Lucy Calkins – Grade 4

Unit 2 – Boxes and Bullets: Personal and Persuasive Essays
Summary of Lessons 1 - 21

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December, 2014
Overview of the Unit

Unit Teachings

- Write on-demand, structured, thesis-driven essays
- Big focus on structure and elaboration
- 3rd grade – learn how to introduce topics clearly and provide facts and details to support their thinking
- In 4th grade, they learn more sophisticated strategies for introducing their topics
- Provide reasons to support their opinions
- Provide facts and details to elaborate on the reasons
- Focus on spelling grade-appropriate words correctly
- Need your example for demonstration writing. LC recommends working through the lessons to draft your own model text so that you experience the demands and challenges of this unit.

Lucy’s model writing

- Thesis: My father is my most important teacher
- Class thesis: I love ice cream

Pre-assessment – 45 minute on demand writing piece

- P.xiii in Welcome to the Unit
- Writing Pathways, pg.86

Bend I – Writing to Learn

- Begins with a quick, intense immersion in the whole process of writing this new kind of text
- Class works together to construct a class essay (“writing in the air” or telling a partner the exact words they might write)
  - Worth checking on kids to make sure they aren’t just talking about ideas, but actually using the language they would write
- Work on gathering entries in notebooks
- Inquiry into what makes strong free writing
- Students revise their on-demand piece, so make sure you have done the on-demand prompt
• Students writing about big ideas rather than small moments/scenes
• Students flash draft – fast and furious writing that will not be perfect but will be revised later on

Bend II – Raising the Level of Essay Writing
• Writing evidence to support reasons
• Organizational system of using folders to collect evidence
• Collect mini-stories to support reasons
• Draft essay
• Use transition words
• Introductions
• Self-assessment

Bend III – Personal to Persuasive
• First steps away from personal opinions which can’t truly be proven on the basis of evidence to persuasive
• Relevancy, sufficiency, and validity of the evidence is critical in Persuasive writing (but this is just the beginning step)
• Transference of skills to new piece of writing
• Raises quality of work
• Consider audience
• Gathering evidence from outside sources
• Unpacking evidence to connect to reasons and claim to construct a tightly focused argument
• Persuasive opinions that are more generalized
• More independence in drafting the essay as they apply what they have learned; hold accountable for what they have already learned
• In 5th grade, they will make the leap to argument writing
• Include more evidence
• Self-assessment
• Edit for conventions and grade-appropriate spelling
• Publish pieces in a final
Anchor Charts

Essay Frame Chart (S1)
(Thesis Statement) because (reason 1), (reason 2), and most of all, because (reason 3)
  • One reason that (thesis statement) is that (reason 1). For example, (evidence a, b, c)
  • Another reason that (thesis statement) is that (reason 2). For example, (evidence a, b, c)
  • Although (thesis statement) because (reason 1) and because (reason 2), especially (thesis statement) because (reason 3). For example, (evidence a, b, c).

  • Take a subject (a person, place, or object) that matters to us and list ideas related to that subject. Then we take one of those ideas and write about it
  • We observe and then write, “That though I have about this is…”
  • We let writing spark new thoughts, and we take those sparks and write new entries about them (S5)
  • We reread our earlier writing and ask questions about those earlier entries

Qualities of Good Freewriting  p. 29 S3
  • The writer keeps writing freely, letting any thoughts come out
  • The writer seems to try to make ideas that get better and better as she writes longer
  • The writer sometimes compares things to make you get what she means
  • The writer doesn't cross stuff out
  • The writers sometimes says the big idea over and over in different ways as if trying to get it right
  • The writer stays for a long time on one big idea
  • The writer goes from big ideas to small examples back to big ideas
  • The writer comes up with new ideas
  • The writer raises questions
Ways to Push Our Thinking p. 39 (S4)

• In other words...
• That is..
• The important thing about this is...
• As I say this, I’m realizing...
• This is giving me the idea that...
• An example of this is...
• This shows...
• Another example of this is...
• This connects to...
• I see...
• The thought I have about this is...
• To add on..
• I used to think that...but now I think that...
• What surprises me about this is...
• Many people think...but I think...

Note: Coaching tips on the side channel students towards different types of thinking with other prompts  p. 38

• For example (think associatively)
• To add on
• This makes me realize (progress from one though to another)
• This is giving me the idea that
• On the other hand (question)
• I partly disagree because
• This is similar to (comparison)
• This is different from
Questions Writers Ask of Earlier Entries” p.48 (S5)

- What is the important thing about this entry?
- What does this teach about me? About life?
- Why do I remember this one time?
- How does it connect to who I am or to important issues?
- What other entries have I written that connect to this one?
- What does this make me realize?
- What do I want readers to know about this?
- What surprises me about this?

To Develop a Thesis, I… p. 54 (S5)

- Find a territory, and sometimes a part of this territory, or an issue or idea within it: my topic
- Review and collect relevant examples, ideas, information, and stories that could perhaps go into an essay on that topic
- Ask myself, “What do I really, really want to say about this topic?”
- Reach for the exact words and say the idea as a sentence. Think, “Is this the general idea I actually want to explore?” And if not, try another
- Center on an idea, then try saying it again, a bit differently. Do this a bunch of times until it feels just right and exactly true

Guidelines for Writing Supporting Stories for Essays p. 84

- Writers usually include a transition into the story, such as
- The story needs to have a beginning, middle, and end
- The story needs to be told to especially reveal the part of it that illustrates the thesis statement and the bullet point, the reason
- At the end of the story, it is usually wise to include a sentence that refers back to or repeats the main idea of the paragraph
Steps to Take Before You Draft” p. 95 (S10)
Note: I added 1st 2 bullets
• Check 1 folder at a time
• Lay out materials
• Reread a piece of evidence
• Look for parts that match your reason (underline)
• Decide if you need to cut or revise

Questions to Ask of Writing Before You Draft” (Conferring and Small Group Work p. 100
• Does each bit of material develop the thesis statement and reason?
• Is each based on different information?
• Does the material, in total, provide the right amount and right kind of support?

Ways to Start an Essay p. 122 S13
• What people need to know is that...
• Many people (don’t know, don’t thin, don’t realize) but I’ve come to (know, think it’s important)...
• Sometimes in life...
• I have found...
• Sometimes people ask...Well, I have found...

Ways to End an Essay p. 126 (S13)
• I realize that...
• This makes me think...
• I realize that when I...I feel...
• Other people should care about this because...
• This is important because...
• (My thesis statement) is true. Because this is true, isn’t it also true that...
Persuasive Thesis Starters  p. 151 (S16)

- People should/should not....
- _____are the best/worst_____
- It is important that...
- Some people think....but I think...

Moves Persuasive Essay Writers Make that are Also Used in Personal Essay Writing p. 161 (S17)

- State a thesis
- Give logically ordered reasons
- Support reasons with a variety of evidence (mini stories, lists)
- Start off by letting the reader know that this topic is important
- Let reader know what is coming in the essay
- Use transition words and phrases to connect parts

Opinion Writers chart p. 163

- THINK about a topic to explore
- PLAN how the writing might go
- GATHER and ORGANIZE evidence
- DRAFT
- REVISE
  - Is evidence supportive?
  - Did I make my reader care?
  - Is the piece cohesive?
- EDIT for audience
Transition Phrases to Connect Evidence → Reasons

- This is important...
- This shows that...
- This proves that...
- This has shown me that...and now...
- This made me realize...

Celebration
Place persuasive essays in a location for intended audience; share with others through a blog and/or classroom presentation

Post-Assessment
Repeat prompt for on-demand writing
<table>
<thead>
<tr>
<th>BEND I Session</th>
<th>Teaching Notes</th>
<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
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</thead>
<tbody>
<tr>
<td>1 p.2</td>
<td>Essay Structure Boot Camp</td>
<td>Big Idea – Writers use an essay frame to help structure their writing. You will give writers a vision for what they are working to create by the end of the unit</td>
<td>No midworkshop teaching due to length of minilesson and short writing time</td>
</tr>
<tr>
<td></td>
<td>Notes:</td>
<td></td>
<td>Conferring and small group work section (p.10) has tips about using voiceovers and coaching to help students during writing</td>
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<td>Pushing Students to Meet and Exceed Goals from the Start</td>
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<td>Students think about something they already know about opinion writing</td>
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<td>Review some selected items from the Gr3-4 Opinion Writing Checklist</td>
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<td>Give students back their on-demand piece to assess</td>
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<td>Students circle goals they have met</td>
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<td>Ask: “Where in the piece do you see evidence of your meeting that goal?”</td>
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<td>You won’t want to check it off if you just barely did something once</td>
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<td>Students choose goals and tell a partner</td>
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<td>Reinforce students’ writing</td>
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**Connection**
- Explicitly congratulate students on their work in Unit 1
- Tell them they are ready to graduate to new challenges
- Explain they will be working on essays and explain when they will be using these skills, why it is important
- Tell students instead of writing stories, they will be writing essays; instead of writing about small moments or scenes, they will write about big ideas
- Read students sample of an essay - great to use a student essay to show them where they are headed and to honor student work. See Sophie fig 1-1 if you need an essay
- Tell students it helps to see where they are going and when they are writing a new kind of text, it helps to study that genre
- Ask students to pay attention to the moves this writer makes

Note: In 2015-2016 you can remind people about the 3rd grade opinion writing unit Changing the World so they can remind themselves about what they learned and apply to this unit

**Teaching**
When writers write essays about their opinions, they structure their essays so that they communicate their thesis statement – their idea – and their reasons for their thesis statement. Sometimes writers refer to this as “boxes and bullets”
### Lucy Calkins Unit – Opinion Writing Grade 4

#### Materials:
- Sample student essay (Figures A-C on CD)
- “I love ice-cream” thesis in a box with 3 bullets
- 3 reasons to support thesis
- Essay frame outline
- Paper for flash-draft
- Pencils
- Opinion Writing Checklist grades 3&4 for posting
- Opinion Writing Checklist for students
- Copies of on-demand writing piece
- More paper for revision drafts of on-demand pieces

#### HW S1 – Essay Structure Boot Camp: Revising and Redrafting to Meet Personal Goals

- Give students thesis “I love ice-cream”, written on chart paper with blank bullets
- Tell students they will think of reasons. I love ice-cream because....
- Take a student’s suggestion to begin filling in the boxes and bullets format
- Partners discuss; bring class back together to decide on 3 reasons
- Connect bullets to writing/planning across your fingers
- Students use class boxes and bullets to write in the air (communicate with each other to say the exact words they would write) to create their own bullets
- Explain they will write a paragraph to support their first bullet
- See p. 7 for paragraph scaffolding
- They need to think of some details or evidence (at least 3) to support the first reason
- Notice what students are doing well to help others
- To close paragraph, students refer back to key words from thesis and reason (ex: the toppings are a reason why I love ice-cream)

#### Active Engagement
- Students then write in the air to write paragraph 2 and 3
- Then give students your dictated lead to use in their essay

#### Link
- Students then have 10 minutes to flash-draft the essay on loose-leaf paper

- She suggests finishing for hw, so you will have to extend the session if you want to do it in class

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<th>Teaching Notes</th>
<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
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<tbody>
<tr>
<td>2 p.14</td>
<td><strong>Collecting Ideas As Essayists</strong></td>
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<td><strong>Big Idea</strong> – Writers use several strategies for growing insightful ideas including using important people, places, and objects as inspiration</td>
<td><strong>Connection</strong></td>
<td><strong>Strategy – Generating Ideas by Thinking of a Place</strong></td>
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<td><strong>Notes:</strong> Give kids opportunities to grow ideas; important that they learn strategies for generating new ideas rather than simply restating old, clichéd ideas or using given ideas</td>
<td>• Give an example of a TV show where people compete to make the best something (like the best cake)</td>
<td>• Students follow the same process of “think of a person” but apply it to a place or object</td>
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<td>• When you study something, new thoughts surface</td>
<td>• Make connection that the form, (the shape) matters, but also the content (the batter)</td>
<td>• Demonstrate process so they see the difference between writing a story (one time) and writing an essay (all the time, in general)</td>
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<td>• Most writers begin with an observation, an image, a phrase, and grow their writing from that</td>
<td>• Tell students essayists don’t usually collect mini essays like they collected mini stories in the narrative unit</td>
<td>• See p. 20 for example</td>
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<td>• Students are learning to pay attention in order to get ideas for essays</td>
<td>• When you get started collecting entries for essay writing, you will collect entries to grow new, insightful ideas</td>
<td>• Want kids to also think more broadly about their topic</td>
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<td>• Caution against going on too long when you are doing your writing; kids can’t really participate since it is your topic, but you don’t want them just sitting and listening too long</td>
<td>• Your notebook is a seed bed for new and insightful ideas</td>
<td>o “That makes me think…”</td>
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<td><strong>Teaching</strong></td>
<td>o “The thought I have about this….”</td>
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<td><strong>Essayists use strategies to gather entries. One strategy that works is to think of a person who matters to you, and then list specific ideas about that person. Then take one of those ideas and write an entry in which you think about that idea</strong></td>
<td>• Demonstrate process:</td>
<td>o “What does that make me think?”</td>
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<td>o Think of a person that matters to you (My Dad)</td>
<td>o “What does this remind me of in general?”</td>
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<td>o List specific ideas about that person</td>
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<td>o “A thought I have about the person is….”</td>
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<td>o You are listing big ideas, not small stories</td>
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<td><strong>Active Engagement</strong></td>
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<td>• Students then work in partners to write in the air to say more about their ideas</td>
<td>• Goal is fresh thinking. Ok for students to begin another entry if they don’t have as much to say</td>
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<td>• P1 writes entry in the air and P2 listens carefully to help</td>
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### Materials:
- Example of person who is important to you
- Example of a place that is important to you
- Example of a scene that stands out to you
- Chart paper/SMART board/ELMO to model writing
- Anchor chart “Strategies for Generating Essay Entries” p. 24

### HW S2: Growing Sparks into Big ideas

### P1 say more and more about his/her idea
- Push students to start entries again, thinking of ideas and thoughts about their relationship

### Link
- Get students started writing on the carpet
- Remind students about the strategy for writing about big ideas is to think of a person that matters to you, list ideas, and then choose one to write long about
- Students write long about one idea. If they finish early, they choose another idea and write long about that

### observing and reflecting
- Have students pick something they care about
- Have students close their eyes and visualize
- Describe what you see in your mind’s eye to your partner
- Remember to include, “The idea I have about this is….”
- Develop anchor chart Strategies for Generating Essay Entries p. 24
<table>
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| 3 p.25 Writing to Learn | **Big Idea – Writers freewrite to grow new ideas**
  Notes:
  - Shift from providing strategies to revising to lift level of those entries
  - Goal is for writing to be thoughtful and provocative
  - One way to help students make generalizations is to think of more than 1 example
  - Comparing something they are on expert on with another topic often leads to more abstract thinking
  - Another way to foster abstraction is to think about motivations, underlying causes (continuing to ask why)
  - Students can rank, categorize, or compare their initial thoughts for more provocative and thoughtful writing
  - Minilesson is longer due to inquiry for what makes effective freewriting
  - Your job is as a guide/coach to name ideas more precisely, encourage them to closely read | **Connection**
  - Acknowledge their efforts to freewrite about big ideas and issues
  - Difficult that we can’t just go to a bookstore to buy an example of a freewrite because those are usually in writers’ notebooks
  - So, today we will do an inquiry to help us | **Learning from Writers**
  - Show partner your writing to assess whether it is working for you – are you coming to new ideas that surprise you?
  - Highlight student work (or use Miles fig 3-3) to notice writing in the anchor chart
  - Remind students to keep checking the chart as they work |
| | **Teaching & Active Engagement**
  Inquiry Question: What is good freewriting? And what, exactly, does a writer do to do great job at this kind of writing?
  Notes:
  - Remind students that when they want to write a good poem, they study poetry etc.
  - Remind students of the process of looking at a narrative and an anchor chart to help identify what makes it great
  - Acknowledge we don’t have that chart yet about what makes a great freewrite – that is our inquiry lesson
  - Give students copy of free write (fig 3-1, Jonah) to look at with you
    - What is good freewriting?
    - What is strong about this writing?
    - What did the writer do that we could try?
  - Kids can annotate to show their thinking
  - Coach for exact words to name what the author is doing
  - Talk to partner about what they are seeing (very important for kids to process this with one another)
  - Important to watch time on this so they still have time to write
  - Draft anchor chart “Qualities of Good Freewriting” p. 29
    - Can draft as you hear kids so you aren’t taking up as | **Freewriting to Generate New Ideas**
  Part I:
  - Ask students what else they have noticed about good freewriting and add to the chart p. 33
  - Students assess their most recent entry (thumbs up/down) to help clarify goals
  - Set goal for the next 15 minutes of writing
  Part II: Identify new ideas generated in writing
  - Reread writing and box places where you’ve gotten a new idea
<table>
<thead>
<tr>
<th>Materials:</th>
<th>Link</th>
<th>Other:</th>
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<tbody>
<tr>
<td>• Untangled Knots freewriting sample (p. 28, rest on CD)</td>
<td>• Shift students into thinking about the kind of work they want to do today</td>
<td>• Use colored pens to identify new ideas</td>
</tr>
<tr>
<td>• Copy of freewriting sample for each student</td>
<td>• Students apply these qualities to a new piece or revising an old entry</td>
<td>• Partners share ideas and discuss how they came to their new thinking</td>
</tr>
<tr>
<td>• Chart paper</td>
<td>• Get them started right on the carpet</td>
<td>• Partners what they did that helped them come to new ideas</td>
</tr>
<tr>
<td>• Markers</td>
<td>• Make sure students are writing &amp; not stopping – building stamina</td>
<td></td>
</tr>
<tr>
<td>BEND I Session</td>
<td>Teaching Notes</td>
<td>Minilesson Highlights</td>
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<tr>
<td>4 p. 35</td>
<td>Using Elaboration Prompts to Grow Ideas</td>
<td><strong>Connection</strong>&lt;br&gt;• Congratulate students on how they have learned to come up with new ideas&lt;br&gt;• You have read their notebooks and realized you wanted to know more about their ideas</td>
</tr>
<tr>
<td></td>
<td><strong>Big Idea</strong> – Writers linger with their ideas, extending their initial thinking by having conversations with themselves as they write and using elaboration prompts to grow their ideas</td>
<td><strong>Teaching</strong>&lt;br&gt;Writers hold onto their thoughts for longer stretches of time. It helps to hold conversations with yourself about your own first thoughts. Some writers keep a list of “ways to push our thinking” close by while they write and use those elaboration prompts to prompt them to talk back to their own first ideas”&lt;br&gt;• Recall yesterday’s work when they noticed that Jonah’s writing was effective because he stayed on one idea for a long time&lt;br&gt;• Explain definition of elaborating (when writers stay on one idea for a long time and find a lot to think and say about that one idea)&lt;br&gt;• It is helpful to have conversations with people to develop your thoughts&lt;br&gt;• Tip – Essayists let the words on the page be like the other person – they have a thought, put it on paper, and have a conversation with themselves (p. 38)&lt;br&gt;• Helps to keep a list of prompts to help us think how to elaborate&lt;br&gt;• Show chart “Ways to Push Our thinking” p. 38&lt;br&gt;• Model how to use prompt by having a child pick a prompt and you “write in the air”</td>
</tr>
</tbody>
</table>

Notes:<br>• LC stresses importance of looking at student work to assess: How am I doing? Are my kids getting better? Can I name concrete ways they are improving?<br>• Easiest to teach students about elaboration if they’ve already done this in conversation<br>• Using phrases (that they use in conversation) helps them elaborate and grow their idea<br>• 3rd gr – they learn to provide concrete examples to show their thinking (An example of this is...For instance....like this one time....)<br>• 4th grade teaches different ways to elaborate<br>• Focus on ideas, then retelling
instances
• Single most common limitation in children’s writing is that ideas are underdeveloped – importance of this lesson
• In expository genres, elaboration is especially difficult for students – going from thinking in one liners to paragraphs (or essays)
• Teach students that learning to grow ideas is part of writing

Materials:
• Anchor chart “Qualities of Good Freewriting”
• “Ways to Push Our Thinking” list of prompts p. 38
• Model entry and ways you pushed your thinking by using prompts
• Idea for class to work on
• Chart with some qualities of freewriting for small group work
• Photo of a ladder
• Student exemplar of great freewriting

HW S4 – Using elaboration prompts to grow ideas

Active Engagement
• Students practice elaboration prompts with whole class topic (kids have more problems with friends as they get older)
• Give partners directions of who is doing what

Link
• Remind students of the teaching point
• Remind students in workshop time of their options
<table>
<thead>
<tr>
<th>BEND I</th>
<th>Teaching Notes</th>
<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Mining Our Writing</td>
<td>Connection</td>
<td>Share</td>
</tr>
<tr>
<td>5 p. 46</td>
<td>Big Idea – Writers mine their entries and their lives for insights, developing these into more fully formed ideas and thesis statements</td>
<td>• Congratulate students on their elaboration work yesterday and that they remembered the goal is not just writing longer, but better</td>
<td>Choosing a Seed Idea for an Essay</td>
</tr>
<tr>
<td></td>
<td>Notes:</td>
<td>• Honor the importance of rereading to push yourself to think more</td>
<td>• As you reread, you probably think “What topics reoccur?”</td>
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<tr>
<td></td>
<td>• Strategy – rereading ideas to catch thoughts, layer with insights (Why did I write this? What surprised me here?)</td>
<td>• Show student text (p.47) emphasizing how he started out with a low-level idea and then ended up with a sky high idea</td>
<td>• Ideas: Maybe you notice you...</td>
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<tr>
<td></td>
<td>• Importance of keeping a writer’s notebook so students can look back at their work; as they reread, they can catch the thoughts they have</td>
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<td>o write a lot about how you hate to make mistakes</td>
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<td></td>
<td>• Most writers have only 2 or 3 themes that run through a lot of writing</td>
<td></td>
<td>o how friendships are complicated</td>
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<td></td>
<td>• Writing is a tool for thinking, not just for conveying information</td>
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<td>o how growing up is hard</td>
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<td></td>
<td>• Students are soon choosing their seed idea topics for essays</td>
<td></td>
<td>o how you are competitive</td>
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<td></td>
<td>Materials:</td>
<td>Teaching</td>
<td>Jot topic – bigger terrain or territory (bigger idea before you zoom in on the specifics)</td>
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<tr>
<td></td>
<td>• Previous notebook entries from the narrative unit</td>
<td>Instead of coming up with new ideas all the time, writers often reread and mine their old writing, looking for jewels. It is especially powerful to look not only at one old entry and then another, but to look across a bunch of entries and see the topics that resurface often. It is powerful to discover that there are ideas or themes underneath the surface of our notebooks and our lives</td>
<td>• Once you have a sense of the possible territories for your writing, reread your journal looking for a seed idea that is part of that important territory</td>
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<tr>
<td></td>
<td>• Seed idea and examples to develop into a thesis statement</td>
<td>• Model rereading your text and annotating thoughts about themes/ideas that surface</td>
<td>• When you write essays you find an idea that you want to explore or argue for</td>
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<td></td>
<td>• Show anchor chart “Questions Writers Ask of Earlier Entries” p.48</td>
<td>• Seed idea gets turned into a thesis statement</td>
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<td>• Model using questions to think about your writing, thinking about what ideas this entry gives you</td>
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<td>• Debrief process of rereading an entry and asking one or two questions about it to mine the entry for underlying ideas</td>
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<td>• Students then annotate their entry, utilizing the prompts</td>
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<td>• Partners share</td>
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<td></td>
<td>• Model writing process of “let some ideas come out of my pencil.” (explore meaning of your entry and model things you could write)</td>
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<td></td>
<td></td>
<td>• Debrief process</td>
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Please contact for use Julie.johnson@boces.monroe.edu  Dec, 2014  Page 17
- Anchor chart “Questions Writers Ask of Earlier Entries” P. 48
- Anchor chart “Strategies for Generating Essay Entries” p.51 (from S2)
- Anchor chart “To Develop a Thesis Statement, I…” P.54 (pre-made)

Note: May want to create a desk copy for students
- Chart paper
- Markers

HW S5 – Exploring Different Theses

Active Engagement
- Students pick another narrative entry and push their thinking to have some thoughts about it; can annotate
- Partner work; P1 shares, P2 asks prompts
- Goal is to write in the air what you could write in an entry

Link
- Tell students they will soon choose their seed idea for their essays and it needs to be something they care about
- Tell students to spend some time today to explore ideas that matter a lot to them
- Students name 2 things they can do to come up with thoughtful entries and come up with ideas that matter to them
- Add to anchor chart “Strategies for Generating Essay Entries” p.51

- Check off each step as you complete it
- Students choose one of their topics and mentally go through the steps
- Students try writing their thesis a number of times before writing it at the bottom of their paper
<table>
<thead>
<tr>
<th>BEND I Session</th>
<th>Teaching Notes</th>
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<th>Midworkshop Teaching</th>
</tr>
</thead>
</table>
| 6 p.58         | **Boxes and Bullets: Framing Essays**  
**Big Idea – Writers support their thesis by developing different types of reasons**  
**Notes:**  
- Have your own thesis so you can write your essay along with your students  
- Doing this yourself will help you understand why this is so challenging for kids  
- 3rd gr – students came up with categories to support their claims (not necessarily parallel or totally distinct)  
- Students plan several alternative plans or outlines  
- Foundational work in lesson today; students won’t produce a lot of work  
- Devote time to making sure each student has a viable essay plan  
- Session continues into the next so that you have more time to get to all of the students  
- Doesn’t follow usual pattern of writer’s workshop  
- Students will be thinking about | **Connection**  
- Have students write their thesis on a file card  
- Tell students today is a big day in that they will start to plan out their essays which means they need to think about the content (big ideas) and the form (structure)  
- Remind them of cake analogy of making a beautiful cake in form and tastes amazing – structure and content  
**Teaching**  
**Writers make sure their essays are strong in both form and content by having a clear plan before they start writing. You can plan by writing your thesis and your reasons to support that thesis by planning your boxes and bullets**  
- Model generating reasons for your thesis by thinking “I think this because....”  
- Key Tip - Essayists use different types of reasons to back up their claims - may show when, why, how their thesis is true  
- Start with claim and show your thesis is true when, but that doesn’t work  
- Show thesis is true when you write about why  
- Rewrite sentence frame although it seems repetitive. LC has found in working with students that reasons are more cohesive when they repeat the stem  
- Use boxes and bullets to model reasons after you have talked through when, why, how reasons  
- Debrief the process  
**Active Engagement**  
- Students try on own to find types of reasons to support their claim  
- Then, share with a partner | **Finding Alternative Ways to Support a Thesis**  
- Tell students there are other kinds of categories apart from times or reasons  
- Model use of the word “by” to explain reasons  
- Continue to revise boxes and bullets to try out different reasons  
- See conferring section for predictable problems students have in developing thesis statements and reasons (p.65)  
**Revising Our Thesis Statements**  
- After developing reasons, sometimes you realize your thesis statement isn’t exactly what you want to say  
- Can try out using the word complicated with your idea. On the one hand....on the other hand...  
- Students hand in their boxes and bullets plan with their name on a post-it  
**Note:** If you don’t to revise the thesis statements again, you could
### Lucy Calkins Unit – Opinion Writing Grade 4

<table>
<thead>
<tr>
<th>the relationship between theses, reasons, and evidence</th>
<th>use the share time to emphasize the importance of building essays with parallel supporting paragraphs (see side note)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonight’s HW especially important</td>
<td></td>
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<tr>
<td><strong>Materials:</strong></td>
<td></td>
</tr>
<tr>
<td>• Your thesis and different ways you might support it (reasons, ways, times)</td>
<td></td>
</tr>
<tr>
<td>• Chart paper (or tool for writing in front of your kids)</td>
<td></td>
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<tr>
<td>• Students’ theses</td>
<td></td>
</tr>
<tr>
<td>• Note cards for writing theses on</td>
<td></td>
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<tr>
<td>• Post-it’s</td>
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<tr>
<td>• Your web from S5</td>
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<tr>
<td>• Students’ webs from S5</td>
<td></td>
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<tr>
<td>• Writer’s notebooks</td>
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<tr>
<td>• Example of revising a thesis</td>
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</tbody>
</table>

**HW S6 – Fast and Furious Flash-Drafting**

- Each student must have an opinion statement and 3 reasons to show why that thesis is true
- Partners can help each other

**Link**
- LC has them stay in the meeting area, rather than go back to their seats so they can do the important work: each student needs to have an opinion statement and 3 reasons to show why that thesis is true
**Lucy Calkins Unit – Opinion Writing Grade 4**

<table>
<thead>
<tr>
<th>BEND I Session</th>
<th>Teaching Notes</th>
<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 p.68</td>
<td>Return to Boot Camp Letter to Teachers Format</td>
<td>Connection</td>
<td>Share</td>
</tr>
<tr>
<td></td>
<td><strong>Big Idea – Writers write essays that are both strong in content and structure. Writers use a variety of evidence to support their claim</strong></td>
<td>Remind students that essays have both form and content</td>
<td><strong>Craft an introduction that will hook your readers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Notes:</strong></td>
<td>Remind students they have spent the last few days working on making the content strong and now they need to start putting form and content together</td>
<td>• Remind students about what they learned in 3rd grade about hooking their readers in their introductions:</td>
</tr>
<tr>
<td></td>
<td>• Students need to return to the vision of the essay as they will begin drafting their own</td>
<td>Tell students today they will return to essay boot camp and work together to create a shared essay that they will each flash draft</td>
<td>o Give a startling fact</td>
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<td></td>
<td>• Students immersed in creating essay in this session, but you will be raising the level of work from the initial book camp</td>
<td></td>
<td>o Create a strong image</td>
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<tr>
<td></td>
<td>• Today they will be incorporating a variety of evidence to support their thinking (original boot camp focused on essay structure)</td>
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<td>o Begin with mini-story</td>
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<td></td>
<td>• This also gives you another day to check over boxes and bullets plan</td>
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<td>• Partners talk about what they remember</td>
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<td></td>
<td><strong>Materials:</strong></td>
<td></td>
<td>• Charge students with adding their best introduction and best conclusion they can to their flash-drafts</td>
</tr>
<tr>
<td></td>
<td>• Optional prepared handout for students p. 71</td>
<td><strong>Teaching</strong></td>
<td>• Entire essay completed by end of writer’s workshop</td>
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<tr>
<td></td>
<td>• Ice cream example is revisited</td>
<td>Writers write essays that are both strong in content and structure. One way that writers achieve this is to include a variety of evidence to support their opinions</td>
<td><strong>No Share Session Specified, but you may want to highlight students who used a variety of evidence</strong></td>
</tr>
<tr>
<td></td>
<td>• Anchor chart from S1</td>
<td>Note: Look at S1 to take students through the process of writing a class essay</td>
<td></td>
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<tr>
<td>HW S7 – on demand piece (for use in S8)</td>
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<tr>
<td><strong>Note</strong> – this works towards helping students get stronger at writing both quick flash-draft essays and longer pieces</td>
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</table>

- Coach in as needed to help students
- Debrief process

**Active Engagement**
- Now, students will write the entire essay in the air
- Optional – model process
- Handout may be helpful to give students (or project) p. 71
- Listen for kids really talking out loud what they would write, not just summarizing

**Link**
- When they have finished writing in the air, they flash-draft fast and furiously (10 minutes)
8  

<table>
<thead>
<tr>
<th><strong>BEND II Session</strong></th>
<th><strong>Teaching Notes</strong></th>
<th><strong>Minilesson Highlights</strong></th>
<th><strong>Midworkshop Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 p.74</strong></td>
<td><strong>Composing and Sorting Mini-Stories</strong></td>
<td></td>
<td><strong>Share</strong></td>
</tr>
<tr>
<td><em>Big Idea – Writers draw on narrative writing and use mini-stories to support the ideas they want to advance</em></td>
<td></td>
<td><strong>Connection</strong></td>
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<tr>
<td><strong>Notes:</strong></td>
<td></td>
<td>- Students bring on-demand piece to the carpet and give them a checklist</td>
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<tr>
<td>- For writing that is organized logically instead of chronologically, it is helpful to have opportunities to manipulate their information in physical and concrete ways</td>
<td>- Students look at their piece against the checklist, determining goals they are starting to meet</td>
<td><strong>Angling Stories to Support Thesis Statements</strong></td>
<td></td>
</tr>
<tr>
<td>- Builds on 3rd grade lesson where they learned to organize their writing and create categories by grouping evidence</td>
<td>- Compliment writers in specific ways about what they notice</td>
<td>- Highlight student who realizes his story doesn’t support his claim or use Eddy p. 81</td>
<td></td>
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<tr>
<td>- They cut and taped different pieces of evidence into booklets</td>
<td>- Tell students you hope they will post their goals publicly during workshop to they can hold themselves accountable</td>
<td>- Show before and after stories</td>
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<tr>
<td>- They build on this concept to organize their information in folders (1 large folder and 2 smaller folders; they do the 3rd folder on their own in a few days)</td>
<td>- Put those away and tell students you have something important to tell them</td>
<td>- Ask students to reread one of their stories and discuss with their partner ways they could rewrite that story so that it really highlights whatever it is you need to show</td>
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<tr>
<td>Note: <em>can use construction paper to make 1 large and 2 smaller folders</em></td>
<td>- Give example of watching a building go up and seeing the frame</td>
<td><strong>Then, rewrite that entry</strong></td>
<td></td>
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<tr>
<td>- They will collect stories that illustrate their ideas</td>
<td>- Make connection between construction and writing – building frame gives you a sense of what the finished building looks like, and the boxes and bullets plan gives you a sense of how the finished essay will go</td>
<td><strong>Self-Assessment for Writing Mini-Stories</strong></td>
<td></td>
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<tr>
<td><strong>Materials:</strong></td>
<td>- After building the frame, construction workers gather and organize materials like piles of bricks and piles of lumber</td>
<td>- Tell students that you have realized they have figured out a bunch of guidelines to follow as they write mini-stories to support your ideas</td>
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<tr>
<td>- On-demand HW assignment</td>
<td>- Builders make piles; writers create files</td>
<td>- Refer to anchor chart “Guidelines for Writing Supporting Stories for Essays” p. 84</td>
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<td>- Remind students of 3rd grade process (p.77)</td>
<td>- Use a student story (or use Tony fig 8-4) to listen and check off guidelines you notice he has followed</td>
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<td></td>
<td>- Tell students they will learn a new system this year with file folders</td>
<td>- Partners then discuss the guidelines you think he still needs</td>
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<td>- Use an essay to demonstrate process of organizing material (or use Andy (CD); Andy’s boxes and bullets p. 78</td>
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<td></td>
<td>- Use 1 folder for each reason</td>
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<td></td>
<td>- Students label folders to get ready to gather</td>
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Julie Johnson, Instructional Specialist~Monroe #1 BOCES  
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Dec, 2014  
Page 23
### Teaching

**Some of the most important materials writers collect when writing essays are stories**

- Tell students they will use what they already know about writing good stories to support their reasons.
- Model process of collecting stories in your folders (My father) that relate to your point.
- Debrief process.
- Then, write stories on your list, remembering all you know about writing good stories (movie in my mind, starting at the beginning, story-tell bit by bit the part that matches your thesis, highlight the particular idea, remember it needs to be a tiny story).
- Debrief process.

### Active Engagement

- Students choose one story that matches one of their reasons.
- Say thesis and first bullet.
- Then say, For example, one time I....and quickly tell little story.
- P2 writes story in air to P1.
- P1 listens to see if the story matches the reason and provides feedback.

### Link

- Remind students of the building analogy that they can always bring in stories to build their essay.
- Remind them to use everything they know about writing powerful stories.
- Tell students they should plan to write a couple of stories in one folder, then a couple in another folder.

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<table>
<thead>
<tr>
<th>HW S8 Composing and Sorting Mini-Stories: Angling Oral Stories</th>
<th>material</th>
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</thead>
<tbody>
<tr>
<td>• Opinion Writing Checklist, gr4-5</td>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td>• Copy of checklist for each student</td>
<td><strong>Some of the most important materials writers collect when writing essays are stories</strong></td>
</tr>
<tr>
<td>• Same student thesis statement and reasons</td>
<td>• Tell students they will use what they already know about writing good stories to support their reasons.</td>
</tr>
<tr>
<td>• Sample booklet (like 3rd grade) where each page is labeled with a different reason to support the opinion</td>
<td>• Model process of collecting stories in your folders (My father) that relate to your point.</td>
</tr>
<tr>
<td>• One large folder and 2 smaller folders for each student to gather and organize evidence</td>
<td>• Debrief process.</td>
</tr>
<tr>
<td>• Lined paper</td>
<td>• Then, write stories on your list, remembering all you know about writing good stories (movie in my mind, starting at the beginning, story-tell bit by bit the part that matches your thesis, highlight the particular idea, remember it needs to be a tiny story).</td>
</tr>
<tr>
<td>• Model thesis and reasons written on folders</td>
<td>• Debrief process.</td>
</tr>
<tr>
<td>• Web/mosaic from S5</td>
<td><strong>Active Engagement</strong></td>
</tr>
<tr>
<td>• Step-by-step mini story to model for evidence</td>
<td>• Students choose one story that matches one of their reasons.</td>
</tr>
<tr>
<td>• Example of mini-story that doesn’t support topic sentence</td>
<td>• Say thesis and first bullet.</td>
</tr>
<tr>
<td>• Writer's notebooks and webs from S5</td>
<td>• Then say, For example, one time I....and quickly tell little story.</td>
</tr>
<tr>
<td>• Anchor chart “Guidelines for Writing Supporting Stories for Essays”</td>
<td>• P2 writes story in air to P1.</td>
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<td></td>
<td>• P1 listens to see if the story matches the reason and provides feedback.</td>
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<tbody>
<tr>
<td>Then have students reread their own writing and check off which guidelines they have already followed.</td>
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<tr>
<td>Star ones that they are going to work on next.</td>
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<tr>
<td>Share thoughts with partners.</td>
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<tr>
<td>BEND II Session</td>
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<tr>
<td>9 p.86</td>
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</tbody>
</table>
| **Notes:**<br>• Students will create lists linked by a repeating phrase<br>• Trick is to attend to both content and form and lists need to advance your claim<br>**Materials:**<br>• Sample student text that uses a list to support a topic sentence (p.87)<br>• Model example of using a list to support a topic sentence<br>• Students’ writing materials including their thesis and reason folders<br>• Sample list that leaves out the main points the writer wants to tell<br>• List example not written in parallel structure; uses precise, powerful details<br>Note: Parallel structure is a<br>**Active Engagement**<br>• Students then choose a reason and list 2 stories as examples<br>• Use precise words<br>• Students do on their own then partners share | **Revising Lists**<br>• Tell students you are noticing some are having difficulty deciding what to use as a stem<br>• Think – how can I write this same information – or the important parts of it – as a list and not as a story?<br>• Share an example to with the class from (Eddy p. 90)<br>• Students can discuss ways to turn this into a list | **Balancing Details and Parallelism**<br>• Students still need to write well even if it is a list<br>• Sometimes kids get so focused on a technique, they forget about the writing<br>• Share an example of when someone (Eddy p.92) let go of the parallelism – opting for active verbs and precise details<br>• Debrief, reminding students of transferability, and the importance of strong action words and specific, precise nouns<br>• Partners look over their lists<br>• Discuss whether effort to give your list a musical sound by using
<table>
<thead>
<tr>
<th>sophisticated author’s craft move that would be great to work on in guided reading</th>
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<tbody>
<tr>
<td>• Model text to demonstrate how to balance details and parallel structures</td>
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</table>

**HW S9—Finding the Specifics that Bring Pieces to Life**

**Link**

- During workshop time, students make lists to support the same 2 reasons they worked on yesterday (one folder stays empty)
- Remind students to fill their folders with a variety of materials so that only the best will go in their final essay

repetition may have dominated too much
- Ask: Have you written the truth and used exact details?
<table>
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<tr>
<th>BEND II Session</th>
<th>Teaching Notes</th>
<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
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</thead>
</table>
| 10 p.94 | **Organizing for Drafting**  
Big Idea – Writers organize for drafting by checking that their evidence is supportive and varied | **Connection**  
• Continue metaphor (construction) to describe how you have all of your materials laid out in piles to choose from and build (building a birdhouse) just like writers choose and combine the right materials to write an essay | **Organizing Writing for Varied Information**  
• Tell students another way writers check material before drafting is to make sure they have material based on different information  
• Share example of a student who realized both stories showed the same information (Chris p. 99)  
• Students ensure they have stories that provide varied information  
• Pick the one that best supports your reason |
|          | **Notes:**  
• Moving into drafting essay today  
• Students take 2 folders with all of their collections and decide which should be included in the final essay | **Teaching**  
**Before writers put any project together, they organize their materials and make sure they have the right amount of materials. They test out whether all the materials really “fit” with the project plan**  
• Model process of organizing materials to get ready for drafting  
• Show students anchor chart “Steps to Take Before You Draft” p.95  
• Each folder is one section of the essay  
• Model process of deciding which materials fit the best; underline the ones that match your reason  
• Model going through the items on the chart and check off each one, noting parts that need revision  
• Debrief process  
• Students take a story out of their first folder practice underlining parts that match  
• Then, model the last step - cutting parts that don’t match your reason and revising to add more to parts that match your reason | **Teaching Our Topics**  
• Remind students of when they rehearsed stories  
• Stories get better when you rehearse  
• Essays have to be well constructed and powerful  
• Partners use the Essay Frame anchor chart to rehearse their essays  
• Remind students they might have planned their essay using times or ways instead of reasons, so you might say, “One time when..and another time when..” |
|          | **Materials:**  
• Your folders with your thesis statement, reasons, evidence  
• Anchor chart “Steps to Take Before You Draft” p.95  
• Students materials  
• Colored pens  
• Extra folders for new topic sentences  
• Optional Chart “Questions to Ask of Writing Before You Draft” p.100 (confering)  
• Chart from S1 “Essay Frame”  
• Mini-story that partially supports a reason  
• Mini-story that doesn’t support your reason | **Active Engagement**  
• Students reread same story and decide again which parts match their reason |          |

Julie Johnson, Instructional Specialist~Monroe #1 BOCES Please contact for use Julie.johnson@boces.monroe.edu Dec, 2014 Page 27
| HW S10 – Fast and Furious Flash Drafting | • Students cut and revise  
• P2 shares revised version with P1  
• P1 is a critical listener to offer feedback |
|----------------------------------------|------------------------------------------------------------------------------------------------|
| Link                                   | • Restate process  
• Tell students they can spend today being their own critical friend so no material gets by that isn’t exactly right |
|                                        | • Students choose one folder and read over all the material they have checked and organized  
• Students practice writing the first body paragraph in their minds  
• P2 practices writing their essay in the air  
• P1 gives feedback on whether the paragraph is convincing  
• Group students in order for 1 student in each group to teach their topic  
• That child then picks someone to teach  
• Debrief and give students specific feedback about the type of instruction you noticed  
• Tell students to notice which parts felt very alive and which parts might have felt hollow when they taught; they will want to use that reflection to guide their drafting  
• Remind students to remember the teaching voice they used, because when you write an essay, you are teaching |
<table>
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<tr>
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<th>Minilesson Highlights</th>
<th>Midworkshop Teaching</th>
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</table>
| 11 p.104        | **Building a Cohesive Draft** | **Connection**  
• Restate metaphor (construction) to help students imagine their essays as materials arranged in a structure (all put together) (p.105)  
• In essay writing, just as in (building), the time comes to put everything together  | **Ordering Reasons as Well as Evidence**  
• Tell students they also need to put their reasons in order and hold up your 3 folders to emphasize the structure  
• Model putting your reasons in chronological order and least to most powerful  
• Tell students to think in their minds about how their reasons might go  
• Rearrange folders according to the decided order  |
|                 | **Big Idea – Writers create cohesion with logically sequenced information, transition words, and repeated phrases** | **Teaching - Part I**  
Writers put materials together by using a few techniques. First, they arrange their writing pieces in an order that they choose for a reason. Second, they use transitional words, like cement between bricks, holding one bit of material onto the next. And third, they repeat key words from their thesis statement or their topic sentence  |  |
|                 | **Notes:**  
• Essay writers can piece together an anecdote, a list, a statistic, an observation, a generalization, so a challenge is to arrange these diverse materials into a single, cohesive whole  | **Teaching - Part I**  
• Model deciding what order you will put material into  
• Ask students to notice the steps you take  
• Choose 1 reason  
• Lay out the evidence from your folder  
• Think – what order should these go in?  
• Explain chronological order and model putting your evidence in chronological order  |  |
|                 | **Materials:**  
• Materials for your essay  
• Chart paper  
• Tape/staples  
• Students’ essay materials  
• “Questions to Ask of Writing Before You Draft” chart (S10)  
• Several mini-stories that can be used as mentors  
• “Essay Frame” chart (S1)  
• Chart of transition words organized by category  
• Your 1st body paragraph in order to write in front of students  | **Active Engagement - Part I**  
• Have students put their evidence in chronological order  |  |
|                 | **Teaching - Part II**  
• Demonstrate putting your evidence in order another way – ranking from least emotional or surprising to most powerful emotional or surprising  | **Teaching - Part II**  
• Model putting your reasons in chronological order and least to most powerful  
• Tell students to think in their minds about how their reasons might go  
• Rearrange folders according to the decided order  |  |
|                 | **Ordering Reasons as Well as Evidence**  
• Tell students they also need to put their reasons in order and hold up your 3 folders to emphasize the structure  
• Model putting your reasons in chronological order and least to most powerful  
• Tell students to think in their minds about how their reasons might go  
• Rearrange folders according to the decided order  |  |  |

**Selecting Words to Make Organization Strong**  
• Congratulate students on deciding organizational structure and check in to see which order students chose  
• Next step is once you begin to draft, you need to cement it together  
• One way writers do this is to use transition words  
• Tell students essay writers use transitions words every time they come to a new section of their essay to let readers know it is a...
<table>
<thead>
<tr>
<th>HW S11 Building a Cohesive Draft: Raising the Level of Flash-Drafting</th>
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</thead>
<tbody>
<tr>
<td><strong>Active Engagement - Part II</strong></td>
</tr>
<tr>
<td>• Debrief process</td>
</tr>
<tr>
<td>• Have students put their evidence in order least to most powerful</td>
</tr>
<tr>
<td>• Partners discuss which way feels more right for their evidence</td>
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<tr>
<td><strong>Link</strong></td>
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<tr>
<td>• Remind students they are starting to assemble their essays and they need to decide how to organize their evidence</td>
</tr>
<tr>
<td>• Tell students not to waste time recopying – just use tape or staples</td>
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<table>
<thead>
<tr>
<th>new section</th>
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<tbody>
<tr>
<td>• Show 2 column chart on p. 110</td>
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<tr>
<td>o transition words: When you want to give an example reason</td>
</tr>
<tr>
<td>o Transition Words: When you want to add on</td>
</tr>
<tr>
<td>• Model using the chart to choose transition words to write the first body paragraph in the air</td>
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<tr>
<td>• Engage students by asking them to put a thumb up when they hear a transition word</td>
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<tr>
<td>• Ask students to look over all the material in their first folder and use the chart to rehearse their first paragraph in their head</td>
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<tr>
<td>• Debrief process</td>
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<tr>
<td>• While they are doing this, add your transition words to your first paragraph model with a different color</td>
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<tr>
<td>• Then, show students how to go back and add their transition words in a different color, using your work as a model</td>
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<td>BEND II Session</td>
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| 12 p.112 | **Becoming Our Own Job Captains**  
Big Idea – Writers solve their own problems, taking ownership of the writing process by developing their own systems  
**Notes:**  
• The more students feel they are the authors of their own writerly lives, the more they will approach writing with seriousness  
• Make a big deal out of putting students in charge  
• You won’t always see transference, but today’s work is aimed directly at ensuring transference  
• Students have 2 writing workshops to finish taking themselves through the process of developing a 3rd body paragraph  
**Materials:**  
• Your folders and draft for your essay  
• Chart paper to create a “to-do” list  
• Students’ essay materials  
• “Guidelines for Writing Supporting Stories for Essays” chart from S8 | **Connection**  
• Celebrate students’ rough drafts  
• Acknowledge you haven’t worked on the 3rd folder and they haven’t made a folder for it  
• Tell students writers need to be their own teachers, give themselves their own self-assignment  
• Remind them of other times they have taken charge of their own writing  
• Tell students they will decide on their own system for writing that third reason  
• By the end of tomorrow, they will have the entire body of their essay drafted  
**Teaching**  
One way writers figure out plans for getting parts of their writing done is they think back over everything they know how to do and make a work plan for the upcoming parts of their writing. Writers sometimes use charts and their own writing to remind them of stuff they know how to do  
• Remind students they can use the system they just learned  
• Explain another system:  
  o use a sheet of notebook paper  
  o write the topic sentence and a transition  
  o Draft story in notebook and revise  
  o Copy onto notebook paper, revising again to use a list  
• Model creating your own work plan for your 3rd reason, engaging students by having them plan in their heads | **Solve Your Own Problems**  
• Notice some behaviors such as waiting for the teacher  
• You need to solve your own problems by remembering everything you have learned, using everything in the room, using each other to help you figure out what to do  
• Practice problem solving a few problems  
• Remind students they are in charge of their writing life  
**Qualities of Good Writing**  
• Congratulate students on the responsible decisions you have noticed  
• Notice some have not used the “Guidelines for Writing Supporting Stories for Essays” p. 118  
• Read one item on the list and have students check their first paragraph and the one they just wrote  
• Be dramatic about the difference between the first and last paragraph  
• Ask partners to discuss which guidelines they didn’t remember |
| HW S12 Becoming Our Own Job Captains: Making Choices About What to Practice to Get Stronger | Make a to-do list  
Think about drafting options | and what their work plans will be for tomorrow |
|---|---|---|
| **Active Engagement** | • Set writers up to begin developing their own work plans by thinking about what they know about themselves as writers  
• Dismiss students by drafting option (folders or work in notebooks) |  |
| **Link** | • Make the point that writers decide on their own ways to work, but they make decisions based on what will let them get the most work done  
• Huge responsibility to be in charge of your own writing life  
• Remind students about deadline |  |
### Writing Introductions and Conclusion

**Big Idea:** Writers have different ways to open and close their essays. Writers try out multiple leads and conclusions before deciding which works best for their essays.

**Notes:**
- We teach students magic words and ways to draw readers in to our stories and we need to teach them the same for essays.
- Students learn there are phrases that you can rely on when you want to teach listeners something important.

**Materials:**
- Ways to Start an Essay” chart
- Your list of possible introductions using your draft
- Students’ essay materials
- Sample introductions from you or a student
- Samples from you or students of a list of possible

**Connection**
- Remind students of the work they did yesterday and give them a moment to reflect on how that last reason is coming along, what they need to do next.
- Tell partner what next steps will be.
- Now, you need to learn about how essayists write introductions to essays so you can start working on those.
- Essayists not only need to hook the reader in but also get the reader to start to care deeply about the ideas in the essay.

**Teaching**

**Essay writers often use the beginning of an essay as a place to convey to readers that the ideas in the essay are important. The beginning is the place where essayists get readers to care about their ideas and place them in context.**

- Tell students you have been studying ways essayists start their essays clearly in order to start yours.
- Essayists provide a little bit of background to get the reader’s mind revved up and let the reader know that this essay is important.
- Show anchor chart “Ways to Start an Essay” p. 122
- Model using different ways to start your essay and ask students to notice whether they work.
- Some will work and some will not – important for students to see how to determine what works.

**Revising Introductions**
- Highlight 3 different introductions of 1 student (or use Mimi p. 124)

**Writing Conclusions**
- Tell students that essayists also use the conclusions to convey the importance of their ideas and why it matters.
- Tell students there are common ways to end an essay which help readers understand what the author has realized or wants other people to realize and act differently.
- Show chart “Ways to End an Essay” p. 126
- Demonstrate using common phrases for your essay to show your ideas are important.
- Then, ask students to pick one of the phrases from the chart and try out a possible ending for their essay.
- Decide which you like better and share with partners.
- Give students the rest of the time to finish their essays.
introductions
• “Ways to End an Essay”
• Your sample conclusions using your draft

HW S13 Writing Introductions and Conclusions

Active Engagement
• Partners work together on P1’s introduction first and then P2’s

Link
• Remind students of process for drafting
• Once they are done with that, try a few possible introductions
• Remind students this is the final draft day
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<tbody>
<tr>
<td>14 p.128</td>
<td><strong>Revising Our Work with Goals in Mind</strong></td>
<td><strong>Connection</strong></td>
<td><strong>Voice Over So as Not to Stop Momentum</strong></td>
</tr>
</tbody>
</table>
|                 | Students self-assess their writing, using the Opinion Writing Checklist. Students create a brand-new, revised draft | • Give students a new copy of the Opinion Writing Checklist  
• Remind students they always want to outgrow what they can already do  
• Checking on your progress against the checklist is one way to do this | • Highlight a student that used their partner to help them meet a goal  
• Remind students of all of the ways they know to make their writing stronger if they think they are finished – they can always swap pieces with someone because sometimes readers can spot things you didn’t notice |
|                 | **Notes:**                                                                     | **Teaching & Active Engagement**                                                       | **Transferring Revision Plans to Earlier Drafts**                           |
|                 | • Self-assessment is critical for students to become accountable for where they need to be, to be responsible owners of their education, accountable for their growth  
• Criteria for success becomes a mystery if we do the only assessing, and it is largely purposeless to students  
• Offering students a feeling of control and choice is the way to create lifelong learning  
• Important to continue develop idea that every piece of writing should reflect their best work and that they can always go back to revise old pieces; good work can always get stronger | **Writers pause sometimes and look back at their progress asking, “Am I living up to the goals I set for myself? Am I getting better? What should I work on next?”**  
• Tell students today is about assessing whether their latest draft is eons better than their last flash draft – if it’s not, it’s an emergency because they have learned many new things since then  
• Ask students to set out their personal goals chart, their checklist, and their fast draft from yesterday  
• Students reread their draft and check against the checklist  
• Then, compare new checklist with old checklist  
• Circulate and coach into students’ work  
• Remind students they need to have lots of evidence to meet the goal, show mastery of the goal  
• Remind students that noticing places where they haven’t met their goal informs their work; jot down on personal goal sheet | • Remind students when you learn how to raise the quality of your writing, you don’t do it just to make one piece stronger; you can go back to old pieces to raise the level of that writing too  
• Ask students to lay out all of the on-demand pieces they have written and think about revisions they can make  
• Connect to HW assignment |
**Materials: p. 128**
- Chart-size version Opinion Writing Checklist, gr4-5
- Students’ on-demand pieces taped in their notebooks (both revised and unrevised)
- Checklist they used to check this writing in S7
- Students’ drafts of their essay from S13
- Students’ personal goals

**S14 HW Revising Our Work with Goals in Mind: Fast and Furious Flash-Drafting**

**Link**
- Tell students goals are only helpful if you actually try to meet them
- Spend time today ratcheting up the level of your draft by making sure your piece meets all of the goals
- Ask students to think about the big work they will do in the 2nd draft and point to places they will completely revise, a place that needs extra attention etc.
- When students are ready, they will start redrafting
### BEND II Session 15  
**135 p**.

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<th>Teaching Notes</th>
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| **Correcting Run-On Sentences and Sentence Fragments**  
**Letter to Teachers Format**  
Big Idea – Writers edit their work before they send it out into the world |
| **Notes:**  
- Wrapping up revision work and move to editing  
- Last session in the bend  
- Need longer than usual share; make midworkshop short  
- Students don’t take the time to copy over these pieces because you are teaching your students to cycle through the whole writing process faster and faster; taking a day to copy over their writing might bring that process to a halt |
| **Materials:**  
- Model writing with sentence fragments and run-on sentences  
- Some student writing  
- Editing checklist  

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| **Connection**  
- Remind students of everything they already know about editing to make their work clear to readers  
- Ask students different ways to edit; partners can turn and talk  
- Remind students they have an editing checklist and that they are adding a new item today |
| **Teaching**  
Another way writers edit their work is they check that each sentence is complete, and they correct run-on sentences and sentence fragments  
- Model editing your writing that has a variety of sentence fragments and run-on sentences by reading aloud, listening for where you finish a complete thought |
| **Active Engagement**  
- Partners practice checking for complete sentences on some of their own writing |
| **Link**  
- Add “read work aloud to check for fragments and run-on sentences” to the editing checklist  
- Students continue working on their own |

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| **Share**  
Peers are Helpful Editors  
- Remind students peers are helpful editors  
- Have neighbors exchange pieces to catch final errors  

**Celebrate Students’ Achievement**  
- See p. 138 for suggestions  

**Student writing p. 140-144**
BEND III Session | Teaching Notes | Minilesson Highlights | Midworkshop Teaching
--- | --- | --- | ---
**16 p.146** | **Moving from Personal to Persuasive** | **Connection**<br>- Congratulations on the work they accomplished on structure and form<br>- Now they are ready to take the next step<br>- Describe personal essays – one where you are telling the world your opinion so no one can really say you are wrong<br>- Now we are going to make the leap from writing personal opinions to persuasive opinions that you want everyone to believe are true about the world<br>- Ex: I love this cake to saying, “This is the best cake in the entire world!”<br>- Persuasive opinions are those you think are true about the world and you are trying to get other people to believe it too; anyone can say “No way, that’s not true!” | **Strategies Writers Use to Generate Persuasive Opinion**<br>- Give students another strategy for generating persuasive opinions by showing them ways writers state their theses<br>- Show chart “Persuasive Thesis Starters” p. 151<br>- Model trying out some of these ways using your topic and coming up with a list of different theses<br>- LC topic – Parents as teachers, so modeling would look like:<br>  - Parents should read to their kids<br>  - Parents should talk to their kids<br>  - Parents should teach their kids right from wrong<br>- You might not think they are all great, but the point is to keep pushing yourself to keep thinking and generating until you get a thesis that is exactly what you want to say<br>- Connection<br>- Writers of persuasive essays need to be brave. They need to be willing to take risks and develop strong opinions that others could disagree with<br>- Model process of going from personal opinion into a persuasive opinion (It’s hard for me to be a good friend vs It’s hard to be a good friend)<br>- For a persuasive thesis, you need to revise so it could be one that lots of people could state<br>- Ask yourself if other people can disagree with you<br>- Ask yourself if this is something you really want people to believe<br>- Crafting Reasons with Audience in Mind<br>- Notice some students who are already generating reasons<br>- Tell students that researchers say that when you develop your thesis, it’s almost like going through the process of creating the whole essay
Lucy Calkins Unit – Opinion Writing Grade 4

- For students, this means logical arguments require students to use evidence that is not solely based in their own personal experiences

**Materials:**
- A thesis for a personal essay from a past student and a new version of that thesis that is persuasive
- Your thesis from your personal essay and ideas for a new version of it to use for a persuasive essay
- Students’ essay materials for their personal essay draft
- Writers’ notebooks
- Your thesis in box and bullets format (S6)
- Chart paper
- Markers
- Student these for personal essays in boxes and bullets
- “Persuasive Thesis Starters” chart

**HW S16 Moving From Personal to Persuasive**

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<th>Debrief process</th>
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<tr>
<td><strong>Active Engagement</strong></td>
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<tr>
<td>Have students help you turn your personal essay thesis into a persuasive one (My father is my most important teacher)</td>
</tr>
<tr>
<td>Partners share their ideas</td>
</tr>
<tr>
<td>Model process of crossing out and revising your thesis to something like “Fathers are the most important teachers”, but this isn’t a thesis you want people to believe</td>
</tr>
<tr>
<td>Could revise to “Parents are the most important teachers”</td>
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</table>

**Link**
- Keep students to work in the meeting area to develop persuasive thesis statements
- Then, start working to create a boxes and bullets plan for your persuasive essay
- Collect plans
- Remember you will think of reasons to support your thesis

- You need to think, “Do I have reasons to support that? Do I have evidence?”
- Thinking about your audience and selecting reasons that are designed especially to convince that particular audience leads to the best essays
- Ex: School uniforms are terrible – is the audience parents or kids?
- Show reasons for the thesis and partners discuss for which would it be more convincing, parents or kids p.155
- Highlight partners’ thoughts to continue the discussion about audience
- Remind students they know how to select reasons to support their thesis and they know how to make strong boxes and bullets plans
- Now, the level of work is raising to first think of the audience and then by thinking of reasons that would be convincing to that particular audience
### Inquiry into Persuasive Essay

**Big Idea** – Writers transfer all they know about one genre of writing to another genre. Writers ask themselves, “What is similar about personal essay writing and persuasive essay writing?”

**Notes:**
- Students often miss how current learning is related to past learning
- This session supports transference
- Students begin to develop persuasive essays and begin the process of creating an essay with greater independence
- They have 3 days to construct their draft
- Support independence by making sure everything that is needed is available and students know how to access

**Materials:** next page

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<tbody>
<tr>
<td><strong>Connection</strong></td>
<td></td>
<td><strong>Share</strong></td>
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<tr>
<td>• Ask students to discuss what they know about essays</td>
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<td>• Remind students they learned about the difference between personal and persuasive essays but today they will participate in an inquiry as to what is similar so they can think, “How much of what I have learned can help me write my persuasive essay?”</td>
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<tr>
<td><strong>Teaching &amp; Active Engagement</strong></td>
<td></td>
<td><strong>Using an Anchor Chart to Guide Our Process</strong></td>
</tr>
<tr>
<td><strong>Inquiry Question:</strong> What do persuasive essay writers do that is similar to personal essay writers?</td>
<td></td>
<td>• Notice great techniques students are using</td>
</tr>
<tr>
<td>• Read a persuasive essay while students think about the inquiry question (<em>No Uniforms!</em> p. 160)</td>
<td></td>
<td>• Show students another tool – Opinion Writers chart p. 163</td>
</tr>
<tr>
<td>• Students discuss what they notice that is similar</td>
<td></td>
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<tr>
<td>• Gather student thoughts in a chart “Moves Persuasive Essay Writers Make that are Also Used in Personal Essay Writing” p. 161</td>
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<tr>
<td><strong>Link</strong></td>
<td></td>
<td><strong>Consider What is Unique to Persuasive Writing</strong></td>
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<tr>
<td>• Ask students to look over their boxes and bullets plan for their persuasive essay</td>
<td></td>
<td>• Tell students now they will consider how the two are different and it will raise the level of their work if they are aware of those differences</td>
</tr>
<tr>
<td>• Tell them they have 3 days to develop their persuasive essays</td>
<td></td>
<td>• Ask students to reread the “No Uniforms” essay, thinking about how personal essays are different from persuasive essays</td>
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<td></td>
<td></td>
<td>• Students discuss differences</td>
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<td>• Recap what you have heard people say such as:</td>
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<td></td>
<td></td>
<td>o Evidence in a persuasive piece doesn’t only come from personal experience – you can tell other people’s stories or do some research</td>
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<td></td>
<td>o Language such as everyone and you; don’t just talk about yourself</td>
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<td></td>
<td></td>
<td>o Persuasive essays try to get reader to think or act in a certain way</td>
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<td></td>
<td></td>
<td>o Persuasive writing makes people want to take action</td>
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</tbody>
</table>

Julie Johnson, Instructional Specialist~Monroe #1 BOCES  **Please contact for use** Julie.johnson@boces.monroe.edu  Dec, 2014  Page 40
Materials:
- Section of persuasive text copied on chart paper (No Uniforms)
- Student writing materials
- Chart paper with title “Moves Persuasive Essay Writers Make That Are Also Used in Personal Essay Writing”
- Construction paper and manila folders for students to create files
- Anchor chart “Opinion Writers”
- Your work plan from writing a personal essay
- Students’ work plans from writing personal essays
- 2 pieces of persuasive writing for writers to use as mentors while doing hw

HW S17 Inquiry Into Persuasive Essay

- Persuasive writers seem to have a more urgent tone
- Persuasive writers have more and different kinds of evidence
## Broader Evidence

**Letter to Teacher Format**

**Big Idea – Persuasive essay writers gather evidence in order to substantiate what they are saying**

**Notes:**
- Give students time to discuss hw

**Materials:**
- Student checklists with circled goals
- Student hw from last night
- Chart for setting up collecting different types of evidence
- Your persuasive thesis to model using chart to collect different types of evidence

**HW – Students make an action plan and decide what evidence they might still need to gather**

See pg. 170

### Connection
- Have students look their goals circled on the checklist
- Have students check their HW piece against the checklist to see how they are meeting their goals
- Partners discuss what they are noticing
- Tell students their goals are the same whether they are writing personal or persuasive essays
- Remind students they have noticed similarities and differences between personal and persuasive essays
- Discuss what they noticed in last night’s HW

**Teaching**

**Persuasive writers draw on evidence form the world to convince others. One way to do this is to gather a variety of broad evidence that can apply to lots of people**

- Think about different types of evidence – stories from other people, expert quotes
- Model setting up a chart with sections to gather different types of evidence ex pg. 168

**Active Engagement**

- Students take one of their reasons and think about what kinds of broader evidence they might gather to support that reason
- Remind them that thinking about other people’s stories is one way to gather evidence
- Partners share stories (or other evidence); the other partner provides feedback on whether the evidence supported the reason

### Weighing Evidence
- Remind students what they learned about ranking reasons
- Tell students not all evidence is equally powerful; if you put your evidence on a scale, which one would weigh the most?
- Tell students their really important pieces of evidence are their secret weapon – is it best placed at the beginning or the end of the essay?
- Remind students of the deadline; refer to process chart so students can reflect on where they are, where they need to be next

#### Using a Convincing Continuum
- Show students a Convincing Continuum p. 170 fig 18-3
- Model ranking a section of the uniform essay using the continuum p. 170
- Partners rank one section on the continuum
- Use index cards to explain reasons such as:
  - You have a variety of convincing evidence
  - You have some evidence but not all of it is related to your reason
  - You don’t have that much evidence
<table>
<thead>
<tr>
<th>Link</th>
<th>Writers take notice of partner’s feedback and revise their essay to make it even more convincing</th>
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</thead>
<tbody>
<tr>
<td>• Remind students about creating a chart in order to help them collect broader evidence</td>
<td>• Remind them they have 2 days before the draft is due</td>
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### BEND III Session 19

**p.172**

**Connecting Evidence, Reason, and Thesis**

**Big Idea** – Writers link their evidence to their reasons and thesis statement so that there are no gaps in their logic or reasoning

**Notes:**
- Great arguments are made so solid that there is little to no room for doubt
- Arguments are strongest when you can trace the argument running through a text, when the reader can grasp how the evidence supports the reason and opinion

**Materials:**
- “Transition Phrases to Connect Evidence to Reasons” chart
- A body paragraph where all of your evidence is not fully linked back to your reasons and thesis
- Students’ essay drafts

### Minilesson Highlights

**Connection**
- Return to construction analogy – a crack in a building is like a crack in an essay
- A crack in an essay is a place where the evidence is not as convincing as it should be
- No essayist wants his or her final essay to have even one place where someone can doubt his/her opinion

**Teaching**

**One of the greatest responsibilities an essayist has is to leave no cracks.** One way essayists make sure that every part of their essay is sealed tightly together is to make sure to link every piece of evidence directly to their thesis statement

- Tell students you have been reading a lot of essays to help you learn how to write your own
- Tell students you made a list of ways essayists link each piece of evidence to their reason and their thesis statement
- Show students chart “Transition Phrases to Connect Evidence → Reasons” p. 174
- Read body paragraph and ask students to give you a thumbs down if they see a crack (p.174)
- Think aloud to notice where you have cracks
- Debrief process of rereading section of essay, stopping after your first piece of evidence in order to link it to your reason and thesis statement
- Keep reason in mind and make sure you directly refer back to the reason and the broader claim

### Midworkshop Teaching

**Every Part Must Connect: Thinking Backward Between the Piece and the Introduction**
- Tell students another tip for making sure all parts of their writing are cohesive – think about how the introduction fits with the rest of the piece
- Think about what ideas you are discussing and work backward from what you are saying in the body to see how your introduction fits in
- One way to connect the introduction to the rest of the essay is to tell another mini-story, one that you didn’t tell in the body
- Model example p. 177-178
  
  **Note:** this is similar to bringing out the heart of the story by choosing details that support the heart; you are choosing an introduction mini story that supports and brings out the idea you are trying to bring out

**Transferring New Learning to Previous Writing**
- Remind students when they learn something new they can go back to previously written pieces to revise
- Display an old version of your personal
**Lucy Calkins Unit – Opinion Writing Grade 4**

**Active Engagement**
- Students work with their first body paragraph to practice
- Ask students to reread first piece of evidence and stop; put finger on that spot
- Check for a link to reason and overall claim
- If you don’t have a link, use the chart
- Helps to reread the evidence and link to make sure it is the exact one you want
- Partners then share their revised paragraphs
- P1 shares; P2 provides feedback on whether the evidence connects back to reason and claim
- Share a few student examples
- Remind students they can use the convincing continuum or ask a partner if a part convinces him/her

**Link**
- Remind students their drafts are due at the end of writing workshop
- Remind students of to-do lists, goals
- Remind students of teaching point – greatest responsibility as an essayist is leaving no cracks

- Your body paragraph from your personal essay is S11
- CD-Rom has revised version
- Students personal essays from Bend II

**HW:** Use revised personal essay that connects evidence to reasons and thesis to help you revise yours

essay and the most current and give students a copy (p. 180 for Dad is most important teacher essay)
- Partners look at the old and revised versions to discuss ways the revised essay is strong
- Underline and take notes to help remember your thinking
- Coach into conversations
- Students pull out own personal essays
- Partners work together to decide how to make it stronger
### Getting Ready to Put Our Opinions into the World

**Big Idea** – Writers get their essays ready for the world by carefully checking their spelling, punctuation, and other conventions

**Notes:**
- One of the greatest gifts you can give writers is the sense they should always produce the highest quality work rather than having to rely on the teacher to push them
- Students are used to editing because “they have to” or “the teacher told them” but this session takes the slant that their work will be more seriously regarded when it is readable
- One of the pitfalls with editing is that “sometimes writers and editors become so familiar with the writing that they do not notice errors” (Snowball and Bolton Spelling K-8: Planning and Teaching - p. 182 in this unit)

### Minilesson Highlights

**Connection**
- Return to cake contest metaphor to discuss presentation – when the cake is neatly presented, the judges are more likely to take it seriously
- Connect metaphor to writing – spending time to make our writing look the most professional it can will help it be taken more seriously

**Teaching**
- Writers never let their work go out into the world unless it is their best. Having pride in your work means that you can stand behind any piece of writing you do and say, “I’m proud of this. This is my best work.”
- Tell students they have lots of strategies for correcting the spelling of a word but it is more difficult to recognize when a word is misspelled
- Model process to help with this:
  - Reread one section about your reason carefully, word by word
  - Put finger under each word and look at it and see if it looks like word you have seen in print
  - If you have trouble reading it or it looks like a word you haven’t seen in print or if you’re not sure, circle it
  - Later, go back to all circled words and correct them
- Use section of essay (p.185) to model thinking aloud and tell students they are researchers to notice what you are doing
- Important to model painstaking reading and

### Midworkshop Teaching

**Evaluate Essays against the Opinion Writing Checklist**
- Remind students of the Opinion Writing checklist
- This checklist lets you know what makes a good essay – you don’t need to wonder if yours is good or not
- This is your chance to make sure you have met if not exceeded all goals
- Make sure you have raised the level of your writing, always outgrowing what you can already do
- Partners discuss how they make their essays the best they can be

**Publishing Persuasive Essays**
- Congratulate students on their hard work and tell them it is time to consider where their pieces are going
- What is their intended audience? Where in the world is the best place for their essay to go?
- Model thinking process:
  - Get sense of your audience (parents)
  - Think, where is the best place for this to go?
  - List some places that might work (bulletin boards, pediatrician’s office, parent website)
  - Choose one
- Students think about the best place
• Important for students to rely on all tools, resources, and conventions they know
• Audience is key for presentation purposes

**Materials:**
- Sample of your essay with spelling errors
- Students’ essay drafts
- Students’ editing checklists
- Opinion Writing Checklist, gr4-5
- Idea for where you would want to publish your persuasive essay based on the audience for your piece

<table>
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<tr>
<th>Checking</th>
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<tbody>
<tr>
<td>• Using your own example rather than a student’s example shows the investment in your own work</td>
</tr>
<tr>
<td>• You may want to change spellings of words to ones that are frequently misspelled by your students</td>
</tr>
<tr>
<td>• Debrief process with students</td>
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**Active Engagement**
- Involve students in checking the rest of the part of your essay
- Remind students the important thing is to notice when words are misspelled
- Partners discuss how they identified misspelled words (same words misspelled a bunch of times, words that are hard to read)
- Students take out their drafts and check one part of their essay
- Remind them of the process

**Link**
- Send students off to get their drafts ready for publication
- Remind students that mistakes can interfere with how seriously readers take the piece
- Tell students pieces in this room are beautiful, powerful, and they will look professional
- Remind students of other conventions on their personal editing checklists

for their essay
• Partners discuss
• Once students have decided this, they may want to make some revisions to address the intended audience

**Student samples p. 191 - 195**
Session 21  p.196  Hey World, Listen Up!: Sharing Our Opinions Loudly and Proudly

Big Idea – Writers publish their work. Persuasive essayists write to express their opinions and change the way people think.

Suggestion:
- Help students put their essays in the location for the intended audience
- Use digital media such as a blog and invite people at home to comment and/or other classes in the school, or invite parents into the computer lab to view the blog
- Classroom celebration can feature the blog or use the SMART board to display the essay while the authors read aloud or set up displays around the room showing the journey the students took. Displays can feature post-its and index cards to note ways they have gotten stronger as writers
- See pg. 197 for quote about the importance of the journey and Lucy’s classroom commentary
  “It is good to have an end to journey toward; but it is the journey that matters, in the end” Ursula LeGuin