

# Unit 2: Writing: Opinion

Content Area: **English Language Arts**  
Course(s): **Writing 3**  
Time Period: **October**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

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During this unit third-graders will gather and support bold and brave opinions as they write. While working on their projects, students will generate ideas, plan, draft, revise, and edit their opinion writing, thereby working to meet the process standards in writing. Students will write an introduction, state an opinion or claim, give reasons and evidence, organize their writing, acknowledge counter claims, use transition words, and write a conclusion. Lastly, students will publish and share their work.

## Standards

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LA.L.3.1.1	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Student Learning Objectives

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Students will learn to...

- identify the parts and structure of an example personal essay.

- compare and contrast narrative and non-narrative writing.
- generate ideas for writing a personal essay by observing the real world, thinking about what is important to them or thinking about what they are experts on.
- create a thesis statement.
- collect information to support a thesis statement on note cards.
- organize a collection of writing using note cards and folders.
- sequence paragraphs in the best possible order in support of their theses.
- write an introduction that clearly states a thesis.
- use linking words to connect ideas.
- organize the personal essay using paragraphs.
- write a conclusion to restate a thesis.
- revise a personal essay using a variety of strategies.
- edit a personal essay.
- produce simple, compound and complex sentences.
- publish a personal essay using technology.
- share personal essay during a writing celebration.

## Essential Questions

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How do writers generate ideas to create essays?

How is the structure of a narrative different from a non-narrative?

How do writers share their strong beliefs and support them with reasons?

## Enduring Understandings

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Students will understand that...

- Personal essays have a thesis statement and supporting ideas.
- Authors write essays for different purposes.
- Personal essays are organized into an introduction, body paragraphs and a conclusion.
- Writers use linking words to connect their ideas.

## Application

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Students will be able to independently use their learning to...

- choose a topic that is meaningful and write an opinion piece on that topic.
- gather facts and details that support their opinion and organize them.
- generate ideas, plan, draft, revise, and edit their writing.
- defend their opinions with facts and details rather than just listing reasons.
- persuade others to consider their opinions.
- construct an introduction and conclusion for their argument/opinion.
- include details which support their argument/opinion.
- work for an extended period of time on one piece, taking it through the writing process.

