, L.2.3 | No Special Prep. |
| Lesson 3 | <ul style="list-style-type: none"> ➤ Understand that reasons support an opinion ➤ Write reasons that support the opinion CCSS <ul style="list-style-type: none"> ➤ RI.2.8, W.2.2, W.2.4, W.2.6, W.2.10, LS.2.3, SL.2.6, L.2.1, L.2.2, L.2.3 | No Special Prep. |
| Lesson 4 | <ul style="list-style-type: none"> ➤ Understand that a conclusion ends their opinion paragraph ➤ Write a conclusion that makes a recommendation while restating the opinion CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, SL.2.6, L.2.1, L.2.2, L.2.3 | No Special Prep. |
| Lesson 5 | <ul style="list-style-type: none"> ➤ Understand that naming nouns add more description to details ➤ Add naming nouns CCSS <ul style="list-style-type: none"> ➤ W.2.5, W.2.10, SL.2.6, L.2.1 | No Special Prep. |
| Lesson 6 | <ul style="list-style-type: none"> ➤ Understand how adjectives and sensory details add description in writing ➤ Add adjectives and sensory details CCSS <ul style="list-style-type: none"> ➤ W.2.5, W.2.10, SL.2.6, L.2.1 | No Special Prep. |
| Lesson 7 | <ul style="list-style-type: none"> ➤ Understand how to add detail using vivid verbs ➤ Add vivid verbs to their rough drafts CCSS <ul style="list-style-type: none"> ➤ W.2.5, W.2.10, SL.2.6, L.2.1 | No Special Prep. |
| Lesson 8 | <ul style="list-style-type: none"> ➤ Understand the importance of transitions and varying sentence beginnings ➤ Use transitions and vary sentence beginnings CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, W.2.10, SL.2.6, L.2.1, L.2.2, L.2.3 | No Special Prep. |

| | | |
|-------------------|---|--|
| Lesson 9 | <ul style="list-style-type: none"> ➤ Write a rough draft CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, W.2.10, SL.2.6, L.2.1, L.2.2, L.2.3 | No Special Prep. |
| Lesson 10 | <ul style="list-style-type: none"> ➤ Revise using the rubric CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, W.2.10, SL.2.6, L.2.1, L.2.2, L.2.3 | <ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Revision: Opinion: Book” |
| Lesson 11 | <ul style="list-style-type: none"> ➤ Apply edits effectively CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, W.2.10, SL.2.6, L.2.1, L.2.2, L.2.3 | <ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Editing Checklist” |
| Assessment | <ul style="list-style-type: none"> ➤ Write an opinion paragraph ➤ Apply all elements from the genre chart CCSS <ul style="list-style-type: none"> ➤ W.2.1, W.2.4, W.2.5, W.2.6, W.2.10, SL.2.6, L.2.1, L.2.2, L.2.3 | <ul style="list-style-type: none"> ✓ Reserve computer lab (optional) |

Common Core State Standards Used:

- RI.2.8 Describe how reasons support specific points the author makes in a text.
- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*), to connect opinion and reasons, and provide a concluding statement or section.
- W.2.4 **With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3)**
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 12 [in CCSS manual] for specific expectations).
- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. **Create readable documents with legible print.**
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SAMPLE

Opinion: Book

Lesson 1

Objectives

- Understand the opinion genre
- Form an opinion of the story

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- Picture Book: *Strega Nona* by Tomie dePaola
- “Opinion: Book List Sample”
- “Opinion: Book”
- “Opinion: Book Sample”

Opinion: Book Genre Chart

- Engages the reader and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
- Uses vivid verbs, naming nouns, adjectives, and sensory details
- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

Introduce It

1. Introduce the Genre Charts and Six Traits Charts.
 - a. Ask students: *What does the word genre mean? What is a genre?* Possible answer: *A genre is a type of writing.* Tell students that there are many genres or types of writing. On the board, define **opinion**: *An opinion is what you think about something. It is a judgment formed about something.* Show students the Opinion Genre Chart. Tell students that an opinion essay has an opinion about something and reasons that support the opinion.
 - b. Genre Chart: Explain to the students that each bullet/color represents one part of the whole opinion essay. By the time students finish their opinion essays, it will include every part. Remind students that each color on the genre chart corresponds to a color on the Six Traits Charts. Review the genre chart with students. Tell students that today we will focus on **states an opinion about the book**.
 - c. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important. Show students *opinion* on the **Idea** chart. Ask students: *Why do you think opinion is on the Idea chart?* Possible answer: *The opinion is the main idea of your writing.*

Teach It

2. Have students take out their Source Books. Under the page titled *Types of Writing*, define **opinion**: *An opinion is what you think about something. It is a judgment formed about something.* Ask students: *If I asked you your opinion about sharks what would you tell me? What do you think of sharks? Do you like them? Do you think they are scary?* Possible answer: *I like sharks.* Tell students: *Ok, that’s your opinion. You like sharks. I don’t like sharks and that is my opinion. People can have different opinions and that is okay.* Tell students they are going to write an opinion paragraph about the story *Strega Nona* by Tomie dePaola.
3. Show students topic sentence on the **Organization** Chart. Ask students: *What is the purpose of a topic sentence?* Possible answer: *A topic sentence tells the reader what your paragraph is about.* Tell students: *We are writing an opinion about the book Strega Nona by Tomie dePaola. Therefore, the topic sentence will be your opinion of the story.*
4. Read *Strega Nona* by Tomie dePaola.

Model It

5. Place the “Opinion Sample” in front of the class. Show students where you will write your opinion. Tell students: *I want to write my opinion about the story. I thought the story was very good except for one thing. I liked that Strega Nona was a witch with special powers. Additionally, I loved her magic spell that made her pasta pot cook pasta. But, I wish the author had added a few more details. Does Strega Nona have any other magical powers? Does she only eat pasta? Did Anthony really learn his lesson?*
6. Under the doc cam, write your opinion. See “Opinion Sample” for an example.
7. Review the “Opinion: Book Rubric” for states an opinion about the book. Ask students: *What score would you give me?* Discuss student feedback and make any necessary changes to improve your writing.

Do It

8. Write the following sentence frames on the board: (1) *I thought the story was _____.* and (2) *I thought the story was _____ but _____.* Say each sentence frame and have students repeat each one after you model it.
9. Create an opinion list. Have volunteers share their opinions about the story. Give students the option to either use a sentence frame or create their own topic sentences that states their opinions. Use the “Opinion List Sample” for help brainstorming ideas.
10. Ask students: *Did you like the story? Did you not like it? Did you love the story? Why?* Have students give you a couple of reasons for their opinions.
11. In partners, have students share their opinions about the story using a sentence frame or by forming their own sentence.
12. Distribute an “Opinion: Book” to each student.
 - a. Have students write their names down on the outline.
 - b. Ask students: *What do you think of the story? What is your opinion of the story?* Have students write down their opinions on their outlines.

*For students who need extra scaffolding, use “Opinion Outline DI” on the website with the sentence frames already printed on the paper. Students just need to trace the sentence frames and then add information.

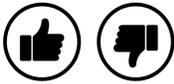
Share It

13. Review the “Opinion: Book Rubric” with students. Have volunteers share their opinions with the class. Using the rubric, students should provide feedback on how to improve the sentences. Volunteers should make changes after they receive feedback.

Wrap It Up

14. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Opinion: Book Rubric

| Genre Chart Opinion: Book | 4 Exceeded Goal | 3 Accomplished Goal | 2 Just Beginning | 1 Hasn't Started |
|--|--|---|---|---|
| <p>Engages the reader and gives the title and author of the book</p>  | <p>Uses two engaging strategies and gives the title and author of the book</p> | <p>Uses an engaging strategy and gives the title and author of the book</p> | <p>Uses an engaging strategy or gives the title of the book</p> | <p>Does not use an engaging strategy or give the title and author of the book</p> |
| <p>States an opinion about the book</p>  | <p>Establishes a strong, purposeful opinion</p> | <p>States a clear opinion about the book</p> | <p>Opinion is unclear</p> | <p>Does not include an opinion about the book</p> |
| <p>Gives reasons for your opinion</p>  | <p>Gives only important reasons for your opinion</p> | <p>Gives reasons for your opinion</p> | <p>Reasons do not support your opinion</p> | <p>Does not give reasons for your opinion</p> |
| <p>Uses vivid verbs, naming nouns, adjectives, and sensory details</p>  | <p>Strategies paint a detailed picture with words</p> | <p>Strategies paint a picture with words</p> | <p>Words do not paint a picture</p> | <p>Does not use any strategies to paint a picture with words</p> |
| <p>Uses transitions and varies sentence beginnings</p>  | <p>Transitions and varied sentence beginnings link ideas</p> | <p>Uses transitions to connect ideas and varies sentence beginnings</p> | <p>Uses minimal transitions and varied sentence beginnings</p> | <p>Does not use transitions or vary sentence beginnings</p> |
| <p>Concludes with a recommendation that restates opinion</p>  | <p>Concludes with a meaningful recommendation that restates opinion</p> | <p>Concludes with a recommendation that restates opinion</p> | <p>Concludes with a recommendation or restates opinion</p> | <p>Does not have a conclusion</p> |
| <p>Correct conventions support meaning</p>  | <p>No or minor errors in spelling, punctuation, and grammar</p> | <p>A few errors pop out but do not interfere with the essay</p> | <p>Frequent errors distract the reader</p> | <p>So many errors it is hard to read</p> |

Opinion: Book List Sample

Sentence Frames:

I thought the story was _____.

The story was _____.

I thought the story was _____ but _____.

Sample Responses:

I thought the story was very good.

The story was exciting.

The story was funny.

I really enjoyed reading the story.

I thought the story was good but I wish the author added more details.

I thought the story was good but I wish the author described the characters better.

SAMPLE

Name _____

Opinion: Book

Engaging Beginning

Topic Sentence (Opinion)

First Reason

Next Reason

SAMPLE

Next Reason

Last Reason

Conclusion

Name _____

Opinion: Book Sample

Engaging Beginning

Topic Sentence (Opinion)

I thought the story was very good, but I wish the author had added more details.

First Reason

Opinion: Book

Lesson 2

Objectives

- Identify different ways to engage the reader
- Write an engaging introduction

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- Picture Book: *Strega Nona* by Tomie dePaola
- “Opinion: Book”
- “Opinion: Book Sample”
- “Paragraph Hamburger”

Review It

1. Review **states an opinion about the book** with the students. Ask students: *What is an opinion?* Possible answer: *An opinion is what you think about something.* Tell students: *For this writing workshop, we are writing an opinion paragraph on the children’s story Strega Nona by Tomie dePaola.*

Identify It

Genre Chart

2. Point to **engages the reader** and **gives title and author of the book**. Explain to students: *The first thing every good writer does is engages the reader. Why is this important?* Possible answer: *It makes the reader want to read the story or essay.* Tell students the engaging beginning will include the title and author of the story.

Six Traits Charts

3. Let’s look for engages the reader on the Six Traits Charts. Ask students: *Why is engages the reader on the **Organization** chart?* Possible answer: *When you engage the reader, the reader wants to keep reading to find out what your writing is about. It is the very first part of the story.* Ask students: *What are the four ways that second graders can engage the reader?* Possible answer: *You can engage the reader using action, onomatopoeia, a fact, or by asking a question or riddle.*

Teach It

4. Have students take out their Source Books. Under the **red** tab, title a page *Engages the Reader* if you haven’t already done so in a previous writing unit. Define **engages the reader**: *Grabs the reader’s attention and keeps them reading.* Tell students that they will review the action and question strategies to engage the reader for their opinion paragraphs.
5. Show students the “Paragraph Hamburger” following this lesson. Tell students that the engaging beginning is like a treat that starts the paragraph.

*Ask students to repeat the vocabulary words and definitions. Developing gestures associated with the vocabulary words and their definitions will engage students with the academic language and provide additional support for EL and kinesthetic learners.

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**

Action Strategy

6. In their Source Books under the page titled *Engages the Reader*, define **action strategy**: *An engaging strategy that grabs the reader’s attention with something being done or performed. This strategy uses a lot of action.*
7. Read the following introduction about owning a farm:

Milking the cows, collecting eggs, picking cotton, bundling hay. There are a lot of things to do when you own a farm.

8. Ask students: *What actions were used for the engaging beginning?* Possible answer: *Milking cows, collecting eggs, picking cotton, bundling hay.*
9. Read the following introduction about a professional baseball game:

The pitcher wipes away the sweat pouring down his face while he grips the dirty baseball. If he strikes out the next batter, the San Francisco Giants are going to the World Series.

10. Ask students: *What actions were used for the engaging beginning?* Possible answer: *wipes, pours, and grips.*
11. Tell students: *You are going to listen to two introductions. One of them uses the action strategy. Listen for the action strategy that engages the reader.* Read the following introductions:

“Sizzle, pop, crackle, pop.” Making chicken fajitas is really easy.

Rushing around the kitchen, I quickly chop, dice, and slice different types of vegetables. Making chicken fajitas is really easy.

12. Tell students: *Now I want you to give me a thumbs-up for the introduction that begins with action (use gestures to illustrate thumbs-up and thumbs-down). If the introduction doesn’t start with action, give me a thumbs-down. Does the first introduction start with an action? Show me by giving me a thumbs-up or a thumbs-down.* Possible answer: *thumbs-down.* Ask students: *What is the strategy used in the first introduction?* Possible answer: *onomatopoeia or sound effects.* Ask students: *Does the second introduction start with action?* Possible answer: *thumbs-up.* Ask students: *What is the action happening in the second introduction?* Possible answer: *rushing, chop, dice, and slice.*

Question Strategy

13. Under the page titled *Engages the Reader*, define **question**: *asks the reader something.*
14. Tell students: *I am going to read two introductions that use the question strategy.*
15. Read the following introductions about zebra camouflage:

What is the point of stripes on a zebra? The black and white stripes are the zebra’s camouflage.

Why do zebras have stripes? The black and white stripes are the zebras’ camouflage.

16. Tell students: *I am going to read two more introductions. One of them uses a question strategy. Listen for the question strategy that engages the reader.* Read the following introductions about the life cycle of a frog:

Tadpoles live in water, but adult frogs make their homes on land. A frog goes through many changes during its life cycle.

What animal starts his life swimming but grows legs as it gets older? A frog, of course! A frog goes through many changes during its life cycle.

17. Tell students: *Now I want you to give me a thumbs-up for the introduction that begins with a question. If the introduction doesn't start with a question, give me a thumbs-down. Does the first introduction start with a question? Show me by giving me a thumbs-up or a thumbs-down. Possible answer: thumbs-down. Ask students: You're right, this introduction does not use the question strategy to engage the reader. What engaging strategy is used in the first introduction? Possible answer: fact strategy. Ask students: Does the second introduction start with a question? Possible answer: thumbs-up. Tell students: That's right, I asked the reader a question for my engaging beginning.*

Model It

18. Show students the “Engaging the Reader Sample Introductions.”
19. Place your “Opinion: Book Sample” in front of the class. Choose one engaging beginning and write it down on your outline in the space provided. Model aloud your reasons for choosing that strategy. Example: *I really like the action strategy, so I will write my engaging beginning using action.*
20. Tell students to score your engaging beginning using the “Opinion: Book Rubric”. Ask students for feedback about how to make it even better. *Model paper engaging beginning: Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona.*

Do It

21. Students should write their engaging beginnings on a clean sheet of paper.
22. Ask students to write two engaging beginnings for their opinions: one using the action strategy, and the other using the question strategy. Walk around the classroom providing feedback.
23. Have students take out their “Opinion: Book.”
24. Give students 15 seconds to choose the engaging beginning they would like to use for their opinion paragraphs. Have students write the engaging beginning. Monitor student work and provide feedback while they write.

Share It

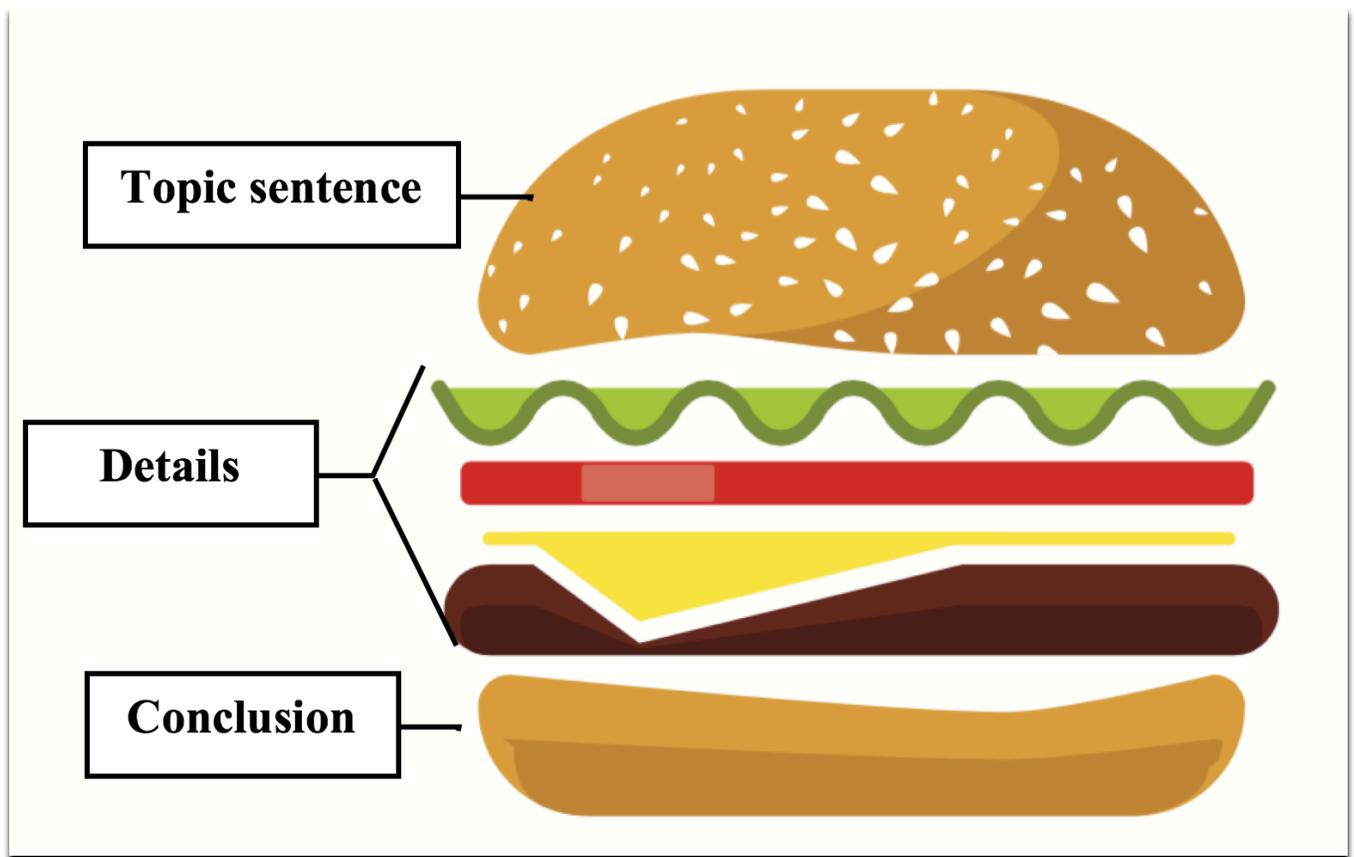
25. Remind students about the “Share It” procedures.
26. Review the rubric with students. Point to **engages the reader** and **gives title and author of the book**. Ask students to score the volunteer's engaging beginning using the rubric. Students provide feedback on how to make it even better. Have students revise their engaging beginnings based on feedback.

Wrap It Up

27. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Paragraph Hamburger



SA

Engaging the Reader Sample Introductions

Action

Steaming hot pasta bubbles, boils, and then magically flows from the pasta pot in Tomie dePaola's Strega Nona.

Onomatopoeia

"Pop, pop, sizzle, pop." Pasta pours out of the magical pot in Strega Nona by Tomie dePaola.

Fact

Tomie dePaola, a famous children's book author and illustrator, wrote the magical story Strega Nona.

Question

How much pasta do you think you can eat? In Strega Nona by Tomie dePaola, Big Anthony must eat all the pasta filling his town.

SAMPLE

Name _____

Opinion: Book Sample

Engaging Beginning

Bubbling and boiling, steaming hot pasta flows out
of the pasta pot in Tomie dePaola's Strega Nona.

Topic Sentence (Opinion)

I thought the story was very good, but I wish the
author had added more details.

First Reason

Opinion: Book Lesson 3

*This lesson may be broken up into two lessons depending on time and student ability.

Objectives

- Understand that reasons support an opinion
- Write reasons that support the opinion

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- Picture Book: *Strega Nona* by Tomie dePaola
- “Opinion: Book”
- “Opinion: Book Sample”
- “Paragraph Hamburger”

Review It

1. Review **engages the reader** with the students. Ask students: *Why should you engage the reader?* Possible answer: *People want to keep reading when they are engaged and interested in what they are reading.*

Identify It

Genre Chart

2. Point to **gives reasons for your opinion**. Today we are going to write reasons that support our opinions of the story.

Six Traits Charts

3. On the **Idea** chart, identify *reasons* under the meaningful details that support the idea bullet. Ask students: *Why is reasons on the Idea chart?* Possible answer: *Reasons add meaningful details that support the idea. These details are the main part of the paragraph.*
4. Let’s look for the parts of a paragraph on the Six Traits Charts. Identify topic sentence on the Six Traits Charts. Ask students: *Why is the topic sentence on the Organization chart?* Possible answer: *The topic sentence introduces your topic to the reader. It is the first part of a paragraph.*
5. Identify details on the Six Traits Charts. Ask students: *Why is details on the Organization chart?* Possible answer: *The details are the middle section of the paragraph. They support the topic sentence.*
6. Identify conclusion on the Six Traits Charts. Ask students: *Why is conclusion on the Organization chart?* Possible answer: *It is the end of the paragraph; the last part.*

Teach It

7. Tell students they will write one paragraph. Explain to students that a paragraph has three key parts: a topic sentence, details, and a concluding sentence.
8. Show the “Paragraph Hamburger.” Explain that the topic sentence is like the top piece of bread, the details are all the delicious fillings, and the concluding sentence is the bottom piece of bread.
9. Have students take out their Source Books. Under the **red** tab, title a page *Paragraph* if you haven’t done so in a previous writing unit. Define or review **topic sentence, details, and conclusion**:

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**

- a. Topic sentence – introduces your writing by telling the reader what the paragraph is about.
- b. Details – support the topic with details or examples. Details give information to help the reader understand your opinion or the main idea.
- c. Conclusion (ending/closing) – brings the paragraph to an end.

Show students your opinion on your outline. Tell students: *We have already started our paragraphs! Your opinion is your topic sentence.*

*Ask students to repeat the vocabulary words and definitions. Developing gestures associated with the vocabulary words and their definitions will engage students with the academic language and provide additional support for ELL and kinesthetic learners.

10. Under the **green** tab, title a page *Meaningful Details*, if you haven't done so in a previous writing unit. Define **reason**: *A reason explains your opinion.* Tell students: *I like bananas because they are healthy.* Ask students: *What is my reason for liking bananas?* Possible answer: *They are healthy.* Tell students: *Reasons that support an opinion are the details in an opinion paragraph.*
11. Tell students: *We are going to reread *Strega Nona* by Tomie dePaola. As I read the story, I want you to think about events from the story that support your opinion. Why did you like the story? If you did not like the story, tell me why.*
12. Tell students: *I am going to write some sentence frames on the board to help you tell me your reasons.* Model how to say each sentence frame and have students repeat it after you. Discuss how to use each sentence frame. Write the following sentence frames on the board:
 - a. *I _____ the story because _____.*
 - b. *I thought _____.*
 - c. *I liked when _____.*
 - d. *I thought _____ but _____.*
 - e. *I liked when _____ but _____.*
13. Have a few volunteers share their opinions and a couple of reasons that support their opinions of *Strega Nona* by Tomie dePaola. In needed, reread the book.
14. Tell students: *When you write your reasons, you may write your own sentences or you may use the sentences frames.*
15. Students should share their opinions and their reasons that support their opinions with a partner. Then partners can switch roles.

Model It

16. Place your “Opinion: Book Sample” in front of the class. Show students where to write the reasons.
17. Read your opinion to the class. Model aloud your thought process as you come up with reasons that support your opinion. Example: *I need to think of something in the story that supports my opinion. One of the reasons I loved the story is that it has cute, colorful pictures.* Write your first detail on your outline. *Model paper first detail: I saw cute, colorful pictures.*
18. Model aloud your second detail: *I need to think of another reason that supports my opinion. What did I like? When I saw that *Strega Nona* had magical powers I was so excited because I love magical storybook people. But I wish we knew more about her powers. We only hear about four.* Ask students: *Does this reason support my opinion?* Possible answer: *Yes, you liked the story because there were magical characters but you wanted more details.*
19. Model aloud your third detail: *Also, I really liked the magical spell that caused her pot to make pasta but I wish I knew if she could make anything else. I will use the sentence frame “I thought _____.”* Write down your third detail. See “Opinion: Book Sample” for an example. Ask students: *Does this reason support my opinion?* Possible answer: *Yes, you liked the part when *Strega Nona* casts a magical spell on the pasta pot but that you would like more details.*

20. Repeat step 19 until you finish adding all of your details. See “Opinion: Book Sample” for an example.

Do It

21. Have students take out their “Opinion: Book” and read their opinions.
22. Students should write their first reason in the space provided. Have a highlighter with you as you walk around assisting students who need extra scaffolding.
23. Have students write the second reason that supports their opinions. Walk around the classroom providing feedback on whether the details support the student’s opinion.
24. Repeat step 23 until students have added all of their details.

Share It

25. Review the “Share It” procedures.
26. Review the “Opinion: Book Rubric” with the students. Point to **gives reasons for your opinion**. Tell students they are going to make sure their classmates wrote reasons that support their opinions. Have each volunteer share his or her opinion and the reasons for the opinion. Students should provide feedback using the rubric. Volunteers should make changes after they receive feedback.

Wrap It Up

27. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Name _____

Opinion: Book Sample

Engaging Beginning

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona.

Topic Sentence (Opinion)

I thought the story was very good, but I wish the author had added more details.

First Reason

I saw that she had powers and I was excited because I love magical people! But we only find out about four of her spells.

Next Reason(s)

I thought it was cool when Strega Nona said a spell that caused her pot to make pasta, but is pasta the the only thing she ever makes?

Last Reason(s)

It was funny when the boy had to eat a ton of
pasta he accidentally made, but I wonder if he
learned his lesson.

Conclusion

SAMPLE

Opinion: Book

Lesson 4

Objectives

- Understand that a conclusion ends their opinion paragraph
- Write a conclusion that makes a recommendation while restating the opinion

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- “Opinion: Book Outline”
- “Opinion: Book Outline Sample”

Review It

1. Ask students: *Who can remember the parts of a paragraph?* Think-Pair-Share would be a great way for students to brainstorm.
 - a. Topic sentence – introduces your writing by telling the reader what the paragraph is about.
 - b. Details – support the topic with details or examples, they give all the information to help the reader understand your opinion or the main idea.
 - c. Conclusion (ending/closing) – brings the paragraph to an end.
2. Have students take out their outlines and read their topic sentences and details to a partner.

Identify It

Genre Chart

3. Point to **concludes with a recommendation that restates opinion**. Today we will write the conclusion to our opinion paragraphs.

Six Traits Charts

4. Identify conclusion on the Six Traits Charts. Ask students: *Why is conclusion on the **Organization** chart?* Possible answer: *It is the end of the writing.*

Teach It

5. Have students take out their Source Books and turn to the page titled *Paragraph* under the **red** tab. Review **conclusion**: *the last part of an essay or story that brings the writing to an end.* There are many different types of conclusions. Refer back to the **Organization** chart. Ask students: *What are some ways to conclude your opinion paragraph?* Possible answers: *feeling, recommendation, question, answers question, restates topic, and description.* Point to recommendation and restates topic. Tell students they will write a recommendation that restates their opinion for the conclusion.
6. Under the **red** tab, have students title a page *Conclusion*, if you haven't already done so in a previous writing unit. Define **recommendation**: *tells the reader if they should read this book or not.* Ask students: *Would you recommend this book? Would you tell someone to read this book?*
7. Under the *Conclusion* page, define **restate topic**: *states the topic for the reader again.* Tell students: *The topic is our opinion, so we need to give the reader a recommendation about the book and restate our opinions.*
8. Write the sentence frame *If you _____, you should _____ this book.* on the board. Say the sentence frame for students and have them repeat it back to you. Show students how to use the

Opinion: Book Genre Chart

- **Engages the reader** and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
- Uses vivid verbs, naming nouns, adjectives, and sensory details
- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

sentence frame. Examples: *If you like stories about witches, you should read this book. If you do not like magic, you should not read this book.*

9. Tell students: *You may use this sentence frame to begin your concluding sentence or you may change it a little.*

Model It

10. Place your “Opinion: Book Sample” in front of the class. Model your thought process as you think about your concluding sentence. Example: *Let’s see, I am going to use the sentence frame, but change it a little bit. Instead of “book”, I am going to restate the title and author. It’s a good story, so I am going to recommend it to the reader. Model paper conclusion: If you like good stories, you should definitely read Strega Nona by Tomie dePaola.*
11. Write your concluding sentence.
12. Review the “Opinion: Book Rubric” and point to **ends with a recommendation**. Share your concluding sentence with the class. Ask students: *Did I end with a recommendation that restates my opinion?* Possible answer: *No. I need to add a sentence that includes my thoughts on adding more details.* See the “Opinion Outline Sample” for an example.

Do It

13. Have students take out their “Opinion: Book.”
14. Students should brainstorm conclusions for their paragraphs. In partners, students should share their concluding sentences.
15. Give students time to write their conclusions.

Share It

16. Review the rubric with students. Points to **concludes with a recommendation that restates opinion**.
17. Have volunteers share their conclusions with the class. Students should provide feedback using the rubric. Volunteers should revise their concluding sentences after receiving feedback.

Wrap It Up

18. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Name _____

Opinion: Book Sample

Engaging Beginning

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona.

Topic Sentence (Opinion)

I thought the story was very good, but I wish the author had added more details.

First Reason

I saw that she had powers and I was excited because I love magical people! But we only find out about four of her spells.

Next Reason(s)

I thought it was cool when Strega Nona said a spell that caused her pot to make pasta, but is pasta the the only thing she ever makes?

Last Reason(s)

It was funny when the boy had to eat a ton of
pasta he accidentally made, but I wonder if he
learned his lesson.

Conclusion

I wish the author had added more details. If you
like stories about witches, you should read Strega
Nona by Tomie DePaola.

Opinion: Book Lesson 5

Objectives

- Understand that naming nouns add description to details
- Add naming nouns

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- “Common Nouns”
- “Sample Rough Draft”
- “Opinion: Book”

Review It

1. Review the genre chart with students. Ask students: What have we learned so far?

Identify It

Genre Chart

2. Point to **uses naming nouns**. Today we will focus on using naming nouns in our paragraphs.

Six Traits Charts

3. Identify naming nouns on the Six Traits Charts. Ask students: *Why is naming nouns on the Word Choice chart?* Possible answer: *The words we use in our writing help add details to the story.*

Teach It

4. Have students take out their Source Books. Under the **blue** tab, title a page *Naming Nouns* if you haven't already done so in a previous writing unit. Define **naming nouns**: *Nouns that tell the name of a person, place, or thing*. Naming nouns give more detail than common nouns. This could be using the word *willow* for *tree*, *semi* for *truck*, or *terrier* for *dog*.
5. Tell students that some naming nouns name a *specific* person, place or thing. These are called proper nouns. This could be using *Discovery Kingdom* for the words *amusement park*, or *Sprouts* for the word *store*. Remind students that just like their names start with a capital, these types of naming nouns, or proper nouns, start with a capital.
6. Write the word *plant* on the board. Ask students: *Can you replace the word **plant** with a naming noun? What kind of plant is it?* Possible answer: *tree, oak, bush, shrub, rose, houseplant, orchid, peace lily, etc.*

Possible class game: Split the class up into groups of four, and choose one person as the writer. Give students a common noun from the “Common Nouns” list following this lesson. Set a timer for 1 minute. Have each group come up with as many naming nouns as possible. At the end of 1 minute ask each group to share their naming nouns. The group with the most words not used by other groups wins. Make sure to compile a large class list.

Model It

7. Take out your rough draft and read it to the students. Model adding naming nouns using the insert editing mark *V*. Example: *Hmm, my engaging beginning and topic sentence already have a lot of detail. I can't add a naming noun to either sentence.*

Opinion: Book Genre Chart

- Engages the reader and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
- Uses vivid verbs, naming nouns, adjectives, and sensory details
- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

8. Tell students: *Let's say you used the word, "pictures," in your paper, what would be a good naming noun?* Possible answers: *paintings, photographs, illustrations.* Briefly discuss the difference..
9. Read your second detail. Model aloud as you add naming nouns. Example: *Hmm, I can change the word "she" to "Strega Nona." There aren't any real people in the story, so I will replace the word "people" with "characters."* Show students how to add the naming nouns to the sentence.
10. Read your third detail. Model aloud as you try to add a naming noun. Example: *I can't add any naming nouns to this detail.*
11. Read your fourth detail. Model aloud as you try to add a naming noun. Example: *There are no common nouns that I can replace in this detail.*
12. Read your conclusion. Model aloud as you try to add a naming noun. Example: *There is not a place to add a naming noun in my concluding sentence.*
13. Show students how you can change "the boy" to "Big Anthony."
14. Ask students to provide feedback using the rubric. Ask students: *How many naming nouns did I add?* Ask students: *Did my naming nouns add more detail to my paragraph?* Possible answer: *Yes, now the reader knows who had magical powers in the story. The reader also knows that the writer believes the author should have added more description to the details.*

Do It

15. Have students take out their "Opinion: Book." Ask students: *Can you replace a common noun with a naming noun to add more detail?* Have students read one detail at a time to see if they can add a naming noun. If they can, have them give you a thumbs-up and then insert the naming noun. While they write, you can help students add naming nouns.
16. Repeat step 14 until students have had an opportunity to add naming nouns to each sentence when possible.

Share It

17. Review the rubric with students. Point to **uses naming nouns** on the rubric. Tell students that as volunteers share their paragraphs, the rest of the class will give feedback on naming nouns used in the writing.
18. Have a few volunteers share their work with naming nouns. Volunteers should make changes after receiving feedback.

Wrap It Up

19. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Common Nouns

1. flower
2. store
3. tool
4. sport

SAMPLE

Sample Rough Draft

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona. I thought the story was very good, but I wish the author had added more details. I saw that ~~she~~ Strega Nona had powers, and I was excited because I love magical ~~people~~ characters! But, the story only tells us about four spells she can cast. I wish the story described more of her powers. I thought it was cool when Strega Nona said a spell that caused her pot to make pasta, but why only pasta? Could she make something else in a different pot? It was funny when ~~the boy~~ Big Anthony had to eat a ton of pasta that he accidentally made. I wonder if Anthony learned his lesson. I wish there were more details in the story. If you like magical stories about witches, you will like Strega Nona by Tomie dePaola.

*All additions for naming nouns are in blue print.

Opinion: Book Lesson 6

Objectives

- Understand how adjectives and sensory details add description
- Add adjectives and sensory details

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- “Sample Rough Draft”

Review It

1. Review **uses naming nouns**. Point to it on the genre chart.

Identify It

Genre Chart

2. Point to **uses adjectives and sensory details**. Today we will work on developing the details of the story by adding adjectives and sensory details.

Six Traits Charts

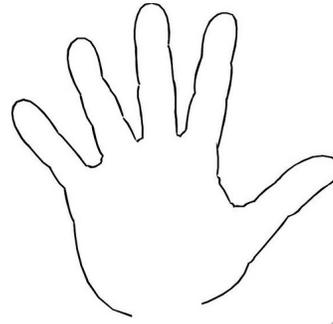
3. Identify adjectives on the Six Traits Charts. Ask students: *Why is adjectives on the **Word Choice** chart?* Possible answer: *Adjectives help paint a picture for the reader by adding more description.*
4. Identify sensory details on the Six Traits Charts. Ask students: *Why is sensory details on the **Word Choice** chart?* Possible answer: *Sensory details help paint a picture for the reader by adding more description to the way someone or something looks, feels, tastes, sounds, and smells.*

Teach It

5. Have students turn to the **blue** tab in their Source Books. If you haven't done so in a previous writing unit, title a page *Adjectives*. Define **adjectives**: *Words that describe a person, place, or thing*. Discuss adjectives and have students write a few examples on the page under the definition for adjective. Example: *hopeful, hard-working, intelligent, nice, etc.*
6. Under the **blue** tab, have students title a page *Figurative Language*, if you haven't done so in a previous writing unit. Define **sensory details**: *Description using the five senses (see, feel, taste, smell, and hear)*. Tell students: *Sensory details are describing words that tell about the way a person, place, or thing looks, smells, tastes, sounds, and feels*. Discuss sensory details and have students write a few examples on the page under the definition. Example: *chewy, smooth, stale, crispy, etc.*
7. On the board, draw a hand and a smiley face. Place an eye, nose, mouth, ear, and a fingernail on each finger. While the hand represents sensory details, the smiley face represents adjectives that describe other characteristics. Have students brainstorm words for adjectives and sensory details. See “Adjectives” and “Sensory Details” in the Resource section of the manual for a list of words.
8. Ask students to close their eyes and ask them to think about the story. Ask students: *How would you describe the way the characters look? How would you describe the setting or where the story takes place? Read your rough draft. If you read your opinion paragraph to someone, would your paragraph show the picture that is in your mind?*
9. Review the insert editing mark *V* and how to use it.

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**



Model It

10. Take out your rough draft and place it in front of the class. Read it out loud. Model your thought process as you go through each sentence looking for places to add adjectives and sensory details. If you are using the model paper, the “Sample Rough Draft” following this lesson provides ideas on adding adjectives including sensory details to the rough draft.
11. Tell students: *You want to add just the right amount of description to your writing. Adding three adjectives to every noun won’t make your writing better, it will just take away from what you are trying to tell the reader.*
12. Read your rough draft to students. Review the “Opinion: Book Rubric.” Ask students: *Do the adjectives help add description to the paragraph?* Possible answer: *Adjectives and sensory details paint a better picture in the reader’s mind by giving more description.*

Do It

13. Have students take out their “Opinion: Book” and read their engaging beginnings to see if they can develop the description with adjectives and sensory details. Ask students: *Can you add a word that describes how something looks, feels, smells, tastes, or sounds?* Give feedback to students as they develop their word choice.
14. Have students read their topic sentences to see if they can develop the description with adjectives and/or sensory details. Ask students: *Can you add a word that describes something or someone?*
15. Have students read their first detail to see if they can add adjectives and/or sensory details. Ask students: *Can you add a word that describes how something looks, feels, smells, tastes, or sounds?* If students think they can add an adjective to their sentence, have them give you a thumbs-up. As students are adding adjectives, monitor student work and assist individuals when necessary.
16. Repeat step 15 and 16 until students have had the opportunity to add adjectives and sensory details to each sentence when possible.

Share It

17. Review the rubric with students. Point to **uses adjectives and sensory details** on the rubric. Tell students that as volunteers share their paragraphs, the rest of the class will give feedback on adjectives and sensory details used in the opinion paragraph.
18. Have students share their rough drafts with the additional adjectives and sensory details. Volunteers should make any changes after receiving student feedback.

Wrap It Up

19. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Sample Rough Draft

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona. I thought the story was very good, but I wish the author had added more details. I saw that ~~she~~ Strega Nona had **magical** powers, and I was excited because I love magical people **characters**! But, the story only tells us about four spells she can cast. I wish the story described more of her powers. I thought it was ~~cool~~ **amazing** when Strega Nona said a **powerful** spell that caused her pot to make **delicious** pasta, but why only pasta? Could she make something else in a different pot? It was ~~funny~~ **hilarious** when ~~the boy~~ **Big Anthony** had to eat a ton of pasta that he accidentally made. I wonder if Anthony learned his lesson. I wish there were more details in the story. If you like magical stories about witches, you will like Strega Nona by Tomie dePaola.

*All additions for **naming nouns** are in **blue** print.

*All additions for **adjectives and sensory details** are in **bold blue** print.

Opinion: Book Lesson 7

Objectives

- Understand how to add detail using vivid verbs
- Add vivid verbs

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- Picture Book: *Strega Nona* by Tomie dePaola
- “Sample Rough Draft”

Review It

1. Point to **uses adjectives and sensory details** on the genre chart. Ask students: *How do adjectives and sensory details improve our writing?* Possible answer: *Adjectives and sensory details improve our writing by adding more description. They help paint a better picture of the topic in our mind.*
2. Remind students how to add adjectives and sensory details using the insert editing mark *V*.

Identify It

Genre Chart

3. Point to **uses vivid verbs**. Today we will develop the description in our paragraphs using vivid verbs.

Six Traits Charts

4. Identify vivid verbs on the Six Traits Charts. Ask students: *Why are vivid verbs found on the Word Choice chart?* Possible answer: *Vivid verbs help paint a picture for the reader by adding more description or detail to the action in the story.*

Teach It

5. Have students turn to the **blue** tab in their Source Books. Create a page titled *Vivid Verbs* if you haven't already done so in a previous writing unit. Discuss **vivid verbs**. Tell the students: *There are overused verbs and then there are “vivid verbs.” Overused verbs are verbs that are used over and over. Vivid verbs make the action more specific. An example of an overused verb is go, an example of a vivid verb is race.* Have them take notes in their Source Books with a few examples of vivid verbs.
6. Read page 5 in *Strega Nona* by Tomie dePaola. Ask students: *What are some of the vivid verbs Tomie dePaola uses?* Possible answer: *milking, sings, peeking, standing.*
7. Read page 6 in *Strega Nona* by Tomie dePaola. Ask students: *What are some of the vivid verbs Tomie dePaola uses?* Possible answer: *bubble, boil, filled, simmer, etc.*

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**

Possible class game: Split the class up into groups of four, and choose one person as the writer. Give students an “overused verb.” Set a timer for 1 minute. Have each group come up with as many vivid verbs as possible. At the end of 1 minute ask each group to share their words. The group with the most words not used by other groups wins. Make sure to compile a large class list.

Model It

8. Take out your rough draft and place it in front of the class. Read it to the students as you track the words on the page. Next, go through each sentence and look for overused verbs. Model aloud your thought process as you replace overused verbs with vivid verbs. Use the “Sample Rough Draft” for ideas on replacing overused verbs with vivid verbs.
9. Read your engaging beginning. Example: *All of my verbs are vivid and tell the reader exactly what the pasta is doing.*
10. Read your topic sentence. Example: *I know I used “thought” already in my paragraph, so I am going to replace “thought” with “felt.”* Model aloud as you cross out the word *thought* and insert the word *felt*. Read your first detail. Example: *“Saw” is an overused verb. I can replace “saw” with “noticed.”* Model aloud as you cross out the word *saw* and insert the word *noticed*.
11. Go through the remainder of your paragraph and replace any overused verbs with vivid verbs.
12. Review the “Opinion: Book Rubric” with students. Read your rough draft with the vivid verbs. Ask students: *What score would you give me?* Students should provide feedback on whether you can add any more vivid verbs.

Do It

13. Have students read their paper to see where they can replace overused verbs with vivid verbs.
14. As students read each sentence, ask them: *Did you use an overused verb? Can you use a vivid verb instead?* With your pencil in hand, assist students in adding a vivid verb between the lines with the insert editing mark.
15. Repeat step 13 and 14 until students have had the opportunity to add vivid verbs to each detail when possible.

Share It

16. Review the rubric. Point to [uses vivid verbs](#).
17. Have a few volunteers share their rough drafts with the vivid verbs. Ask students: *Do the vivid verbs give more detail?* Possible answer: *Vivid verbs give more detail to the action in the writing.* Have students provide feedback using the rubric. Volunteers should make changes to their rough drafts after they receive feedback.

Wrap It Up

18. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Sample Rough Draft

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona. I ~~thought~~ **felt** the story was very good, but I wish the author had added more details. I ~~saw~~ **discovered** that ~~she~~ **Strega Nona** had **magical** powers, ~~and~~ I was excited because I love magical **people characters**! But, the story only tells us about four spells she can cast. I wish the story described more of her powers. I thought it was ~~cool~~ **amazing** when Strega Nona ~~said~~ **cast** a **powerful** spell that caused her pot to make **delicious** pasta, but why only pasta? Could she make something else in a different pot? It was ~~funny~~ **hilarious** when ~~the boy~~ **Big Anthony** had to eat a ton of pasta that he accidentally ~~made~~ **created**. I wonder if Anthony learned his lesson. I wish there were more details in the story. If you like magical stories about witches, you will like Strega Nona by Tomie dePaola.

All additions for **naming nouns** are in **blue** print.

All additions for **adjectives and sensory details** are in **bold blue** print.

All additions for **vivid verbs** are in **bold blue** print

Opinion: Book Lesson 8

Objectives

- Understand the importance of transitions and varying sentence beginnings
- Use transitions and vary sentence beginnings

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- Picture Book: *Strega Nona* by Tomie dePaola
- “Sample Rough Draft”

Review It

1. Read through your rough draft with all your additions using the **Word Choice** chart. Model your thought process about your additions. Do you still think they work? Do you need to change anything?
2. Have students quickly share their additions in their rough drafts with a partner.

Identify It

Genre Chart

3. Point to **uses transitions and varies sentence beginnings**. Tell students the focus today will be adding transitions and varied sentence beginnings to our sentences.

Six Traits Charts

4. Find transitions on the Six Traits Charts. Ask students: *Why is transitions on the **Sentence Fluency** chart?* Possible answer: *It helps the flow and order of the writing from one sentence to the next.*
5. Find sentence beginnings on the Six Traits Charts. Ask students: *Why is sentence beginnings on the **Sentence Fluency** chart?* Possible answer: *Sentence beginnings make the writing flow from one sentence to the next and can provide description.*

Teach It

6. Have students take out their Source Books. Turn to the **orange** tab and title a page *Transitions*, if you haven't already done so in a previous writing unit.
 - a. Define **transitions**: *words or phrases that help tie ideas together*. There are many different types of transitions. Do a quick review with the definitions and a couple of examples. Refer to the “Transitions” page in the Resource section of the manual. The “Transitions” page is a reference for the teacher; it is too much for students. Choose one or two for the students to take notes on and begin to implement.
 - b. Create a word bank of transitions students could use in their opinion paragraphs.
Example: *in the beginning, first, right away, when, then, at the end of the story, etc.*
7. Turn to the **orange** tab and title a page *Varies Sentence Beginnings*, if you haven't already done so in a previous writing unit. Discuss varies sentence beginnings and take notes in the Source Book.
 - a. There are many different ways to vary a sentence beginning. Do a quick review of the different strategies listed on the **Sentence Fluency** Chart. Refer to the “Strategies to Vary Sentence Beginnings” in the Resource section of the manual.
8. Define and review **pronoun**: *A noun that refers to a specific person, place, or thing*. A pronoun takes the place of a noun. Subject pronouns: *I, you, he, she, they, we, it*. Have students write a

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**

few pronouns and an example of a sentence starting with a pronoun under the definition.
Example: I liked the story. He ate all of the pasta. She was a witch.

Model It

10. Take out your rough draft. As you read your rough draft, model aloud as you add transitions to your paragraph. Example: *My engaging beginning starts with “bubbling and boiling.” I think this is a good beginning filled with action. I will not add a transition.*
11. Model aloud as you add a transition to your topic sentence. Example: *My opinion states that I liked a lot about the story, except for one thing. So, as a whole, I felt the story was very good. Overall means I liked most of the story. I will insert the word “overall” for my transition.* Show students how to add the transition to the sentence using the insert editing mark.
12. Model aloud as you add a transition to your first detail. Example: *Right away I noticed how cute the illustrations were. I will add the transitional phrase “right away.”* Show students how to add the transitional phrase to the sentence.
13. Repeat this process until you finish adding transitions to each of your details. See the “Sample Rough Draft” for ideas on where to add transitions. Tell students: *You don’t have to add a transition to every sentence.*
14. Review the rubric with students. Read your rough draft with your additions for transitions. Ask yourself: *Do they work within my paragraph? What were the transitional words or phrases that I used?* Possible answer: *I used “overall, right away, when, similarly, however.” All of the transitions fit within the paragraph.*
15. Ask yourself: *How did I vary my sentence beginnings? What score should I get using the rubric?*

Do It

16. Have students read their engaging beginnings and topic sentences. Engaging beginnings won’t need a transition. Topic sentences may include a transition depending on the opinion. Example: *Overall, I felt the story was very good, but there was one thing that kept me from loving it.*
17. Have students read their first detail. Remind students that transitions link ideas within paragraphs. Ask students: *Can you add a transition to this sentence? What transition are you going to add to your sentence?* Have a few volunteers share their sentences with the transitional word or phrase they chose. Provide feedback on whether the transition is appropriate for the sentence.
18. Have students read their second detail. Ask students: *Can you connect or link any of your ideas using a transitional word or phrase?* Have a few volunteers share their sentences with the transitional word or phrase they chose. Provide feedback on whether the transitions connect ideas within the paragraph.
19. Repeat step 17 until students have had the opportunity to add transitions to all the reasons that support their opinions.

Share It

20. Review the rubric with students. Point to **uses transitions and varies sentence beginnings**. Tell students that as volunteers share their paragraphs, the rest of the class will give feedback on transitions and how the writer varies sentence beginnings.
21. Have students share their rough drafts with the additions. Volunteers should make changes after receiving feedback.

Wrap It Up

22. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Sample Rough Draft

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona. **Overall**, I ~~thought~~ **felt** the story was very good, but I wish the author had added more details. **When** I ~~saw~~ **discovered** that ~~she~~ **Strega Nona** had **magical** powers, ~~and~~ I was excited because I love magical ~~people~~ **characters**! But, the story only tells us about four spells she can cast. I wish the story described more of her powers. **Similarly**, I thought it was ~~cool~~ **amazing** when Strega Nona said **cast** a **powerful** spell that caused her pot to make **delicious** pasta, but why only pasta? Could she make something else in a different pot? It was ~~funny~~ **hilarious** when the boy **Big Anthony** had to eat a ton of pasta that he accidentally ~~made~~ **created**. **However**, I wonder if Anthony learned his lesson. **Even though** I wish there were more details in the story, ~~if~~ if you like magical stories about witches, you will like Strega Nona by Tomie dePaola.

*All additions for **transitions and varies sentence beginnings** are in orange print.

Opinion: Book Lesson 9

Objectives

- Write a rough draft

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- “Opinion: Book”
- “Sample Rough Draft”

Review It

1. Review **transitions and varies sentence beginnings**.

Teach It

2. Tell students that today the class will write a copy of their paragraph.

Model It

3. Show students how you indented. Tell students: *We indent to show the reader that this is a new paragraph.*
4. Have students take out their “Opinion: Book” and give them a clean sheet of paper. Students should write their names and the date on their papers.

Do It

5. Guide students in indenting for their topic sentences. Have students copy the topic sentence onto the paper. Make sure that students use two-finger spacing.
6. Have students copy the rest of their work. Monitor student work and provide assistance when necessary.

Share It

7. Review everything you have learned on the Opinion Genre Chart. Have volunteers read their rough drafts to the class. Assist students with their reading if necessary. Use the rubric to make sure each rough draft has everything it needs for the opinion genre. Volunteers should revise their paragraphs after receiving feedback.

Wrap It Up

8. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Opinion: Book Genre Chart

- **Engages the reader** and **gives title and author of the book**
- **States an opinion about the book**
- **Gives reasons for your opinion**
- **Uses vivid verbs, naming nouns, adjectives, and sensory details**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a recommendation that restates opinion**

Teacher Reflection

Opinion: Book

Lesson 10

Objectives

- Revise using the rubric

Materials

- Opinion: Book Genre Chart
- Opinion: Book Rubric
- “Revision: Opinion: Book”
- “Sample Rough Draft”

Opinion: Book Genre Chart

- Engages the reader and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
- Uses vivid verbs, naming nouns, adjectives, and sensory details
- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

Introduce It

1. Today is dedicated to the process of revision.
2. Define **revise**: *To go back and reread your story making sure it is complete and you have enough detail.*

Teach It

3. Place the revision sheet and the rubric in front of the class. Go over them together. Tell students that the revision sheet has the genre chart as a guide to make sure they included every strategy in their opinion paragraphs. Tell students: *The rubric shows us what we need in our writing to be at grade level for this genre. We want to at least earn a three for each strategy, but we want to try and improve our writing.*

Model It

4. Put your rough draft in front of the class. Read your paper out loud. Model the thought process involved in revision.
5. **Engages the reader** and **gives title and author of the book**. Ask students: *Ok, let’s look at my engaging beginning. Did I use an engaging strategy? What was it?* Possible answer: *You used the action strategy.* Ask student: *Did I tell the reader the title and author of the book?* Possible answer: *yes.*
6. Review the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve your writing.

Do It

7. Have students take out their rough drafts. Place students in partners.
8. Tell students: *Each partner is going to read their engaging beginnings. Then discuss which strategy was used. Did you engage the reader with a strategy? Did you tell the reader the title and author of the book?*

Model It

9. Redirect the students’ attention to your rough draft.
10. **States an opinion about the book** - Ask students: *Ok, let’s look at my topic sentence. Did I tell the reader my opinion of the book?* Possible answer: *Yes, overall you liked the story except for one part.*
11. Review the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve your writing.

Do It

12. Tell students: *As you revise your rough drafts, use the rubric to improve your writing. Let's look at your opinions.* Ask students: *Did you tell the reader your opinion of the book?* Have students read their topic sentences.

Model It

13. Redirect the students' attention to your rough draft.
14. **Gives reasons that supports your opinion**– Reread your details to the students. Ask students: *Do I give reasons that support my opinion? Did I tell the reader why I liked the story? Did I tell the reader what I did not like?* Possible answer: *You wrote you liked the pictures, magical characters like Strega Nona, and her powerful spell that makes pasta. The reader knows that Big Anthony had to eat all of the pasta he made. You also said that you wished the author used more description in the story.*
15. Model aloud as you make revisions. Example: *Hmm, I don't really like how the sentence about Big Anthony flows. Now that I'm revising, I think I'll cross out "created" and insert "cooked."* *Who was Big Anthony cooking for? He cooked it for the townspeople. I will insert "for the townspeople" at the end of the sentence. Model paper detail: A funny moment happened when Big Anthony had to eat a ton of pasta that he accidentally cooked for the townspeople.*
16. Review the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve your writing.

Do It

17. Have students read their reasons to a partner. Partners should provide feedback on whether the reasons support the opinion stated in the paragraph. Partners can then switch roles. After both partners are finished, have students give you a thumbs-up if they have reasons that support their opinions.

Model It

18. Redirect the students' attention to your rough draft.
19. **Uses vivid verbs, naming nouns, adjectives and sensory details** – Ask students: *Do I use any vivid verbs? What are they?* Possible answers: *felt, noticed, discovered, cast, created, enjoy.*
20. Model aloud as you revise your rough draft. Example: *I said that Strega Nona had magical powers. "Had" is an overused verb. I will cross out "had" and insert the vivid verb "possessed."* *Strega Nona possessed magical powers. Yes, that sounds much better.*
21. Ask students: *Do I use naming nouns?* Possible answer: *illustrations, Strega Nona, characters, and setting.*
22. Ask students: *What about adjectives and sensory details or words that describe something? What are my adjectives and sensory details?* Possible answers: *magical, powerful, delicious, light-hearted.*
23. Model aloud as you revise your rough draft. Example: *I tell the reader that I would have liked the author to describe the characters with more detail. Now, I only want him to describe the main characters, not every character, so I will insert "main" before the word character.*
24. Review the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve your writing.

Do It

25. In partners, students should go through each rough draft and look for additional places to add vivid verbs. Have students give you a thumbs-up after they replaced overused verbs with vivid verbs. Monitor partner discussions and provide assistance when necessary.
26. Tell students to work with a partner and go through each paper to identify naming nouns. Tell students: *Look to see if you can replace a common noun with a naming noun. You need at least one naming noun, but you can improve your writing by adding more.* Have students give you a

thumbs-up if they replaced common nouns with naming nouns. Monitor partner discussions and provide assistance when necessary.

27. Tell students to work with a partner and go through each paper to identify adjectives and sensory details. Tell students: *Look to see if you can add another adjective or sensory detail. You need at least two adjectives, but you can improve your writing by adding more.* Have students give you a thumbs-up if they have at least two adjectives. Monitor partner discussions and provide assistance when necessary.

Model It

28. Redirect the students' attention to your rough draft.
29. **Uses transitions and varies sentence beginnings** – Ask students: *Did I use transitions? Which transitions did I add? Possible answer: overall, right away, when, similarly, however.*
30. Tell students: *Do I vary my sentence beginnings? Possible answer: Yes, you used a verb, adverbs, an article, a pronoun.*
31. Review the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve the writing.

Do It

32. While they are still in partners, tell students: *Let's make sure that our partners used transitions to link their details or reasons. Can you add any transitions to link ideas within the paragraph?* Have students give you a thumbs-up after they review their sentences with their partners. They can only give you a thumbs-up if they have transitions for most of their details. Monitor partner discussions and provide assistance when necessary.

Model It

33. Redirect the students' attention to your rough draft.
34. **Concludes with a recommendation that restates opinion** – Reread your ending sentence. Ask students: *Did I tell the reader that he or she should read this book? Did I restate my opinion? Possible answer: Yes, you write that if a person likes a good story, then he or she should read this book.*
35. Review this part of the rubric with students. Ask students: *What score would you give me?* Ask students to provide suggestions to improve the writing.

Do It

36. Ask students: *Did you end your paragraph by making a recommendation while restating your opinion?* In partners, have students make sure their concluding sentence makes a recommendation that restates the opinion. Monitor partner discussions and provide assistance when necessary.

Share It

37. Discuss as a class what you have learned so far using the genre chart.

Wrap It Up

38. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

*You may want to go through the rough drafts and circle any “No Excuse” words that are misspelled with individual students who need additional scaffolding. Students will edit their paragraphs during the next lesson.

Revision: Opinion: Book

Name: _____

Date: _____

Rubric Score

Student

Teacher

Genre Chart



Engages the reader and gives title and author of the text

Suggestion for improvement: _____



States an opinion about the book

Suggestion for improvement: _____



Gives reasons for your opinion

Suggestion for improvement: _____



Uses vivid verbs, naming nouns, adjectives, and sensory details

Suggestion for improvement: _____



Uses transitions and varies sentence beginnings

Suggestion for improvement: _____



Concludes with a recommendation that restates opinion

Suggestion for improvement: _____

Sample Rough Draft

Bubbling and boiling, steaming hot pasta flows out of the pasta pot in Tomie dePaola's Strega Nona. Overall, I thought ~~felt~~ the story was very good, but I wish the author added more details. When I saw ~~discovered~~ that she ~~Strega Nona~~ had possessed magical powers, and I was excited because I love magical ~~people~~ characters! But, the story only tells us about four spells she can cast. I wish the story described more of her powers. Similarly, I thought it was ~~cool~~ amazing when Strega Nona said ~~cast~~ a powerful spell that caused her pot to make delicious pasta, but why only pasta? Could she make something else in a different pot? It was ~~funny~~ hilarious when the boy Big Anthony had to eat a ton of pasta that he accidentally ~~made~~ created cooked for the townspeople. However, I wonder if Anthony learned his lesson. Even though I wish there were more details in the story, if you like magical stories about witches, you will like Strega Nona by Tomie dePaola.

*All revisions are in green print.

Opinion: Book

Lesson 11

Objectives

- Apply edits effectively

Materials

- Opinion: Book Genre Plan
- Opinion: Book Rubric
- “Editing Checklist”

Introduce It

1. Today is dedicated to the process of editing.
2. Define **editing**: *To find and correct mistakes in spelling, grammar, sentence structure, and punctuation.*

Teach It

3. Place the “Editing Checklist” in front of the class. Go over the checklist together.
4. Have students take out their rough drafts.

Model It

5. Place your rough draft in front of class along with the “Editing Checklist” worksheet. Read your paragraph out loud. Model the thought process involved in editing. Ask students to join you in providing feedback using the “Editing Checklist” worksheet.
6. Ask students: *Did I put my name and the date on my paper?* Possible answer: *Yes, you wrote your name and the date. Or, no, you are missing the date; you need to add that.* You can have a few mistakes in your rough draft to show students how to edit.

Do It

7. Put students in partners. Ask students: *Did you write your name and the date on your paper? Check with a partner to make sure you have these two things.* Have students give you a thumbs-up when they have their name and the date on their papers.

Model It

8. Ask students: *Did I put the correct punctuation at the end of each sentence?* Possible answer: *Yes, you used periods. You have an exclamation at the end of your fourth sentence because you are excited.* You can have a few mistakes in your rough draft to show students how to edit.

Do It

9. Put students in partners. Ask students: *Did you put the correct punctuation at the end of each sentence? Check with a partner to make sure you have periods at the end of your sentences.* Have students give you a thumbs-up when they are finished checking for end punctuation.

Model It

10. Ask students: *Did I use a capital at the beginning of each sentence?* Possible answer: *Yes, you have a capital at the beginning of each sentence.* Ask students: *Did I capitalize the title and author’s name?* Possible answer: *Yes, you also have a capital for Strega Nona and Big Anthony because those are the names of the characters. Or no, you are missing a capital in this sentence; you need to add that.* You can have a few mistakes in your rough draft to show students how to edit.

Do It

11. Ask students: *Did you use capitals at the beginning of your sentences? Did you capitalize the title and author’s name? Check with a partner. Are there any proper nouns in your paragraph?*

Opinion: Book Genre Chart

- Engages the reader and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
- Uses vivid verbs, naming nouns, adjectives, and sensory details
- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

Did you capitalize the specific name of a person, place, or thing? Have students give you a thumbs-up when they are finished checking for capitalization.

Model It

12. Ask students: *Did I indent the first sentence of my paragraph?* Possible answer: *Yes, you indented your paragraph.*

Do It

13. Ask students: *Did you leave a space at the beginning of your paragraph to indent? Check with a partner to make sure you indented the beginning of your paragraph.* Have students give you a thumbs-up when they are finished.

Model It

14. Ask students: *Did I spell all of the “No Excuse” words correctly?* Point to the “No Excuse” words on your word wall. Possible answer: *Yes, you spelled all the words correctly.*

Do It

15. Ask students: *Did you spell all of the “No Excuse” words from the word wall correctly? Check with a partner to make sure you have correct spelling.* Have students give you a thumbs-up when they are finished checking for spelling.

Share It

16. Review editing with the students.

Wrap It Up

17. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Publish:

The next few days, students should create a final draft. It can be written, or you can set up times to have students type up their opinion paragraphs. Students have put a lot of work into these papers. Here are some ideas to celebrate their work:

- Begin a school writing contest, celebrate a winner from each grade level
- Create a class opinion book: one for the library and one for the class

Teacher Reflection

Editing Checklist

Name: _____

Date: _____

Student **Teacher**

- _____ 1. Paper includes name, date, and title
 - _____ 2. Correct punctuation at the end of each sentence • ? !
 - _____ 3. Correct capitalization (beginning of sentences and proper nouns)
 - _____ 4. Each paragraph is indented
 - _____ 5. Correct spelling, including “No Excuse” words
 - _____ 6. _____
(Grammar focus for the class)
-

Editing Checklist

Name: _____

Date: _____

Student **Teacher**

- _____ 1. Paper includes name, date, and title
- _____ 2. Correct punctuation at the end of each sentence • ? !
- _____ 3. Correct capitalization (beginning of sentences and proper nouns)
- _____ 4. Each paragraph is indented
- _____ 5. Correct spelling, including “No Excuse” words
- _____ 6. _____
(Grammar focus for the class)

Opinion: Book Assessment

Objectives

- Write an opinion paragraph
- Use all elements from the genre chart

Authentic Assessment

Review the genre chart with students. Remind them that they need to have all the elements for their opinion paragraphs.

Read a book of your choice to students. Try to choose a book that could generate differing opinions. Give students the following prompt:

Write a paragraph that gives your opinion of the book using all of the strategies on the genre chart. Make sure you give reasons for your opinion.

*Conference: After the authentic assessment, conference with students to review their paragraphs and the opinion genre chart. It is up to you if you'd like to have the students revise and edit their papers. This will give you a good idea of where the students are with their writing.

Opinion: Book Genre Chart

- Engages the reader and gives title and author of the book
- States an opinion about the book
- Gives reasons for your opinion
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- Concludes with a recommendation that restates opinion

Teacher Reflection