

| Session | Minilesson | Conferring and Small-Group Work | Possible Learning Target(s) |
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| * | Initial Assessment: <i>On-Demand Performance Assessment Prompt for Opinion Writing</i> | | |
| Bend I: Writing to Learn | | | |
| 1 | Essay Structure Boot Camp | Voiceover and Coaching to Ratchet Up the Level of Student Work | I can utilize essay structure to organize my writing. |
| 2 | Collecting Ideas as Essayists | Anticipate ways to Keep Students working, Despite the Brevity of Their Entries | I can generate ideas through reflection. I can identify strategies essayists use to gather essay entries. |
| 3 | Writing to Learn | Provide Guided Practice | I can free write to generate new ideas. |
| 4 | Using Elaboration Prompt to Grow New Ideas | Noting Qualities of Good Essay Writing in Children's Work | I can elaborate to grow my ideas. |
| 5 | Mining Our Writing | Encouraging Children to Make Choices | I can choose a seed idea for my essay. I can develop a thesis statement. |
| 6 | Boxes and Bullets: Framing Essays | Anticipating Predictable Problems | I can revise my thesis statement. |
| 7 | Letters to Teachers: Return to Boot Camp | | |
| Bend II: Raising the Level of Essay Writing | | | |
| 8 | Composing and Sorting Mini-stories | Grouping Students to Tackle the Hard Part | I can self-assess my writing. |
| 9 | Creating Parallelism Lists | Make List Items Parallel | I can create parallelism lists. |
| 10 | Organizing for drafting | Revising to Support the Reason and Claim | I can support my claim with varied pieces of evidence. |
| 11 | Building a Cohesive Draft | Help Students Make Decisions | I can select words to make my organization strong. I can organize my work into paragraphs. |
| 12 | Becoming Our Own Job Captains | Small Group Work on Paragraphs, Transition Words, and revising | I can use transitional phrases. I can write an introduction. |
| 13 | Writing Introductions and Conclusions | Turning Scraps of Paper into an Outline | I can write a conclusion. I can write and outline. I can make writing goals. |
| 14 | Revising Our Work with Goals in Mind | Keeping Writers Focused on their Goals as They Work | I can focus on my goal as I work. |
| 15 | Letter to Teachers: Correcting Run-On Sentences and Sentence Fragments. | | |
| Bend III: Personal to Persuasive | | | |
| 16 | Moving From Personal to Persuasive | Providing Children with Support and Enrichment | I can write with purpose for my audience. I can identify characteristics of persuasive writing. |
| 17 | Persuasive Inquiry into Essay | Using Data to Guide Small Group Instruction | I can incorporate persuasive techniques into my writing. |
| 18 | Letter to Teachers: Broader Evidence | | |
| 19 | Connecting Evidence Reason and Thesis | Conveying Urgency in Meeting Deadlines | I can revise my writing for content. |
| 20 | Getting Ready to Put Your Opinions into the World | Supporting Writers in Grammar and Spelling Work. | I can edit my writing for standard English grammar/mechanics. |
| 21 | Letter to Teachers: Hey World Listen Up! Sharing Our Opinions Loudly and Proudly | | |
| * | Post Assessment: <i>On-Demand Performance Assessment Prompt for Opinion Writing</i> | | |