



Sample Lesson Plans

3rd 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)
 - conference goals
 - 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.

Find out how to join
and simplify your
writing block!



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.

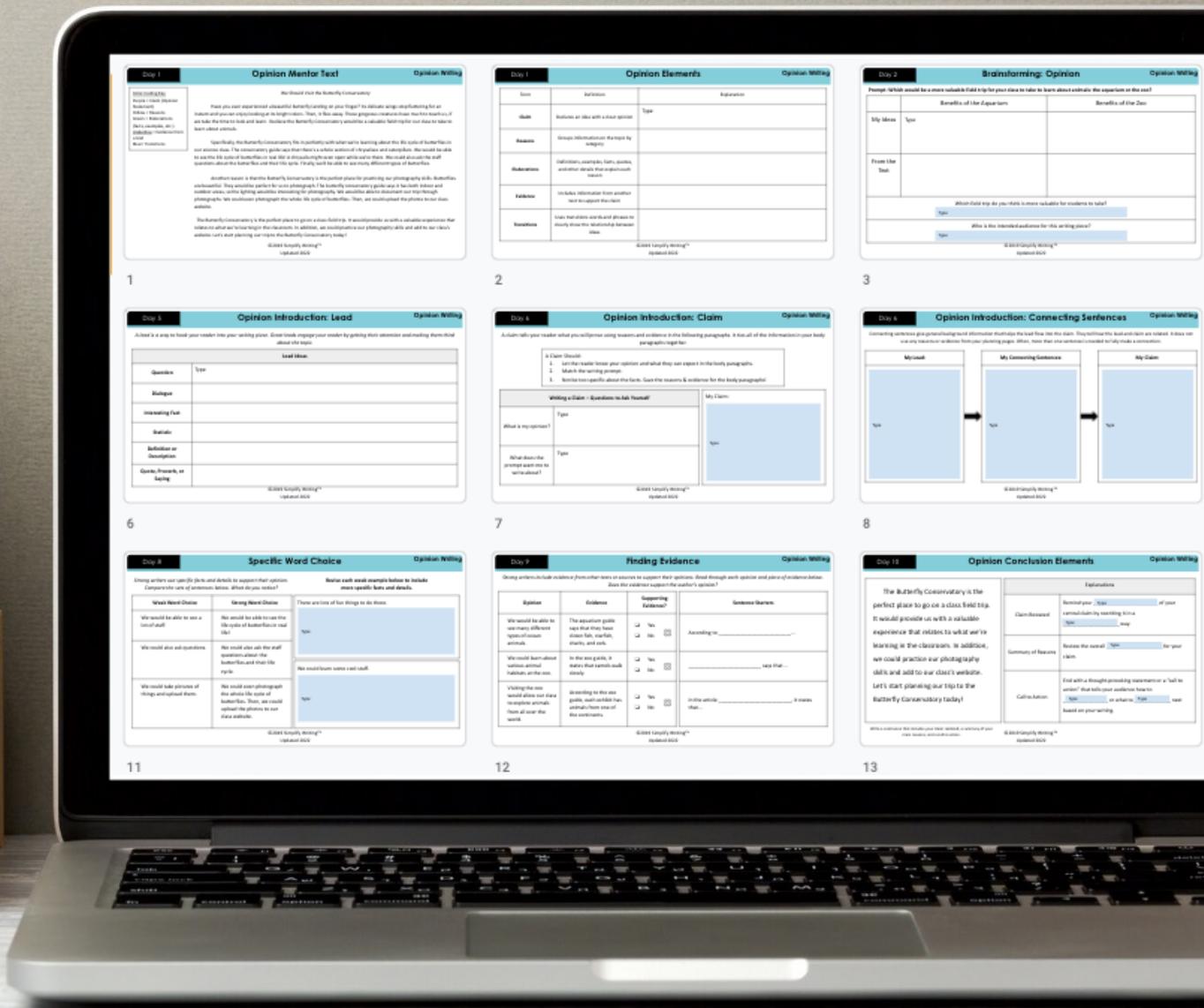
[Learn How to Implement
Simplify Writing[®]](#)

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: <i>Focus on Audience</i>	pg. 16
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Day 4	Planning: Organization	pg. 24
Day 5	Draft Introduction: <i>Focus on Lead</i>	pg. 28
Day 6	Draft Introduction: <i>Focus on Background Information & Claim</i>	pg. 34
Day 7	Draft Body Paragraphs: <i>Focus on Formatting Transitions</i>	pg. 40
Day 8	Draft Body Paragraphs: <i>Focus on Explanation</i>	pg. 48
Day 9	Draft Body Paragraphs: <i>Focus on Evidence</i>	pg. 52
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Day 15	Publishing Party	pg. 81

Opinion Reference Text

Aquarium Guide

Welcome to the aquarium. Here, you'll discover what life is like under the sea! Every year, we host many school groups. This guide will help you find your way around the exhibits.

The Reef

Here, you'll see clown fish, coral, starfish, and eels! The reef is home to many animals. Learn about this tropical habitat when you stop by the reef. Feeding time is daily at 11am. You can see real divers feed the reef animals! Then, talk to the divers when they're done. You can ask them questions and learn about reef wildlife.

The Shark Tank

In this exhibit, you can see whale sharks and blacktip reef sharks as well as many other fish. Here, you can learn about what sharks eat. You'll also learn when and where they live. Get up close and personal with shark teeth at this exhibit! There's a board with real shark teeth you can search for and touch.

Stingray Pool

Come see manta rays, leopard whiptails, and nurse sharks in the stingray pool. Watch them from the side and from above in this shallow tank. This exhibit will show you how stingrays swim. You will also learn what they eat.

Stingrays are masters of camouflage. This means they can hide by blending into their surroundings. You can see how they do this in the stingray pool.

Icy Waters

Have you ever wondered what animals live in the icy arctic waters? We have a special tank for ocean animals who prefer cold water. From penguins to beluga whales, seahorses and all kinds of fish, this exhibit is full of life. You can also see seals and crabs at this exhibit.

The waters are very cold in this tank. When you visit, you'll learn how animals adapt to live in such cold water. Also, learn how many kids it takes to weigh as much as a beluga! This exhibit is full of fun, but bring your sweater!

The River

The ocean isn't the only place where water animals live. Rivers are also home to lots of fish. Alligators, turtles, and snakes also live in rivers. Learn all about the river habitat at this exhibit. Our exhibit features animals from all around the world. Here, you'll get to know some of the most important rivers in the world. In addition, you'll learn all about the food chain.

Opinion Reference Text

Zoo Guide

Welcome to the zoo! This guide will help you plan your visit. Take a look at the exhibits we have for you to explore. The animals are grouped into areas. Each area has animals from one of the continents. In addition, we have a special reptile and insect house. Come, let's explore!

Asia

In the Asia area, you'll find elephants, tigers, camels, and monkeys! Watch the elephant take a bath with his trunk. You can hear the tigers roar and watch them play. Observe how camels walk slowly. At each enclosure, learn about the unique animals and where they live. You'll also see plants native to Asia in this area.

Africa

Imagine you're on a safari in Africa! What would you see? Some areas, like family enclosures, a hippopotamus, giraffes, and maybe even a lemur. Find these animals in the Africa area. Learn about the wildlife and their homes. See the giraffe's black and white stripes when keepers feed them at 9am daily. Our staff are also available to answer your questions during this time.

Don't forget to stop by the primate house while you're close by. Here, you can see gorillas from Africa. You can also see capuchin monkeys from the Americas.

The Americas

The Americas stretch from Alaska to the nearly Antarctic waters in the south. In between are tropics, forests, mountains, and plains. This means there are many different kinds of animals on the two American continents. Think about wolves, polar bears, toucans, iguanas, jaguars, and more!

In this area, you'll find many different habitats. That means you'll learn about animal homes. Discover how polar bears live in the cold. Also, learn how jaguars hunt in the jungle. Find out why flamingos are pink. We hope you enjoy your trip through the Americas!

Oceania

In Oceania, you'll see kangaroos and wallabies. Oceania is the only place where these hopping animals live in the wild. They are special animals called marsupials. Learn all about how they live at their exhibit. In our birdhouse, see the kingfisher, owls, and parrots. They are also from this region.

Europe

In Europe, you'll find many of the same animals you find in the Americas. For example, the brown bear, wolves, and goats are found on both continents. But, Europe is the only home to reindeer and some wild pigs. Find out what they need to live and watch them roam around.

Opinion Mentor Text

We Should Visit the Butterfly Conservatory

Have you ever experienced a beautiful butterfly landing on your finger? Its delicate wings stop fluttering for an instant and you can enjoy looking at its bright colors. Then, it flies away. These gorgeous creatures have much to teach us, if we take the time to look and learn. I believe the Butterfly Conservatory would be a valuable field trip for our class to take to learn about animals.

Specifically, the Butterfly Conservatory fits in perfectly with what we're learning about the life cycle of butterflies in our science class. The conservatory guide says that there's a whole section of chrysalises and caterpillars. We would be able to see the life cycle of butterflies in real life! The chrysalises might even open while we're there. We could also ask the staff questions about the butterflies and their life cycle. Finally, we'd be able to see many different types of butterflies.

Another reason is that the Butterfly Conservatory is the perfect place for practicing our photography skills. Butterflies are beautiful. They would be perfect for us to photograph. The Butterfly Conservatory guide says it has both indoor and outdoor areas. The lighting would be interesting for photography. We would be able to document our trip through photographs. We could even photograph the whole life cycle of butterflies. Then, we could upload the photos to our class website.

The Butterfly Conservatory is the perfect place to go on a class field trip. It would provide us with a valuable experience that relates to what we're learning in the classroom. In addition, we could practice our photography skills and add to our class's website. Let's start planning our trip to the Butterfly Conservatory today!

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

Standard(s):

- **CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts supporting a point of view with reasons.

Materials

Print

- Teacher models (pgs. 12-13)
- Student pages (pgs. 14-15)

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 butterflies. Discuss that people will often visit a butterfly conservatory to see various types of butterflies in their natural habitat. Introduce the idea of visiting a butterfly conservatory on a field trip by having students share briefly about the benefits of visiting a butterfly conservatory. 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, "Should We Visit the Butterfly Conservatory" (pg.14) Read the text aloud with students, stopping to discuss as needed.
 4. Using the "Opinion Elements Checklist" (pg. 15), read through each element of an opinion text, identifying misconceptions and rephrasing for clarity as needed.
 5. Invite students to use the color-coding method and have students try to identify one 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 text.
- Note: Remind students throughout the unit that they should refer back to this 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 pgs. 12 & 13 as a guide.



Mini-Lesson Overview

How it sounds:

- "I want you to think about different types of butterflies and where you typically see butterflies. Why do you think it is sometimes difficult to see butterflies? Butterfly conservatories have been established all over the world to allow people to see different types of butterflies. You may even get the chance to see a rare butterfly, or better yet, let it land on your finger! Now think about field trips. Remember that the purpose of a field trip is to learn something new or make a connection between what you are learning in the classroom and the world around you. Let's say you were going to propose a new field trip to your principal. What would be some benefits of visiting a local butterfly conservatory that you could share with your principal?" *[Allow students think time, as well as time to share with a partner small group.]*
- "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. What do you think 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. Support it with reasons, evidence, examples, and information."
- "Let's look at an example of an opinion text titled, 'We Should Visit a Butterfly Conservatory'". *[Distribute mentor text pg. 14 and read out loud with students, stop to discuss as needed.]*
- "Now let's use the provided checklist so that we can identify the elements of an opinion text and make sure we understand what each element means. Use the checklist when you are writing your own opinion pieces." *[Distribute and discuss "Opinion Elements" pg. 15.]*
- "Using the color-coding system, let's use 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 first row on the checklist using pages 12 & 13 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 as a whole class, if the class needs more support.]*

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

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor



Opinion Mentor Text

We Should Visit the Butterfly Conservatory

Teacher Model

Have you ever experienced a beautiful butterfly landing on your finger? Its delicate wings stop fluttering for an instant and you can enjoy looking at its bright colors. Then, it flies away. These gorgeous creatures have much to teach us, if we take the time to look and learn. **I believe the Butterfly Conservatory would be a valuable field trip for our class to take to learn about animals.**

Specifically, the Butterfly Conservatory fits in perfectly with what we're learning about the life cycle of butterflies in our science class. The conservatory guide says that there's a whole section of chrysalises and caterpillars. We would be able to see the life cycle of butterflies in real life! A chrysalis might even open while we're there. We could also ask the staff questions about the butterflies and their life cycle. **Finally,** we'd be able to see many different types of butterflies.

Another reason is that the Butterfly Conservatory is the perfect place for practicing our photography skills. Butterflies are beautiful. They would be perfect for us to photograph. The butterfly conservatory guide says it has both indoor and outdoor areas, so the lighting would be interesting for photography. We would be able to document our trip through photographs. We could even photograph the whole life cycle of butterflies. **Then,** we could upload the photos to our class website.

The Butterfly Conservatory is the perfect place to go on a class field trip. It would provide us with a valuable experience that relates to what we're learning in the classroom. **In addition,** we could practice our photography skills and add to our class's website. Let's start planning our trip to the Butterfly Conservatory today!

Color-Coding Key

Purple = Claim (Opinion Statement)

Yellow = Reasons

Green = Elaborations (facts, examples, etc.)

Underline = Evidence from a text

Blue = Transitions

Opinion Elements

Teacher Model

Term	Definition	Explanation
Claim	Declares an idea with a clear opinion	The claim is: "I believe the Butterfly Conservatory would be a valuable field trip for our class to take to learn about animals."
Reasons	Groups information on the topic by category	Each paragraph gives a key reason. The first sentence tells this reason, and he relates it to the topic.
Elaborations	Definitions, examples, facts, and other details that explain each reason	The author gives elaborations that support each key reason. For example, they give the example that they can see (and learn about) the life cycle in person at the conservatory.
Evidence	Includes information from another text to support the claim	The essay gives information from the butterfly conservatory guide.
Transitions	Uses transitions words and phrases to clearly show the relationship between ideas	The author uses words & phrases like "Specifically," and "Another reason" to transition between different categories within the same topic.

Opinion Mentor Text

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Purple = Claim (Opinion Statement)

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Underline = Evidence from a text

Blue = Transitions

Opinion Elements

Term	Definition	Explanation
Claim	Declares an idea with a clear opinion	
Reasons	Groups information on the topic by category	
Elaborations	Definitions, examples, facts, quotes, and other details that explain each reason	
Evidence	Includes information from another text to support the claim	
Transitions	Uses transition words and phrases to clearly show the relationship between ideas	

Purpose: I can brainstorm appropriate ideas that address a provided opinion prompt. I can choose an audience that will benefit from my writing.

Standard(s):

- **CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts supporting a point of view with reasons.
- **CCSS.ELA-LITERACY.W.3.1.A:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Materials

Print

- Teacher models (pgs. 18-19)
- Student page (pg. 20)

Digital

- Student Pages

Learning Goal

Students will be able to respond to an opinion writing prompt by brainstorming topic ideas. Students will also be able to choose a specific audience for their opinion writing piece.

Success Criteria

- **Criteria 1-** The student brainstorms at least 3 ideas that support each side of the prompt.
- **Criteria 2-** The student pinpoints a specific and appropriate audience for their opinion writing prompt.

Mini-Lesson Steps (15 min.):

1. Display the following prompt: *Which would be a more valuable field trip for your class to take to learn about animals: the Butterfly Conservatory or the Natural History Museum?*
2. Display the teacher model “Brainstorming” chart (pg. 19). Model how to brainstorm ideas that align to the prompt in the “My Ideas” section using pg. 18 as a guide. *Note: Teacher prompt is slightly different from student prompt. The purpose of this lesson is to teach students how to brainstorm ideas that align to the prompt.*
3. Introduce or reintroduce the concept that writers write with a specific audience in mind. Give students time to give suggestions for what this statement means. To reinforce this concept, provide students with a few topic ideas and have students suggest the audience for each topic listed.
4. Model how to brainstorm ideas for the intended audience of this writing piece. Have students share input. Discuss how the ideas previously brainstormed in the “My Ideas” section may need to be adjusted to be a better fit for the intended audience.

Student Station (30 min.):

1. Display the following prompt: *Which would be a more valuable field trip for your class to take to learn about animals: the aquarium or the zoo?*
2. Provide students with a copy of the “Brainstorming” chart (pg. 20). Encourage students to brainstorm at least three 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, which will be done in the next lesson.*
3. Students will brainstorm and choose an intended audience for their opinion writing piece. Students should add any other ideas that would help target their chosen audience. *Note: Students will NOT choose a side until the next lesson.*

Closure (5-7 min.):

1. Have students pair and share their brainstormed ideas with a partner. Peers may provide feedback.



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. I will show you how I would brainstorm ideas. Then, I will give you a new prompt to write about.” *[Display teacher model “Brainstorming” chart pg. 19.]* “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 field trip location I believe will be the best option for my class to learn about animals. I am going to try to come up with at least three benefits for both the Butterfly Conservatory and the Natural History Museum.” *[Model how to brainstorm ideas in the “My Ideas” section of the chart using pg. 18 as a guide.]*
- “All writers should write with a specific audience in mind.” *[I modeled, I ask students to share input on the appropriate audience for various topic ideas (e.g., The Best Pet to Get, etc.).]* “Now, let’s look at the prompt and my ideas. Who would be my intended audience for this writing piece? Knowing our audience helps us as writers, so we can tailor our writing to fit that audience. Let’s think about who might benefit from reading this piece of opinion writing.” *[With student input, model how to brainstorm a specific audience.]* “I will be writing to an audience of teachers who are going to decide where to take their classes to learn about animals. With this in mind, I am going to look back at my ideas to add a few reasons that would be attractive or persuasive to teachers.”
- “Now, it is your turn. I will give you your prompt, and you will work through the process of brainstorming. First, read the prompt and ask yourself: What is the prompt asking?” *[Distribute “Brainstorming” chart pg. 19 and read student prompt aloud.]*
- “Today, you will brainstorm first before you read any other texts. It is important for you to write down your own ideas first because you may be tempted to just rely on what the texts say. Try to write at least three reasons for each field trip location. Then, brainstorm and choose an audience for your writing piece. Tomorrow, we will continue to add ideas to the chart using outside texts, and then you will finally choose a field trip location to write about.”

Check or highlight any **modifications** you will make for this particular lesson:

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<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor



Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would be a more valuable field trip for your class to take to learn about animals: the Butterfly Conservatory or the Natural History Museum?

	Benefits of the Butterfly Conservatory	Benefits of the Natural History Museum
My Ideas	<ul style="list-style-type: none">• We can ask questions about the butterfly life cycle.• We will see many different types of butterflies.• We can take pictures of butterflies.	<ul style="list-style-type: none">• We can see animal fossils.• We can learn from our past.• We can learn about many different animals.
From the Text	Sample	

Which field trip do you think is more valuable for students to take?

Who is the intended audience for this writing piece?

3rd Grade Teachers

Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would be a more valuable field trip for your class to take to learn about animals: the Butterfly Conservatory or the Natural History Museum?

	Benefits of the Butterfly Conservatory	Benefits of the Natural History Museum
My Ideas		
From the Text		
Which field trip do you think is more valuable for students to take?		
Who is the intended audience for this writing piece?		

Sample

Brainstorming: Opinion

Prompt: Which would be a more valuable field trip for your class to take to learn about animals: the aquarium or the zoo?

	Benefits of the Aquarium	Benefits of the Zoo
My Ideas		
From the Text		
Which field trip do you think is more valuable for students to take?		
Who is the intended audience for this writing piece?		

Sample

Purpose: I can expand on my ideas and use evidence from a provided text to support my opinion and make my ideas stronger. I can choose a side to form a claim for my opinion essay.

Standard(s):

- **CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts supporting a point of view with reasons.
- **CCSS.ELA-LITERACY.W.3.1.A:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **CCSS.ELA-LITERACY.W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials

Print

- Teacher model (pg. 23)
- Student pages (pgs. 7-8, 20)

Digital

- Student Pages

Learning Goal

Students will be able to generate elaborations and text-based evidence to support their ideas and opinion and choose a topic to form a claim that addresses the provided prompt.

Success Criteria

- **Criteria 1-** The student elaborates on their ideas by referencing provided text.
- **Criteria 2-** The student chooses one topic from their brainstorming sheet to form an opinion claim which answers the provided prompt.

Mini-Lesson Steps (15 min.):

1. Review the purpose of brainstorming. Display the teacher model “Brainstorming” chart pg. 19 from the previous lesson.
2. Explain that today, students will read two reference texts and use these to continue brainstorming ideas. They will choose a side to write a claim that addresses the prompt.
3. Direct students’ attention to the “From the Text” section of the chart. Model how to add related pieces of evidence from outside text that can be summarized or paraphrased. *Note: There are no reference texts for the teacher provided. This is strictly a teacher example and should be done purely for modeling purposes.*
4. Model how to write a claim statement based on the brainstormed ideas. *Note: The purpose of writing the claim today is simply to choose a side to write about. Students will craft a more focused claim statement in a later lesson.*

Portfolio (15-30 min.):

1. Distribute the reference texts, “Aquarium Guide” and “Zoo Guide” (pgs. 21-22). Students should take out their “Brainstorming” chart (pg. 19) from the previous lesson.
2. Students should 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 the next lesson. *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.*
3. Students will choose one field trip location 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 designate which field trip location they have chosen to write about.



Mini-Lesson Overview

How it sounds:

- “Yesterday, you brainstormed ideas for each side of the prompt you were given. This helps you begin to think about which side you might choose to write about.” *[Display the teacher model “Brainstorming” chart pg. 19 from the previous lesson.]*
- “Today, we will read two reference texts and use this to help us brainstorm more reasons that support each side. Then, we will choose a side to write about it.” *[Review the teacher model prompt.]*
- “Yesterday, I listed my own ideas about this prompt. Now, I am going to find some information from an outside text that will help me support my own ideas. I will paraphrase by recording a brief summary of any information from the text I find helpful on the bottom section of my sheet. Remember that paraphrasing (summarizing examples and ideas from the text means that I don’t copy the text word-for-word. To save time, I am going to record a few summary statements from each article I previously read on the Butterfly Conservatory and the Natural History Museum. I didn’t read these texts together, but do you see how I was able to find exact words and evidence to support why these field trip locations could be a great option? *“help students learn more about animals?” [Model how to complete the “From the Text” section of the chart, using pg. 23 as a guide. Note: There are no references for the teacher prompt. This is strictly a teacher example and should be done only for modeling purposes.]*
- “Now that I have fully brainstormed, I am able to make a decision that relates to my prompt. I am going to write my opinion statement at the bottom of this sheet. I think **the Butterfly Conservatory would be a more valuable field trip.**”
- “Now, it is your turn! I will give you two reference texts that address each side of the prompt you were given yesterday. Read each text and look for any big benefits for that field trip location. Write notes on each side of the ‘From the Text’ section of your chart. Once you have enough evidence for each side, think about which field trip location would be the most valuable. Write an opinion statement at the bottom of your chart.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor



Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would be a more valuable field trip for your class to take to learn about animals: the Butterfly Conservatory or the Natural History Museum?

	Benefits of the Butterfly Conservatory	Benefits of the Natural History Museum
My Ideas	<ul style="list-style-type: none"> We can ask questions about the butterfly life cycle. We will see many different types of butterflies. We can take pictures of butterflies. 	<ul style="list-style-type: none"> We can see animal fossils. We can learn from our past. We can learn about many different animals.
From the Text	<ul style="list-style-type: none"> There's a collection of butterflies and caterpillars. There's an indoor and outdoor area. 	<ul style="list-style-type: none"> The Hall of Dinosaurs features 46 complete dinosaurs. There is an insect zoo.

Which field trip do you think is more valuable for students to take?

The Butterfly Conservatory would be a more valuable field trip.

Who is the intended audience for this writing piece?

3rd Grade Teachers

Purpose: I can organize and group my ideas and reasons.

Standard(s):

- **CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts supporting a point of view with reasons.
- **CCSS.ELA-LITERACY.W.3.1.A:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **CCSS.ELA-LITERACY.W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials

Print

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

Digital

- Student Page

Learning Goal

Students will be able to gather their information and sort it into categories.

Students will organize their elaborations, facts, and details based on their categories.

Success Criteria

- **Criteria 1-** The student organizes their ideas into 2-4 categories.
- **Criteria 2-** The student organizes their elaborations based on their categories.

Mini-Lesson Steps (15 min.):

1. Explain to students that an outline can help writers categorize and organize their brainstorming ideas. Refer to the “Brainstorming” chart teacher model (pg. 19) and use this to model organizing and grouping ideas and reasons.
2. Display the “Planning: Organization” (pg. 27) Model how to organize the teacher ideas from the brainstorming page into categories (reasons) using a graphic organizer. Then, add evidence: facts, definitions, examples, quotes, and other details (elaborations). *Note: The planning page should go far more in depth on the reasons than what is shown on the Brainstorm page.*
3. Remember to consistently reference the “Opinion Elements” checklist and use numbers 1 to 4 to remind students of the elements that should be included in an opinion writing piece.

Portion (15-30 min.):

1. Distribute “Planning: Organization” (pg. 27). Students will categorize their ideas from their “Brainstorming” chart (pg. 20) and write out the chart accordingly. Students should be instructed to find at least three ways to elaborate on each idea using a combination of facts, details, examples, and/or paraphrased ideas from the text.
2. Provide individual conferencing as needed to ensure students are successfully categorizing and elaborating on their ideas.

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. Students will pair and share their outlines. Students should explain their thought process when grouping their ideas as well as elaborate on their related facts, examples, details, and ideas from the text. Students can provide peer feedback if time allows.



Mini-Lesson Overview

How it sounds:

- “Now that we have brainstormed our ideas and related details, it is important to organize and group related ideas together. We can do this using a graphic organizer.” *[Display “Planning: Organization” chart pg. 27 and teacher model “Brainstorming” chart pg. 19 from Day 3.]*
- “Let’s use my teacher example about the Butterfly Conservatory to practice grouping the ideas into 2 categories. We should focus on grouping ideas that are related or similar.” *[Model how to list the reasons using pg. 26 as a guide.]* “I have several ideas that are related to learning about butterflies, so I’ll make that my first reason. I will make my second category related to photography, because I have some details from the text that support that idea.”
- “Next, we have to support and expand on these categories by 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 on the chart using page 26 as a guide.]*
- “Now, it is your turn. Look back at your ‘Brainstorming’ chart and decide on at least 2 categories you will be able to expand on. These categories could be reasons that support your claim about the field trip location you chose. After you write down your categories on the graphic organizer, you will need to support each idea with related facts, details, examples, and paraphrase ideas from the text.”
- “Remember the checklist that we completed on Day 1. We want to make sure that when we fill out our graphic organizers that we include all the facts, details, and examples that will make our opinion writing piece the best that it can be.”

Sample

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> 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 field trip you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, and examples
We're learning about the life cycle of butterflies in class.	<ul style="list-style-type: none">- There's a whole section of chrysalises and caterpillars. <i>(from the guide)</i>- See the life cycle in real life- A chrysalis might open- Ask the staff questions- See many types of butterflies
We can practice photography skills.	<ul style="list-style-type: none">- Beautiful- It has both indoor and outdoor areas. <i>(from the guide)</i>- Different lighting- Document trip through photos- Photograph the life cycle- Upload photos to class website

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 field trip you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, and examples

Sample

Purpose: I can write a lead as part of an introduction for my opinion writing piece.

Standard(s):

- **CCSS.ELA-LITERACY.W.3.1:** Write opinion pieces on topics or texts supporting a point of view with reasons.
- **CCSS.ELA-LITERACY.W.3.1.A:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Materials

Print

- Teacher models (pgs. 30, 32)
- Student pages (pgs. 31, 33)

Digital

- Student Pages

Learning Goal

Students will examine different components of an introduction. Students will brainstorm lead options for the introduction of their opinion writing piece.

Success Criteria

- **Criteria 1-** The student brainstorms at least 3 different lead ideas for their chosen opinion writing topic.
- **Criteria 2-** The student collaborates in a small group setting, sharing their lead, and providing feedback to fellow peers.
- **Criteria 3-** Based on small group feedback, the student selects a lead for their opinion writing piece.

Mini-Lesson Steps (15 min.):

1. Explain that the introduction paragraph of opinion writing has three parts: A lead, connecting sentences, and a claim. Reinforce that today's lesson will focus on developing a lead for their writing.
2. Distribute "Opinion Introduction Elements" (pg. 31). Using the model, review the definitions for lead, connecting sentences, and claim.
3. Read the introduction from the mentor text and guide students through identifying each part of the introduction, using pg. 30 as a guide. Students should highlight each part on their own page.
4. Explain that a lead is a way to hook the reader into your writing piece. Great leads engage the reader by getting their attention and making them think about the topic.
5. Play "Opinion Introduction: Lead" (pg. 33). Review the different options for creating a lead. Using the teacher-selected topic from the previous lesson, model lead ideas that fit each category using pg. 32 as a guide. The teacher will model proposing the question option.

Student Portion (15-30 min.):

1. Distribute "Opinion Introduction: Lead" (pg. 33). Students will brainstorm at least 3 different leads for their topic, using the teacher guide from the mini lesson as a model. Encourage students to brainstorm more than 3 leads, if possible.
2. In small groups, students will share their lead ideas and take turns giving and receiving feedback.
3. Students will make a final decision on their lead based on small group feedback.

Closure (5-7 min.):

1. Students can share their chosen lead with a partner, in a small group, or to the whole class.



Mini-Lesson Overview

How it sounds:

- “For today’s lesson, we will focus on the different parts that go into an introduction for our opinion writing pieces. First, let’s review: What is the purpose of an introduction? What pieces do you think need to be in an introduction for an opinion writing piece?”
- *[Display and distribute “Opinion Introduction Elements” pg. 31.]* “A strong opinion introduction has three parts: a lead, connecting sentences, and a claim. Let’s define each of these parts first so that we can make sure we understand why they are important.” *[Review each definition as needed using pg. 30 as a guide, while students take notes on their copy.]*
- “Now, let’s look at the introduction from our mentor text and see if we can identify each of the three parts. We will highlight each part.” *[Model how to highlight the mentor text example, with student input.]*
- “Today, let’s focus on what a lead is and why it is important. Can you remember the purpose of a lead?” *[Allow students to share.]* “Great leads engage your reader by getting their attention and making them think about your topic.”
- *[Display “Opinion Introduction: Lead” organizer pg. 32.]* “Here are a lot of different options for leads in opinion writing. Using my graphic organizer, I’m going to come up with some ideas for each of the lead options based on my topic from last class session.” *[With student input, model writing each lead to the organizer using pg. 32 as a guide.]*
- “I really like the idea of using a question to grab the reader’s attention. I think this will make them recall a previous experience with butterflies. They have never interacted with a butterfly, this question will help them better understand what it would be like. I think that this will give my reader an idea of what experiences they can have if they visit the Butterfly Conservatory. This will hook my reader and encourage them to keep reading.”
- “Now, it is your turn to use your topic to come up with different lead options. After you brainstorm at least 3 lead options, you will collaborate with a small group and share, providing your partners on their leads as well. Finally, you will pick a lead option that you want to use in your introduction.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
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Opinion Introduction Elements

Teacher Model

The introduction paragraph of opinion writing has 3 parts:

1. Lead
2. Connecting sentences
3. A focused claim

Have you ever experienced a beautiful butterfly landing on your finger? Its delicate wings stop fluttering for an instant and you can enjoy looking at its bright colors. Then, it flies away. These gorgeous creatures have much to teach us, if we take the time to look and learn. I believe the Butterfly Conservatory would be a valuable field trip for our class to take to learn about animals.

Explanations	
Lead	A lead is a way to _____ your reader into your writing piece. Great leads _____ your reader by _____ the attention and making them think about the topic.
Connecting Sentences	A connecting sentence is general information that helps the lead _____ into the claim. It tells how the lead and claim are related. It does not use any reasons or evidence from your planning pages.
Claim (Opinion Statement)	A claim tells your reader what you _____ and what you will _____ using reasons and evidence in the following paragraphs. It ties all of the information in your body paragraphs together.

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Opinion Introduction: Lead

Teacher Model

A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.

Lead Ideas	
Question	Have you ever experienced a beautiful butterfly landing on your finger? Its delicate wings stop fluttering for an instant and you can enjoy looking at its bright colors. Then, it flies away.
Dialogue	"Wow, did you see that monarch butterfly?" I exclaimed. "I've never seen one like that!"
Interesting Fact	Even though it looks like butterflies have two wings, they actually have four wings total.
Statistic	The number of monarch butterflies are down 90% in the last 10 years.
Definition or Description	Butterflies are flying insects with large scaly wings. They have 6 jointed legs, 3 body parts, a pair of antennae, compound eyes, and an exoskeleton.
Quote, Proverb, or Saying	Alice Walker once said, "In nature, nothing is perfect, but everything is perfect."

Opinion Introduction: Lead

A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.

Lead Ideas	
Question	
Dialogue	
Interesting Fact	
Statistic	
Definition or Description	
Quote, Proverb, or Saying	

Sample