# Table of Contents

Learning Context.......................................................................................................................... 2
Lesson Plans.................................................................................................................................. 5
  Lesson #1 – Persuasive Essays Are Like Oreos! ......................................................................... 5
  Lesson #2 – Set up your persuasive essays with an OREO!.......................................................... 8
  Lesson #3 – Grabbing Leads and Magic Endings......................................................................... 13
  Lesson #4 – Revising Versus Editing............................................................................................ 16
  Lesson #5 – Publishing ............................................................................................................... 20
Focus Students .................................................................................................................................. 22
Reflection and Evaluation .............................................................................................................. 24
Learning Context
School district: Bear Lake County School District (Idaho)
Name of school: Paris Elementary School
Title 1 school: Yes

Demographics of school:
School enrollment for Bear Lake County School District is at 100% for “population 3 years and over”. The majority of this enrollment is concentrated at the elementary school level with a percentage of 49.7%. Only 89% of the population enrolled in high school graduates, and only 15% of that same population goes on to receive a bachelor's degree or higher. Because this school is a Title I school, I decided to look up those demographics as well. About 12% of the general population in Bear Lake County lives under the poverty level. “Families with females householders, no husband present” make up 50% of that 12% of the population. Finally, it should be stated that 98.9% of the population in Bear Lake identifies as White. The remaining 0.1% is made up of a mixture of Native American, and “Other Races”.

Description of school climate:
The school that I am at is very small. We only have one class for each grade and the largest class has 27 students. The teachers at this school have all been there for a while, so they know everything about all of the students and student needs and concerns are discussed rather freely in the lunch room in hopes to help each other. The staff is really small and the principal at this school doubles as a special education aide for half of the day.

This school is a “Leader in Me” school, so leadership values are taught and expected from all students. Parents are also encouraged to work on the habits that the students learn about and bring those habits home with them. Because of this and the small number of students in this school, parent involvement is really high. Many of the parents do their best to volunteer in the classroom even if they don't have very much time. As can be found in any school, however, there are parents that work so much and have so much to do that they simply cannot volunteer.

As far as I know, there is not a specific management plan that has been put in place on a school-wide level. The “Leader in Me” program does give students the tools they need to manage themselves, but management has not been emphasized when working on this program. I do know that the principal has set very high expectations for respecting others and taking responsibility and reminds students of those expectations regularly.

Grade level: 5th grade

Learning environment:
The attendance in this classroom is really great. Except for a bout of flu that went around the class last week, we have had 95% attendance or better during my time there. For a management plan, my co-operating teacher has posted rules and expectations in her classroom. She expects her students to follow these rules and she uses a system of extrinsic rewards and consequences to help motivate her students. If a student misbehaves, she has them move their clips down on the behavior tracking chart. If a student behaves well or goes out of their way to make the classroom a better place, she has them move their clip up and gives them a stamp towards earning a “free period” where they can choose an activity to do. As far as I have seen, however, this system of rewards and consequences has fallen out of use and is not used regularly. It seems that, because of the winter break, the students (and sometimes teacher) have fallen out of
routines and forget what they are supposed to be doing and how they are supposed to be acting. I have spoken with the teacher and we are both working on getting our students (and ourselves) back on track. We give daily reminders of expectations and are using the behavior chart more consistently. I am also trying various techniques to work with our more challenging students.

Student engagement in this particular classroom leaves something to be desired, but I do think that a more consistent management plan (along with more engaging lessons) will help this. It is a work in progress, and I have set goals to help move this along. After giving an online survey, I have found that most of these students feel safe in the classroom, but many of them wish that they had more time to finish their work. This is a goal for this particular unit of lessons.

Additionally, because of the small size of the school, these students have moved through the grades together. Most of them have known each other and shared a classroom since preschool. Because of this, the students feel very close to each other, and the cliques and friendships have evolved and re-evolved over the years. There are some classmates that don't get along, but most everyone is able to be civil and work together when asked to do so.

It should also be noted that this classroom is unique in the fact that we take on a class of 19 fourth graders in the afternoon. This class will not be with us during our writing time, so it does not affect this unit, but it does affect our management plan.

**Subject matter of lessons:** Persuasive/Argumentative Writing

**Total number of students:** 16

**Students with special needs:**

*With IEPs: 3*

All three of these students have ADD/ADHD and struggle with reading (two at a 1st grade reading level and one at a 3rd grade level). They all receive accommodations in the form of scribes during drafting process, extra time, and reading assistance. One of the three students mentioned above also has TBI from a car accident when she was young. She receives accommodations in the form of reading assistance, extra time, and decreased homework load.

*English Language learners: 0*

*Gifted and Talented:*

No gifted and talented, but there is at least one student who is a “fast finisher” and needs to be given more challenging tasks at times.

*Other (please specify):*

One student is currently being recommended for an IEP because of low reading ability and slower processing time in math and science. We have been working on giving her more time and reading assistance where we are able to. Also, we have one student that has a 504 plan for her test anxiety. We accommodate her with extra time, a quite work area, and time to prepare for the test.
Students' prior knowledge for these lessons:
Through conferencing with these students on current writing projects, I have learned a lot about where most, if not all, these students stand in writing abilities. These students have been taught how a basic 5 paragraph essay functions. However, they have been told that three sentences make up one paragraph and are reluctant to add anything more. I have been pushing them to write 4 or 5 sentences per paragraph for the past couple of weeks. Additionally, they seem to struggle with really engaging the reader and making their essays flow from one paragraph to the next. Finally, these students have not been introduced to a persuasive piece of writing as it exists with multiple paragraphs. They have, however, worked with persuasive sentences and paragraphs in previous grades. It should also be noted that many students need help with the basic set up of a paragraph (indents, spacing, titles, etc.).

Students' background and interest for these lessons:
The students have been practicing different styles of dances in preparation for the annual school Valentine's Dance at their school. Many students dread PE time because of the dancing. Other students enjoy this time because they get to show off their dance skills (there are many dancers in this class) or hold hands with the boy they like without it becoming a rumor throughout the class. This persuasive piece will pose the question of whether or not a mandatory Valentine's Dance is a good idea in elementary school. I think that using this particular subject will really engage my students and motivate them to really do their best on this piece.

How did your knowledge of these students inform your lesson planning?
Because of the students' prior knowledge with the basics of a persuasive piece of writing, I do not expect to have to spend as much time introducing this style of writing as I would with a first or second grade classroom. I did give myself one half-hour lesson to simply review mentor texts and go over rubrics for this assignment so that I could really set them up for success. When students have worked on essays in the past, they have only been given one week to take their pieces from brainstorming to final presentation. While many students turn in great pieces, other students are rushed through the process and don't get a chance to really make their pieces great. I chose to spend two weeks on this particular piece so that the students that take longer to make their pieces really good have a chance to shine and turn in quality work. The two weeks that I have planned for this unit will help students become familiar with this “new” style of writing. I want to make sure that they really understand how it works and how to make it work for them.
Lesson Plans

Lesson #1 – Persuasive Essays Are Like Oreos!

Subject and grade level
This unit meets 5th grade standards for writing.

Approximate time
30 minutes

Rationale for methods
I chose to teach this lesson because these students haven't yet been taught how a persuasive essay works according to 5th grade standards. Since this will be on the end-of-year test, I thought it important to teach this lesson/unit now. This class is used to very explicit teaching methods. Before now, their teacher has told them how to write and left exploration out of the picture. I would like to make this lesson about exploring how this type of writing works. I plan on using a lot of mentor texts and anchor charts for this lesson/unit. I have seen success with using mentor texts in previous methods classes, and I believe that the use of mentor texts will greatly increase my student’s engagement in this lesson.

Content standards
CCSS W1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Academic language/vocabulary
Language skills: Students will need to know what it means to analyze a piece of writing and identify its parts.
Discipline-specific vocabulary: Students must know that a thesis statement is a summary of the main point of a piece of writing. As it is the main part of the required essay, students must also need to know what the word persuade means.

Required materials, resources, and technology
- Rubric for final piece
- Large paper and pens for anchor chart (or whiteboard and marker)
- PowerPoint (optional, entire unit on this – use only slides 1-5 for this lesson): https://docs.google.com/presentation/d/1z042TrdHkIeiPlZwnkMZL_KJlgsFrvu6vF3kgm0/edit?usp=sharing
- Papers for exit tickets (index cards, cards with questions typed on them, etc.)
- Oreos (1 for each student)

Lesson objectives
Given mentor texts, students will be able to analyze those texts, identify at least two out of the three main parts of a persuasive essay (opinion, reasons, explanations), and respond to the prompt with a possible thesis statement.
**Instructional Procedures**

**Inquiry (10 minutes):**
Introduce persuasive essays and connect prior knowledge to what students will learn. *You guys have worked with persuasive writing before. Can anyone tell me what persuasive writing does?* Yes, persuasive writing tries to convince – or persuade – someone to do something or believe in something. What are the different parts of a persuasive essay? I’ll give you a hint: it has something to do with the letters in the word “oreo”. Let’s watch this video of a read a-loud of the book “I Wanna New Room” by Karen Kaufman Orloff and see if we can figure it out.

**Model (10 minutes):**

*What did Alex's letters have in them that you think would be important for a persuasive essay? Write down parts of a persuasive piece as students call them out. Focus/lead students to discuss statement of opinion, reasons, and examples/explanations for those reasons. We talked about the idea that persuasive pieces have clear opinion. What was his opinion? Write this on the board/large piece of paper. That's the O in Oreo. Write on board. Now that we have identified Alex's opinion, let's talk about thesis statements. Does anyone know what a thesis statement is?... A thesis statement is a summary of the main point of an essay. Knowing that, can anyone tell me where a thesis statement occurs in an essay? That's right. It is usually the last sentence of the introductory paragraph. After Alex stated his opinion, what did he do? He gave reasons. What were his reasons? Write the reasons on the board, leaving enough room to write the supporting explanations underneath each one. Reasons are the R of our Oreos. Write on board. What did he do after he stated a reason for his belief? Yes, he explained his reason. What was his explanation for reason #1? Write explanations underneath. Explanations are the E in our Oreos. Write on board. Continue until reasons and explanations are filled out. Talk about restating opinion at the end of persuasive essays. Okay. So we have ORE in Oreo. Can anyone guess at what the last O is? That's right the last O is opinion again. Writers restate their opinion after they have outlined their reasons and explanations. Introduce the writing prompt and rubric for this essay. Because Valentine’s Day is coming up, I thought it would be great for us to write a persuasive essay about whether or not there should be a school dance on that day. Take a second to think about your thoughts on that. Do you think that there should be a school dance on Valentine's Day? Take 30 seconds to think about this and about your reasons for your belief. Your opinion here will become your thesis statement.*

**Shared Collaboration (5 minutes):**

*Now that you have had a chance to think about your opinion on the Valentine’s Dance, I want you to turn to your partner and tell them two things. First, tell them the 3 main parts of a persuasive piece of writing. Second, tell them your thesis statement. Take a second to make sure that you know what your thesis statement might be. Write it down if you need to. If you find that you and your partner disagree on this, have a civil discussion about your ideas. Explain your reasons for your opinion. If you agree, talk about your reasons and find things that you may have in common. Circulate to foster discussion and keep discussion on topic.*

**Independent Writing (5 minutes):**

*Okay, your ticket to read a-loud time and ticket for an Oreo is an index card with your name, your opinion on the school dance, any reasons and explanations that you already have for that, and the 3 parts of a persuasive essay.*
**Adaptations/Accommodations**
This particular lesson doesn’t require many accommodations. The only individual writing that the students will have to do will be on their exit tickets, and I won't check spelling on exit tickets for this lesson. The two students with ADD/ADHD will have their attention needs met naturally with the fast-paced lesson, videos, and chances to visit with partners. As necessary, students allowed to have scribes (as dictated by IEPs) will be paired with a student that is finished or a classroom aide if available at that time.

**Assessment**
I will know that students have met the objectives when they can identify two out of the three parts of a persuasive essay on an exit ticket. They will also be required to write a possible thesis statement in response to the given prompt. I will also be performing formative assessments throughout the lesson by checking for understanding after each evaluation of reasons in the mentor text.

**Works Cited**
I pulled the main idea for this lesson from this website. I chose to use ideas from this website because the lesson included here exactly fits the lesson that I wanted to complete with my students.
Lesson #2 – Set up your persuasive essays with an OREO!

Subject and grade level
This unit meets 5th grade standards for writing.

Approximate time
30 minutes

Rationale for methods
As I mentioned before, this class is used to explicit instruction. In order to help them transition away from this, I chose to guide students by working “with” them on my own piece and continuing to use mentor texts. It is my hope that I can gradually release responsibility to my students after this lesson.

Content standards
CCSS W1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W1b: Provide logically ordered reasons that are supported by facts and details.
W1d: Provide a concluding statement or section related to the opinion presented.
W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Academic language/vocabulary
Language skills: Students will need to know what it means to identify parts of an essay as well as what it means to outline their own essays.
Discipline-specific vocabulary: Students must know what a thesis statement is. This has been stated in the previous lesson, review this as part of good practices in teaching.

Required materials, resources, and technology
- PowerPoint (optional, entire unit on this – use only slides 4 and 5 for this lesson): https://docs.google.com/presentation/d/1z042TrdHKcHeiPlZwynkMZL_KJlgsFrayUa6vF3kmn/edit?usp=sharing
- Anchor chart made as a class during last lesson
- Mentor text “I Wanna New Room” by Karen Kaufman Orloff
- Class copies of the Outline of an opinion piece (attached at end of this lesson)
- Class copies of the Rubric (attached at end of this lesson)

Lesson Objectives
Given a graphic organizer, students will be able to identify and outline the basic parts of their persuasive essays.

Instructional Procedures
Inquiry (5 minutes):
Connect student knowledge from previous lesson. Alright class, what were the three main parts of a persuasive essay? That's right, they have an opinion, reason, and explanations. Introduce question of how brainstorming works for a persuasive essay. Okay, today we are going to work on brainstorming based on our thesis statements that we made yesterday. Someone remind me of what a thesis statement is. That's right it is a summary of the main point of the essay. Turn to
your partner and tell them your thesis statement that you came up with yesterday. Now that we have been reminded of what our thesis statements are, let’s remember what brainstorming is about. What do we do when we brainstorm? That's right, we write down our ideas. Do we have to write our ideas in complete sentences? No we don't. We can just write down the main ideas of what we want to say. Is what we put on our brainstorming sheets final and unchangeable? No it is not. We can always change our writing at any stage in the writing process.

Model (5 minutes):
Introduce the process for the day. Today, we are going to brainstorm. Instead of using our brainstorm maps for today, I want us to use this sheet (graphic organizer) to help us make sure we get all of the parts filled in. I am going to show you how I expect you to fill in your boxes. So my thesis statement is “Valentine's dances should not be required in elementary school.” I will write that in this “opinion” box at the top. I know that we said that we didn't have to write in complete sentences, but I want your thesis statements to stay in complete sentences. Write that exact statement in box. One of my reasons is that students shouldn’t have to dance in couples at a young age. I will write that reason here in the “reason 1” spot. Write “no dancing in couples” in spot. My explanation/evidence for this is that girls and boys don't like to dance together, especially in 5th grade and it makes them uncomfortable. I will write that in the “evidence 1” spot. Write “kids don't like it, makes them uncomfortable” in spot. Now that I have filled in that box, do you guys know what you will be expected to do? Thumbs up if yes, thumbs down if no. Go back and explain the steps again if more than 1 thumbs down.

Shared Collaboration (5 minutes):
Okay, now that we know what you will be doing with this sheet, I want you to take 1 minute to think about your reasons for your thesis statement. If you need help coming up with supporting reasons, raise your hand, and I can come help you talk it through. After the minute of talking, I will have you share your reasons with a partner. Alright? Go! Give students a minute to think about their reasons, more if needed. Answer questions as needed. Okay, now that you have had a chance to think, turn to your partner and take turns sharing your reasons. Make sure that both of you share your reasons. Also, be sure to respect the opinions of others. It is okay if their opinion is different from yours. That's what makes our class unique. We can be accepting of others even if they don't think the same way we do. Okay. Share with your partner. Circulate around and help keep the conversations on topic/appropriate/respectful.

Independent Writing (15 minutes):
Allow time for students to fill out their graphic organizer. Now that you have had a chance to really get to know your feelings about the subject, you are going to fill out your graphic organizers. You are not required to have 4 reasons, but you do have to have 3. If you want to add a fourth reason, go for it. Make sure you restate your thesis statement in this box (point to last box on page). Any questions? Alright, you have 15 minutes to write. You must get this done today. You will turn this in to me. It is your ticket to read-aloud time. Ready, go! Circulate and help struggling students. Focus on students with IEPs and 504s.

Adaptations/Accommodations
This is another lesson that doesn't require very many adaptations. The students who struggle with reading and writing will be accommodated in the fact that they will not have to write very much and won't have to worry about spelling at this point. As necessary, students allowed to have scribes (as dictated by IEPs) will be paired with a student that is finished or a classroom
aide if available at that time. I will also be available to guide them through every step of the process to answer any questions they may have. The opportunities to share with partners helps the students with ADD/ADHD take little breaks and refocus.

**Assessment**

I will know that students have met the objectives when they can fill out the graphic organizer with an outline for their persuasive essays. I will also be performing formative assessments to check for understanding (thumbs up and thumbs down). Additionally, I will be circulating to observe what the students are writing and checking for understanding in that way.

**Works Cited**

I found the outline/graphic organizer for a persuasive essay at this website. I chose to include this in my lesson because it helps the students organize their thoughts as well as reinforces the format of a 5 paragraph persuasive essay.


I found the rubric for a persuasive essay at this website. I chose to include this rubric because it explicitly outlines the expectations that I have for the students regarding this piece.

http://crystals-classroom.blogspot.com/2014/01/no-longer-snowed-in.html
Lesson #3 – Grabbing Leads and Magic Endings

Subject and grade level
This unit meets 5th grade standards for writing.

Approximate time
30 minutes

Rationale for methods
In the past, this class has not been taught to think about the reader when they write. This editing and revising technique was taught in my Language Arts method class, and I believe that it makes editing and revising easier to understand and implement in writing. I want to get the students to start to think about the reader. I think that a good first step in this process is to look at grabbing leads and magic endings. I think that this is a simple way to make writing a little bit more exciting and engaging for both the writer and the reader. I have introduced the idea of grabbing leads and magic endings to this class very briefly with their previous piece of writing, but I would like to delve into these ideas more in depth in this lesson. After students have added to their pieces, they will be prepared to actually edit and revise.

Content standards
CCSS W1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Academic language/vocabulary
Language skills: Students will need to know what it means to produce a sentence.
Discipline-specific vocabulary: Students must have a basic knowledge of what a Grabbing Lead is (a way to catch the reader's attention at the beginning of the essay) as well as a Magic Ending (a creative way to wrap up the piece of writing). They must also know what a writing conference is (meeting with a teacher/mentor to discuss the piece that is written).

Required materials, resources, and technology
- PowerPoint (optional, entire unit on this – use only slides 6 and 7 for this lesson):
  https://docs.google.com/presentation/d/1z042TrdHKcHeiPlZwynkMZL_KJlgsFravUa6vF3kgn0/edit?usp=sharing
- Anchor chart made as a class during last lesson
- Mentor text “I Wanna New Room” by Karen Kaufman Orloff
- Mentor (teacher) writing
- Student's first drafts of essays
- Two class sets of sticky notes (different colors)

Lesson objectives
Given anchor charts and teacher guidance, students will be able to produce one “grabbing lead” and one “magic ending” to their persuasive essays.
Instructional Procedures

Inquiry (3 minutes):
Connect with students’ prior knowledge of Grabbing Leads. Okay, we used grabbing leads with our last essays. Who can tell me what a grabbing lead is?... That's right a grabbing leads is something that gets your reader's attention in the first sentence of your essay. Can anyone think of grabbing leads that might work for this essay?... We will be adding Grabbing leads to our essays today. If you already have one, that's great! We will also be adding what I like to call Magic Endings. Can anyone give me a guess as to what a Magic Ending might be?... Yes, a Magic Ending comes at the end of our essays. What's magic about it? It's a last sentence to leave your reader thinking “wow, that was really great!” Turn to a partner and brainstorm different Magic Endings. Circulate to foster discussion and grab good ideas from the class.

Model (5 minutes):
Bring students back to attention and model adding Grabbing Leads and Magic Endings. I heard some really great magic endings while I was walking around. Some of you said something like “Do you really want your students dancing together at such a young age?” That's a great Magic Ending! It addresses your reader directly and plays to their emotions. As for my essay, I think I am going to repeat a phrase. I have my Grabbing Lead already. “To dance, or not to dance, that is the question.” I am really proud of that Grabbing Lead, so I think that I will repeat it. I had an idea of saying this: “To dance, or not to dance, that is the question. My answer is no.” I am going to add this to my paper on a sticky note so that my paper doesn't get too cluttered. You will each get two sticky notes. One yellow one and one pink one. Your yellow one is for your Magic Ending and the pink one is for your Grabbing Lead.

Shared Collaboration (2 minutes):
Allow students to share ideas with a partner. Think-Pair-Share ideas. I want you all to think about your essays. Take a minute to think about possible Magic Endings and Grabbing Leads for your essay on your own... Okay. Now turn to a different partner from before and discuss your ideas... Okay. Let's come together and share the ideas we heard. Raise your hand if you heard a great idea from your partner. What was the idea? Share as many ideas as time allows.

Independent Writing (20 minutes):
Allow students to work on their additions. Once students are finished, conference with them. Okay, now it is your turn to add your Grabbing Leads and Magic Endings. Remember that your Grabbing Lead goes on the pink sticky note and the Magic Ending goes on the yellow one. You will then stick those notes on your paper for safe keeping. If this is just your first draft, I want you to start working on your second draft once you have added your sticky notes. If this is your second draft and you haven't already conferenced with me, I want you to come and see me before you start writing. Remember that you have at least one conference with me or Mrs. Wallentine before you can write your final piece. We will start having computer time for typing our final pieces on Thursday, and I expect that quite a few of you will be ready to start typing by then. Okay. Don't forget to ask questions if you have any. I will be available for conferencing in 5 minutes. Circulate for 5 minutes to check on the students’ leads and endings.
Adaptations/Accommodations

Students that struggle with reading will be accommodated with extra time to complete this lesson. As the two students that struggle with writing are being accommodated in the fact that they only have to write one paragraph with strong reasons and explanations, I do not believe that more accommodations are needed. Finally, students with ADD/ADHD will be accommodated with the quick pace of this lesson as well as frequent opportunities to talk with a partner. As necessary, students allowed to have scribes (as dictated by IEPs) will be paired with a student that is finished or a classroom aide if available at that time.

Assessment

I will know that students have met the objective when they can show me their piece with one Grabbing Lead and one Magic Ending added on different colored sticky notes.

Works Cited

I bought the rights to use the Grabbing Lead and Magic Ending slides on the PowerPoint at this website. I chose to use these particular slides because they did a good job of outlining and providing examples of what Grabbing Leads and Magic Endings are.
https://www.teacherspayteachers.com/Product/Opinion-Writing-1653106
Lesson #4 – Revising Versus Editing

Subject and grade level
This unit meets 5th grade standards for writing.

Approximate time
30 minutes

Rationale for methods
As I mentioned before, this class has not been taught to think about the reader when they write. This editing and revising technique was taught in my Language Arts method class, and I believe that it makes editing and revising easier to understand and implement in writing. I want to get the students to start to think about the reader. After adding introductions and conclusions, I think the next logical step is to revise and edit.
The students in this class have not had very much time to work on self-editing their own papers. Up until this lesson, the students have simply had writing conferences with their teacher after they have written their first and second drafts. During these conferences, the teacher discusses areas that could use improvement and instructs the students on what needs to be fixed. The students are then released to write their next draft and add the edits that were discussed. I chose to work on editing and revising with this class so that they can be prepared to self-edit and self-revise their own pieces as they move into middle school.

Content standards
CCSS W1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1c: Link opinion and reasons using words, phrases, and clauses.
W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Academic language/vocabulary
Language skills: Students will need to know what it means to analyze a piece of writing.
Discipline-specific vocabulary: Students must know what proper verb usage means (number of subjects aligns with verb), basic understanding of revision and edits (this lesson goes in depth, but builds on required basic knowledge), and understand what a proper noun is.

Required materials, resources, and technology
- PowerPoint (optional, entire unit on this – use only slides 6 and 7 for this lesson):
  https://docs.google.com/presentation/d/1z042TrdHKcHeiPlZwynkMZL_KJlgsFravUa6vF3kgn0/edit?usp=sharing
- Anchor chart made as a class during 2nd lesson
- Mentor text “I Wanna New Room” by Karen Kaufman Orloff
- Mentor (teacher) writing of persuasive essay
- Class copies of Revising vs Editing anchor chart (attached at end of the lesson)
- Class sets of red and blue pens
- Student first or second drafts of essays (wherever they are in the process- some may be in first draft, others may be in second)
Lesson objectives

Given a detailed anchor chart and teacher guidance, students will be able to analyze their essays for places to revise and edit with at least 80% accuracy.

Instructional Procedures

Inquiry (2 minutes):
Connect prior knowledge of revising and editing. Can anyone tell me what revising is?... What about editing?... Is there a difference between the two?... Yes there is. Can anyone tell me a difference? Today we are going to talk about the difference between editing and revising. You will need your first drafts (it's okay if you have your second drafts) and a red and blue pen.

Model (10 minutes):
Introduce idea of revising using Power Point. We know that editing and revising is a time to think about our reader. When we think about revising, we think about making our writing more enjoyable for the reader. Think ARMS when revising. Is there anything I can add? Is there anything that could be removed? Is there anything to move? Is there anything to substitute? I am going to ask those questions when looking at my own piece. Today we will be doing our revisions in blue pen. The first question I can ask is “is there anything I can add to this piece to make it more enjoyable?” Let's read this aloud. Read piece aloud. Stop at beginning of the second paragraph. Okay, I can see a lot of spelling mistakes, but I am not worried about that right now. I am looking for things to add. I think that maybe I can add a transition here between my paragraphs. Can we all agree that my first and second paragraphs don't flow well? I think so. What are some transition statements?.. First, Second, Also, Additionally. Okay. I think I am going to add “First” before this paragraph. Okay. There is going to be more that I can add, but I am going to do that on my own. I want us to look for things to remove together. Continue with piece until one item from every part of ARMS is found. It is best if the mentor writing has those items all in the first couple of paragraphs.

Now that we have looked at revising let's look at editing. When we edit, we look for things that we can fix to make reading easier for the reader. We mark our edits in red pen. Think CUPS when you are editing your pieces. Is there anything that needs to be capitalized that isn’t? Are all of my verbs used correctly? Do your subjects and verbs line up? Is there any punctuation that is missing? Are all of my words spelled correctly? Okay. Let's apply all of these things to my piece. Let's read aloud again. Read piece out loud and stop at beginning of second paragraph again. Did you see anything? I saw one capitalization and one punctuation problem. Yes, I need to fix valentines. It needs to be capitalized and have an apostrophe. I will mark those with my red pen. Now, let's keep checking. Continue checking until all items from CUPS is found. It is best if the mentor writing has those items all in the first couple of paragraphs.

Shared Collaboration (3 minutes):
Allow students to review what CUPS and ARMS stand for. Okay, before you get to work on your own pieces, I want you to review what revising covers and what editing covers. Turn to a partner. Partner A is on the left. Partner B is on the right. Partner A, I want you to tell Partner B what is included in Revising (think ARMS) and what color we revise in. Partner B, I want you to tell Partner A what is included in editing (think CUPS) and what color we edit in. Go! Circulate as children talk. Address any misconceptions and keep conversations on task.
Independent Writing (15 minutes):  
Allow children to edit and revise pieces. *Okay, now it is your turn to revise and edit your pieces. This paper (hand out revising and editing list) has the meaning of ARMS and CUPS so that you can check your writing against it. Remember to write in blue pens for revisions and red pens for editing. You should use this time to make sure that you have grabbing leads and magic endings. If you don’t have one or both of those, now is the time to add them as a revision. Please ask questions if you have any. You have 15 minutes to do this. Circulate and answer questions as necessary. Discuss what students are changing to make their pieces better for the reader.*

**Adaptations/accommodations**

The students that struggle with reading will be paired with a “higher” level student. The higher level student will help the “struggling” student read and check their writing. For this lesson, all students will be allowed to ask for help with spelling, punctuation, etc. This will accommodate the struggling readers as well. Those students with IEPs allowing for it will be allowed extra time to work on this part of the unit. As necessary, students allowed to have scribes (as dictated by IEPs) will be paired with a student that is finished or a classroom aide if available at that time.

**Assessment**

I will know that students have met the objectives when they can show me their pieces that have 80% of the needed edits and revisions completed. I will be conferencing with students after they have had a chance to check their own pieces. They will have to conference with me before they can move on to their next draft of writing.

**Works Cited**

I bought the rights to use the CUPS and ARMS handout on this website. I chose to use this handout because these students needed a guide for self-editing/revising. This handout not only gives the students a trick for remembering the different parts of revising and editing, but it also explicitly outlines the parts of each step.  
Lesson #5 – Publishing

Subject and grade level
This unit meets 5th grade standards for writing.

Approximate time
Two 30 minutes sessions – possibly three sessions depending on student ability.

Rationale for methods
The students in this class struggle with typing efficiently. I would like to give them a chance to practice typing with something that they care about. In the past, typing practice has consisted of playing games on a typing software. The students enjoy this, but they do it every week and it has gotten somewhat repetitive for them. I think that giving the students a chance to type their persuasive essays as a final form of publishing will give the students a chance to practice typing skills as well as build stamina in typing.

Content standards
CCSS W1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.

Academic language/vocabulary
Language skills: Students will need to know what it means to produce a typed piece of writing.
Discipline-specific vocabulary: Students must know the basic terminology of Microsoft Word. Words such as alignment, icon, what the different keyboard tiles do (specifically Tab), and spacing options.

Required materials, resources, and technology
- Student essays in final form
- Class set of computers with some type of word processor (with thumb drives/ hard drives on which to save the essays)
- Rubric (attached after lesson 2)

Lesson objectives
Given a computer and enough time, students will be able to produce a typed version of their persuasive essays.

Instructional Procedures
Inquiry (1 minute):
Introduce the idea of publishing. Alright, you all should have your written final drafts today. This is the final step in your writing process. Good writers brainstorm, edit and revise, conference with other writers, and publish their writing. You guys have had a chance to do all of this. You have written many drafts for this piece, so you should be ready to type it up and finalize it. Your goal for computer time today is to get this typed up and printed out.
Model (2 minutes):
Explain process to students. You have done this before. All you are going to do today is type up what you have written. I will show you on my computer. First, I have my title. I am going to center that by clicking on this icon (center paragraph icon). I will now type it up. I remember that I have to capitalize the first letter of every word of my title. Once I have my title typed up, I am ready to move to my introductory paragraph. When typing up a professional paper, the paragraphs are not centered in the page. They are usually aligned with the left of the page. I will fix that by clicking on this icon (left align icon). What is the first thing I have to do? Can I just start typing my first paragraph? No, I need to make an indent. The easiest way to do that is to press the “Tab” button on the left side of my keyboard. Okay. Now I can type it up. I simply copy the words exactly from my essay.

Shared Collaboration (2 minutes):
Have students review the first few steps of setting up the format in Word. Okay, now I want you to turn to a partner sitting next to you. The partner sitting on the left is Partner A, the partner sitting on the right is Partner B. Partner A I want you to tell Partner B where the title of your piece goes – middle, left, or right of your page. Also, I want you to tell them the correct capitalization of the title. Partner B I want you to tell Partner A the correct alignment for the first paragraph and the proper indentation. Ready, go!

Independent Writing (25 minutes):
Give students time to get typing up their essays. Okay, now it is time for you to get to work. I expect that some of you will be done today, and I want you to work as if you won’t get any other time. However, I can get us one more day in here to work on this if needed. Work hard, that is all I ever ask of you. If you notice something that you would like to change, go for it! Good writers are always revising and editing. You will also want to remember to check your rubric as you work. This is your last chance to make sure that you are meeting the expectations in the “Strong” column. You have 25 minutes to get this typed up and printed.

Adaptations/accommodations
The only need for accommodations that I foresee in this lesson is for students with ADD/ADHD. For these students, I will offer a chance for a couple of brain breaks throughout the time at the computers.

Assessment
I will know that students have met the objective when they have turned in a typed version of their essays. This typed version will also be graded against the rubric that was given to the students in lesson 2. This will be their final grade for this unit.
Focus Students

Description of student 1: Laurel

Prior Learning:
Laurel has prior knowledge of persuasive writing as far as she was taught in previous grades. She knows that persuasive writing is used to convince the reader of something. She is vaguely familiar with the way that persuasive writings work. She knows that it states an opinion and has reasons for that opinion. She wasn’t able to tell me what else is needed in this type of writing (examples or explanations of reasons).

Academic ability:
Laurel is one of our high-scoring students. She understands new ideas quickly and rarely needs extra time on any subject. She regularly scores in the level of “mastery” (80% or higher) in reading, math, and science. When she has questions, they are usually some form of “did I do this right?”. In asking these questions, Laurel wants to know if she exactly right and how she can do better if she isn't on track. In terms of writing, Laurel is above the level of most of her classmates. She shows a real ability to self-edit. Additionally, her sentences are complex and contain high-level vocabulary.

Personal background:
Laurel comes from a “typical” home considering this school's demographics. Both her mother and father are in the same household and she has a few siblings. She loves anything to do with rodeos, and this is often a way to connect with her. She is in the leadership council at school and attends to those responsibilities well. She has a smaller group of friends, but is really shy and doesn't like to speak in class very often. She has mentioned that this is something that she is working on this year. She wants to be better at public speaking and tries to speak up in class. When she does participate in class discussions, her input is very appropriate and helpful.

Other relevant characteristics:
Because of her responsibilities in the leadership council, Laurel often misses up to 15 minutes of class a day. She hasn't fallen behind in class because of this, but she often comes into a lesson after the main idea has been introduced or prior knowledge has been connected.

Influence of these characteristics on your teaching:
I am going to conference with every student. I am going to use this opportunity to praise Laurel on her writing abilities and encourage her to keep that up. I am also going to use this opportunity to make sure that Laurel isn't missing any information because of the time she has missed for leadership responsibilities.
Description of student 2: Nathan

Prior Learning:
Nathan’s prior knowledge concerning persuasive essays is very basic. He knows that a persuasive essay is used to convince a reader of something. He also knows that the author must state their opinion in a persuasive essay. Beyond those two points, however, Nathan does not know anything else about persuasive essays. He doesn’t know how they are set up and the different parts that they contain.

Academic ability:
Nathan is one of our students that struggles with reading and writing. He reads at a first grade level and struggles to form his letters when writing. His spelling abilities are also very low, but he does well to write the word correctly if he is guided. Because he knows that he is behind his class, Nathan gets frustrated and stops trying whenever he is reminded that he is slower than the rest of the class. In the past, Nathan has been accommodated in writing with a scribe. He tells another student his ideas and the student writes them down.

Personal background:
Nathan is very interested in sports. He plays football, basketball, and baseball. He is really great at anything athletic and loves the time that he gets to succeed in those areas. He has a rather large group of friends in class, and often gets distracted when talking to them. Nathan loves to be helpful in the classroom and volunteers for any job that requires hard work. He is often found helping the janitor. He has also bonded with a special needs student at our school and chooses to spend time with him as a reward for good behavior.

Other relevant characteristics:
Nathan has ADHD, but his parents have chosen not to do anything in terms of accommodating this. I have been redirecting him whenever he is distracted by placing my hand on his shoulder/desk and saying his name.

Influence of these characteristics on your teaching:
I am accommodating Nathan with extra time to do his work, less required writing, and a scribe if necessary. I would like to see Nathan write his own first and second drafts, but I worry that his struggles with writing and spelling will frustrate him and get in the way of his ability to keep a positive mindset. If this happens, I will pair him up, either with a fast finishing student or an aide, who will act as a scribe for him. I will be giving him a lot of positive encouragement and assistance in hopes that this will help him stay positive about his writing abilities.
Reflection and Evaluation

Analyze student learning:

Performance of student 1:

As could have been expected, Laurel did really well with this unit. Her writing was above what is normally expected from any 5th grader, especially our class. I had a hard time introducing persuasive essays as planned in my first lesson plan, but Laurel had no problem adapting with me and was able to outline the different parts of a persuasive essay with ease. From there, she moved quickly through the writing process. She found quite a few mistakes in her work that she fixed and made better during our editing and revising time. Laurel then missed two days because she was sick. Despite missing those two days, she was able to turn in her finished assignment early. Her final paper was written with the eloquence of a 6th or 7th grader. I knew that Laurel was ahead of the class in this subject, but I hadn’t understood just how ahead she was. Her word choice showed that she has a vocabulary above that of a “normal” 5th grader. Her ability to reflect and find details to add and change in her piece was above what was expected of the class. Finally, she was able to produce a final paper that showed growth from her first draft. As far as misunderstandings are concerned, Laurel didn’t have very many. During our editing and revising lesson, she did get a little bit confused about what was expected of her. This confusion is probably more my fault than hers. I should have stated my expectations for that lesson more explicitly for the students. If I were to change this unit to fit her needs, I would have taught a more advanced unit on persuasive writings. I would have taught her how to write persuasive essays at the caliber expected in middle school.

Laurel scored 48 out of 50 for this piece of writing. Below you will find documents of her various drafts, her final draft, and the rubric which was used to score her final draft.
Opinion
Reasons
Explanation
Opinion

* I think we should have the Valentine’s dance
* It will help us learn how to dance, so when we’re older we’ll know how.
* A Valentine’s dance will help us know how to act at a dance.
* The dance will help you make new friends, or get
Figure 2- Outline from Lesson 2

Opinion Graphic Organizer

**Topic:** Shall we have a Valentine's dance?

- **Opinion:** I think Paris Elementary should have a Valentine's dance.

- **Reason 1:** Help us learn to dance
  - **Evidence 1:** Help older we know how

- **Reason 2:** Help us know how to act at dance
  - **Evidence 2:** Help know how to be polite to each other

- **Reason 3:** New Friends
  - **Evidence 3:** Make new friends

- **Reason 4:**
  - **Evidence 4:**

**Opinion Restated in Different Words:** All these reasons are why I think we should have a Valentine's dance.
Valentine's Dance

The waltz, the cha-cha, YMCA, and Oh Johnny. Oh:
Should Paris Elementary have a Valentine's dance?
A Valentine's dance can help you in some ways. Some of the ways a Valentine's dance can help you are things that you wouldn't even think about the steps. A Valentine's dance can help you learn how to dance. When you're older, you'll probably go to some dances. If you're at a dance and you don't know how to dance you'll have more fun than you would if you didn't know the steps.

A Valentine's dance will help you know how to act at a dance. You need to be polite and calm. A Valentine's dance at Paris Elementary will help you learn those kinds of things. When you're older you'll know how to act at a dance because you learned how to when you were younger at Paris Elementary.

Are you ever lonely? A Valentine's dance can help you make new friends. Here's how.
When you dance, you'll be around other people. After the dance you might be able to find out a kid's name and make friends with them.

Valentine's Day

In all these ways you can make dancing fun. Dancing can be really fun if you know what to do. That's why I think Paris Elementary should have a Valentine's dance.
Valentine’s Dance

The Waltz, the Cha Cha, YMCA, and Oh Johnny Oh: Should Paris Elementary have a Valentine’s dance? My answer is yes! A Valentine’s dance can help you in many ways. Some of the ways a Valentine’s dance can help you are things that you wouldn’t even think about.

A Valentine’s dance can help you learn the steps to some different dances. When you’re older, you’ll probably go to some dances. If you’re at a dance and you don’t know the steps, you’re in trouble. If you know the steps to the dance you’ll have lots more fun. A Valentine’s dance will help you know how to act at a dance. You need to be polite and calm. A Valentine’s dance at Paris Elementary will help you learn those kinds of things. The person you’re dancing with probably would like to have manners.

Are you ever lonely? A Valentine’s dance can help you make new friends. Here’s how. When you dance, you’ll be around other people. After the dance you might be able to find another kid who’s lonely and make friends with them.

In all these ways you can make dancing fun. Dancing can be really fun if you know what to do. That’s why I think Paris Elementary should have a Valentine’s dance. As you can see, my opinion is that the answer to the question “Should Paris Elementary have a Valentine’s dance?” is yes.
Figure 5- Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly states thesis statement</td>
<td>No thesis statement</td>
<td>Thesis statement with other details</td>
<td>Thesis statement clearly stated</td>
</tr>
<tr>
<td>Strong reasons that support the thesis statement</td>
<td>The reason doesn't support the thesis statement</td>
<td>Some of the reasons support the thesis statement</td>
<td>3 reasons support the opinion</td>
</tr>
<tr>
<td>Reasons are elaborated with 2 sentences</td>
<td>No elaboration</td>
<td>One sentence of elaboration</td>
<td>Reason is elaboration with 2+ sentences</td>
</tr>
<tr>
<td>Uses a Grabbing Lead</td>
<td>No introductory sentence</td>
<td>Introductory sentence, but not a Grabbing Lead</td>
<td>Grabbing lead used</td>
</tr>
<tr>
<td>Uses a Magic Ending</td>
<td>No conclusion sentence</td>
<td>Conclusion sentence, but not a Magic Ending</td>
<td>Magic Ending used</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Many errors in capitalization</td>
<td>A few errors in capitalization</td>
<td>Capitalization used correctly</td>
</tr>
<tr>
<td>Spelling</td>
<td>Multiple spelling errors</td>
<td>A few spelling errors</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Sentences</td>
<td>2 sentences in each paragraph</td>
<td>3 sentences in each paragraph</td>
<td>4+ sentences in each paragraph</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>1 paragraph</td>
<td>3 paragraphs</td>
<td>5 paragraphs</td>
</tr>
<tr>
<td>Format after typing on computer</td>
<td>Typed, format doesn't follow outline described in class</td>
<td>Typed, a few parts of the format are incorrect</td>
<td>Typed, follows format as outlined in class</td>
</tr>
</tbody>
</table>

Total: 42/50

Notes: Great essay! You are such an amazing writer! You write at a level that is way much higher than 5th grade. Don't forget to end your essay with something that really gets the reader's attention! Great job!
Performance of student 2:
Nathan really struggled to find the motivation to participate in this lesson. Because of his struggles with writing and reading in the past, Nathan has gotten used to getting bad scores and being able to struggle through the lessons. I pushed him really hard for the entirety of this unit and he was able to get a persuasive paragraph from brainstorming to publishing. The only accommodation that I was going to give Nathan was that of a smaller amount of required writing. I soon realized that this was not going to work for him. Nathan quickly became overwhelmed with the amount of writing required and refused to do the work asked of him. I let him struggle with this for a few minutes before I decided to add in an accommodation of a scribe. As mentioned before, Nathan has been allowed a scribe in previous writing assignments, but I had been hesitant to jump to that accommodation from the beginning. Once I added this accommodation, however, Nathan was able to get his work done and thrive with this assignment. His final paper was not as great as I had hoped it would be. He did get his paragraph typed up, but there were a few errors in spelling and a few places where he seemed to have typed up his draft incorrectly. However, this piece of writing was still pretty impressive considering how much Nathan did not want to participate. If I had the opportunity to teach this lesson to Nathan again, I would find a topic that he cared about more than the dance. I would also come into it more willing to add more accommodations as he shows me he needs them. I should not have let him struggle with writing this piece for as long as I did, and I would fix this if I had the chance to do it over. Finally, I would give him more supports in the beginning stages of this lesson in hopes to get his self-esteem up so that he would feel that he could do this assignment despite his learning struggles.
Nathan scored 42 out of 50 points for this piece of writing. Below you will find documents of his various drafts, his final draft, and the rubric which was used to score his final draft.
I have an idea, opinion. I think I can't do both. Read if you think it's worth doing. Besting, finishing?
Figure 7 - Outline from Lesson 2

Opinion Graphic Organizer

Topic: I do not think we should have a 5 day school week.

Reason 1: It is 3:00 am
Evidence 1: I am not feeling good today.

Reason 2: It is wide
Evidence 2: It is wide to read.

Reason 3: We are too young
Evidence 3: I am tired.

Reason 4: We are too tired
Evidence 4: It is hard to work.

Opinion Restated in Different Words

We should not eliminate the 5 day school week.
I do not think we should have a Valentine's dance because we are too young. It is weird because we don't have girlfriends.

Also, if we mess up, it is embarrassing.

Dancing spreads germs. We could get sick.

We do not need to learn how to dance.
I do not think we should have a Valentine’s dance we are too young we do not need to learn how to spread germs. We are too young it is weird because we don’t have girlfriends. Also, if we mess up it is embarrassing. Dancing spreads germs we could we do not need to learn how to dance.
Figure 10 - Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong reasons that support the thesis statement</td>
<td>The reason doesn't support the thesis statement</td>
<td>Some of the reasons support the thesis statement</td>
<td>3 reasons support the opinion</td>
<td>3 reasons support the opinion</td>
<td>3 reasons support the opinion</td>
</tr>
<tr>
<td>Reasons are elaborated with 2 sentences</td>
<td>No elaboration</td>
<td>Elaboration started, but not complete</td>
<td>Elaboration present</td>
<td>Elaboration present</td>
<td>Elaboration present</td>
</tr>
<tr>
<td>Uses a Grabbing Lead</td>
<td>No introductory sentence</td>
<td>Introductory sentence, but not a Grabbing Lead</td>
<td>Grabbing lead used</td>
<td>Grabbing lead used</td>
<td>Grabbing lead used</td>
</tr>
<tr>
<td>Uses a Magic Ending</td>
<td>No conclusion sentence</td>
<td>Conclusion sentence, but not a Magic Ending</td>
<td>Magic Ending used</td>
<td>Magic Ending used</td>
<td>Magic Ending used</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Many errors in capitalization</td>
<td>A few errors in capitalization</td>
<td>Capitalization used correctly</td>
<td>Capitalization used correctly</td>
<td>Capitalization used correctly</td>
</tr>
<tr>
<td>Spelling</td>
<td>Multiple spelling errors</td>
<td>A few spelling errors</td>
<td>Spelling is correct</td>
<td>Spelling is correct</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Sentences</td>
<td>2 sentences in paragraph</td>
<td>3 sentences in paragraph</td>
<td>4+ sentences in paragraph</td>
<td>4+ sentences in paragraph</td>
<td>4+ sentences in paragraph</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>No apparent effort to use paragraph format</td>
<td>4 sentences used in paragraph, but mostly not in correct format</td>
<td>Paragraph format used</td>
<td>Paragraph format used</td>
<td>Paragraph format used</td>
</tr>
<tr>
<td>Word Format</td>
<td>Typed, format doesn't follow outline described in class</td>
<td>Typed, a few parts of the format are incorrect</td>
<td>Typed, follows format as outlined in class</td>
<td>Typed, follows format as outlined in class</td>
<td>Typed, follows format as outlined in class</td>
</tr>
</tbody>
</table>

Total: 42/50

Notes: Great paragraph. There were some places where I wasn't sure what you meant - I figured it out by looking at a different draft of this piece. Great job!
Analyze teaching effectiveness:

What did you do differently than what you originally planned? Why?

While teaching this unit, I realized that I would need to adjust my expected timeline. While the students were on track with getting their first and second drafts done, they were taking a while to get their essays written up on the computers. I extended the original due date for 3 more days in order to accommodate this issue.

I also had to adjust the rubric for this assignment when I realized that the given rubric did not go as in-depth as I wanted. I “recreated” a new rubric following the outline of the rubric that I originally given my students. In the new rubric, I included details about Magic Endings and Grabbing Leads, how many sentences were expected in each paragraph, how many elaboration sentences were expected, and how the final essay was typed up. After I made the new rubric, I showed it to my students and explained the differences that occurred between the two. Last, I gave my students time to look over their essays to ensure that they still followed my expectations as defined by the rubric. I have attached the adapted rubric at the end of this document.

What worked?

Using Oreos to help my students remember the parts of an opinion piece worked really well. Some students struggled to remember what the “e” stood for, but most of the students could remember the different parts with ease. The Oreos were also great motivation for students to produce an outline of higher quality than is normally expected. I am not usually a big fan of extrinsic motivators such as this, but this class was used to extrinsic motivators and had responded well to them in the past.

Additionally, the lesson about Grabbing Leads and Magic Endings worked really well with this class. Most of my students were able to easily find a Grabbing Lead for their essays. Those that couldn’t find one easily were encouraged to talk to a classmate and look at the mentor texts that I had addressed in the lesson. Finding Magic Endings was a little bit harder for this class, but I do think that this was because they hadn’t had experience with doing this before. I think that I could have given them stronger mentor texts in this particular area. Having said this, I do think that this still was a strong point in my unit because most of the students were eventually able to produce some strong Magic Endings for their final pieces.

What didn’t work? Why do you think it didn’t work?

The first “introductory” lesson did not go as well as I had hoped it would. The students were engaged with the Read Aloud of the mentor text, and responded well to my requests for help in filling out an anchor chart. They also did a really good job of figuring out what OREO stood for after watching the video and thinking about opinion pieces. However, they struggled with understanding how to fill out their exit tickets for that day. I do believe that this particular class struggled with these expectations for a couple of reasons. First, I do think that I could have done a better job of explicitly stating my expectations as well as modeling those expectations on a sample exit ticket on the board. Second, I think that these students were simply not used to this type of a “response”. They hadn’t used exit tickets in the past, and they were therefore unfamiliar with the format for these.

How would you modify the unit based on the focus students’ performance?

I think that I could modify this unit in different ways according to my focus students’ performance. One main thing that I would change within this unit is to find topics that my
students would have found more engaging. Because the Valentine’s dance was coming up, I thought that these students would be really excited to write these essays. I was surprised to find that many of the students didn’t care about this topic. One way that I can see to fix this problem while keeping the topic is to make a specific audience for my students. In retrospect, I think that I should have told my students that we were going to be turning these essays into the principal and made arrangements for this to happen. Additionally, I would modify this lesson by giving students more prompt feedback and help as they need it. I conferenced at least one time with every student during this unit, but I think that some students still didn’t get the help they needed to really make this piece great. Some of the conferences were rushed, and I can see the results of that in the final essays. Nathan was one of the students that got a kind of rushed conference because he was late in the writing process. While he was eventually able to produce a pleasant piece, I think his piece could have been better if I had taken more time to work him. I should have also given him the extra accommodation of a scribe sooner than I did. I believe that this would have helped him to care more about his essay.

In what other ways would you modify the unit in the future? Why? What would you do differently in the future?

Another place for future modification of this unit comes in the final publishing stage. When it was time for the students to type up their essays, I ran into several roadblocks. First, the computers on which the students are allowed to type did not allow the students to save their documents. I quickly rearranged and found a way for students to work on Google Documents. Second, the computer lab in which students were expected to type did not have a way for me to model setting up a document for typing. Because of this, I modeled this set up in the classroom with the students sitting in their desks and watching me. This did not go very well because there was nothing to keep the students engaged. They had a hard time staying focused on what I was doing on the board because they didn’t have any sort of “consumable” with which to work.

In the future, I would find a way to modify this unit to ensure that students are able to practice setting up a document with teacher modeling that is individualized and specific. I am still trying to figure out how I could have done this better in my classroom. I think that I should have given the students some sort of consumable on which to take notes or mimic what I was doing. I would also figure out the document saving practices that the school has in place for the students to ensure that the students could properly save their documents from day one. I liked the idea of allowing the students to use a Google Document because I had access to the document as well. I could go in and see what changes the student needed to make before they turned in the project. This ease of access led to more efficient conferencing in this last stage of the writing process.
**Figure 11 - Scoring Rubric for “Standard” Students**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong reasons that support the thesis</td>
<td>The reason doesn’t support the thesis</td>
<td>Some of the reasons support the thesis</td>
<td>3 reasons support the opinion</td>
</tr>
<tr>
<td>statement</td>
<td>statement</td>
<td>statement</td>
<td></td>
</tr>
<tr>
<td>Reasons are elaborated with 2 sentences</td>
<td>No elaboration</td>
<td>Elaboration started, but not complete</td>
<td>Elaboration present</td>
</tr>
<tr>
<td>Uses a Grabbing Lead</td>
<td>No introductory sentence</td>
<td>Introductory sentence, but not a</td>
<td>Grabbing lead used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grabbing Lead</td>
<td></td>
</tr>
<tr>
<td>Uses a Magic Ending</td>
<td>No conclusion sentence</td>
<td>Conclusion sentence, but not a Magic</td>
<td>Magic Ending used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ending</td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>Many errors in capitalization</td>
<td>A few errors in capitalization</td>
<td>Capitalization used correctly</td>
</tr>
<tr>
<td>Spelling</td>
<td>Multiple spelling errors</td>
<td>A few spelling errors</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Sentences</td>
<td>2 sentences in paragraph</td>
<td>3 sentences in paragraph</td>
<td>4+ sentences in paragraph</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>No apparent effort to use paragraph</td>
<td>4 sentences used in paragraph, but</td>
<td>Paragraph format used</td>
</tr>
<tr>
<td></td>
<td>format</td>
<td>mostly not in correct format</td>
<td></td>
</tr>
<tr>
<td>Format after typing on computer</td>
<td>Typed, format doesn’t follow outline</td>
<td>Typed, a few parts of the format are</td>
<td>Typed, follows format as outlined in</td>
</tr>
<tr>
<td></td>
<td>described in class</td>
<td>incorrect</td>
<td>class</td>
</tr>
</tbody>
</table>
### Figure 10 - Scoring Rubric for Accommodated Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong reasons that support the thesis statement</td>
<td>The reason doesn’t support the thesis statement</td>
<td>Some of the reasons support the thesis statement</td>
<td>3 reasons support the opinion</td>
</tr>
<tr>
<td>Reasons are elaborated with 2 sentences</td>
<td>No elaboration</td>
<td>Elaboration started, but not complete</td>
<td>Elaboration present</td>
</tr>
<tr>
<td>Uses a Grabbing Lead</td>
<td>No introductory sentence</td>
<td>Introductory sentence, but not a Grabbing Lead</td>
<td>Grabbing lead used</td>
</tr>
<tr>
<td>Uses a Magic Ending</td>
<td>No conclusion sentence</td>
<td>Conclusion sentence, but not a Magic Ending</td>
<td>Magic Ending used</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Many errors in capitalization</td>
<td>A few errors in capitalization</td>
<td>Capitalization used correctly</td>
</tr>
<tr>
<td>Spelling</td>
<td>Multiple spelling errors</td>
<td>A few spelling errors</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Sentences</td>
<td>2 sentences in paragraph</td>
<td>3 sentences in paragraph</td>
<td>4+ sentences in paragraph</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>No apparent effort to use paragraph format</td>
<td>4 sentences used in paragraph, but mostly not in correct format</td>
<td>Paragraph format used</td>
</tr>
<tr>
<td>Format after typing on computer</td>
<td>Typed, format doesn’t follow outline described in class</td>
<td>Typed, a few parts of the format are incorrect</td>
<td>Typed, follows format as outlined in class</td>
</tr>
</tbody>
</table>