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 <u>April@simplifywriting.com</u>.

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 SlidesTM Files

Share in units or easily split into daily files!

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

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Pacing Guide

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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 suit in. Their tank should be at least 5 gallons. Make sure it has a live becare becare

Enjoying Your Betta Fish

It is fun to watch betta fish! They old pretty. Students can also feed the fish. Another job store hts have measuring the water temperature. Bettas need way way between to and 81 degrees Fahrenheit.

Benefits of P a Fish in e ssroom Betta fish c om pets because they here a t of care. Students can learn about the ecial 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 friend get two hermit crabs and put them in a large aquarium. The pet store. For treats, you can give them a piece of the pet store. For treats, you can give them a piece of the pet store. For treats, you can give them a piece of the pet store.

Interact with Your Hermit Crabs

Hermit crabs must be fed regular Children can also hold hermit cr crabs and can use their pinch hermit crab's aquarium rab

Benefits of K (mit Crab (or) Classroom

Hermit cheresting creatures. As they grow, they move into bigger shells. The, so 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 old them cage and wood shavings. Another reason is the hildre C9 because they are peaceful animals. Sometimes have but only ers when children aren't careful. Also, childre h more about this an là animal by observing it. Since here frs à s and mammals, we can voy Ove A, hamsters are great pets that can study what they need to surv. olot. MI teach childr/ yon, the best choice for our class pet is a <u>ر</u>ک hamster.

Day 1 Opinion Writing

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

Standard(s):

 <u>CCSS.ELA-LITERACY.W.2.1</u>: 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.

<u>Materials</u>

- *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 text. Mini-Lesson Steps (15 min.):
 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 it ntify when the purpose of an opinion text. force an opinion text is to state an
- 3. Display and distribute the text Hamster For Our Class Pet" (pg. 13) Read the text with den topping to discuss as needed.
- 4. Using the chart d thread ement of an opinion text, clearing misc s an masing for clarity as needed.
- 5. Invite st colg ing method and have students try /to us້ to ider st eleλ t on the cklist (uses a claim to state an te students through explaining/justifying how the oph Next uthð ompli A or illustrates this particular element using the (ide) rt.

students throughout the unit that they should refer back to fist when writing their own drafts.

tudent Portion (15-30 min.):

- 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.):

Ng

Re

1. Have students pair and share their color-coding or review work as a whole class, using pg. 12 as a guide.

Opinion Writing

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 Sur Class bute mentor text pg. 13 and read aloud with students, stopping to discuss as d.]
- "Now let's use the chart so that we can identify the elements of an ion ind market we understand what each element means. You will use and refer back to here you are writing your own opinion pieces." [Use the guiding questions to lead ssion we there element.]

Guiding Questions

- "What was the author's opinion?"
- "What words did the author use to let win _____ opinion?"
- "Why did the author think the harment wood take test classroom pet?"
- "What additional information d thor be to port their reasons?"
- "What information or facts vare from another text?"
- "What words are used to condition ideas?
- "Using the color-coding s m, set lor purple to identify the first element. Can you find an example of the autor to the student st exposure to s te complete t to the sing pg. 12 as a guide.]
- "Now it's you to use the color-coding system to identify examples of the ways the author successfully illust es each opinion element. Make sure to also explain how the author uses each element." [Den g on the needs of your students, this part of the lesson may be done in small groups, or even whom 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	 Pre-Teach/Re-Teach concepts Provide additional examples
 Allow for the production of a multimedia or visual presentation to accompany the writing piece 	 Provide additional work time Allow for differentiated product
 Use of advanced supplementary/reading materials Allow for flexible grouping or collaborative writing 	 Chunk Tasks Allow for Student Dictation
opportunities based on ability or interest	 Language Scaffolds (i.e.: sentence frames) Peer Mentor

Opinion Mentor Text

•	A Hamster fo	or Our Class Pet Teacher Mod
Have you ever	seen a cute, cuddly hamster?	? I believe a hamster would be the best choice
for our class pet.	<u>One reason I believe this is be</u>	ecause they are easy to care for since their
<mark>habitat is simple.</mark>	All they need is a cage and w	ood shavings. <u>Another reason i</u> s that children
<mark>can hold them <u>be</u></mark>	<u>cause</u> they are peaceful anim	nals. Sometimes hamsters bite, <u>but</u> only when
children aren't ca	<mark>reful.</mark> <u>Also</u> , children can learn	nmore about this animal by observing it. Since
hamsters are rode	ents and mammals, we can st	t <mark>udy what they need to survive</mark> . <u>Overall</u> ,
hamsters are grea	at pets that can teach childre	n a lot. In my opinion, the test choice for our
class pet is a ham	ster.	
Element	Description	Ev vce mr
<mark>Claim</mark>	Declares an idea with a clear opinion	The state the animal the author feels will the st class pet.
Reasons	Thou is sup t the opi on slaim	he 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	facts, and other details that explain each reason	The author uses examples and evidence from other texts that support each reason.
<u>Transitions</u>	Words or phrases that connect and link ideas	"One reason" "Another reason" "Also" "Overall"
	©2020 Simplif Updated	

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 set choice for our

class pet is a ham	ster.	
Element	Description	Ev vce mr
Claim	Declares an idea with a clear opinion	
Reasons	Thou is sup t the opi on laim	
Elaborations	facts, and other details that explain each reason	
<u>Transitions</u>	Words or phrases that connect and link ideas	
	©2020 Simplif Updated	

Day 2 Opinion Writing

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

Standard(s):

• <u>CCSS.ELA-LITERACY.W.2.1</u>: 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.

<u>Materials</u>

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 st finds suppor from the tex paraphrases of the information.
- Criteria 3- The student chooses one animal 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, the slightly different from student prompt. The purpose of this students to brainstorm reason uppor him and expand on their ideas using text-based evid
- 3. Direct students' attention to the 'the on of the chart. Model how to add related of of the chart of the ch
- 4. Model how a cla int based on the brainstormed ideas. Note a side a side about dents craft a more focused claim structure les on.

Student on (15 hin.):

tribut rainstorming" chart (pg. 18). Read the prompt aloud and out their class pet options are different than the teacher their options are a betta fish or a hermit crab.

En Arage students to brainstorm at least two benefits for each possible of 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.

Day 2 **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 ion fro /he t∕ find helpful on the bottom section of my sheet. Remember that paraphrasing or íples/ d ideas ariz ممنه ecord a few from the text means that I don't copy the text word-for-word. To sa summary statements from an article I previously read on hamsters and did not read ehδ these texts together, but do you see how I was able to find, ence to support why and these animals would make great class pets?" [Model hg *(*отр h the Text" section of he the teacher prompt. This is the chart, using pg. 16 as a guide. Note: There are no re e text strictly a teacher example and should be done p bses.1 r m
- [Distribute "Brainstorming" chart pg. 18.] "No w prompt, and we will work through € yo the process of brainstorming together. F Note that they're two different read rom animal choices.] "We will brainstorm fir is important for you to come up (e reaბ text æ with your own ideas first or else you lbe ter to just rely on what the texts say. Try to come up with at least two benefits for ani vd my hem in the 'My Ideas' section."
- 8).] "Now we will read two reference texts. Follow along [Display and distribute ref s (p), for he text you think would support each animal as a good and underline ighlig from I practice paraphrasing or summarizing information from each classroom After reading brt your ideas text that s ear oud the 'Betta Fish' text, then allow students work time to record xt. Repeat with 'Hermit Crab' text.] their suppo
- "Now you will choose of these animals to form an opinion piece that answers the prompt. Write your claim statement at bottom of your page. It could start with either 'I believe' or "In my opinion' and then follow we animal you feel would make the best class pet between the betta fish and the hermit crab."

Check or highlight any modifications y	ou wi	ill 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)
opportunities based on ability of interest		Peer Mentor

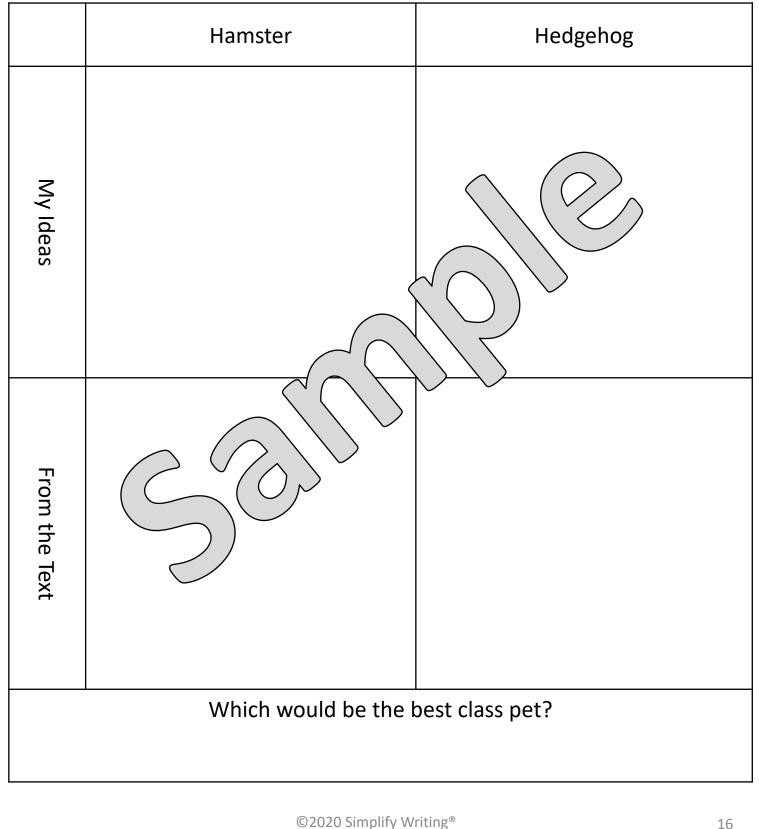
Teacher Model

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 d w shavings. W an h d t ey are ge e. 	 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 b	
	I believe a hamster would b	e the best class pet.

Teacher Model

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



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 l	best class pet?

Opinion Writing Day 3

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

Standard(s):

Materials

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.

Mini-Lesson Steps (15 min.):

1. Display and distribute "Introduction to Audience" (pg. 23). Print Introduce the meaning of audience and explain why writing to Teacher models (pgs. • 21-22) an audience is important. Reinforce this φ guiding questions and pg. 22 <a>^ a guid Student page (pg. 23) questions as needed. Digital 2. Discuss the various opinion write gbig **Student Pages** possible audiences. 3. As a class, pinpoint the qor unit (the model has t a teacher looking to select a dien Learning Goal class pet). triodel brainstorming chart from Students will be able to 4. Display the cd לteà identify their audience . 21 à odel how to add in additional Day 2. U/ vuich for their opinion writing mster as a class pet, with a targeted reason ing a pr G piece and tailor their Nave students provide input on the targeted audiè in mî reasons to that audience **Success Criteria** Criteria 1student ide audience they are writing for.

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

2.	ience d guide students through making the connection	
(by entreewly added reasons and how each addresses the	ıe
	dience.	
	St Portion (15-30 min.):	
	Students should refer back to their completed brainstorming	
\mathcal{I}	charts (pg. 18) and work to fill in at least one additional reason	n
	for their chosen topic, targeting the selected audience. Studer may refer back to the reference text(s) as necessary to assist	nt
t	with this.	
	Closure (5-7 min.):	
	1. Have students share their added reason(s) and discuss how it	
	addresses their intended audience.	
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Day 3 Opinion Writing

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 or opinion the best class pet. Who do you think will be interested in reading you riting the audience and record it in the bottom chart.]
- "With your audience in mind today, you're going to look back at gra anizer from yesterday and add a few reasons to the column of the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not only support your opinion but also have not need to be added and the should not opinion but also have not need to be added and the should not opinion but also have not need to be added and the should not need to be added and the
- [Display the completed teacher model brainstormin] y 2.1 "Let's look at my graphic rt fron organizer about the hamster from yesterday he ስ to see what reasons and text evidence we can find to support my ideas/ vnd the audience I'm writing to. ving ſſſe What do you think might help me fu d make it a strong writing?" lidifv oinið [Model adding another idea and] om the ext the would target the intended hath audience. Use page 21 as your qui
- "Now, it is your turn. Think t where a variable ideas or text support to for the variable ideas or text support to for text sup

Che nghlight any modifications y	ou 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

Teacher Model

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 d w shavings. W an h d t ev are ge e. cev them and learn mo about mammals and ints. 	 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 b	est class pet?
	I believe a hamster would b	e the best class pet.

Introduction to Audience

Teacher Model

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

	• You want your writing to be read by a <u>certain</u> person or group of people.
Why does knowing your audience matter?	 You want to <u>tailor</u> 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	Learn what's importan vo vudi ce and
with your opinion?	give reasons that vuo ce will respond to.
Opinion Writing Pi	
	ece ecycling porta • bool principal or student council
Opinion Writing Pice A letter about adding a r program and why it's imp	ece ecycling porta • chool principal or student council
Opinion Writing Pie A letter about adding a r program and why it's im to help the environment A note about flavor and v it's coo	ece ecycling oorta • chool principal or student council • an ice cream shop
Opinion Writing Pie A letter about adding a r program and why it's im to help the environment A note about flavor and v	ece ecycling oorta • chool principal or student council • an ice cream shop • a grocery store owner • oing to • a family looking to take a vacation

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 vir a lience and give reasons that vo ce will respond to. 	
Opinion Writing Piece ddience		
A letter about adding a recycling program and why it's importato to help the environment		
A note about new ice cron flavor and v tit's co go		
A brochure about why joing to Disney is the best ation to take with your family.		

Who is the intended audience for your opinion writing piece?

Day 4 **Opinion Writing**

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

Standard(s):

• <u>CCSS.ELA-LITERACY.W.2.1</u>: 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.

Mini-Lesson Steps (15 min.): Materials Explain to students that an outline can help writers organize Print 1. their brainstorming ideas. Refer back to the completed Teacher model (pg. "Brainstorming" chart teacher model (p 26) Display the "Planning: Organ ation" Student page (pg. 27) art. Model how 2. to organize the teacher idea tor/ ing page into m th categories (reasons) using pg. Digital . add aA elaborations: facts, definitions: facts, definitions oles, and other details. Student Page Note: This planning pa e in depth on the að reasons than what (he Brainstorm page. Learning Goal 🕴 lone 🛾 Remember to Students will organize reid ke the "Opinion Elements" 3. checklist dig information they have remind students of the n Dr gathered and identify ed in an opinion writing piece. elemer sho e in three reasons that ion (Q min.): Student support their opinion "Planning: Organization" (pg. 27). Students will strið using details to elaborate ir ideas from their "Brainstorming" chart (pg. 18) on their ideas. nizè out the chart accordingly. Students should be instructed to Mat least two ways to elaborate on each idea using a **Success Criteri** hbination of facts, details, and examples. Criteria 1student identifies 3 Provide individual conferencing as needed to ensure students are successfully categorizing and elaborating on their ideas. main reasons to support their Closure (5-7 min.): opinion. Students will pair and share a reason and supporting detail 1. from their planning page. Students can provide peer feedback Criteria 2- The if time allows. student supports and elaborates on their reasons using details.

Day 4 Opinion Writing

Mini-Lesson Overview

How it sounds:

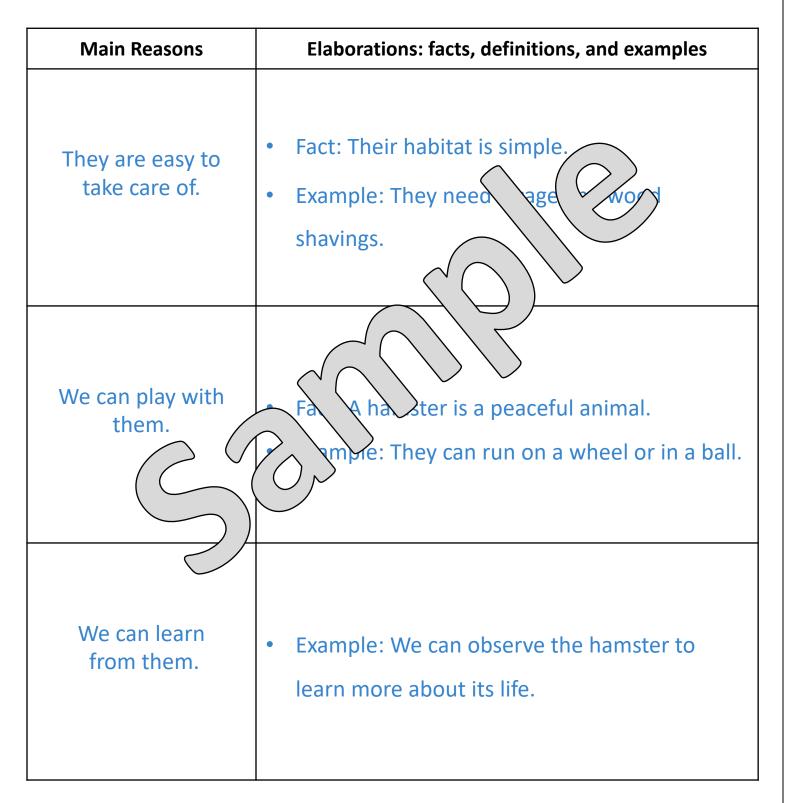
- [Display "Planning: Organization" chart pg. 27 and completed teacher model "Brainstorming" chart pg. 16 from Day 3.] "Let's review our 'Brainstorming' page. Now that we have brainstormed our ideas and written down related details, it is important to organize and group related ideas together. We can 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 identify in reasons from my brainstorming chart." [Model how to list the reasons is using the state of the state of
- "Next, we have to support and expand on these categorie proof of far, definitions, examples, or other details. We can use the ideas from our by ton age and add onto these. We can also use the information from the reasons." [Model how to organize elaborations for the characteristic proof of the support our reasons." [Model how to organize elaborations for the characteristic proof of the support our reasons." [Model how to organize elaborations for the characteristic proof of the support our proof of the support our reasons." [Model how to organize elaborations for the support our proof of the support o
- "Now, it is your turn. Look back at your 'Brainsto, c' ch? and decide on three ideas you will be able to expand on. After you organizer, you will need to support on the relation organizer, you will need to support on the relation of the rela
- "Remember the checklist that omposed on Day 1. We want to make sure that when we fill out our graphic or izers we in ode all the facts, details, and examples that will make our opinion ice best that it can be."

Che nighlight 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

Teacher Model

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.



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	

Day 5 **Opinion Writing**

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

Standard(s):

<u>CCSS.ELA-LITERACY.W.2.1</u>: 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 ar outside text.
- Criteria 2- (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 g. 32). Read through each pair of sec. ces, duse whether the evidence supports the au solution in Alle students to use their reference texts to the second opinion that
- el "Planning: 3. Display the com Organization" ch pm Day 4. Model how to pg. 2 check th chart to make sure they fully orat suppor/ n, model how to add additional son. ഹ por reasons that may not yet have ons tè porting details. βugì

tude vrtion 5-30 min.):

Us beir 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.

Day 5 **Opinion Writing**

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 the reference texts to support the second opinion on the vrt.]
- "Let's look back at our planning outline from yesterday." ⟨omp′)≥d teacher lav model "Planning: Organization" chart (pg. 27) from Day 4. make sure that ed it with. My first each detail I've already added directly connects to J on` reason is that hamsters are easy to take care of ⊿ed ls à at the need for a pair well with my first habitat. Does that support this reason well? Yes, e det) reason." [Continue to model how each d ls to each reason. If desired, ecth لنوcreate a purposefully unrelated det ſdd∖ and use it to spark discussion e ch about how it does not support the well.\
- "Today, we'll look back at our not incent one more time to find any final pieces of evidence that would support our ons which reason has the fewest reason."

Cherror 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

Teacher Model

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 age word shavings.
We can play with them.	Fa ha ster is a peaceful animal. mpre: They can run on a wheel or in a ball.
	• Example: We can observe the hamster to
We can learn from them.	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 Teacher Model

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 sactice measuring the corre water temperature.	Yes
Hermit crabs can be dangerous pets.	They molt a nove o bigge Us a ow.	🖵 Yes 💓 No
It is fun and interesting to observe a betta fish.	etta have beautiful, orful ins that flutter w they swim.	🎇 Yes 🖵 No
	No", use the corresponding refere e strongly supports the author's c	-
	hers, but students can stil they are careful.	l hold them if

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 sactice measuring the corre water temperature.	Yes No
Hermit crabs can be dangerous pets.	They molt a nove o bigge Us a ow.	YesNo
It is fun and interesting to observe a betta fish.	etta have beautiful, orful ins that flutter w they swim.	Yes No
	/ no", use the corresponding refere e strongly supports the author's c	-
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