



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3A: Unit 3: Lesson 6**

## **Opinion Writing: Planning Opinion and Reasons**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- c. I can construct a concluding statement or section for my opinion piece.

With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

**Supporting Learning Targets**

- I can create a plan for my writing that states my opinion and lists my reasons clearly.
- I can use linking words and phrases to connect my reasons together in a paragraph.

**Ongoing Assessment**

- Draft Opinion Writing
- Progress Check-in



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)</li><li>Unpacking the Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Planning Opinion Writing (15 minutes)</li><li>Mini Lesson: Linking Words and Phrases (10 minutes)</li><li>Drafting Opinion Writing (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Progress Check-in (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.</li><li>Continue reading your independent reading book and record what you are reading on your homework sheet.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Review Unit 1, Lessons 9 and 12. In these lessons, students used a planning page similar to the one used in this lesson. Students developed an opinion and offered their reasons. This planning page builds on that by asking students to look for specific examples from the text to support their opinions.</li><li>In this lesson, students plan and draft their opinion in one session. They have done this before during assessments. However, some students may need additional time for planning and drafting. Consider extending this lesson over two sessions or asking students to complete their draft for homework. In Lesson 7, students attend to their introduction and conclusion, and also revise and add to their draft.</li></ul>



Lesson Vocabulary	Materials
linking words and phrases	<ul style="list-style-type: none"><li>• Opinion Writing Rubric anchor chart (proficient column only) (from Lesson 5)</li><li>• Equity sticks</li><li>• Opinion Writing planning page (one per student and one for display)</li><li>• Teacher Model: Opinion planning page (one for display)</li><li>• Students' <i>Peter Pan</i> journals (with flagged copies)</li><li>• Classic Starts edition of <i>Peter Pan</i> (one per student)</li><li>• Teacher Model: <i>Peter Pan</i> Opinion (one per student, from Lesson 5 supporting materials)</li><li>• Highlighter</li><li>• Drafting paper (one or two pages per student)</li><li>• Progress Check-in sheet (one per student)</li><li>• Opinion Writing Rubric (from Lesson 5; for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together. Tell them that today they will begin planning and drafting their own opinion writing: “Let’s look at the Ideas row of our rubric that we made. This will help us think about what we need to do as we plan today.”</li><li>• Display the <b>Opinion Writing rubric anchor chart (proficient column only)</b>, Ideas row (constructed with students in Lesson 5). Read the row aloud to students. Ask students:<ul style="list-style-type: none"><li>* “Look at the score of 3. (This should say something about stating the opinion clearly, showing understanding of the text.) What will be important for you to think about as you start planning your opinion writing?”</li></ul></li><li>• Have students Think-Pair-Share. Then pull a few <b>equity sticks</b> to hear student responses. Listen for answers like: “We should be sure to think about why we chose our favorite character” or “We should make sure our reasons make sense.”</li></ul>	
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the first learning target with students (the second will be reviewed in Work Time B). Ask a student volunteer to read the target out loud.</li><li>• Connect the target to the Ideas row of the rubric. Tell students that their goal today will be to name the first character they selected as one that best captured their imagination and then identify strong reasons why they selected that character.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Planning Opinion Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute and display the <b>Opinion Writing planning page</b>. Ask students:           <ul style="list-style-type: none"> <li>* “How is this similar to planning pages you have used before? How is it different?”</li> </ul> </li> <li>Give students time to review the planning page and then talk to a partner about what they notice. Pull equity sticks to hear student responses. Guide students to identify that in Unit 1, their planning page had just the opinion box and reason boxes. Guide them to notice that this one is different because it includes a new box as well: “Example from the book.”</li> <li>Then display the <b>Teacher Model: Opinion planning page</b>. Read what’s in each of the boxes to students. Ask:           <ul style="list-style-type: none"> <li>* “How did I use the reason and example boxes differently?”</li> </ul> </li> <li>Give students time to think, then use equity sticks to share responses with the whole group. The goal is for students to see how the page is used; reasons are identified, and specific examples from the book are given to support that reason. Keep this brief, so students can get to work on their own writing.</li> <li>Tell students that they will use the recording forms from their <b>Peter Pan journal</b> that they flagged in the previous lesson to help them create their plan (Where/Who/What recording form, Character recording forms).</li> <li>Ask students to raise their hands and identify which character they are going to write about. Tell them they might want to know who else is writing about the same character so that they can sit close to each other to talk about their reasons. Encourage students to sit together to support their planning. Explain that it’s OK to have the same character, but they need to make their writing their own. Remind students that they might also choose to write about Tinker Bell and might even have similar reasons as in the Teacher Model, but their opinion is their very own, so they should use their own words and ideas.</li> <li>Release students to complete their planning page. Circulate as they work. As you confer with students, have them name their opinion to you. Look to see that they have stated their opinion in the planning page. Also support students in using their flagged recording forms to help them identify their reasons and find examples from the <b>Classic Starts Peter Pan</b> text to support their reasons. Ask questions such as:           <ul style="list-style-type: none"> <li>* “I see you chose _____ to write about. What is one of your reasons for choosing that character? Let’s look at the recording forms you flagged to see if they can help you find a good example for that reason.”</li> </ul> </li> <li>After 15 minutes, have students gather back in the whole group area.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence frames to support students who might need it:</li> <li>“This planning page is the same because _____.</li> <li>This planning page is different because _____.”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: Linking Words and Phrases (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific praise based on evidence you saw of their persistence or stamina during Work Time A.</li><li>• Tell students that they will soon begin drafting their opinion writing. Explain that one important thing that writers do to move from a plan to a draft is to think about how the ideas connect in a way that will make sense to the reader. Explain to students that when they wrote their summaries for <i>Peter Pan</i>, they used their planning page to think about the specific details they were going to use in their summary. Then when they went to their writing, they thought about how to use a variety of sentences to make their work more interesting to read. Explain that this time, because they have multiple reasons for their one opinion, they want to be sure that readers can follow their writing. Tell students that one way writers do this is what the second learning target is about.</li><li>• Review the second learning target with students: “I can use linking words and phrases to connect my reasons together in a paragraph.” Ask students what they think <i>linking</i> words are. Using equity sticks, call on several students to answer. Listen for students to say that they are words that connect ideas together, or to provide an example, like “first” or “next.” If students have difficulty naming what they are, explain that linking words or phrases connect one idea—or in this case, one reason—to the next one.</li><li>• Use three students and ask them to stand up side by side. Tell the class that each student represents a separate reason. Point out that right now, they are not connected. Then ask the students to link arms to demonstrate that now each of the “reasons” is connected. Explain that linking words are what hold the reasons together, helping readers follow the writer’s ideas. Provide examples, such as “first,” “next,” and “another.”</li><li>• Distribute copies of the <b>Teacher Model: <i>Peter Pan</i> Opinion</b> and a <b>highlighter</b>. Tell students that you are going to read the model aloud, and their job is to listen for any words that connect reasons together to help readers follow the opinion. Read the paragraph aloud without interruption.</li><li>• Have students reread the paragraph with a partner and highlight words and phrases they find that link or connect reasons together.</li><li>• Give students a few minutes to highlight words and phrases. Circulate and support students to find words like “another” and “finally.”</li><li>• Once students have done this work in partnerships, invite partners to share a linking word or phrase they found. Highlight the word on the Teacher Model. Add any linking words or phrases that students might have missed.</li></ul>	<ul style="list-style-type: none"><li>• For struggling learners, transcribe the reasons they provide on their planning page as you confer.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Drafting Opinion Writing (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they now will draft their opinion writing, using their planning page to guide them. Explain that as they draft, they should:<ol style="list-style-type: none"><li>1. Read their planning page and think about how they can connect their reasons together using linking words (i.e., “first,” “second,” “another,” etc.).</li><li>2. Use the highlighted words on the Teacher Model to help them come up with good linking words.</li></ol></li><li>• Distribute <b>drafting paper</b>.</li><li>• Give students 20 minutes to work on their drafts. As they work, circulate to confer. First look at their planning pages, then ask them to show you their drafts. Ask questions such as:<ul style="list-style-type: none"><li>* “Can you read your opinion sentence aloud? Does it state your opinion clearly?”</li><li>* “Show me a reason why you chose that character.”</li><li>* “Have you used any linking words to connect your reasons together?”</li></ul></li><li>• Encourage students as they write their drafts. Acknowledge strong reasons and opinions as you confer. If one student has a strong reason or example about a character, use it as an example when conferring with other students.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Progress Check-in (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together and give specific praise. Name one or two specific examples of the hard work they did today. For example:<ul style="list-style-type: none"><li>* “I noticed that many of you were thinking hard about your reasons today.”</li><li>* “I noticed that ____ was stuck for a minute on which word to use to link one reason to another.</li><li>* Then she went back to the Teacher Model and reviewed it and found a word that made sense.”</li><li>* “I noticed that during the entire writing time, you were working on your writing. That shows that you are building your stamina for writing because you didn’t lose your focus.”</li></ul></li><li>• Collect students’ drafts. Distribute the <b>Progress Check-in sheet</b>. Tell students that they accomplished a lot with their writing, and you want to know how far they got with their drafting. Give students a few minutes to complete their progress check-in, then collect them.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.</li><li>• Continue reading your independent reading book and record what you are reading on your homework sheet.</li></ul> <p><i>Note: See Lesson 1 Teacher Note for more details about independent reading homework.</i></p> <p><i>Review students’ Progress Check-in sheets. Students may need additional time to complete their drafts, so consider providing additional writing time. If there is a smaller group of students who need more time, find a way to give them additional time and support before Lesson 7.</i></p> <p><i>In the next series of lessons, students will revise their drafts, attending to specific aspects of writing. In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).</i></p>	



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## Supporting Materials



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Opinion Writing Planning Page

Opinion:		
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:



Opinion Writing Planning Page  
(For Teacher Reference)

Opinion:	<b>Tinker Bell is my favorite character because she is the most captivating.</b>	
Reason:	<b>She speaks in a special fairy language.</b>	
Example from the Book:		Page:
<b>Her voice sounds like bells.</b>		<b>18</b>
Reason:	<b>Sometimes she is jealous and naughty.</b>	
Example from the Book:		Page:
<b>She calls Wendy a “huge ugly girl.”</b>		<b>24</b>
<b>She persuades Tootles to shoot Wendy down.</b>		<b>51</b>



Opinion Writing Planning Page  
(For Teacher Reference)

Reason:	<b>She can also be kind and brave.</b>	
Example from the Book:		Page:
<b>She saves Peter by drinking the poisoned water.</b>		<b>105</b>



Progress Check-in

Which best describes your progress today?

\_\_\_\_\_ I finished my first draft.

\_\_\_\_\_ I am almost finished with my draft.

\_\_\_\_\_ I barely have my draft started.

\_\_\_\_\_ I am still working on my planning page.