



GRADE
3

Unit of Study 6

Opinion Writing

WriteWell[®]



Developing writers K–12

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****About this Unit of Study:**

This Unit of Study is designed to prepare students to write an opinion letter. When students write an opinion letter, they reflect on their point of view and find valid reasons to support that point of view. Writing opinion letters encourages each student to take a stand on an opinion, state their point of view of that opinion, and find real-world, valid reasons to support their point of view.

In addition to each Session, students should be writing daily. After each minilesson, have students write a journal entry reflecting the idea introduced in the session.

****This Unit is formatted for writing an Opinion Letter. However, this could also be taught as Opinion Essay.****

Academic Vocabulary Essential for the Unit:**Suggested Grammar Units:**

- ❖ [Commas in Dates](#)
- ❖ [Pronoun and Antecedent Agreement](#)
- ❖ [Coordination/Subordinating Conjunctions](#)

[Assessment](#): Opinion Writing Rubric 2-5

****Hint:** LearnZillion is a free website with resources that aligns with Common Core. The following link is videos and lesson sets that could be used to accompany this Unit.

****Additional Resource:**

[Possible 3rd Grade Opinion Checklist](#)

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Session 1: *Immersion in the Genre***

In this session, students are immersed in many examples of opinion letters. During immersion, students are asked to read with a writer's eye and answer the question, "What do I notice?"

Session 2: *Immersion in the Genre*

In this session, students continue immersing themselves in many examples of opinion letters. During immersion, students are asked to read with a writer's eye and answer the question, "What do I notice?"

Session 3 & 4: *RAFT Strategy for Brainstorming*

In this session, students learn to use a RAFT chart to brainstorm ideas for topic and age appropriate audiences.

Session 5 & 6: *Develop Reasons for Supporting the Topic*

In this session students learn how to develop strong supporting reasons for their point of view.

Session 7 & 8: *Drafting Opinion Letters*

In this session, students learn how to draft an opinion letter, using the brainstorming aids and sample letters as a guide.

Session 9 & 10: *Adding Transitional Words & Phrases*

In this session, students learn how to add transitional words and phrases.

Session 11: *Revision*

In this session, students learn how to revise for one thing at a time.

Session 12: *Editing*

In this session, students learn how to edit for one thing at a time.

Session 13: *Final Product*

In this session, students learn how to use a checklist for revising and editing and making a finished product.

Session 14: *Celebration*

In this session, students celebrate and share their opinion letters and the learning they gained.



Materials List

Required:

- Writers notebook
- Pencil
- Chart paper
- Markers
- Pen

Provided:

- Several Examples of Opinion Letters
- Sample RAFT chart
- Organizational Structure for Opinion and Support
- Opinion Letter Directions
- Teacher Sample of the RAFT Chart
- Revising and Editing Checklist
- Additional Topic Ideas
- Transitional Words and Phrases



Grade 3

Unit of Study 6: Opinion Writing

Genre: *Opinion Letter*

Session 1: Immersion in the Genre

Materials Needed: Several Examples of Opinion Letters ([Sample 1](#), [Sample 2](#), [Sample 3](#), [Sample 4](#)), writers notebook, pencil

Minilesson

Connecting: Tell your students that writers learn how to write from other writers. Tell them that if you asked a writer how they learned to write, they would probably tell you they learned to write by learning to read like a writer. Explain that reading like a writer entails reading beyond the content to discover how or why the writer used particular words in particular ways.

Teaching Point: Tell them that today you are going to show them how to read with a writer's eye and ask the question, "What do I notice?"

Teaching: Show your students that the first thing you do when you want to look closely at opinion letters is to find as many examples as you can. Then you read with a writer's eye thinking about what you notice and what is the same about each letter you are reading. Read [Sample 1](#) and tell them you noticed how the author wrote about something that really matters to him. Show your students how you write what you notice in your writer's notebook. An anchor chart may be developed, if desired.

Actively Engaging: Have your students tell a partner what they noticed as they listened to [Sample 1](#). Have them write what they noticed in their writer's notebooks.

Linking: Tell your students that today and every day they can learn about what writers of opinion letters do by reading with a writer's eye and asking, "What do I notice?" Provide students with additional letters written by students ([Sample 2](#), [Sample 3](#), [Sample 4](#)). Tell them to read with a writer's eye and take notes in their writer's notebooks about what they notice.

Conferring: Walk around and encourage individual students to keep reading and noticing. The goal is to read and notice as much as possible.

Sharing: Tell students to get with a partner and share what they discovered. Have them discuss the similarities between their notes.



Student Sample 1

Imagine that you're sitting in a sixth grade classroom, a book from 2003 sitting in front of you, listening to the teacher just go on about an assignment you're supposed to remember. You can't remember all of that just by listening to the teacher talk. If you had technology in your classroom, you would be able to interact with your lessons and remember most of it. As she talks, you look out the window and think of your weekend plans. The teacher's voice is drowned out by thoughts of your soccer game and the movie you'd like to see. If you had technology in the classroom, you would be focused on your work because of the interaction required between the student and the computer. The average person is able to remember 20% of what they hear, while they remember 80% of what they do.

Because of this, I believe the vote for technology for schools should be approved.

As sixth grade students on the technology team, learning is very different this year. We do research online to get up-to-date information, and then we create a power point to present to the class. We also understand our lessons better when we can see what the teacher is doing on the projector (and we save paper by not giving handouts to each student), not to mention that our work looks more professional when we use technology to do projects.

Learning is more interesting and fun when you use technology. Using technology, we get to design projects that are unique using our own ideas. We can study and practice our lessons using games online, making learning more fun. Using technology, we stay on task and stay focused longer.

Some people think the vote should be disapproved because they don't see the benefits of technology. But children in school using technology now will be better prepared for the high-tech jobs after they graduate. Knowing how to use technology will make students more employable when looking for a job. Also, technology will make the student's life easier by making tasks quicker and easier.

I believe the vote should be approved because technology will improve learning in the classroom and also better prepare students for future careers.

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Student Sample 2

As a fifth-grader in the public school system, I think that students in our district should be given the opportunity to wear uniforms. We need to spend less time and money worrying about our school clothes and spend more time and energy on our studies.

If students were allowed to wear uniforms, parents would spend less money on clothes. Parents could then spend money on more important things that kids need like food, books, and medical care.

If students wore uniforms, it would make it easier for them to get to school on time. Kids spend a lot of time in the morning deciding what clothes to wear. But if we wore uniforms, then no time would be wasted on thinking about what to wear. Students could focus more on school.

Many students worry so much about fitting in, but in uniforms that wouldn't be an issue. Kids are under a lot of pressure to wear the right kind of clothes, brands, and styles. Uniforms would mean that we wouldn't have this stress. Kids wouldn't judge each other on what they were wearing, because everyone would be dressed alike.

I really think this is an important issue, and I hope you think seriously about this when making your decision on school uniforms.

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Student Sample 3

Dear Editor,

Wash your hands. Sneeze into your elbow. Stay home when you are sick. We hear these messages daily as the flu season rapidly approaches. These are some of the tactics used to slow the spread of the H1N1 virus.

Government health officials are working around the clock to launch one of the largest vaccination efforts in decades. One question that remains: Where will the vaccinations be administrated?

One obvious place: schools. Children, considering one of the highest risk groups to get and spread H1N1, are already in school; schools are more easily accessible than many medical facilities for many students; and if vaccinations are provided at the school, it's one less extra trip parents have to make during the day.

For some fortunate schools, the school health services include a school nurse and a school-based health care center. Vaccinating kids at a school health center-seems like a no-brainer.

Sincerely,

Steve Jones
Parent and concerned citizen

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Student Sample 4

Dear Superintendent,

It has come to my attention that you, along with the school board, have decided to cut the physical education program at my children's elementary school. This is UNACCEPTABLE to me!

As the leader in this district, your goal, in your own words, has been "better and brighter students". This WILL NOT happen if you follow through with this decision. Developing better and brighter students will not happen by simply having students bury their noses in books or drilling and killing subjects so they can mark the correct answers on a test! There has to be more serious attention placed on the mental and physical health of our students.

NO ONE can learn if they are sick, hungry, or depressed. We know that healthy kids make better students. Some schools are fortunate enough to have a school-based health center on each campus. We are not one of those schools. We must take action for ALL students! Cutting their physical education time WILL NOT allow for this action. In reality, you are setting our students up for less physical activity, less movement, and more sedentary living.

EVERY student deserves the chance to be successful in school. We must take steps to make sure this is reached. By cutting the physical education program, you are putting ALL students at a great disadvantage. It is imperative you reconsider this decision. Please do not force parents to move their children from our great district.

Sincerely,

Sue Smith
Parent and nurse

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Grade 3

Unit of Study 6: Opinion Writing

Genre: *Opinion Letter*

Session 2: Immersion in the Genre

Materials Needed: Several Examples of Opinion Letters ([Sample 5](#), [Sample 6](#), [Sample 7](#), [Sample 8](#)), writers notebook, pencil

*****This minilesson is different than most minilessons as students will continue to immerse themselves in the genre by reading examples of opinion essays and writing in their notebooks things that they notice about opinion essays.*****

Minilesson

Connecting: Tell your students that in this Unit of Study they are going to learn how to write an opinion letter. Explain that together we will look closely at opinion letters to help us understand what writers must do to write opinion pieces that state a point of view that is supported with reasons.

Actively Engaging: Have your students continue immersing themselves in the genre. Have them continue to write what they noticed in their writer's notebooks

Conferring: Walk around and encourage individual students to keep reading and noticing. The goal is to read and notice as much as possible.

Sharing: Tell students to get with a partner and share what they discovered. Have them discuss the similarities between their notes.



Student Sample 5

Dear School Board Members,

I recently attended a community meeting and learned that Idaho has the 6th largest class sizes. Our state ranks 47th lowest in the nation for the amount we spend per student, and Idaho teachers are paid the 41st lowest salaries in the country.

Do we really think these statistics will help us encourage big businesses to move to Idaho? Let's face it. We are shortchanging our kids' future. We're also setting our state up to continue to struggle to rebuild our economy.

Poorly funded public schools will make it harder for our kids to compete in the worldwide economy. We must reinvest in our schools and focus on the future. Only then will we be able to leave behind a positive legacy that we can be proud of.

You have the power to ensure our schools have the tools they need to help our kids succeed. It is your job to protect our children, our schools, and our state's future. These dismal statistics need to change- and the change MUST come from YOU!!!!

Dr. Jeff Andrews



Student Sample 6

Dear Editor:

The teachers and education support professionals of the your Education Association appreciate what parents and community members have done to celebrate the National Education Association's (NEA) Read Across America to encourage children to pick up a book and read.

And this year marks the fifteenth annual celebration of reading and Dr. Seuss's birthday! As we gear up for NEA's Read Across America Day, I would like to ask fellow community members to put aside the many hats they wear for work and play and don the ultimate reading hat, the red and white striped stovepipe made famous by the Cat in the Hat, on March 2.

Be a part of this flurry (or furry) of reading excitement! Get involved in supporting children's literacy in our community:

- Since this NEA supported endeavor is designed to put every child in the company of a book, take the opportunity to read and enjoy! Read to a child in your life.
- Help set a good example. Contact a local preschool or Head Start program and volunteer with your child to share a story with younger children.
- Bring children to your public library. From story hours for toddlers to career planning for teens, the library has something for everyone.
- Make sure those who are in need have plenty to read. Donate books to hospitals and homeless shelters. Call ahead to see what is needed.
- Resolve to make March 2 the first of many days you volunteer to read at a school, afterschool program, community center, library, or daycare facility. You can make a difference to future generations of readers.

NEA estimates that last year almost 45 million children and adults celebrated the joy of reading on Dr. Seuss's birthday. This year they hope to bring a nation of readers together to really drive home the message about of the importance of reading.

Here in your community, I hope that every child will be reading with a caring adult. For more information about NEA's Read Across America, visit www.nea.org/readacross.

Sincerely yours,

Your local EA

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Student Sample 7

What would you do if you went to get a drink of water and the water was brown and contaminated? That is what will happen if we don't take care of our water supply.

In my opinion industries create lots of air pollution. This pollution gets into the water cycle by evaporating and then cooling to form clouds. It falls to the ground in the form of acid rain. I hope this doesn't happen because it could kill many animals that we eat. The acid rain gets into the water cycle by seeping into the water table. This could even effect golf courses.

Eventually the rain flows into the sea this could kill fish and I like fishing. The contaminated water then evaporates and continues the cycle. If we don't do anything about this our water will get contaminated and undrinkable and all life will because everything needs water and if you drink contaminated water you will get sick and if you don't drink water you will dehydrate.

So join my fight to keep our water clean. Help with a community clean up.

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Student Sample 8

Dear Dad and Mom,

I do not understand why you insist that I have to wear those pain in the neck bike helmets? My friends don't wear a bike helmet and I don't see why a teen of any age should have to wear one either. When most people become teenagers they start to mature and quit driving bikes like a wild child.

In my opinion, only children under the age of 10 should have to wear them. I feel this way because most kids around this age are still a little bit wacked and doing crazy things. Also most children around the age of 6 and under are probably still learning to ride a bike.

Sure a helmet will protect your head, but if you're driving slowly and safely I don't see why we have to wear them.

In conclusion, I would like to say that, if you feel that you can drive a bike without having too bad of an accident, that you should have a choice whether or not to wear one.

Sincerely,
Your son (who doesn't want to wear a helmet)

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**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Sessions 3 and 4: RAFT Strategy for Brainstorming**

Materials Needed: Several Examples of Opinion Letters ([Sample 1](#), [Sample 2](#), [Sample 3](#), [Sample 4](#), [Sample 5](#), [Sample 6](#), [Sample 7](#), [Sample 8](#)) from Sessions 1 and 2, writers notebook, pencil, [Teacher Sample of the RAFT Chart](#), [RAFT Chart](#), [Additional Topic Ideas](#)

Note to teacher: Prior to teaching this session, you will want to review the RAFT strategy at the following link: [RAFT: Role/Audience/Format/Topic](#)

Minilesson

Connecting: Tell your students that writers generate a lot of ideas before they finally select one to develop. We call that brainstorming. Explain that together we will look closely at the RAFT chart to help us understand how writers brainstorm and organize their ideas before actually starting to write.

Teaching Point: Tell students that today you are going to teach them how to use a RAFT chart to brainstorm ideas for topic and appropriate audience.

Teaching: Show your students that the first thing you do when you want to brainstorm topics and find an appropriate audience is to use a strategy like RAFT. Use the [Teacher Sample RAFT Chart](#) to model for students how to use the chart.

Actively Engaging: Have your students tell a partner three topic ideas that are important to them.

Linking: Tell your students that today and every day they can brainstorm ideas for opinion letters by using a strategy like RAFT. Provide students with a [RAFT Chart](#) to complete. Tell them to complete the chart with three topic ideas and the corresponding audience for their letters.

Conferring: Walk around and encourage individual students to keep brainstorming and filling in their chart. The goal is to come up with at least three topic ideas.

Sharing: Tell students to get with a partner and share what they brainstormed. Have them discuss and choose their favorite topic to write about.



Teacher Sample RAFT Chart

Name:

Date:

R Role of Writer	A Audience	F Format	T Topic
STUDENT	Parents or Newspaper	OPINION LETTER	<ul style="list-style-type: none"> There is or is not too much violence on television
STUDENT	Friend or Another Student	OPINION LETTER	<ul style="list-style-type: none"> What should you do if someone bullies you on the playground
STUDENT	Parents or Friends	OPINION LETTER	<ul style="list-style-type: none"> Explain why dogs are better than cats
STUDENT		OPINION LETTER	
STUDENT		OPINION LETTER	

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RAFT Chart

Name:

Date:

R Role of Writer	A Audience	F Format	T Topic
STUDENT		OPINION LETTER	
STUDENT		OPINION LETTER	
STUDENT		OPINION LETTER	
STUDENT		OPINION LETTER	
STUDENT		OPINION LETTER	

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Additional Topic Ideas

- persuade us that doing homework is good/not good for you
- persuade us that watching cartoons is good/not good for you
- persuade us that recess should be longer
- tell us why living on planet earth is better than living on planet mars
- tell us what makes you a good friend to have
- talk about air pollution and how to reduce it where you live
- Share your opinion on what is the best thing about summer
- Share your opinion on which planet you would like to visit and why
- Share your opinion on who your hero/heroine is and why
- persuade us that new playground equipment is needed at your school

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**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Sessions 5 and 6: Developing Reasons for Supporting the Topic**

Materials Needed: [Organizational Structure for Opinion and Support](#), writers' notebook, pencil, chart paper, markers

Minilesson

Connecting: Tell your students that when writing opinion letters, writers need strong supporting reasons to make their point of view more convincing.

Teaching Point: Tell students that today you are going to teach them how to develop strong reasons for their point of view.

Teaching: Have your students help you complete the first two sections of the [Organizational Structure for Opinion and Support](#) chart. Use the teacher example developed in the previous session (if needed).

Actively Engaging: Have students talk with a partner about possible ways to complete the last two sections of the teacher sample.

Linking: Tell your students that today and every day they can use organizational tools to write an opinion letter. Have your students complete their own organizers by finding three reasons to support their stated point of view.

Conferring: Walk around and encourage individual students to continue thinking and writing. The goal is to have a clear point of view and three strong supporting reasons.

Sharing: Tell students to get with a partner and share what they have written.



Organizational Structure for Opinion and Support

Name:

Date:

State your Point of View on your Topic:

Reason 1:

Reason 2:

Reason 3:

[Back to Sessions 5 & 6](#)

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Sessions 7 and 8: Drafting Opinion Letters**

Materials Needed: [Sample 1](#), [Sample 2](#), [Sample 3](#), [Sample 4](#), [Sample 5](#), [Sample 6](#), [Sample 7](#), and [Sample 8](#) letters from Sessions 1 and 2, completed [RAFT](#) chart from Session 2, writers' notebook, pencil, [Opinion Letter Directions](#) poster, chart paper, markers, [Teacher Sample of the RAFT Chart](#), [Organizational Structure for Opinion and Support](#)

Minilesson

Connecting: Tell your students that writers get their ideas on paper by drafting. Writers draft long and fast without stopping so they can get all their ideas on paper.

Teaching Point: Tell them that today you are going to teach them how to draft an opinion letter.

Teaching: Model for students that the first thing you do before drafting is state your topic. Then demonstrate how you draft long and fast using your graphic organizer and/or the Opinion Letter Direction poster. Think aloud as you write, sharing that writers move from their basic outline to detailed paragraphs.

Actively Engaging: In pairs, have students share their reasons with evidence, adding elaboration where needed.

Linking: Tell your students that today and every day they can draft an opinion letter using step-by-step organization like the Opinion Letter Direction poster. Have your students draft an opinion letter, using their notes on the [Organizational Structure for Opinion and Support](#), as well as the [Opinion Letter Direction](#) poster.

Conferring: Walk around and encourage individual students to continue thinking and writing. The goal is to have a rough draft of an opinion letter.

Sharing: Tell students to get with a partner and share what they have written.



Opinion Letter Directions

1. Decide to whom you are writing your letter
2. State your topic.
3. Give your point of view.
4. Provide reasons that support your point of view.
5. Provide a concluding statement.

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**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Sessions 9 and 10: Adding Transitional Words & Phrases**

Materials Needed: Chart paper, markers, [Transitional Words and Phrases](#), notebook, pencil, and pen

Minilesson

Connecting: Tell your students that writers use phrases and select word choice to make their writing more powerful. Tell them that many writers use transitional words and phrases to lead the reader effectively through the piece.

Teaching Point: Tell them that today you will show them how to add transitional words and phrases to their opinion letters.

Teaching: Have your students help you complete a [Transitional Words and Phrases](#) anchor chart. Use the teacher example (if needed).

Actively Engaging: Have students help you add transitional words and phrases to your opinion letter. Have students turn to a partner and discuss three places in their piece that they can add transitional words or phrases. Have each set of partners share one idea.

Linking: Tell your students that today and every day they can make their opinion pieces better by adding transitional words and phrases. Have students add transitional words and phrases to their opinion letters.

Conferring: Confer with 4-5 students about today's topic.

Sharing: Tell students to get with a partner and share the words and phrases that improved their letters the most.



Transitional Words and Phrases

Besides

In addition

In fact

For example

For instance

In particular

Specifically

As

Because

For the reason that

Since

Finally

So

Therefore

In order to

Although

However

In comparison

In contrast

Likewise

Nevertheless

On the other hand

First,...Second,..., etc.

Lastly

Next

Overall

To sum up

Given these facts

In conclusion

To conclude

[Back to Sessions 9 & 10](#)



Grade 3

Unit of Study 6: Opinion Writing

Genre: *Opinion Letter*

Session 11: Revision

Materials Needed: Writer's Notebook, pencil, and pen, [Editing Checklist](#), [Revision vs. Editing Checklist](#), [Kids Teaching Revision vs Editing Video](#)

Minilesson

Connecting: Tell your students that writers revise and revise and revise until they think they have written their writing pieces as well as they can. Tell them that many writers revise for one thing at a time, for example they might revise for complete sentences and then start again and revise for left out words, and then again for words that aren't needed.

Teaching Point: Tell students that today you will teach them how to make final revisions to their opinion letters by concentrating on revising for one thing at a time.

Teaching: Show your students how you revise for one thing at a time using the [STAR checklist](#). For example, you might revise for complete sentences and then go through the whole piece again and revise for tense. Create an Anchor Chart for revision or add to a previously created chart. Continually add revision ideas to it.

Actively Engaging: Have students help you revise your opinion letter for one more thing, such as making sure you used enough adjectives so that your readers are clear about your stated point of view. Have students turn to a partner and discuss how to revise your letter for one more thing, such as making sure everything makes sense. Have each set of partners share one possible revision.

Linking: Tell your students that today and every day they can make it easier to revise their writing by choosing one thing to revise at a time. Have students revise their opinion letters using the STAR checklist.

Conferring: Confer with 4-5 students about today's topic.

Sharing: Tell students to get with a partner and share the revisions that improved their letters the most.



C.U.P.S.

EDITING

CUPS Checklist:

Capitalize

- *Names*
- *Places*
- *Titles*
- *Months*
- *First word in a sentence*

Usage

- *Words are correctly used*
- *Grammar*

Punctuation

- *Periods*
- *Quotes*
- *Commas*
- *Colons*
- *Apostrophes*
- *End marks*
- *Etc.*

Spelling

- *Check all words for correct spelling*



Explanatory Writing Checklist

- ___ Did I write an essay that stayed focused on the topic?
- ___ Did I support and explain my claims and information with facts and quotes?
- ___ Did I use a variety of appropriate text features?
- ___ Did I use an engaging *who, what, when, and where* lead?
- ___ Did I organize the essay so that it makes sense?
- ___ Did I spell, capitalize, and punctuate correctly?



REVISE



S.T.A.R. REVISION

VS.

EDIT



C.U.P.S. EDITING

STAR Checklist:

Substitute

- Overused words
- Weak verbs with vivid verbs
- Weak adjectives with strong ones
- Common nouns with Proper nouns
- “Dead” words

Take Out

- Repetitions
- Unimportant or irrelevant information
- Parts that should be in another place

Add

- Detail
- Description
- New Information
- Figurative Language
- Expanded ideas
- Clarification of meaning
- Facts, quotes, power of one

Rearrange

- Words
- Sentences
- Paragraphs

CUPS Checklist:

Capitalize

- Names
- Places
- Titles
- Months
- First word in a sentence

Usage

- Words are correctly used
- Grammar

Punctuation

- Periods
- Quotes
- Commas
- Colons
- Apostrophes
- End marks
- Etc.

Spelling

- Check all words for correct spelling
- Be sure homophones are correct

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Session 12: Editing**

Materials Needed: Notebook, pencil, and pen, [Editing Checklist](#), [Revision vs. Editing chart](#)

Minilesson

Connecting: Tell your students that when writers finish revising they turn their attention to editing. Editing fixes up errors so that readers can easily read all of the good words written. Writers fix up spelling, punctuation, grammar, spaces, and penmanship.

Teaching Point: Tell students that today you are going to teach them how to edit by concentrating on one thing at a time.

Teaching: Show your students how you read and reread your letter many times and each time you edit for one thing, such as first for spelling and then for ending punctuation. Create or refer to an editing anchor cart where you will continually add examples of ways to edit.

Actively Engaging: Have your students reread your letter and edit for one more thing, such as spacing or penmanship. Have students share possible editing corrections.

Linking: Tell your students that today and every day they can edit their writing pieces by rereading and focusing on one thing at a time. Have your students reread their own letter and fix up the errors concentrating on one thing at a time using the [editing checklist](#).

Conferring: Confer with 4-5 students about today's topic.

Sharing: Tell students to get with a partner and spend time editing each other's work.

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Session 13: Final Copy**

Materials Needed: [Revision and Editing Checklist](#), notebook, pencil, and pen

Minilesson

Connecting: Tell your students that when writers finish revising and editing, they publish their work.

Teaching Point: Tell students that today you are going to provide them with time to publish their opinion letter.

Teaching: Show your students that after using revising and editing checklist to make a final review of your writing piece, you will then rewrite or type your work including all of the corrections you have made.

Actively Engaging: Have your students reread their opinion letter and complete a final check using the [Revising and Editing Checklists](#).

Linking: Tell your students that today and every day they can use a checklist to revise and edit their writing. After rereading their letters and fixing up any errors missed, have students rewrite or type their opinion letters..

Conferring: Confer with 4-5 students about today's topic.

Sharing: Tell students to get with a partner and share their publications.

**Grade 3****Unit of Study 6: Opinion Writing****Genre: *Opinion Letter*****Session 14: Celebration**

Materials Needed: Finished opinion letters, [Student Exemplar Samples](#)

Minilesson

This lesson is different from a typical lesson. Today is a workday for publishing the opinion letters. Have your students publish their letter any way you or they choose to publish them in preparation for the final celebration.

After students have put their writing into final form, take time to relax and reflex. Have a publishing party. Writing is hard work and finishing that work deserves recognition. Students should share the personal discoveries made in this unit as they celebrate their essays, the writing that led to them, and the discoveries made along the way. Celebrate each writers' success.

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Opinion Writing Rubric (Grades 2-5)

	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4 20 19 18 17 16	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> opinion is clearly stated, focused, and strongly maintained opinion is communicated clearly within the context 	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization
3 15 14 13 12 11	The response is adequately sustained and generally focused: <ul style="list-style-type: none"> opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	The response has an recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion 	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details: <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	The response adequately expresses ideas, employing a mix of precise with more general language <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
2 10 9 8 7 6	The response is somewhat sustained with some extraneous material or a minor drift in focus: <ul style="list-style-type: none"> may be clearly focused on the opinion but is insufficiently sustained opinion on the issue may be unclear and unfocused 	The response has an inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak 	The response provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling
1 5 4 3 2 1	The response may be related to the purpose but may offer little or no focus: <ul style="list-style-type: none"> may be very brief may have a major drift opinion may be confusing or ambiguous 	The response has little or no discernible organizational structure: <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	The response provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> use of evidence from sources is minimal, absent, in error, or irrelevant 	The response expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose 	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].				



Possible 3rd Grade Opinion Checklist

	Checklist
Ideas	<ul style="list-style-type: none"> • My writing makes sense ____ • My opinion is clearly stated ____ • Every sentence is about the topic ____ • My opinion remains strong throughout ____
Organization	<ul style="list-style-type: none"> • I tell my information in a logical order ____ • There are supporting details ____ • My story has a logical progression from beginning to end ____ • I use appropriate transition words ____ • I have a strong lead that grabs the reader's attention ____ • I have a strong ending that feels finished ____
Elaboration	<ul style="list-style-type: none"> • I use relevant information ____
Language	<ul style="list-style-type: none"> • I use precise language, including domain-specific words ____ • I have good word choice ____ • My word choice is appropriate for the audience and purpose ____
Conventions	<ul style="list-style-type: none"> • I use correct capitalization ____ • I use correct punctuation ____ • I use correct spelling ____ • I write using complete sentences ____



Student Exemplar Samples

My best older friend is my grandma Sharon

She had brown hair but of course, she is getting older now. She has icy blue eyes. She normally wears a silver and sometimes gold. When I walk into the doorway of her house, it smells like she was baking something 10 minutes before I walked in. Everyonce in a while she smells like yarn. She loves to crocket. Sometimes she smells like both.

My grandma stubborn at times cause she fights over who pays for the food we get. She is also thoughtful and thinks of others all the time. She is sweet, kind, and loving. She is so thoughtful. It is hard for me to thank her but she always takes it.

My grandma always used to take me down to the end of the street to see all the farm animals and all of the chicken eggs. She use to play memorie with me. She gets us Connie Dogs on Tuesdays. She sometimes took us to Arby's and got us Jamoka shakes. She always has a Easter hunt at her house, every year.

My grandma taught me how to knit and suduco. She taught me how to use hard day too. Another thing she taught me how to draw an excellent bear tree that is in the winter that has no leaves on it.



My Best Older Friend

Do you have a older best friend? I do her name is Karen, my nanna. She has brown eyes and red hair. She does not wear makeup or earrings, only if we go to somewhere fancy. My nanna smells like vanilla or perfume.

My nanna is sweet, with a little touch of mean. She is helpful every time I need help she is there. Some times she is mean if she does not have coffee. She is nice. When my mom was moving in a new house she painted the walls with butterflies.

Me and my nanna paint a lot. We get the size paper we need because she bought a cricut. (A cricut is a machine that cuts paper.) My nanna and I work at the bowling alley. We also do a lot of crafting. We cut spring things with the cricut, all we need is a big paper to put it on.

I learned from my nanna how to keep a house clean. She taught me how to make different colors with other colors. She taught me how use the cricut. She also taught me how to bowl and paint on walls.



Best Older Friend

My best older is my Grandma Nancy. My grandma sounds like my uncle Ryan. I just think that. My grandma has curly blond hair it is short, not long. My grandma smells like chocolate cookies. My grandma never misses a game....if it is the Tigers, or me, or my dad playing- it does not matter.

My Grandma Nancy is loving and caring. She is real special to me. My grandma is so COOL because she can only use one hand but she makes it work! Sometimes she needs help, but not usually.

She loves candy too, just like me. She has two buckets of candy....it is crazy! One time I was sick and I stayed with my grandma. I was looking at this article and I found this real cool batman bracelet. So then my grandma and I went to this store and we found the batman bracelet!

In my life I would never think a grandma would go on ESPN. My grandma loves making me and Quinn raisin toast and carrots with ranch. My grandma never gets mad, but one time I heard my grandma yelling at my grandpa. That was the only time I heard her get mad.



My Best Older Friend Essay

My best older friend is my grandma, Kathy. We go to her house every week because of it being a half an hour drive. When I walk into her house, I always see my grandma in jeans and a white long sleeve shirt. She would be silting on the couch or washing our dishes. My grandma also loves to wear earrings.

My grandma is sweet and kind at all times. She only gets mad when my grandpa bosses her around. She is friendly to anyone, especially new people that she meets.

My grandma and I love to do projects with each other. She always gets the project done on lime and when it is due. She loves to do a lot of projects with me because my brothers and sister are busy doing something else, like eating ice cream or playing on their Kindle HD.

My grandma has taught me a few things. (Its because I go to her house once a week.)

Usually when we get to her house we go straight to a project. Finally she taught me about God, and what he created and all the things He did for us.



My Best Older Friend

My best older friend is my Grandma Mary. She has long straight curly hair. She has dark brown eyes, almost like my dad's. She has really soft hands and fingernails. She smells really good. Her wedding ring is really special to her, so she never takes it off.

My Grandma Mary is very funny. She makes every one laugh. My Grandma Mary is caring and nice to everyone. She can get serious some times.

The activities we do together are making ornaments every year with my cousins. An activity we did the last time I was over there was painting a chair. My Grandma Mary taught me how to share and help other people. My Grandma Mary taught me how to be patient and get along with different people. My Grandma Mary taught me how to do something new that I don't know how to.



My Best Older Friend Essay

My best older friend is my Grandma Debbie. She has brown eyes, she has light blond hair, and it is pointy and it sticks up. She also wears glasses. My grandma wears pinkish, purplish nail polish and she has nail polish on almost all the time. My Grandma Debbie smells like lavenders. Her house smells like lavenders, too.

My Grandma Debbie and I went to the park with my brother. We went Vans Handy Market together. We went to lunch together which was awesome! We also went to the other place where she works, Home Depot.

My grandma is kind because she helps me. She is caring because she put a band-aid on my sore. She is smart, because she told me that zebras are a part of the horse family. My grandma is helpful because in 1st grade she helped me with my homework. She is loving. My grandma gives me big bear hugs. She is awesome because she likes to help. She is fun because she took us to the park.



My Best Older Friend

My great Grandma is my best older friend she has the softest voice on earth. she is short and always wears jewelry. She doesn't wear perfume and absolutely hates earrings. she is very small but dangerous with mace she spared her meals on wheels man on his first day.

my great grandma's Fav. color is green. she absolutely loves her movie theodor. she is the nicest person on earth. she wouldn't hurt an animal but she would hurt a bugler.

we like to ride our bike together on warm days. we like to make silly songs on rainy days. we like to drink tea and cocoa. we both like to make cookies.

she told me how to tie my shoe. she told me how to walk and sing. she told me how to play piano, but most of all she taught me how to read and write.



My Best Older Friend Essay

My best older friend is my grandma Sada She smells like vanilla with a hint of lavender with a little of cinnamon and canimile. She also sounds like a bird singing but can talk. She has red hair, ocean blue eyes, pretty pearl earrings and a golden watch, and she wear a shiny diamond necklace.

I've learned from her that to talk less and listen more. Try to love everyone. Try and don't give up. Also she taught me to ride a bike and how to play some of soccer. My grandma's favorite activities are grocery shopping and she also told me great bedtime stories she and I love to have garage sales. We also loved drawing and writing, even though she was always better than me. We loved to play and build stuff together, but I was better at that. She also showed me how to knit and sew and she also taught me how to cook. Also some words to describe her is caring and loving hard-working, lovely and obsessed with earrings, hat-lover and she loves her gold watches.

FUN FACTS 1. Her hobbies are knitting, sewing, and cooking. 2. She always wears golden watches silver rhinestones. She also loves dressing up to be a queen and I'm a princess. She also wears makeup. And necklaces. 3. She loves waking up early.



My Best Older Friend

My best older friend is Shirley. She has brown hair that feels like a teddy bear. She always wore pink dark shiny lip stick when we go out. She sometimes wore perfume to smell good. She always talked so sweet but when she was mad she did not talk so sweet.

My grandma is a hard worker and when she came to something hard she would never give up. She is very funny because when I was upset she always tried to make me feel better. She was very helpful because she helps me pick out my clothes when I am at my dad's. She is very very loving because she always cared about me and tried to keep me safe. She was also very honest because I bet she never told a lie.

We always went to the mall to eat she always got burger king I always got chinos or burger king. She always took me to see movies when I was little but we sometimes still go. We also play school if we have nothing to do or if we are bored. We read together we both read dork diaries. She took me to the 4H fair and had a blast.

My grandma always taught me how to use manners. She taught me how to be nice to my brother. She taught me how to be nice to other if there nice to me. She taught me how to have fun even if someone hurts my feelings. She also taught me how not to be afraid of stuff.

And that's what I know about my grandma.