Simplify Writing®

Opinion Writing

Sample Lesson Plans

2nd Grade

Simplify Writing

Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The complete lesson plans members get are fully editable, available in a PowerPoint format.
- Each unit includes:
    - pacing guide
    - mentor text
    - reference texts (if applicable)
    - teacher lesson plans
    - student pages (available in print + digital formats)
    - rubrics (teacher + student-friendly)
    - exemplars
- Our members also have access to our full Grammar Library, Intervention Library, and ELL Modification Library.
- We provide training to our teachers on how to use these lessons, so anything you don't understand about the process will be easy to understand after our full, self-paced 8-hour writing training, *Success with Simplify Writing®*.

Have questions? We'd love to answer them! Just send an email to April@simplifywriting.com.

The Simplify Writing® Method
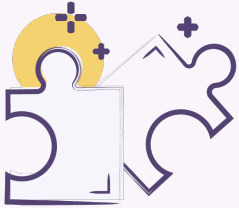
Bite-Sized Instruction. Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.

Fluid Grammar. Grammar instruction should naturally flow into student writing. We show teachers how to use our library of grammar tools to better develop the written language skills of their students.

Differentiation. We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.

Support. Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing® materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

Digital Student Organizers
Google Slides™ Files
Share in units or easily split into daily files!

Files can be exported for Microsoft OneDrive, SeeSaw, Nearpod, and more!
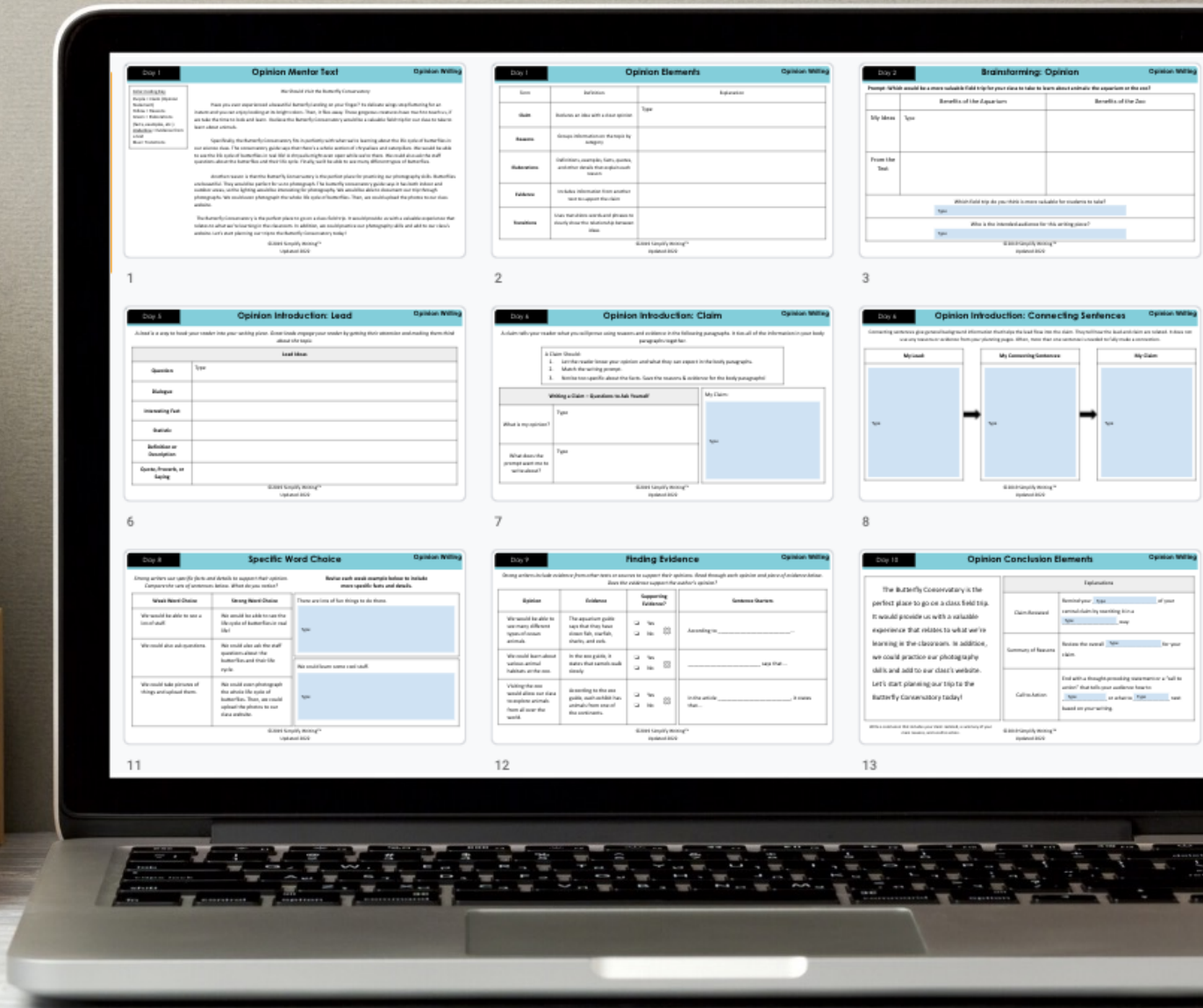
Pacing Guide

Day 1	Elements of Opinion Writing	pg. 10
Day 2	Brainstorming	pg. 14
Day 3	Brainstorming: *Pinpoint Audience*	pg. 19
Day 4	Planning: Organization	pg. 24
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Opinion Reference Text

Betta Fish: A Splash of Color for the Classroom

Betta fish are also known as "Siamese fighting fish." They are colorful fish with large fins. When cared for correctly, they can make great classroom pets.

Habitat and Care of Betta Fish

Betta fish should live alone. They need a big space to swim in. Their tank should be at least 5 gallons. Make sure it has a lid because bettas like to jump! These fish eat a special kind of fish food. You can get it in the pet store. For treats, they eat bloodworms or brine shrimp.

Enjoying Your Betta Fish

It is fun to watch betta fish! They are colorful and pretty. Students can also feed the fish. Another job students can have is measuring the water temperature. Bettas need warm water between 76 and 81 degrees Fahrenheit.

Benefits of Betta Fish in the Classroom

Betta fish are great classroom pets because they need a lot of care. Students can learn about the special betta fish habitat. Plus, students learn to be responsible. They must care for another living being. If they don't, the fish will be in trouble.

Opinion Reference Text

Hermit Crabs: A Fun Classroom Pet

A shell runs across the class carpet. What is it? A hermit crab! These cute animals make great classroom pets.

How to Care for Hermit Crabs

Hermit crabs need a warm, moist environment, so the cage should have a lid to trap in humidity. Also, hermit crabs like to have friends, so get two hermit crabs and put them in a large aquarium. Hermit crabs eat food from the pet store. For treats, you can give them a piece of apple or sun-dried shrimp.

Interact with Your Hermit Crabs

Hermit crabs must be fed regularly. This is a great job for students. Children can also hold hermit crabs if they are careful. Remember, they are crabs and can use their pinchers to pinch! Students can also help clean the hermit crab's aquarium or "crabitat."

Benefits of Hermit Crabs for the Classroom

Hermit crabs are very interesting creatures. As they grow, they move into bigger shells. They also molt, or change their outer skin, as they grow. It's very educational for students to watch these changes.

Opinion Mentor Text

A Hamster for Our Class Pet

Have you ever seen a cute, cuddly hamster? I believe a hamster would be the best choice for our class pet. One reason I believe this is because they are easy to care for since their habitat is simple. All they need is a cage and wood shavings. Another reason is that children can hold them because they are peaceful animals. Sometimes hamsters bite, but only when children aren't careful. Also, children can learn more about this animal by observing it. Since hamsters are rodents and mammals, we can study what they need to survive. Overall, hamsters are great pets that can teach children a lot. In my opinion, the best choice for our class pet is a hamster.

Purpose: I can identify the elements of an opinion writing piece.

Standard(s):
- **CCSS.ELA-LITERACY.W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials

Print
- Teacher model (pg. 12)
- Student page (pg. 13)

Digital
- Student Page

Learning Goal
The student will be able to identify specific elements that classify a piece of writing as an opinion text.

Success Criteria
- **Criteria 1-** The student successfully identifies at least one example of each opinion writing element in the provided text.

Mini-Lesson Steps (15 min.):
1. Start by having students think about the topic of class pets. Have students practice giving their opinion about an animal they think would make a good class pet and why. As students share, point out that they are not only stating their opinion but also backing it up with reasons or examples.
2. Have students brainstorm and identify what they already know about the purpose of an opinion text. Reinforce the idea that the purpose of an opinion text is to state an opinion and support it with reasons, evidence, examples, and information.
3. Display and distribute the mentor text, "Hamster For Our Class Pet" (pg. 13) Read the text aloud with students, stopping to discuss as needed.
4. Using the chart, read through each element of an opinion text, clearing misconceptions and rephrasing for clarity as needed.
5. Invite students to use a color-coding method and have students try to identify the first element on the checklist (uses a claim to state an opinion). Next, guide students through explaining/justifying how the author accomplishes or illustrates this particular element using the provided chart.

Note: Remind students throughout the unit that they should refer back to the checklist when writing their own drafts.

Student Portion (15-30 min.):
1. Allow students to continue working through the mentor text activity, using the color-coding checklist system to identify examples of how the author successfully uses opinion elements in their writing. Students will need to justify the specific ways the author accomplishes or illustrates each element using the chart. *Note: This portion of the lesson could also be done with a partner or in small groups.*
2. Provide individual conferencing to students, as needed, to check for understanding or provide support for students who are struggling.

Closure (5-7 min.):
1. Have students pair and share their color-coding or review work as a whole class, using pg. 12 as a guide.

Mini-Lesson Overview

How it sounds:

- "I want you to think about classroom pets. Think about an animal or insect that you think would be a good addition to the classroom. What qualities do you think a class pet would need to have? Talk with the people around you about what animal you think would make the best class pet and why."

- "While sharing, were you able to state your opinion and also back up your opinion with reasons, evidence, or examples? Good opinion writers not only state an opinion, but also provide the necessary details and information to make their opinion stronger."

- "Today, our goal is to learn about a new writing genre: Opinion Writing. Who can tell me what they think the purpose of opinion writing is? What do you think a good opinion writing piece should include?" *[Allow students to share ideas, reinforcing the purpose as needed.]* "The main purpose of opinion writing is to convince your audience to share your opinion about a topic and support it with reasons, evidence, examples, and information."

- "Let's look at an example of an opinion text titled, 'A Hamster For Our Class Pet'. *[Distribute mentor text pg. 13 and read aloud with students, stopping to discuss as needed.]*

- "Now let's use the chart so that we can identify the elements of an opinion text and make sure we understand what each element means. You will use and refer back to this checklist as you are writing your own opinion pieces." *[Use the guiding questions to lead discussion about each element.]*

> Guiding Questions
> - "What was the author's opinion?"
> - "What words did the author use to let us know it is their opinion?"
> - "Why did the author think the hamster would make the best classroom pet?"
> - "What additional information did the author provide to support their reasons?"
> - "What information or facts may have come from another text?"
> - "What words are used to connect ideas?"

- "Using the color-coding system, we'll use the color purple to identify the first element. Can you find an example of where the author uses a claim to state an opinion?" *[Rephrasing may be needed as this may be students' first exposure to this terminology. With student input, model how to highlight the text and complete the chart on the next page using pg. 12 as a guide.]*

- "Now it's your turn. I want you to use the color-coding system to identify examples of the ways the author successfully illustrates each opinion element. Make sure to also explain how the author uses each element." *[Depending on the needs of your students, this part of the lesson may be done in small groups, or even whole group, if the class needs more support.]*

Check or highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Opinion Mentor Text

A Hamster for Our Class Pet

Have you ever seen a cute, cuddly hamster? I believe a hamster would be the best choice for our class pet. One reason I believe this is because they are easy to care for since their habitat is simple. All they need is a cage and wood shavings. Another reason is that children can hold them because they are peaceful animals. Sometimes hamsters bite, but only when children aren't careful. Also, children can learn more about this animal by observing it. Since hamsters are rodents and mammals, we can study what they need to survive. Overall, hamsters are great pets that can teach children a lot. In my opinion, the best choice for our class pet is a hamster.

Element	Description	Evidence from Text
Claim	Declares an idea with a clear opinion	The sentence starts with "I believe" and continues on to state the animal (hamster) that the author feels will make the best class pet.
Reasons	Thoughts that support the opinion or claim	The author shares three reasons why hamsters will make a good class pet: easy to care for, children can hold them, can learn about them
Elaborations	Definitions, examples, facts, and other details that explain each reason	The author uses examples and evidence from other texts that support each reason.
Transitions	Words or phrases that connect and link ideas	"One reason" "Another reason" "Also" "Overall"

Opinion Mentor Text

A Hamster for Our Class Pet

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Element	Description	Evidence from Text
Claim	Declares an idea with a clear opinion	
Reasons	Thoughts that support the opinion or claim	
Elaborations	Definitions, examples, facts, and other details that explain each reason	
Transitions	Words or phrases that connect and link ideas	

Purpose: I can use my background knowledge and a reference text to brainstorm appropriate ideas that address a provided opinion prompt.

Standard(s):
- **CCSS.ELA-LITERACY.W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials
Print
- Teacher models (pgs. 16-17)
- Student pages (pgs. 7-8, 18)

Digital
- Student Pages

Learning Goal
Students will be able to respond to an opinion writing prompt by brainstorming topic ideas using what they already know, as well as a reference text.

Success Criteria
- **Criteria 1-** The student brainstorms at least 2 ideas that support each side of the prompt.
- **Criteria 2-** The student finds supporting evidence from the text and paraphrases or quotes the information.
- **Criteria 3-** The student chooses one animal to form an opinion piece that answers the provided prompt.

Mini-Lesson Steps (15 min.):
1. Display the following prompt: *Which would be a better class pet: a hamster or a hedgehog?*
2. Display the teacher model "Brainstorming" chart (pg. 17). Model how to brainstorm ideas that align to the prompt in the "My Ideas" section using pg. 16 as a guide. *Note: Teacher prompt looks slightly different from student prompt. The purpose of this mini lesson is to teach students to brainstorm reasons to support their opinion and expand on their ideas using text-based evidence.*
3. Direct students' attention to the "From the Text" section of the chart. Model how to add related pieces of evidence from an outside text that can be summarized or paraphrased. Note: There are no reference texts for the teacher prompt. This is still a teacher example and should be done purely for modeling purposes.
4. Model how to form a claim statement based on the brainstormed ideas. *Note: The purpose of forming the claim today is simply to choose a side. It's about students. Students craft a more focused claim statement in a later lesson.*

Student Action (15 min.):
1. Distribute "Brainstorming" chart (pg. 18). Read the prompt aloud and point out that their class pet options are different than the teacher model. Their options are a betta fish or a hermit crab.
2. Encourage students to brainstorm at least two benefits for each possible field trip. *Note: Students need to brainstorm the top "My Ideas" first. This is very important to do BEFORE reading the reference texts.*
3. Distribute reference texts (pgs. 7-8). Read both reference texts to pull details from each that highlight big benefits. Students will write details in the "From the Text" row. Students should just be providing basic elaborations. Students will go more in-depth in future lessons. *Note: Students should use the reference texts to find reasons that support their opinion. At this grade level, there need not be a strong emphasis on quoting the text; simple paraphrasing is acceptable.*
4. Students will choose one animal to focus on for their opinion piece and write a claim statement on the chart.

Closure (5-7 min.):
1. Have students share their topic selection with a partner. Teachers could also have students move to a particular side of the room to indicate the class pet option they have chosen to write about.

Opinion Writing

Mini-Lesson Overview

How it sounds:

- "Yesterday, we discussed all of the elements in an opinion writing piece. As a writer, it is important to state your opinion and support it with strong reasons and evidence. Today, I'll give you a prompt and we will practice brainstorming ideas. First, we will look at an example prompt to practice together. Then, I will give you a new prompt to write about." *[Display teacher model "Brainstorming" chart pg. 17.]* "As I display the prompt, I want you to read and ask yourself: What is the prompt asking?"

- *"Good writers brainstorm their ideas before they choose a side and start writing. I am going to brainstorm ideas so that I can make a decision about which animal I think would make the best class pet. I'm going to use my own ideas first, before using informational text to help me come up with more reasons. I need at least two of my own reasons to support each animal as a class pet." [Model how to brainstorm ideas in the "My Ideas" section of the chart, using pg. 16 as a guide.]*

- "Now, I am going to find some information from an outside text that will help ___ ort my own ideas. I will paraphrase by recording a brief summary of any info___tion fro___ he t___ find helpful on the bottom section of my sheet. Remember that paraphrasing or s___mariz___ ___ples ___d ideas from the text means that I don't copy the text word-for-word. To sav___ ___e, I___ ___ing ___ record a few summary statements from an article I previously read on hamsters and ___ ___gehog___ ___e did not read these texts together, but do you see how I was able to find ___ ___ and ___ ___ence to support why these animals would make great class pets?" *[Model ho___ ___compl___ ___ ___m the Text" section of the chart, using pg. 16 as a guide. Note: There are no re___ ___ce texts ___ the teacher prompt. This is strictly a teacher example and should be done p___ ___for mo___ ___ ___ses.]*

- *[Distribute "Brainstorming" chart pg. 18.]* "No___ ___ ___e you ___ ew prompt, and we will work through the process of brainstorming together. Fi___ ___ read ___ ___prompt ___ Note that they're two different animal choices.]* "We will brainstorm fir___ ___per___ ___e read___ ___ texts ___ is important for you to come up with your own ideas first or else yo___ ___be te___ ___d to just rely on what the texts say. Try to come up with at least two benefits for ___ch anim___ ___nd writ___ ___hem in the *'My Ideas'* section."

- *[Display and distribute refe___ ___ ___ts (pg___ ___8).]* "Now we will read two reference texts. Follow along and underlin___ ___ighlig___ ___inform___ ___ from ___ ___e text you think would support each animal as a good classroom ___. After reading ___ ___n, w___ ___ll practice paraphrasing or summarizing information from each text that s___ ___ort your ideas. ___ ___read ___ ___loud the 'Betta Fish' text, then allow students work time to record their suppo___ ___ ___ ___from ___ ___text. Repeat with 'Hermit Crab' text.]*

- "Now you will choose o___ ___f these animals to form an opinion piece that answers the prompt. Write your claim statement a___ ___e bottom of your page. It could start with either 'I believe' or "In my opinion' and then follow w___ ___e animal you feel would make the best class pet between the betta fish and the hermit crab."

Check or highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Brainstorming: Opinion

Teacher Prompt: Which would be a better class pet: a hamster or a hedgehog?

	Hamster	Hedgehog
My Ideas	• They are soft and cuddly. • They are easy to take care of. • They can run on a wheel. • We can play with them.	• They are cute and fun. • They are easy to take care of.
From the Text	• They need a cage and wood shavings. • We can hold them. • They are gentle.	• They need food and water daily, a clean cage, and a warm room or heating pad. • They don't smell. • They are hypoallergenic so no one will be allergic to them.

Which would be the best class pet?

I believe a hamster would be the best class pet.

Brainstorming: Opinion

Teacher Prompt: Which would be a better class pet: a hamster or a hedgehog?

	Hamster	Hedgehog
My Ideas		
From the Text		
Which would be the best class pet?		

Brainstorming: Opinion

Prompt: Which would be a better class pet: a betta fish or a hermit crab?

	Betta Fish	Hermit Crab
My Ideas		
From the Text		
Which would be the best class pet?		

Purpose: I can identify my audience and write with a specific audience in mind.

Standard(s):
- **CCSS.ELA-LITERACY.W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials
Print
- Teacher models (pgs. 21-22)
- Student page (pg. 23)

Digital
- Student Pages

Learning Goal
Students will be able to identify their audience for their opinion writing piece and tailor their reasons to that audience.

Success Criteria
- **Criteria 1-** The student identifies the audience they are writing for.

- **Criteria 2-** The student adds at least one reason to their planning sheet with their intended audience in mind.

Mini-Lesson Steps (15 min.):
1. Display and distribute "Introduction to Audience" (pg. 23). Introduce the meaning of audience and explain why writing to an audience is important. Reinforce this concept using the guiding questions and pg. 22 as a guide. Answer any clarifying questions as needed.
2. Discuss the various opinion writing topics and brainstorm possible audiences.
3. As a class, pinpoint the audience for the writing prompt for this unit (the model has the audience as a teacher looking to select a class pet).
4. Display the completed teacher model brainstorming chart from Day 2. Using pg. 21 as a guide, model how to add in additional reasons for choosing a hamster as a class pet, with a targeted audience in mind. Have students provide input on the targeted audience and guide students through making the connection between the newly added reasons and how each addresses the targeted audience.

Student Portion (15-30 min.):
1. Students should refer back to their completed brainstorming charts (pg. 18) and work to fill in at least one additional reason for their chosen topic, targeting the selected audience. Students may refer back to the reference text(s) as necessary to assist with this.

Closure (5-7 min.):
1. Have students share their added reason(s) and discuss how it addresses their intended audience.

Mini-Lesson Overview

How it sounds:

- "When writing an opinion text, it is important to think about our audience. What is an audience? Why do you think it's important to know your audience?" *[Allow students to offer suggestions.]*
- "All writers have to write with a specific audience in mind." *[Display and distribute "Introduction to Audience" pg. 23.] "*As an author, it's important to know your audience, or who is reading your writing so that you can tailor it, or make it specific, for them." *[Use the guiding questions to discuss and take notes about pinpointing an audience, using pg. 22 as a guide.]*
- "Let's look at a few other opinion topics. Who would be my intended audience for each of these topics?" [*Read through examples and discuss. Using pg. 22 as a guide, have students complete the chart with a possible audience for each topic.*]
- "Let's think about and identify the intended audience for our opinion writing about the best class pet. Who do you think will be interested in reading your writing? *Discuss and decide on the audience and record it in the bottom chart.*]
- "With your audience in mind today, you're going to look back at your graphic organizer from yesterday and add a few reasons to the column of the pet you chose. The reasons you add should not only support your opinion but also have the intended audience in mind."
- *[Display the completed teacher model brainstorming chart from Day 2.]* "Let's look at my graphic organizer about the hamster from yesterday in the model text to see what reasons and text evidence we can find to support my ideas while keeping in mind the audience I'm writing to. What do you think might help me further solidify my opinion and make it a strong writing?" [*Model adding another idea and information from the text that would target the intended audience. Use page 21 as your guide.*]
- "Now, it is your turn. Think about who your audience will be and then try to add additional ideas or text support to your graphic organizer, using the reference text you received yesterday. Make sure that you only focus on the column that you will write your opinion piece about, since we already made decisions yesterday about what we will be focusing on to answer our opinion writing prompt."

Check & highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Brainstorming: Opinion

Teacher Prompt: Which would be a better class pet: a hamster or a hedgehog?

	Hamster	Hedgehog
My Ideas	• They are soft and cuddly. • They are easy to take care of. • They can run on a wheel. • We can play with them. • We can learn from them.	• They are cute and fun. • They are easy to take care of.
From the Text	• They need a cage and wood shavings. • We can hold them. • They are gentle. • We can observe them and learn more about mammals and rodents.	• They need food and water daily, a clean cage, and a warm room or heating pad. • They don't smell. • They are hypoallergenic so no one will be allergic to them.

Which would be the best class pet?

I believe a hamster would be the best class pet.

Introduction to Audience

An **audience** is the person or people who will be reading your writing.

Why does knowing your audience matter?	• You want your writing to be read by a certain person or group of people. • You want to tailor your writing to the audience to convince them to agree with your opinion and take some sort of action.
How can you convince an audience to agree with your opinion?	• Learn what's important to your audience and give reasons that your audience will respond to.

Opinion Writing Piece	Audience
A letter about adding a recycling program and why it's important to help the environment.	• people in your neighborhood • school principal or student council
A note about a new ice cream flavor and why it's so good.	• an ice cream shop • a grocery store owner
A brochure about why going to Disney is the best vacation to take with your family.	• a family looking to take a vacation • a travel agent looking for recommendations for their client

Who is the intended audience for your opinion writing piece?

My intended audience is anyone deciding which animal would make the best class pet. For example, the teacher who would be responsible for getting the animal.

Introduction to Audience

An **audience** is the person or people who will be reading your writing.

Why does knowing your audience matter?	• You want your writing to be read by a _____ person or group of people. • You want to _____ your writing to the audience to convince them to agree with your opinion and take some sort of _____.
How can you convince an audience to agree with your opinion?	• Learn what's _____ to ____ audience and give reasons that ____ audience will respond to.

Opinion Writing Piece	Audience
A letter about adding a recycling program and why it's important to help the environment.	
A note about a new ice cream flavor and why it's so good.	
A brochure about why going to Disney is the best vacation to take with your family.	

Who is the intended audience for your opinion writing piece?

Purpose: I can organize my ideas and support them using details.

Standard(s):
- **CCSS.ELA-LITERACY.W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials
Print
- Teacher model (pg. 26)
- Student page (pg. 27)

Digital
- Student Page

Learning Goal
Students will organize information they have gathered and identify three reasons that support their opinion using details to elaborate on their ideas.

Success Criteria
- **Criteria 1-** The student identifies 3 main reasons to support their opinion.

- **Criteria 2-** The student supports and elaborates on their reasons using details.

Mini-Lesson Steps (15 min.):
1. Explain to students that an outline can help writers organize their brainstorming ideas. Refer back to the completed "Brainstorming" chart teacher model (pg. 18).
2. Display the "Planning: Organization" (pg. 27) chart. Model how to organize the teacher ideas from the brainstorming page into categories (reasons) using pg. 26 as a guide. Then, add elaborations: facts, definitions, examples, and other details. *Note: This planning page should go more in depth on the reasons than what was done on the Brainstorm page.*
3. Remember to consistently reinforce the "Opinion Elements" checklist discussed on Day 1 to remind students of the elements that should be included in an opinion writing piece.

Student Action (15-20 min.):
1. Distribute "Planning: Organization" (pg. 27). Students will organize their ideas from their "Brainstorming" chart (pg. 18) and fill out the chart accordingly. Students should be instructed to find at least two ways to elaborate on each idea using a combination of facts, details, and examples.
2. Provide individual conferencing as needed to ensure students are successfully categorizing and elaborating on their ideas.

Closure (5-7 min.):
1. Students will pair and share a reason and supporting detail from their planning page. Students can provide peer feedback if time allows.
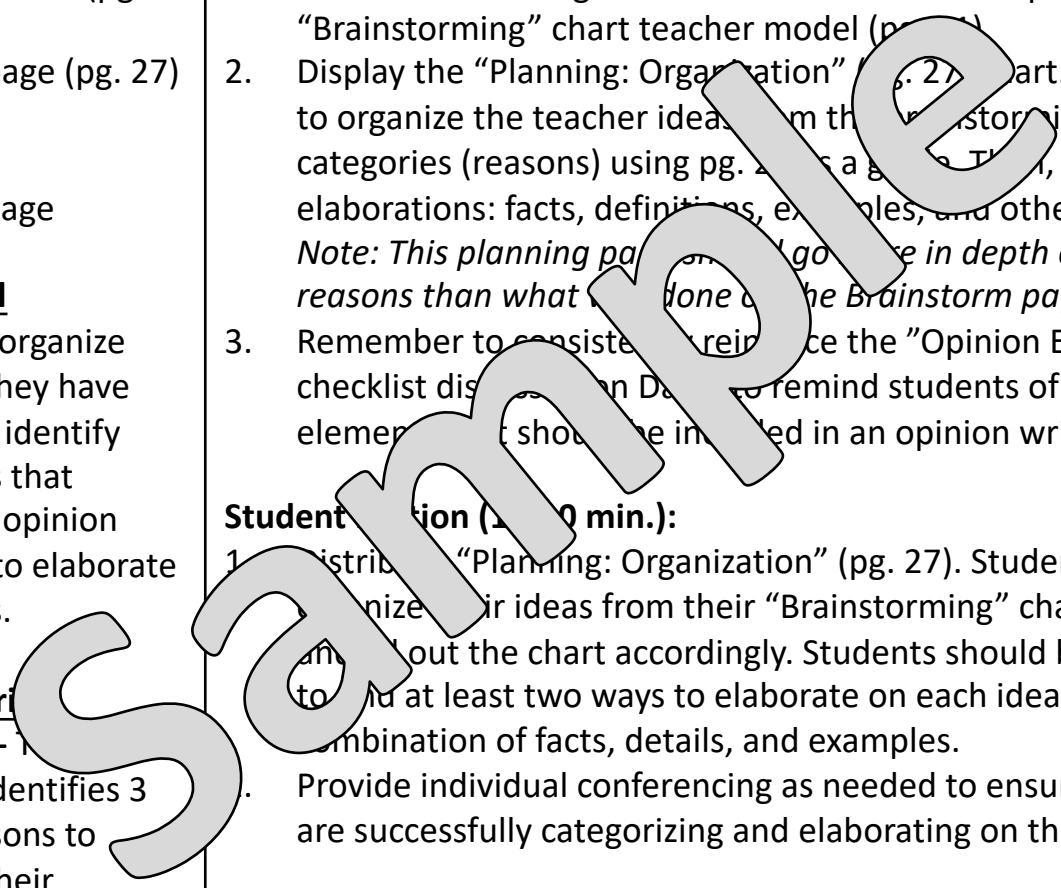
Mini-Lesson Overview

How it sounds:

- *[Display "Planning: Organization" chart pg. 27 and completed teacher model "Brainstorming" chart pg. 16 from Day 3.]* "Let's review our *'Brainstorming'* page. Now that we have brainstormed our ideas and written down related details, it is important to organize and group related ideas together. We can do this using a graphic organizer."

- Think back to the checklist that we completed on day 1 with the elements of an opinion writing. A good opinion writing needs to include reasons to support your opinion, as well as supporting information from a text. We want to make sure that when we fill out our graphic organizer today we include this to make our opinion writing piece the best that it can be."

- "Let's use my teacher example about hamsters to practice identifying reasons from my brainstorming chart." *[Model how to list the reasons using as a guide.]*

- "Next, we have to support and expand on these categories providing facts, definitions, examples, or other details. We can use the ideas from our brainstorming page and add onto these. We can also use the information from the reference texts to help support our reasons." *[Model how to organize elaborations the chart using page 26 as a guide.]*

- "Now, it is your turn. Look back at your 'Brainstorming' chart and decide on three ideas you will be able to expand on. After you down main reasons on the graphic organizer, you will need to support one related facts, details, or ideas from the reference texts."

- "Remember the checklist that completed on Day 1. We want to make sure that when we fill out our graphic organizers we include all the facts, details, and examples that will make our opinion writing piece best that it can be."

Check/highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❏ Provide opportunity for further research on a related topic ❏ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❏ Use of advanced supplementary/reading materials ❏ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❏ Pre-Teach/Re-Teach concepts ❏ Provide additional examples ❏ Provide additional work time ❏ Allow for differentiated product ❏ Chunk Tasks ❏ Allow for Student Dictation ❏ Language Scaffolds (i.e.: sentence frames) ❏ Peer Mentor

Planning: Organization

Use the ideas from your brainstorming page to create an organized outline of your writing. Only use the column on your brainstorming page that goes with the class pet you chose. List 3 main reasons that support your claim and add elaborative details to support each one.

Main Reasons	Elaborations: facts, definitions, and examples
They are easy to take care of.	• Fact: Their habitat is simple. • Example: They need a cage and wood shavings.
We can play with them.	• Fact: A hamster is a peaceful animal. • Example: They can run on a wheel or in a ball.
We can learn from them.	• Example: We can observe the hamster to learn more about its life.

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Opinion Writing

Purpose: I can use evidence from an outside text to support my opinion.

Standard(s):
- **CCSS.ELA-LITERACY.W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials

Print
- Teacher model (pg. 30)
- Student page (pg. 31)

Digital
- Student Page

Learning Goal

Students will be able to use evidence from an outside text to support their opinion.

Success Criteria

- **Criteria 1-** The student includes at least 1 more piece of evidence from an outside text.

- **Criteria 2-** The included evidence su___ student's chosen reaso___ well.

Mini-Lesson Steps (15 min.):

1. Review the importance of using evidence from an outside text to support an opinion. Remind students of the reference text that corresponds with their class pet choice.
2. Display and distribute "Finding Evi___ (pg. 32). Read through each pair of se___ces, d___uss___ whether the evidence supports the au___'s op___n. All___ students to use their reference texts to ___ bett___ ___nce to support the second opinion ___ ___chart.
3. Display the comp___ed te___er m___el "Planning: Organization" ch___ (pg. 2___ ___om Day 4. Model how to check th___ ___orat___ ___er___ chart to make sure they fully suppor___ ___ach ___son. ___n, model how to add additional el___ons to ___port ___ reasons that may not yet have ___ough ___porting details.

Stude___ ___ortion (___5-30 min.):

1. Usi___ ___heir planning outline from Day 4, students should ___heck each detail to make sure it fully supports and aligns to ___e corresponding reason. If not, students should revise their outline accordingly.
2. Students should use their reference texts to find at least one more piece of evidence that supports their opinion, adding it to the correct place on the chart.

Note: Teachers can let students find additional texts or conduct further research to support their claim as differentiation for more advanced students.
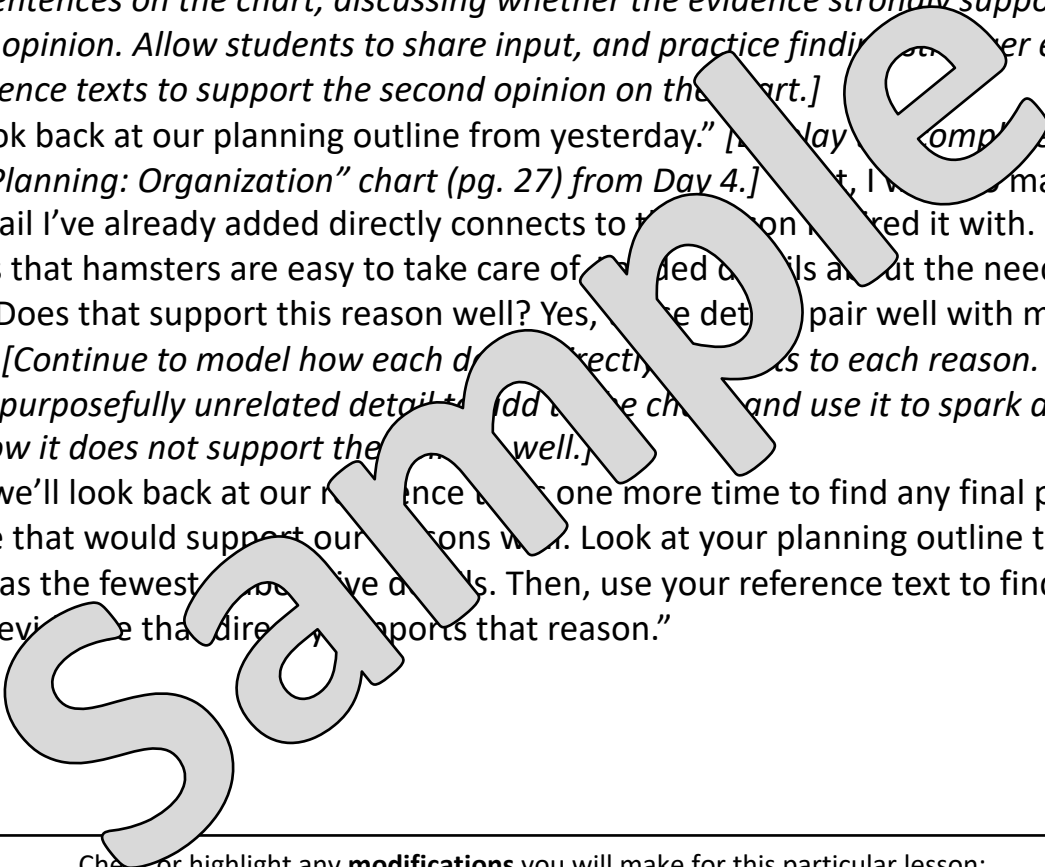
Closure (5-7 min.):

1. Have students share an example of their use of evidence. Peers can provide feedback about how strongly it supports the author's opinion.

Mini-Lesson Overview

How it sounds:

- "In a previous lesson, we used a reference text to help us brainstorm evidence that supports our opinion about which class pet is the best." *[Display and distribute "Finding Evidence" (pg. 32).]* "You want to make sure the evidence you use strongly supports your opinion; otherwise, it may sound unrelated. Let's look at some examples."

- "The first pair of sentences relates to a reason why betta fish would make a good pet. Let's look at our reference text: can you see where the author found some evidence to support the opinion that betta fish can help students learn about science and math? Yes, this evidence is directly connected to learning about math and science."*[Read through each pair of sentences on the chart, discussing whether the evidence strongly supports the author's opinion. Allow students to share input, and practice finding other evidence from the reference texts to support the second opinion on the chart.]*

- "Let's look back at our planning outline from yesterday." *[Display the completed teacher model "Planning: Organization" chart (pg. 27) from Day 4.]* "First, I want to make sure that each detail I've already added directly connects to the reason I paired it with. My first reason is that hamsters are easy to take care of. I added details about the need for a habitat. Does that support this reason well? Yes, these details pair well with my first reason." *[Continue to model how each detail directly connects to each reason. If desired, create a purposefully unrelated detail to add to the chart, and use it to spark discussion about how it does not support the reason well.]*

- "Today, we'll look back at our reference texts one more time to find any final pieces of evidence that would support our reasons well. Look at your planning outline to see which reason has the fewest supportive details. Then, use your reference text to find another piece of evidence that directly supports that reason."

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We can learn from them.	• Example: We can observe the hamster to learn more about its life. • A hamster is a mammal and a rodent. • We can learn about the needs of a mammal or rodent.

Finding Evidence

Strong writers include evidence from other texts or sources to support their opinions. Read through each opinion and piece of evidence below. Does the evidence support the author's opinion?

Opinion	Evidence	Supporting Evidence?
We could learn about science and math by taking care of a betta fish.	Betta fish need warm water, so we could practice measuring the correct water temperature.	☒ Yes ☐ No
Hermit crabs can be dangerous pets.	They molt and move into bigger shells as they grow.	☐ Yes ☒ No
It is fun and interesting to observe a betta fish.	Betta fish have beautiful, colorful fins that flutter when they swim.	☒ Yes ☐ No

For any that you marked "no", use the corresponding reference text to find evidence that more strongly supports the author's opinion.

Hermit crabs have pinchers, but students can still hold them if they are careful.

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