

Opinion Writing: Grade 3

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to analyze a topic using a variety of sources and apply strategies to support an opinion in order to communicate effectively.***

Content Standards:

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Conventions of Standard English

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Transfer

Students will be able to independently use their learning to defend their opinion using structured reasoning.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

ESSENTIAL QUESTION

- ***How do you get someone to agree with you?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that graphic organizers are helpful for developing writing ideas.
- that technology can be used to produce and publish writing.
- the function of nouns, pronouns, verbs, adjectives, and adverbs in general, but also their functions in particular sentences.

Students will be skilled at...

- introducing the topic or text they are writing about.
- stating an opinion and providing reasons that support the opinion.
- creating an organizational structure that lists reasons.
- using linking words and phrases to connect opinion and reasons.
- providing a concluding statement or section.
- using an organizational structure (compare and contrast) to introduce their topic and opinion.
- using the writing process to plan, revise and edit opinion writing.
- identifying and using digital tools to produce and publish writing.
- using digital tools to collaborate/work with others.

		• writing for long and short periods of time depending on the task. • forming and using regular and irregular plural nouns. • using abstract nouns (e.g., childhood). • forming and using regular and irregular verbs. • forming and using simple verb tenses. • ensuring subject-verb and pronoun-antecedent agreement. • forming and using comparative and superlative adjectives and adverbs, and choosing between them depending on what is to be modified. • using coordinating and subordinating conjunctions. • producing simple, compound, and complex sentences. • capitalizing appropriate words in titles. • using commas in addresses. • using commas and quotation marks in dialogue. • forming and using possessives. • using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • using spelling patterns and generalizations when writing words. • consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. • choosing words and phrases for effect. • recognizing and observing differences between the conventions of spoken and written standard English.
Content Area Literacy Standards		21st Century Skills
• <i>not applicable</i>		• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>communicate clearly</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	