



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 8

Revising Opinion Writing: Strengthening My Reasons by Using Specific Details about My Character



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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 peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)

I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets

- I can use specific details about my character to strengthen my reasons.

Ongoing Assessment

- Opinion drafts
- Praise Question Suggest recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Quiz Quiz Trade Warm-up (10 minutes)B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)C. Revision Work Time (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home and complete your homework sheet.	<ul style="list-style-type: none">• In advance: Review Quiz Quiz Trade (Appendix ; prepare the trade cards.• Be sure the character word wall is where all students can see it (started in Unit 1, Lesson 4; described in Unit 1 Overview: Materials and Preparation).• In advance: Review the Praise Question Suggestion protocol recording form (supporting materials);• Also review Unit 2, Lesson 3, where this protocol was used.• Determine critique partnerships.• This lesson contains a mini lesson that offers an opportunity for students to practice writing sentences with specific details, working with a partner and a familiar model first. The intent of this is to help students think collaboratively about specific details and have the opportunity to practice writing. Students choose only one or two sentences to work with for this purpose. They do not need to try out every sentence on the model; nor does everyone need to be finished before you move on. The purpose is for students to practice and generate ideas.



Lesson Vocabulary	Materials
specific details	<ul style="list-style-type: none">• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on Ideas row)• Equity sticks• Quiz Quiz Trade cards• <i>Peter Pan</i> Opinion Teacher Model (one for display)• Highlighter or marker• Weak Model Opinion Writing (one per student and one to display)• Pencils and clipboards (or hard surface) for writing in the whole group area (one per student)• Students' opinion writing drafts• Students' <i>Peter Pan</i> journals• Character word wall• Praise Question Suggest recording form (one per student and one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart (proficient column only). Refocus students on the Ideas row, which they created in Lesson 5 and reviewed in Lesson 6. Read the Score of 3 column aloud. Tell students they have worked hard to ensure that they have a strong opinion and strong reasons for their opinion. They have already addressed a few of the descriptors on this rubric in their writing. Congratulate them.• Ask students to zoom in closely at the descriptor “I can use specific details about my character to strengthen my reasons.” Tell students that this is the target they are going to be thinking about today.	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Circle the words <i>specific details</i>. Ask students to review with a partner what those words mean to them. Give students a minute to talk. Then use equity sticks to invite one or two students to share. Follow up with the question:<ul style="list-style-type: none">* “How would specific details make your reasons stronger?”• Pull equity sticks to hear one or two responses.	



Work Time	Meeting Students' Needs
<p>A. Quiz Quiz Trade Warm-up (10 minutes)</p> <ul style="list-style-type: none">• Tell students that to warm up their thinking, they are going to do the activity Quiz Quiz Trade. Review with students how it works.• Distribute the Quiz Quiz Trade cards to students and give them about 10 minutes for the activity.• Gather students back together. Ask:<ul style="list-style-type: none">* “What did you notice about the words we used for Quiz Quiz Trade today?”• Give students a minute to think.• Cold call a few members of the class to share their responses. Students should identify that the words all describe the characters of <i>Peter Pan</i>. They might also identify that they are all words that are on the character wall.• Explain that these are words the author used to help readers know and understand the characters. These words are one way the author gives readers specific details about the characters; such words make the story more interesting and bring the characters to life. Tell students that they are going to be thinking about and using these words as they work on their writing next.	<ul style="list-style-type: none">• Give struggling learners familiar words to start with.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)</p> <ul style="list-style-type: none"> • Display the Peter Pan Opinion Teacher Model. Tell students that as they listen to the paragraph, they should note any specific details they hear about Tinker Bell. Read the paragraph aloud. • After you read, invite students to point out a specific detail they heard. Use a highlighter or marker to highlight or circle the words and phrases they identify. Look for students to identify things such as: “naughty,” “jealous,” “brave.” • Then ask students to think about how those details help readers understand the opinions and reasons. Give students a minute to think, then share with a partner their ideas. Using equity sticks, invite three or four students to share their thinking. Guide the class to identify that the details are often descriptive words about the character. Those details help readers to understand the character being written about and to believe the writer’s opinion. • Display the Weak Model Opinion Writing. Tell students you have a model that doesn’t use any specific details about the character. Read this model aloud as students read along silently. Ask: <ul style="list-style-type: none"> * “How does not using specific details change the writing?” • Give students a minute to think and talk together. • Then pull equity sticks to have one or two students share with the whole group. • Explain that it would be hard for readers to believe the opinion or reasons because they wouldn’t really know what makes Tinker Bell such an interesting character. The writer has to use specific details about a character to help readers understand why that character is worth writing about. • Explain to students that before they go to their own writing, they are going to practice using descriptive words about Tinker Bell to make this model better. Tell students that although they have already seen the Teacher Model, they have many good thoughts about Tinker Bell and might have a different way to share specific details with readers. • Distribute the Weak Model Opinion Writing to pairs of students, along with their pencils and clipboards. Have each pair select one or two sentences in the weak model to revise using specific details. • Give students 5 minutes to practice rewriting the sentences they selected. • Then, using equity sticks, call on three or four partnerships to share their ideas. Offer specific praise about how the sentence they shared strengthens the writing. For example: “When you used the words _____, this gave me a better idea of Tinker Bell and helped me see why she was the favorite character.” 	<ul style="list-style-type: none"> • Consider pulling struggling learners into small groups that are working on the same character. Choose a word that describes that particular character well and model using it to revise a general sentence about the character. Guide the group together to find a sentence that they could make stronger with descriptive words. Then, through guided practice, have the students work together to co-construct their sentences. • Provide a thesaurus for more advanced writers to use.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Explain that these details make the reader much more interested in the writing. Reinforce the idea that the details make the opinion and reasons much stronger. 	
<p>C. Revision Work Time (20 minutes)</p> <ul style="list-style-type: none"> Tell students that they are going to go back to their opinion writing drafts and look for ways to make their reasons clearer by adding specific details about their character. Let them know that if they want to use the work they just did to help remind them of good details, they should take it with them; otherwise, they should put it in their <i>Peter Pan</i> journal. Tell them that the specific details they use about their character will come from all the hard thinking they have already captured on the recording forms they flagged earlier and on the character word wall. Now they can use those words to make their own opinions about the book stand out. Remind students that they have done this kind of revision work before, when they were writing about their Freaky Frogs and revised their writing for vivid and precise words. Give directions: <ol style="list-style-type: none"> Use the character word wall to think about words that will make your reasons about your character more clear. Use the recording forms that you flagged in your <i>Peter Pan</i> journal. Release students to work on their drafts. Circulate and confer with them as they write. As you confer, ask questions such as these: <ul style="list-style-type: none"> * “Can you share a place where you are thinking about adding specific details to strengthen your reasons and make them more clear to your reader?” * “Tell me what you want your reader to know about why you chose your character. What is it about this character that makes him or her your favorite?” * “Does this character captivate you? Why?” * “Tell me what you are thinking about right now. How are you adding specific details about your character? Are you using any of your recording forms to help you?” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">As students answer those kinds of questions, support them by providing encouragement and specific direction, such as:<ul style="list-style-type: none">* “I see your opinion is that Peter is your favorite character because you are like Peter. Let’s look at the words on the character wall that describe Peter. Which word stands out the most to you? Use those words to help you add a specific detail about Peter so that your reader understands how Peter is like you. Your reader will need to know what Peter is like as a character to believe your opinion.”Additionally, as you confer, give them feedback about how their specific details strengthen their reasons or opinion. For example: “When you used the detail _____ to describe_____, it helped me understand why you chose that character because I had a better picture of who that character is.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)</p> <ul style="list-style-type: none">Place students in new pairs and tell them that they have a chance to get some feedback on their drafts. Explain that they are going to use the Praise Question Suggest protocol. Remind students that they have used this protocol before. Ask:<ul style="list-style-type: none">* “What do you remember about this protocol?”Ask pairs to talk about this question.Use equity sticks to invite partners to share their thinking. If students have difficulty remembering the process, review it briefly with them.Display the Praise Question Suggest protocol recording form and review it with students. Explain that this time students are going to provide their partners with written feedback after they share their drafts.Explain that students are going to hear their partner’s draft and listen carefully for the following things that they have worked hard to include in their writing:<ol style="list-style-type: none">A clear opinionReasons to support the opinionLinking words that connect reasons togetherA variety of sentences to make the writing more interestingSpecific details that describe the character and make their reasons more clearAsk students:<ul style="list-style-type: none">* “When we critique each other’s work, what are the things we need to remember to help us be successful?”Give students time to think and then talk with a partner.Then, using equity sticks, call on a few students to share. Listen for them to name the following:<ul style="list-style-type: none">– Look at the person sharing his or her work.– Give kind, specific, and helpful feedback.Tell them that after they share, they will complete their recording forms. Let them know that they should help each other as they work.	<ul style="list-style-type: none">Pair students strategically. Pair struggling learners with stronger writers so that they can hear fluent writing and still provide strong feedback. Pair very strong writers together who are writing about a different character, so that they are pushing each other on the clarity of their writing.Give struggling learners sentence frames along with their recording forms. Write these sentence frames on another piece of paper for them to use, or on index cards. Sentence frames could be: “I thought your writing was strong because_____,” and “I think your writing would be stronger if_____.” Consider also posting these sentence frames to support all students with their critiques.



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Release students to conduct their critique. As students are working, circulate around the room. Notice and note the things that students are doing well, such as listening carefully, giving specific feedback, etc. Pause at partnerships that might be struggling. Ask them to tell you where they are in their steps. Model for them what they might say next. For example, if a partnership just read one person's writing aloud and the partner is unsure what to say, ask a question to get them going, such as: "What stood out to you about their writing?" (Student responds.) "Oh, so that tells me that a piece of praise for this student would be _____ (modeled from the student response)."• When students complete their critique and recording forms, collect their work along with their drafts.• Give specific praise for behaviors you saw during the work or critique time. Specific praise could sound like:<ul style="list-style-type: none">* "I saw _____ and _____ sitting closely together completing their form. They were asking each other clarifying questions as they wrote each other's suggestions. They were being very helpful to each other as they worked."* "I heard _____ say, 'I really liked when you said _____ because it made me think about the reason you chose your character.' She was giving her partner a specific reason why she thought his writing was strong."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home and complete your homework sheet. <p><i>Note: In Lesson 9, students will incorporate feedback in their revisions. During this portion of the lesson, use the time to pull smaller groups of students with similar feedback for some focused instruction. To prepare, review students' Praise Question Suggest recording forms and their drafts. Look for patterns of revision feedback. Group students who received similar feedback so that they can be a small, invitational group in Lesson 9. Also prepare to share with students any patterns you noticed, to focus them on what to consider as they make their final revisions.</i></p>	



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Supporting Materials



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Weak Model Opinion Writing

Tinker Bell is my favorite.

Tinker Bell is a fairy.

She doesn't like Wendy.

Tinker Bell drank the water instead of Peter Pan.

That's why she is my favorite character.



Quiz Quiz Trade Cards

Huffed	exhaling, irritated, or angry
Shrill	high-pitched voice
Maternal	motherly
Uncooperative	not working together; not agreeing to do something
Arrogant	overly confident, thinking you are better than someone else
Sternly	firm, hard
Cockiness	confident, arrogant
Stubborn	not willing to give in
Excitedly	happy
Nervous	worried
Mischievous	causing trouble, sneaky
Sinister	mean, evil



Teacher Model: *Peter Pan* Opinion

Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book *Peter Pan* because she is the most captivating. One reason that Tinker Bell is so captivating is that she speaks in a special fairy language. When Tinker Bell speaks, it sounds like bells. Only Peter and the lost boys can understand her language. Another reason Tinker Bell is my favorite character is that she is sometimes jealous and naughty, and that makes her interesting to me. Tinker Bell is a good fairy, but she is jealous of Wendy. When she first met Wendy, she called her a “huge, ugly girl” because she was feeling so jealous. Later in the story, she persuades Tootles to shoot Wendy down with an arrow, which was very naughty. Finally, Tinker Bell is my favorite character because even if she’s naughty, she also can be kind and brave. When Hook poisoned Peter’s water, Tinker Bell saved him from drinking it and drank it herself. That was both brave and kind. Peter asked her why she risked her life, and she said, “Because I love you, you silly donkey.” Tinker Bell is my favorite character because she is the character in *Peter Pan* that I think is the most captivating.



Praise Question Suggest Protocol Recording Form

My Name:

My Partner's Name:

STEPS:

1. Sit with your partner. Sit facing each other and close enough so that you can speak quietly and still hear.
2. Choose one person to go first.
3. Read your draft aloud while your partner listens for the criteria and completes the table.
4. Switch.
5. Complete the second part of the recording form, working together to help each other.

Opinion Writing Criteria	Yes	No
The opinion is clear.		
There are reasons to support the opinion.		
There are a variety of sentences to make the writing more interesting.		
There are linking words that connect reasons together.		
There are specific details about the character that make the reasons stronger.		



Praise Question Suggest Protocol Recording Form

1. A specific piece of praise from my partner is:

2. A suggestion from my partner is:

My next step is going to be:

Teacher Comment:
