Unit 6- Opinion Writing

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Essential Questions

● How can we create engaging and persuasive opinion pieces?
● How do we develop into effective writers?
● What role does writing play in our lives?
● What is the purpose of applying grammar, mechanical skills, and correct spelling?
● How do writers use language to effectively communicate their desired purpose in a piece of writing?

Big Ideas

● Students read and write persuasive essays as they explore elements of opinion writing.
● Students brainstorm topics, and each student selects an opinion to write about.
● Students learn to identify an audience and purpose for their essays, state their opinions and support them with reasons, and use transitional words and phrases to connect opinions with reasons.
● Students write clear, direct introductions and conclusions, and they practice relevant skills and conventions, such as correcting sentence fragments and using adjectives to make their essays more persuasive.
● Students confer in pairs and revise their essays based on partner feedback.

Handwriting and Spelling

Handwriting Goals:
● Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning
cursive.
● Teachers will provide 3 stages of instruction:
○ Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
○ Stage 2 Guided Practice-Look at a letter and then write it
○ Stage 3 Independent Practice - Write without watching someone or seeing the letter

● Begin Unit 5 lowercase m, n, x, q, z

Spelling:

Spelling List 9- consonant le

Enduring Understandings

● RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual
evidence as the basis for the answers.
● RI.PP.3.5. Distinguish their own point of view from that of the author of a text
● RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate
information relevant to a given topic efficiently.
● RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
● RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
● RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
● RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics building on others' ideas and expressing their own clearly.

● SL.PE.3.1. B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
● SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
● SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion
● SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally..
● SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
● SL.PI.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.
● W.AW.3.1. Write opinion texts to present an idea with reasons and information.
● W.AW.3.1.A Introduce an opinion clearly.
● W.AW.3.1.B Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
● W.AW.3.1.C Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons
● W.AW.3.1.D Provide a conclusion related to the opinion presented.
● W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Assessments

- Opinion Writing Individual Writing Assessment
- Opinion Writing Student Self-Assessment

Writing Piece Rubric

Resources

- I Found a Kitty!
- “School Should Start Later in the Morning”
- “Don’t Change Our Start Time”
- “Kids Should Help New Students Feel Welcome”
- “Rats Are the Coolest Pets”
- “Why You Should Get a Dog