



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 7

Opinion Writing: Introducing an Opinion and Providing a Conclusion Sentence



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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 introduce my reader to my opinion about a *Peter Pan* character.
- I can craft a conclusion to my opinion writing that reminds my reader of my opinion.

Ongoing Assessment

- Introduction and Conclusion drafting page
- Opinion writing drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)Work Time<ol style="list-style-type: none">Drafting Introduction and Conclusion Sentences (25 minutes)Sharing Our Introduction and Conclusion Sentences (5 minutes)Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book for this unit at home.	<ul style="list-style-type: none">In previous modules, students have worked to create engaging beginnings to their writing. This lesson builds on that past work and is designed to help students understand that introductions and conclusions work together to make the writer's opinion clear to the reader.When building out the Organization row of the Opinion Writing Rubric anchor chart (proficient column only), note that there are several target descriptors. Students have already worked with linking words and phrases. Lesson 7 focuses specifically on introductions and conclusions.In this lesson, students practice writing different versions of an introduction sentence and conclusion sentence. The intention is to help them understand that there are different ways to write a sentence and that they can select the one that best meets their purpose. Students will have a separate drafting page where they “play” with different kinds of introduction and conclusion sentences. Then they will select the one they think best works with their opinion writing.Some students may not need the entire 25 minutes to craft their introduction and conclusion sentences. For students who finish early, consider the following options:<ol style="list-style-type: none">Invite them to read their independent reading book.Invite them to reread their drafts aloud, looking for any parts that don't make sense.Invite them to go work in a quiet area of the room. Have them read their drafts aloud to one another.In advance: Prepare the introduction and conclusion sentences from the Teacher Model on chart paper or for a document camera.



Lesson Vocabulary	Materials
introduction, conclusion, organization, style, captivating	<ul style="list-style-type: none">• Students' draft opinion writing• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; one for display, focusing on the Organization and Style row)• Introduction and Conclusion drafting page (one per student)• Introduction and Conclusion drafting page (Teacher Model) (one for display)• Equity sticks• Exit ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart (proficient column only) that students have been helping to create (starting in Lesson 5). Tell them that their focus today is on the Organization and Style row. Ask students:<ul style="list-style-type: none">* “What does the word style mean to you?”• Give students time to think and talk with a partner.• Using equity sticks, call on one or two students to share their thinking. The word <i>style</i> might be difficult for students to describe as it relates to writing. However, they might say things like: “How a writer says something.” Build on that idea and explain to students that the <i>style</i> in this context means the kinds of words and sentences a writer uses to help readers follow his or her ideas and remain interested in what the writer has to say. Connect students to the work they have done with “precise” words. Tell them that the linking words and phrases they used in the previous lesson are one example of how a writer uses precise words to help organize the writing clearly. As in previous lessons, the column with 3 is built out.• Tell students that this part of the rubric contains many descriptors. There is a lot involved in organizing a piece of writing in a way that will make it clear to readers. Point out that linking words and phrases are one aspect of <i>organization</i>. Also, in Lesson 3, students worked on using simple and compound sentences.• As in previous lessons, support students to build out this new row of the rubric. Ask students:<ul style="list-style-type: none">* “Looking at the descriptor for the score of 3, what would a 2 look like?”• Give students time to think and talk to a partner.• Using equity sticks, call on a few students to share their ideas. (For example: “There are only a few linking words or phrases,” “The introduction sentence isn’t very clear,” or “The reasons aren’t in a good order, and it doesn’t make sense.”) Complete the 2 column of the rubric. Then repeat the process with students, asking what would make a score of 4. (For example: “The introduction sentence really grabs the reader,” “The reasons are very clear for the reader and it flows,” or “The conclusion also grabs the reader.”)	<ul style="list-style-type: none">• Provide sentence frames on chart paper or on the document camera. “Introductions and conclusions help a reader because _____.”



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that the purpose of spending time to build out the rubric with them is to help them have ownership of, and a clear vision for, the expectations for their writing. Say:• “Now that we have built out this row of our rubric, let’s look at how we are going to use this rubric to help us as writers today.”• Ask one or two students to read aloud the learning targets.	



Work Time	Meeting Students' Needs
<p>A. Drafting Introduction and Conclusion Sentences (25 minutes)</p> <ul style="list-style-type: none"> • Display the Introduction and Conclusion drafting page (Teacher Model). Read the sentences aloud: “Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book <i>Peter Pan</i> because she is the most captivating,” and “Tinker Bell is my favorite character because she is the character in <i>Peter Pan</i> that I think is the most captivating.” • Ask students: <ul style="list-style-type: none"> * “What do these two sentences have in common?” • Give students time to think, then have them talk to a partner. Cold call one or two students to share with the whole group. Students should identify that both sentences express the opinion about the character. They both help the reader know what the writer is talking about. Clarify as needed: Explain that both sentences remind the reader of the opinion. Each sentence restates who is the favorite character. • Direct students’ attention to the word captivating. Ask: <ul style="list-style-type: none"> * “Think about our guiding question: ‘How do writers capture a reader’s imagination?’ Based on the word capture, what do you think the word captivating means?” • Give students time to think and talk together. Then use equity sticks to have one or two students share their thinking. • Guide students to tell that the word captivating means to hold someone’s attention or interest. Explain that the writer chose to use this word to introduce his opinion clearly and grab the reader. • Tell students that the sentences in the Teacher Model work fine but that writers often try out different ways to introduce their opinion and conclude their writing so they are sure that their opinion is clear for readers. Practicing different ways to write these sentences helps make their writing the best it can be. • Think aloud for students, completing a new way to introduce the opinion and a new way to write a conclusion. The think-aloud could sound like this: <ul style="list-style-type: none"> * “As a writer, I can decide the best way to introduce my opinion to my reader. I think this opinion statement (read aloud the statement on the drafting page) is good because I tell who my favorite character is and why she is my favorite. I also describe Tinker Bell to catch my reader’s interest. But I think I could do this in a different way.” 	<ul style="list-style-type: none"> • Provide struggling learners with generic sentence frames on chart paper for reference or on paper placed at a table. Provide this option for any students who might want to use them to support their writing. Examples of generic introduction sentence frames could be: <ul style="list-style-type: none"> • “_____ is my favorite character because _____,” or “_____ is (put a character description word here) _____, and that’s why he/she is my favorite character.” • Examples of generic conclusion sentences could be: “That’s why _____ is my favorite character,” or “These reasons make _____ my favorite character in <i>Peter Pan</i>.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Write on the Introduction section: "My favorite character in <i>Peter Pan</i> is Tinker Bell because she is captivating." Tell students: "I like using that word 'captivating,' and this way tells my reader right away that I am writing about Tinker Bell. Let me try another way."• Write on the second line of the Introduction section: "Tinker Bell, the fairy in <i>Peter Pan</i>, is very captivating, and that's why she is my favorite character." Tell students: "Now I can look at each one of these and choose the one I like best."• Tell students: "Remember that the conclusion is a way to restate my opinion for the reader. I want to remind my reader of my opinion. Notice how I did that with this first sentence: 'Tinker Bell is my favorite character because she is the character in <i>Peter Pan</i> that I think is the most captivating.'"• Continue thinking aloud:<ul style="list-style-type: none">* "I could keep that one, because it does restate my opinion, and it uses this word 'captivating' that I like for my reader. But I think there might be another way to wrap it up for my reader. I am going to try." Write on the Conclusion section: "Tinker Bell captivates me as a reader, and that's why she is my favorite character."• Ask students:<ul style="list-style-type: none">* "Can you think of another way to wrap it up for my reader and remind my reader of my opinion?"• Give students a minute to talk with a partner.• Then invite one or two students who have an idea to share with the whole group. Capture their thinking on the Conclusion section of the drafting page.• Tell students that as writers, they can try out a few different ways and then choose the way they like best. Tell them that they now will get to try this on their own. Explain that when they were drafting, they might have already written introduction and conclusion sentences. If that's the case, they should use those sentences as one of the ways that they could write their introduction and conclusion. Explain that they might have written their draft not thinking about the introduction or conclusion. Tell students that this is OK: They can just start thinking about it right now.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Distribute the Introduction and Conclusion drafting page. Direct students to do the following:<ol style="list-style-type: none">Reread your draft.Think about your opinion.Try writing different ways to introduce your opinion and different ways to craft your conclusion.Reread your paragraph with each new introduction and conclusion sentence, then put a star by the ones you like best.Give students 20 minutes to write the variations of their introduction and conclusion.	
<p>B. Sharing Our Introduction and Conclusion Sentences (5 minutes)</p> <ul style="list-style-type: none">Gather students together and celebrate their hard work as writers. Place students who are writing about the same character in small groups of three or four. Tell students that they are going to have the opportunity to share their thinking with their peers. Clarify that this is not an official critique session, but rather a time to simply share aloud their thinking. This will give them the chance to hear many different ways of writing introductions and conclusions.Give directions:<ol style="list-style-type: none">One at a time, share your introduction and conclusion sentences aloud.Reread the sentences you selected to use.Explain why you chose those sentences.Repeat until each person in the group has shared.	



Work Time (continued)	Meeting Students' Needs
<p>C. Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they now will have time to add the introduction and conclusion sentences that they selected into their written opinion writing drafts.• Model for students how they can either add another piece of paper to their draft with these sentences, or they can add them to the draft by using the caret symbol and writing in the margins or on the back of their draft.• Tell students that once they incorporate the sentences into their drafts, they should reread the draft to themselves. Remind them that they are listening for whether their introduction and conclusion make their opinion clear to readers.• Give students time to work; circulate to listen in and support as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Display the Opinion Writing rubric anchor chart (proficient column only). Focus on the Organization row that students generated during this lesson's Opening. Ask students to think about this:<ul style="list-style-type: none">* "What score would you give your current draft? Why?"• Distribute the exit ticket and give students a few minutes to complete it.• Then celebrate their work as writers and collect their materials: Introduction and Conclusion drafting page, draft opinion writing, and exit tickets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit at home. <p><i>Note: Review students' drafts with their final choices of introduction and conclusion. Look for:</i></p> <ol style="list-style-type: none">1. <i>A sentence that introduces their opinion</i>2. <i>A concluding sentence that restates their opinion and wraps it up for the reader</i> <p><i>Review the exit tickets and complete the Teacher Comment line. If students are on track, give them one point of praise about their introduction and conclusion. If they are struggling, name something specific that the students did well and offer a specific next step to help them progress. This could sound like: "Star: You do have an introduction sentence that states your opinion clearly. This makes your reasons easy to follow. Step: Write a conclusion sentence that connects to your opinion and wraps it up for your reader. Use your good thinking in your Introduction and Conclusion drafting page to help you."</i></p>	



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Supporting Materials



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Introduction and Conclusion Drafting Page

Introducing My Opinion	
One Way:	
Another Way:	
Another Way:	

Concluding Sentences Wrapping it up for my reader; making my opinion stand out	
One Way:	
Another Way:	
Another Way:	



Introduction and Conclusion Drafting Page
(For Teacher Reference)

Introducing My Opinion	
One Way:	Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating.
Another Way:	
Another Way:	

Concluding Sentences Wrapping it up for my reader; making my opinion stand out	
One Way:	Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating.
Another Way:	
Another Way:	



Exit Ticket

I think I am a score of _____ for Organization and Style

because

Teacher Comment:
