

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Opinion Essay: Organize, Write, and Revise

Workshop 4 Lesson 15

STANDARDS

CCSS.ELA–LITERACY: W.1.1, W.1.5, W.1.8, W.2.1, W.2.5, W.2.8, W.3.10, W.3.1A–D, W.3.4, W.3.5, W.3.8, W.4.1 A–D, W.4.10, W.4.4, W.4.5, W.4.8, W.5.1 A–D, W.5.10, W.5.4, W.5.5, W.5.8, L.2.1D, L.3.1E, L.4.1B, L.5.1B

HEADS UP

The writing process—particularly when it comes to getting ideas down on the page and sharing them with others—can be intimidating. Clear steps and scaffolds help create a supportive environment for students to write drafts and engage in self- and peer review.

Materials

ReaL Book pp. 206–207

[Workshop 4: Opinion Essay Rubric](#)

FAMILY ENGAGEMENT

Have students ask family members and caregivers (or post on the class website, email list, or social media feed while following school and district rules for online sharing):

Would you want to live in the American West of the 1800s? Why or Why not?

Encourage family members and caregivers to share their opinions with you and the class through the class website, email list, social media, or messaging app. Compare the opinions and reasons families and caregivers have shared to the opinions and reasons students have stated in their essays for this Workshop.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Writing an Opinion
- **Extend:** Opinion Essay
- **Language:** Peer Feedback and Self-Evaluation Frames

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Revise an opinion essay to address peer feedback.

Language Goal: Collaborate with a peer to offer writing feedback and revision suggestions.

Additional Goals

Literacy Goal: Write an opinion essay that includes a thesis statement, reasons and supporting text evidence, and an ending.

Language Goal: Check and correct inappropriate verb tense shifts.


WHOLE GROUP

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(expert) An expert soccer player should be able to _____.** (e.g., kick the ball; score a goal; run for a long time without getting tired)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**

 **No, what I meant was _____.**


3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Now it's time to organize your reasons and evidence to draft an opinion essay. Then you'll work in pairs to share and receive feedback to make your writing stronger.*

 **Literacy Goal:** Revise your opinion essay using feedback from a partner.

 **Language Goal:** Work with your partner to share feedback and ideas for improving your drafts.

ORGANIZE A DRAFT

Thesis Statement

Guide students to organize the drafts of their opinion essays. *Because you have worked so hard to plan your essay and prepare for writing, now you're all ready to organize your notes.*

- Remind students that this is the organize step of POW. *You'll refer to this outline as you move to the final step of POW and write drafts of your essays.*
- Review the elements of an opinion essay using TREE. *Thanks to TREE, we know that every opinion essay needs these parts: thesis statement, reason, evidence, and ending. This outline will help you organize each part of your essay.*

Work with students to draft thesis statements for their opinion essays.

- Review the purpose of a thesis statement in an opinion essay. *What is the purpose of a thesis statement in an opinion essay?*

 **The thesis statement in an opinion essay states the writer's claim.**

 **A thesis statement may preview reasons that support the claim.**

- Model how to write a thesis using the sentence starter. *State your claim and complete the statement with a preview of your supporting reasons. If you need inspiration, look back at the thesis statements you drafted on page 203, or write a new thesis using the sentence starter on the right.*
- Support students as they write their own thesis statements.

Reasons and Evidence

Work with students to draft reasons.

- Review the purpose of reasons in an opinion essay. *What is the purpose of reasons in an opinion essay?*

 **The purpose of reasons in an opinion is to _____.** (e.g., support the claim)

- Review the transitions that signal the writer is providing a reason. Guide students to introduce their reasons with one of the transitions. *I'll use the sentence starter "The first reason is . . ." so that the readers know that I am stating a reason and will provide more than one to support my thesis statement.*

 **Transitions: *The (first/second) reason is, One reason is, The main reason is, My reason for, because, since***

- Model how to review notes to write a reason. *When I was planning my writing and taking notes, I wrote that one reason I'd want to live in the American West is that I could have adventures.*
- Support students as they write their reasons. Guide students to return to the notes they took on page 205 to remind themselves of their reasons for wanting or not wanting to live in the American West in the 1800s.

Work with students to draft supporting evidence. *Now that you've identified a reason to use in your essay, let's think about the evidence you might use.*

- Review the purpose of supporting evidence in an opinion. *What is the purpose of evidence in an opinion?*


 **The purpose of evidence in an opinion is to _____.** (e.g., support the reason)

- Model how to review notes to select and organize evidence. *I'm going to write my first piece of evidence under the Reason 1 section of the outline. My first reason is that people could have adventures in the West that they couldn't have anywhere else. I will turn back to my notes and see what evidence I collected that supports this idea.*
- Support students as they add at least two pieces of evidence to each reason in their outlines. *Ideally, you want to add at least two pieces of evidence in support of each reason. If you have two reasons, you'll need four pieces of strong evidence.*

Ending

Work with students to draft their conclusions.

- Review the purpose of a conclusion.

 **The purpose of a conclusion in an opinion is to _____.** (e.g., restate my claim using different words)

- Model how to write a conclusion. *For the conclusion, I'll restate my claim using different words. I'll introduce the conclusion with the transition, "Based on this evidence . . ."*
- Support students as they write their endings. Have students use the sentence starters in the TREE column on page 206 as guidance.

Anticipate Challenges Students may struggle to restate their thesis statements in their conclusions. Encourage them to consult a thesaurus for synonyms as they draft. *Don't repeat your thesis statement word-for-word. Readers will find that boring. Try to express your idea using different words.*

Write a Draft

Guide students to use the outline to write their essays.

- Set clear expectations, letting students know that they need to establish and maintain a formal style throughout their drafts.
- Remind students of the importance of effort. Ask students to identify how they can demonstrate effort as they write. (e.g., keep a positive mindset; ask a classmate or teacher for help when stuck; use precise words and Workshop vocabulary)
- Allow students to add new details or elaborate and replace everyday words with precise language.
- Direct students to use spell check or reread to check spelling.

Anticipate Challenges Remind students that this is a draft, and that they will have time to perfect their writing as they revise and edit. *For now, focus on getting your ideas on paper as best as you can.*

RATE AN ESSAY

Assess a Draft

Use the [Peer Feedback](#) routine for self- and peer assessment.

- Emphasize the importance of the revision process. *Remember; strong writers know that their writing is better because of the time they spend revising and making sure that their essays are the best that they can be.* Explain that students will spend time revising and improving their essays before they submit final versions.
- Discuss the criteria and rating system listed in the scoring guide. Emphasize the importance of peer review in becoming a better writer.
- Have students reread and mark their opinion essays. Then have them circle ratings in the scoring guide to self-assess. Emphasize that students will use this assessment during the revision process. *As you mark each element in your writing, answer the questions in the scoring chart and decide how you will rate your work. It's okay to give yourself a 1 or 2. That just means that you have identified an important area to focus on when you revise.*
- Assign partners and have them exchange drafts and circle ratings for each element in their partner's *ReaL Book*. *First, exchange drafts and books. Read your partner's draft silently. Then rate it in the scoring guide in your partner's ReaL Book. Make sure you can explain why you think each element deserves the score you give.* Monitor students as they read and rate their partners' drafts.







Ramp Up the Routines Since this is the first *ReaL Book* essay, students may be unsure of how to assess their drafts. Use the [Workshop 4: Opinion Essay Rubric](#) to support students' decisions about self- and peer scoring during the [Peer Feedback](#) routine. Print out the rubric to review with the group and offer students specific examples of what constitutes a score of 1–4 or 1–6 for each criterion.

Reflect and Revise

Continue using the [Peer Feedback](#) routine to have students share, summarize, and prioritize feedback.

- Review principles of constructive feedback. *This is your first time writing an essay, so it is especially important that you give and get constructive feedback that will help you revise.*
- Model how to give targeted feedback using the Language to Give Feedback frames. *I appreciate how you used quotations. As you revise your essay, focus on using strong evidence to show the dangers of the West.*
- Guide students to use the Language to Give Feedback frames to share and discuss feedback with their partners.
- Have students use the feedback to write a priority for revision. Model writing revision priorities. *I know that my essay needs to include more transitions to introduce the reasons and evidence. I need to add at least two transitions to help the reader follow my essay.* Direct students to consider their self-assessment and peer feedback to write a priority for revision using the frame.

Use Technology Use the Class Poll tool in HMH Teacher Central to revisit the question of whether or not students would want to live in the American West of the 1800s. *Did your opinion change or stay the same? If your opinion changed, what evidence helped convince you?*

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Collaborate with a peer to offer writing feedback and revision suggestions.</p> <p>Observe Listen as students share feedback with their partners to determine whether students are providing specific, actionable suggestions for revision.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify what their partners did well but may not provide actionable feedback for what needs improvement.</p>	<p>Support partners to give each other actionable feedback. Provide a list with specific feedback for each criterion in the scoring guide, and add students' ideas to the list.</p> <ul style="list-style-type: none">  State the claim and preview the reason more clearly in the thesis statement.  Make the reason connect more clearly to the claim.  Find text details that more strongly support the main idea.  Add another relevant fact, detail, or quotation that supports the claim.  Restate the claim more clearly in the ending.  Use verb tense correctly and avoid inappropriate shifts. <p>Guide students to use this list to help them determine how their partners could improve their essays.</p>
<p>Not Yet Students provide general or vague feedback and suggestions to their partners.</p>	<p>Model more targeted feedback. <i>I might say, "You did a great job of using a transition to introduce your reason. However, you need to add a piece of evidence to support it. A quotation or an example from a Workshop text would help strengthen your opinion."</i></p> <p>Guide students to focus their suggestions on one or two specific areas. For example: <i>Has your partner just repeated the thesis statement in the conclusion? Can you suggest a way to restate it using different words?</i></p>
<p>On Track Students provide specific, actionable feedback to their partners.</p>	







Publish and Submit

Support students as they write and submit a final draft.

- Guide students to review their drafts to proofread and edit.
- Have students provide a list of sources with their final draft. Use the Writing Handbook (*Real Book*, p. 382) for guidance and instruction.

- **Provide technology extensions.** Whenever possible, incorporate technology into the writing process, including the use of relevant images. For example, use a collaborative online tool to allow students to respond to the prompt or record feedback in partners or as a group.
- **Support keyboarding skills.** For students that cannot type a minimum of one page in a single sitting, provide additional word processing practice and support.
- **Publish writing online.** Create a class wiki that allows students to post their work and share feedback. Have students use the same frames and procedure for providing feedback in person (e.g., beginning with a positive comment and then suggesting revisions or asking a clarifying question).
- **Score opinion essays using the [Workshop 4: Opinion Essay Rubric](#).** Return students' scored essays and provide time for them to review your comments and ask for clarification.

Make It Relevant Remind students that the more often they share their opinions, the easier it will get. *Publishing your work makes your ideas public. This can be stressful if you are publishing an opinion, because people might disagree with you. As you publish more, you will become more confident about expressing your ideas.*

FORMATIVE ASSESSMENT	
LITERACY GOAL: Revise an opinion essay to address peer feedback. Observe Monitor students to determine whether they are preparing and executing a specific plan for revision. Review student revisions to see if they focus on and address self- and peer feedback.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students implemented some revisions based on self- and peer feedback, but one or more areas may not show improvement.	Use frames to help students assess their revisions:  My priority was to (include/use) _____ (e.g., transitions; another reason; a restatement of my thesis and evidence)  One way I did this was to _____ (e.g., insert transitions; review my notes for another reason; add a restatement to my conclusion) Provide students time for further revision if they have not met this goal.
Not Yet Students do not produce and follow through with a targeted plan for revision.	Support students to return to their drafts and make a revision based on their partner's feedback. Provide students with frames to help them create a specific plan for revision:  My partner suggested that I _____  To do this, I will _____  One thing I think I could do better in my essay is _____  To do this, I will _____
On Track Students develop and follow a plan for revision.	

WRAP UP

Build Community

Guide students to share their responses to the Wrap Up question with a partner.



What is one suggestion you have made for improving our class?



One suggestion I have for improving our class is _____.