

Opinion Unit

Sample Materials

- Unit Lesson Overview
- Unit Exemplar: Allow Me an Allowance
- Day 7 Lesson Plan

Reach Associates

Grade 3, Opinion Unit, Day 7

Mini Lesson Teaching Point:

Choosing Words and Phrases for Effect

CCSS Targeted Standards: L.3.3.a and W.3.4

CCSS Supported Standards in Mid-Workshop: W.3.5 and critical writing behaviors and classroom routines are taught and practiced.

Mid-Workshop Reminder:

Rereading to Be Sure the Piece Makes Sense

Materials:

- Writers' Notebooks
- *Choosing Words and Phrases for Effect Samples* (displayed and individual copies)

Outline of Lesson:

- Framing:
 - Compliment students on using comparative and superlative adjectives and adverbs to make the reasons and supporting details more convincing to their audience.
 - Introduce today's teaching point - **Choosing Words and Phrases for Effect**.
- Model:
 - Remind students of the purpose of opinion writing - to convince the reader to agree with the author's point of view on a text or topic.
 - Explain that an author can choose words, phrases and repetition of words for effect, to add emphasis to the opinion, reasons, and/or details and make the opinion more convincing for the audience.
 - Show and think aloud examples of how word choice and word/phrase repetition can be used for effect. (Create a chart of each example as you describe the following. See *Choosing Words and Phrases for Effect Samples*).
 - Specific words (i.e. must, especially, particularly, crucially, absolutely, definitely, completely, certainly, positively, obviously, furthermore)
 - Specific phrases (i.e. most importantly, above all, without a doubt, no one can deny, without argument, not to mention, as a matter of fact)
 - Repetition of a word or phrase
- Guided Practice:
 - Have students locate previous entries in their Writers' Notebooks in which they could apply one or more of the words or phrases for effect.
 - Have students turn and talk.
- Ready for Writing:
 - Have students decide if they will continue a previous piece or start a new opinion piece.
 - If continuing a piece from a previous day, have students revisit what they have written and think about additions, deletions and revisions they will make.
 - If starting a new piece, provide scaffolds to assist students in choosing an initial topic, opinion and reasons to discuss in writing. (You may wish to refer to the previously brainstormed list of possible topics.)
 - Remind students to use the graphic organizers which have been taught in recent lessons.
 - Have students turn and talk.

