

Opinion Unit

Sample Materials

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

Reach Associates

Opinion (Argumentative) Unit – Mini Lesson Plan

3rd Grade

Please Note: Anchor Standard W1 in CCSS states, “Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” In Grades K-5, this takes the form of “opinion”. Teachers in the elementary classroom, however, should keep the expectations of the College and Career Readiness Anchor Standard W1 in mind. This unit is the first of two opinion units offered in this series. This first unit teaches writing skills and strategies needed to state an opinion and provide valid reasons to convince the reader to consider the author’s opinion about a topic. In a subsequent unit, students will use text-based evidence to voice an opinion about an issue.

Students Complete Daily Writings			
Day	Mini Lesson	Mid-Workshop Reminder	3 rd Grade CCSS Addressed
1	Generating an Opinion and Supporting Reasons (writing a new piece)	Respecting One Another’s Writing Time	W.3.1 – TP W.3.1 - MW
2	Using Elements of an Opinion Piece (writing a new piece)	Using Capitals and Punctuation	W.3.1 – TP L.3.2 - MW
3	Writing an Introductory Paragraph (continuing a piece or start a new piece)	Using Strategies for Spelling	W.3.1.a – TP L.3.2.e,f,g – MW
4	Structuring a Body Paragraph (continuing a piece or start a new piece)	Revisiting Elements of Opinion Writing	W.3.1 – TP W.3.1 - MW
5	Using Linking Words and Phrases to Connect Opinion and Reasons (continuing a piece or start a new piece)	Revisiting the Introductory Paragraph	W.3.1.c – TP W.3.1.a - MW
6	Using Adjectives and Adverbs (continuing a piece or start a new piece)	Using Reasons for Opinion	W.3.1 and L.3.1.a,g – TP W.3.1 - MW
7	Choosing Words and Phrases for Effect (continuing a piece or start a new piece)	Rereading to Be Sure The Piece Makes Sense	L.3.3.a and W.3.4 – TP W.3.5 - MW
8	Structuring an Opinion Piece (brainstorming ideas on graphic organizer)	Using Adjectives	W.3.1 and W.3.4– TP L.3.1.a,g - MW
9	Using a Variety of Sentences (continuing a piece or start a new piece)	Using Adverbs	L.3.1.i and W.3.1 – TP L.3.1.a,g - MW
10	Using Transitional Words and Phrases (continuing a piece or start a new piece)	Choosing Words for Effect	W.3.1 – TP L.3.3.a and W.3.4 - MW
11	Writing a Concluding Paragraph (continuing a piece or start a new piece)	Using Linking Words to Connect Opinion and Reasons	W.3.1.d – TP W.3.1.c - MW
12	Organizing Body Paragraphs of an Opinion Piece (continuing a piece or start a new piece)	Using Compound and Complex Sentences	W.3.1 and W.3.4– TP L.3.1.i - MW

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3rd Grade

Students Revise and Edit Chosen Piece for Publication			
Day	Mini Lesson	Mid-Workshop Reminder	3 rd Grade CCSS Addressed
13	Conferencing with Peers: Picking a Piece (beginning revisions on chosen piece)	Adding an Introduction and Concluding Statement or Section	W.3.1, W.3.4 and W.3.5 – TP W.3.1 - MW
14	Conferencing with Peers: Revising for Meaning, Focus and Organization (continuing revisions on chosen piece from Day 13)	Rereading with the Audience in Mind	W.3.1, W.3.4 and W.3.5 – TP W.3.1, W.3.4 and W.3.5 - MW
15	Conferencing with Peers: Revising for Style and Word Usage (continuing revisions on chosen piece from Day 13)	Using Reasons for Opinion	W.3.1, W.3.5, L.3.3.a and W.3.4 – TP W.3.1 - MW
16	Conferencing with Peers: Editing for Conventions and Spelling (editing chosen piece from Day 13)	Preparing to Share	W.3.1, W.3.5 and L.3.2.e,f,g – TP SL.3.4 - MW
17	Celebrating Opinion Writing! (sharing published piece from Days 13-16)	No Mid-Workshop	W.3.1 and SL.3.4 - TP

*CCSS Writing Standards are identified for each lesson. The targeted standard of the min-lesson will have a TP. The supported standard of the mid-workshop will have a MW. Common Core Standards from other strands are also practiced in each lesson.

Please Note: As the teacher, determine an efficient means to save modeled stories. (For example: notebook, binder, chart, electronic copies, etc.) There will be times throughout the units when teachers will be asked to revisit writing pieces to model strategies for revising and editing.

Allow Me an Allowance!

Do you receive a weekly allowance? Children could benefit from earning weekly pocket money. An allowance could give you the chance to learn responsibility, earn spending cash, and budget wages all at the same time. Every third grader should experience the privileges and responsibilities of being paid for chores!

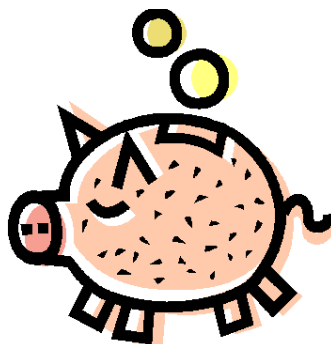
The first reason an allowance is a sensible idea is it teaches you how to be more responsible. When you are being paid for your work, you have to be sure you do the job correctly! If your chores are done poorly, you should not be paid the entire allowance. Therefore, receiving pay for properly doing a task will teach you responsibility.

Another reason an allowance is so important is that it gives you spending money. By earning your own money, you will make wiser decisions about spending. By earning an

allowance, you will learn to be less dependent on your parents and will have the chance to make choices with your own money.

In addition, an allowance will help you understand how to budget money. When it is your own hard-earned cash, you will be more conscientious about your spending. For example, if there is something expensive you really want, you will save your allowance in order to purchase it. Who knows, you could even put it all in a bank and become the wealthiest person in the world!

With all the reasons mentioned, it is obvious all third graders should have the chance to earn an allowance. Since the benefits for both the child and family are clear, families should consider allowing children an allowance. Don't you agree?



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.

Outline of Lesson (continued):

- Bridging to Independent Practice:
 - Remind students an author can choose words and phrases for effect, to add emphasis to the opinion, reasons, and/or details.
 - Refer to chart created during lesson and remind students how word choice and phrase repetition can be used for effect.
 - Provide students who stay, additional scaffolds for choosing a topic and dismiss writers to their writing spots.
- Independent Practice/Teacher Conferring
- Mid-Workshop Reminder:
 - Remind students authors reread their piece to be sure it makes sense.
 - Have students reread and check for clarity.
 - Have students check to be sure opinion is supported by valid and logical reasons and details.
 - Have students revise as needed.
- Sharing

Framing (1-2 minutes): Putting today's mini lesson into the context of the class's ongoing work. "Yesterday we worked on... You remember how..." Framing ends by telling children what will be explicitly taught today. "Today, I will show/teach you how..."

Writers, I noticed your efforts to include comparative and superlative adjectives and adverbs in your writing. You carefully selected these words, which created more precise understanding of your opinions and reasons. Today, I want to show you how an author can choose words and phrases for effect, to engage their audience in a meaningful way and better convince them of the author's opinion of a topic.

Modeling (5-10 minutes): Explicit language to teach children a new strategy or concept. (Mode of Modeling: writing a new piece in front of learners, using a mentor text, adding on to a piece already written, editing a piece, etc.)

The purpose of opinion writing is to convince the reader to agree with the author's point of view on a text or topic. An author carefully chooses words and phrases to convey his/her ideas. In addition, an author carefully selects words and phrases for effect, to add emphasis to the opinion, reasons, and/or details.

There are a variety of ways an author can use words and phrases for effect. (Create a chart of each example as you describe the following.) An author could use:

- *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*

Let's take a look at a few examples of how this could be done. (Display, distribute and read Sample 1A from Choosing Words, Phrases and Repetition for Effect Samples.) Sometimes an author might use specific words for effect. This author chose the word 'absolutely' to help convince, encourage, the reader to taste the spinach salad. (Read and think aloud sample #1B.)

Another strategy or technique authors use for effect is using specific phrases. Let me give you an example. (Read Sample 2A from Choosing Specific Words, Specific Phrases and Repetition for Effect Samples.) This author used the phrase, 'without a doubt' to help convince the reader of her position about exercising instead of watching TV. By starting her sentence with this strong phrase she is convincing the reader to believe the opinion is valid and believable. (Read and think aloud sample #2B.)

There is another technique an author can use for effect, repetition of words. Let's look together at the samples. (Read Sample 3A from Choosing Specific Words, Specific Phrases and Repetition for Effect Samples.) The author used the word 'never' 3 times in this sentence. That makes it very clear that riding your bike without a helmet is never okay. As the reader of an opinion, it is very convincing when words are repeated multiple times. (Read and think aloud sample #3B.)

An author carefully selects words and phrases to affect the reader, to convince the reader to believe the opinion is valid and believable.

Guided Practice (5-10 minutes): After modeling the day's teaching point, children are given the opportunity to try the new skill or strategy. (Mode of Guided Practice: turn and talk, applying the strategy into an existing piece of their writing, acting/practicing the strategy [i.e. choosing paper, what to do when the teacher is busy], etc.)

Let's apply this right away. Let's practice using specific words, specific phrases and repetition for effect, to impact the reader, to make your opinion even more convincing. Please open your Writers' Notebooks. Locate a recent opinion entry. Reread to see if you can locate a spot or spots where you could choose a more powerful word or phrase for effect, to impact the reader. You might use specific words, phrases or repetition of words. (Allow time for rereading and writing.) Now, turn to the person next to you and share. (Allow time for turn and talk. Have a few students share out to the entire class.) Remember, in opinion writing, an author carefully chooses words, phrases and repetition for effect, to add emphasis to the opinion, reasons, and/or details.

Readying for Writing (1 minute): Students are provided a chance to think about their day's writing and then turn and share their thinking with the person next to them. Children who need more time thinking of their story, stay with teacher for scaffolded support. (Refer to Bridging to Independent Practice prior to transitioning the whole group.)

Students, it is now time to prepare for today's writing. Decide if you are going to revisit an opinion piece you have already started or if you will begin a new opinion piece. If continuing a piece from a previous day, take a moment to revisit the piece and think about additions, deletions and revisions you will make.

If you are starting a new piece, think about topics, texts and issues that could make you have a strong opinion. Think about school, home, books, places, and important issues. You could consult the list of possible topics the class generated in past lessons. Maybe you want to tell about one of your favorite things; maybe you want to tell your opinion of something you do not like; maybe you want to share your opinion about something you think is unfair; or maybe you want to discuss your thoughts about an issue which you feel needs to be addressed.

Take a moment to think about your topic and your opinion of that topic. Tell yourself your opinion and a few reasons why you have that opinion. Remember, you may use one of our graphic organizers to help you in the planning. (Give students a moment to think.) Turn and share your topic, your opinion and reasons with the person sitting next to you. (Give students a few minutes to turn and talk.)

Bridging to Independent Practice (1 minute): Prior to transitioning out of whole group instruction, an intentional reminder is offered to children to use the skill and/or strategy taught during the mini lesson in their day's writing. *"As you're working today as an author, remember to..."*

Writers, you may now return to your seats/spots/tables to begin writing. Remember, an author strives to choose words and phrases for effect. You have many options to use word choice for effect (Refer to the chart created during the modeling of the lesson).

- *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*

By carefully choosing words and phrases, an author can convince the reader to believe the opinion is valid and believable. If you are ready to begin writing, you may do so. If you're not ready, stay here with me. (Provide students who stay, additional scaffolds for choosing a topic. Dismiss writers to their writing spots.)

Independent Practice/Teacher Conferring (20-40 minutes): Students work independently while teacher intentionally meets and confers with individuals or small groups of students who have a pre-determined common instructional need. Prior to conferring, the teacher has planned a praise point and teaching point for each conference or small group meeting.

Mid-Workshop Reminder (1-2 minutes): Halfway into the writing time, a particular 'tip/suggestion/reminder' is shared with the group. The reminder is determined prior to the day's writing and/or while the children are writing.

Writers, may I have your attention for a moment? (Pause until you have the attention of all students.) Please don't forget to stop and reread your piece frequently. Authors reread their writing to be sure it makes sense. Sometimes they even read it aloud to make sure it is meaning-making. Take a minute right now to reread your opinion piece through the lens of the reader. Check for clarity. Pay attention to make sure your opinion is supported with valid and logical reasons and details. If you notice missing pieces or confusing portions of the text, take the time to revise. (Allow time for students to reread and revise as needed.)

Sharing (3-5 minutes): Students are gathered as a whole group, in partners, in small groups for Sharing. This time can be a sharing of students' writing or learners' use of a previously taught skill. The focus of the sharing is intentional - either preplanned prior to the day's writing workshop or determined while children are writing.

An author can use **specific words, specific phrases** or **repetition** for effect.

Sample 1: Specific Words

- A. You absolutely must taste the spinach salad.
- B. Basketball is positively the best sport of all time.

Sample 2: Specific Phrases

- A. Without a doubt, it is better to exercise than sit in front of the TV all day.
- B. Not to mention, you must be a certain height to ride most rollercoasters.

Sample 3: Repetition of a Word or Phrase

- A. You should never, never, never ride a bike without a helmet.
- B. Don't you just love, love, love reading the Diary of a Wimpy Kid series?