

Grade 3

Unit 2

Writing Studio

Teacher Guide

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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an essay that expresses their opinion about the best animal to have as a class pet. **[W.3.1]**

FORMATIVE ASSESSMENT

Activity Page 1.1

The Best Class Pet Students write an essay that expresses their opinion about the best animal to have as a class pet. **[W.3.1]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Opinions	Partner	5 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity 1.1
Opinion Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See *Third Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 5, *Opinion Writing Part 2*.

Universal Access

- Prepare sentence starters to help students think about possible responses to the prompt.
 - One thing that is great about this animal is . . .
 - This animal would make a good classroom pet because . . .
 - When school is out, this animal would . . .

Lesson 1

Introducing Opinion Writing



Primary Focus: Students write an essay that expresses their opinion about the best animal to have as a class pet. **[W.3.1]**

CONNECTIONS: OPINIONS (5 MIN.)

- Ask a student to explain what an opinion is.
 - » An opinion is a belief or preference. For example, one person's opinion might be that cats make the best pets. Another person's opinion might be that dogs are best.
- As you read each item from the following list, allow a few seconds for students to turn and talk to a partner about their opinion.
 - your favorite mythical creature
 - the best fairy tale
 - the most fun field trip
 - the worst snack

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will write essays about the best school subject.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

Support

Model the exercise for the class, explaining that when someone identifies their favorite, they are stating their opinion. Review statements of fact and statements of opinion.

Challenge

Have students use specific words and phrases (*I think*, *I believe*, etc.) to show that they are stating an opinion.



Access

Entering/Emerging

Review the prompt and use sentence frames or starters, offering heavy support, to help students think about different animals before they begin writing.

Transitioning/Expanding

Review the prompt and use sentence frames or starters, offering moderate support, to help students think about different animals before they begin writing.

Bridging

Review the prompt and use sentence frames or starters, offering light support, to help students think about different animals before they begin writing.

Activity Page 1.1



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

OPINION PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Third Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 5, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their opinion essay
 - identifies the animal that would make the best class pet.
 - includes a reason for their opinion.
 - includes three or more reasons for their opinion.
 - includes a title.
- If time permits, ask students to tell a partner the animal about which they wrote and to give a reason for their choice.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinion essays.

End Lesson

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and components of an opinion text. [W.3.1]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Opinion Essay Map Students identify and describe the purpose and components of an opinion text. [W.3.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Fact or Opinion?	Whole Group	5 min.	
Read-Aloud: "Afloat in the Amazon"	Whole Group	5 min.	
Modeling: Completing an Opinion Essay Map	Whole Group	7 min.	<input type="checkbox"/> Activity Page 2.1
Completing an Opinion Essay Map	Independent	8 min.	<input type="checkbox"/> Activity Page 2.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to display Activity Page 2.1 (Blank Opinion Essay Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following judgment words for preteaching:
 - best
 - favorite
 - worst
 - greatest
- Prepare additional statements of fact and statements of opinion for review.
 - Kenneth Grahame wrote *The Wind in the Willows*. (fact)
 - My favorite character is Toad. (opinion)
 - The best thing about my street is that people are so friendly. (opinion)
 - People from many different countries live on my street. (fact)
 - The rainforest is the most interesting animal habitat. (opinion)
 - My librarian gave me a book about animal habitats. (fact)
 - The Gulf Coast has the best beaches. (opinion)
 - California has beaches. (fact)

Lesson 2

Introducing Opinion Writing



Primary Focus: Students identify and describe the purpose and components of an opinion text. [W.3.1]

CONNECTIONS: FACT OR OPINION? (5 MIN.)

- Ask students to define *opinion*.
 - » An opinion is a belief or preference about something.
- Ask a student to explain how an opinion is different from a fact.
 - » Answers may vary, but students should understand that an opinion is a belief or preference. For example, one person's opinion might be that tigers are the best animals. Another person's opinion might be that penguins are best. A fact is something that can be proven. Examples of facts are that tigers are mammals and penguins are birds.

- As you read each item from the following list, have students use their arms to indicate silently whether the statement is a fact or an opinion.

Students may join their hands over their heads to form an 'O' for opinions. They may hold their hands up to their right and parallel to each other to form an 'F' for facts. Alternatively, you may wish to assign a side of the room to facts and another to opinions, then have students move to the appropriate side to indicate the nature of each statement.

- The best habitat is the savannah. (opinion)
- A habitat is a place where animals and plants live. (fact)
- A memory is a thought about something that happened in the past. (fact)
- My best memory is of the class field trip to the zoo. (opinion)
- Some people go visit relatives on spring vacation. (fact)
- My favorite thing to do on spring vacation is have a sleepover with my cousins. (opinion)
- The summer Olympics are better than the winter Olympics. (opinion)
- The 100-meter dash is an event at the Olympics. (fact)
- My teacher's favorite subject is spelling. (fact)
- Music is the best subject. (opinion)

Support

Explain how facts are proven with objective information or data (e.g., times, dates, statistics). Contrast that with the subjective reasons on which opinions are based (e.g., personal taste, experience, or beliefs).

- Pause to clarify as needed. For example, students may be tricked by the factual statement *My teacher's favorite subject is spelling*. Explain that this is a factual statement about a teacher's opinion. Compare it to the opinion statement *Music is the best subject to illustrate the difference*.

READ-ALoud: "AFLOAT IN THE AMAZON" (5 MIN.)

- Ask students where they would like to go on an animal-viewing trip.
 - » Answers may vary, but they could include an African safari, a visit to the zoo, or even a walk around the school grounds, where students might see insects or other animals.
- Tell students that people have different opinions on the best place to see different animals. In this lesson and the ones that follow, students will hear several essays presenting different opinions about the best place to see wildlife.
- Read aloud the essay "Afloat in the Amazon."

Afloat in the Amazon

One of the earth's habitats is the Amazon rainforest, which is in South America. This habitat is the best place to take a wildlife-seeing vacation, because it has lots of animals. In fact, the Amazon has more different kinds of animals than any other habitat on the planet. In the Amazon Rainforest you can see anacondas, toucans, tarantulas, poison dart frogs, squirrel monkeys, and piranhas. If you are very lucky, you might even see a jaguar moving through the jungle. You can hike through the jungle or float down the Amazon River and watch animals from the boat. The Amazon never gets very cold, so that also makes it a good place to visit. If you want to see lots of great animals, the Amazon is the place for you!



Check for Understanding

Ask students to name the purpose of the essay.

- » Its purpose is to convince someone that the Amazon rainforest is the best place to see wild animals.

- Ask students to turn to a partner and each name one reason that this essay's author thinks the Amazon is the best place to see animals.
 - » The author believes it is the best because it is never very cold, visitors can hike through the jungle or float down the river, and you can see lots of different kinds of animals.

MODELING: COMPLETING AN OPINION ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Opinion Essay Map, and display or project it.
- Ask a student to identify the essay's title. Write it on the essay map in the appropriate place and have students do the same.
 - » "Afloat in the Amazon"
- Tell students that you will read the essay aloud again and complete the next two sections of the map (Introduce the Topic and State an Opinion). You may wish to have them complete their own copies of map along with you.

Reread the essay and model completing essay map. Make sure to talk through your reasoning as you work. For example, you might read "Introduce the Topic," then say, "I know this essay is about the best place to see wildlife. I'll put that on the essay map by 'Introduce the Topic.'"

COMPLETING AN OPINION ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

Challenge

Ask students whether a scientist who studies the savannah would agree with this opinion.

- » Answers may vary, but a scientist who studies the savannah would likely believe it the best place to see animals.

Activity Page 2.1





Access

Entering/Emerging

Preteach judgment words and provide heavy support as students practice distinguishing facts from opinion statements.

Transitioning/Expanding

Preteach judgment words and provide moderate support as students practice distinguishing facts from opinion statements.

Bridging

Preteach judgment words and provide light support as students practice distinguishing facts from opinion statements.

Title *Afloat in the Amazon*

Introduce the topic:

the Amazon Rainforest and the Amazon River

State an opinion:

The Amazon is the best place to see wildlife.

List the reasons for your opinion:

- *You can see lots of different kinds of wildlife there—most different kinds of animals in one place anywhere on the planet:*
 - *reptiles (anacondas)*
 - *birds (toucans)*
 - *invertebrates (tarantulas)*
 - *amphibians (poison dart frogs)*
 - *mammals (squirrel monkey and jaguar)*
 - *and fish (piranha)*
- *You can ride in a boat on the Amazon River or hike through the jungle.*
- *warm climate*

Offer a concluding statement:

The Amazon is the best place to see animals.

Decide how to organize your work:

a paragraph

WRAP-UP (5 MIN.)

- Tell students that some special words help give clues that we are reading or hearing an opinion. These words are judgment words, or words that express an opinion.
- Explain that you will read a list of these words aloud. Students should turn to a partner and take turns saying an original sentence using each word.

- Read the following, pausing briefly for students to exchange sentences for each word:
 - best
 - favorite
 - worst
 - greatest
- If time permits, ask a few students to share their sample sentences.
- Tell students that in the next Writing Studio session, they will start planning their own opinion essays.

End Lesson

3

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Opinion Essay Map Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Modeling: Planning with Essay Maps	Whole Group	8 min.	<input type="checkbox"/> blank opinion essay map
Connections: Jobs	Whole Group	7 min.	
Planning with Essay Maps	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to project or display the blank opinion essay map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.

Universal Access

- Prepare sentence frames such as the following:
 - The easiest job is _____ because _____.
 - The hardest job is _____, since it _____.
 - I like doing _____ because _____.
 - _____ is an important job, since it _____.

Lesson 3

Introducing Opinion Writing



Primary Focus: Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

MODELING: PLANNING WITH ESSAY MAPS (8 MIN.)

- Ask students to review the opinion about viewing wildlife expressed in the essay they heard in the previous lesson.
 - » The author believed that the Amazon rainforest was the best place to see wildlife.
- Ask students why someone might not agree with this opinion.
 - » Answers may vary, but some students may realize that not everyone likes warm, humid weather. Others may argue that some people would like to see different kinds of wildlife, such as animals that might be found in a habitat such as the savannah.
- Point out that this is an important part of opinion writing. People have different opinions, and they will not always agree about what is best.
- Explain that you want to write an essay that expresses the opinion that the best place to view animals is a saltwater habitat. Because you want to plan your work, you are going to start by filling out an essay map.
- Ask students why it is important to plan your ideas before writing.
 - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project a blank opinion essay map.

➤ Blank Opinion Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay that expresses the opinion that eating a well-balanced diet is the best way to stay healthy. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay that shares the opinion that a saltwater habitat is the best place to view animals, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I'll call it "At Sea," since we know that oceans are saltwater habitats. I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am writing about the best place to see animals. [Write *the best place to see animals* by *Introduce the Topic.*] I also know my opinion. [Write *A saltwater habitat is the best place to see wild animals.* by *State an Opinion.*]

My first reason that this is the best habitat is that you can see lots of different kinds of animals. [Write *can see lots of kinds of animals* by *List the reasons to support your opinion.*] I want to list some animals you can see to help me develop my essay. [Write *jellyfish, dolphin, and other marine animals* under your previous comments.] As you build the list of ocean animals, you may wish to ask students to offer input and add this to your essay map.

Another reason saltwater habitats are best is that not many people know how to scuba dive. [Write *Oceans aren't crowded for scuba divers.* by *List the reasons to support your opinion.*] And there is a lot of diversity in the ocean. [Write *Some parts of the ocean are very different from each other and have different animals. and Animals have special adaptations.* by *List the reasons to support your opinion.*] As you build the evidence, you may wish to ask students to offer input on additional reasons that the saltwater habitat is the best and add this information to the essay map.

Finally, I need a conclusion. For my final thoughts, I want to remind readers why they should agree with my opinion. I think the best way is tell them my opinion again and give one more reason for it. Maybe I'll say that there are animals in the oceans

that we have never seen. [Write *Saltwater habitats are the best; there are still animals there we don't know about.* by Offer a *concluding statement.*]

- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

Title	<i>At Sea</i>
Introduce the topic:	
	<i>the best place to see animals</i>
State an opinion:	
	<i>A saltwater habitat is the best place to see wild animals.</i>
List the reasons for your opinion:	
	<ul style="list-style-type: none">• <i>can see lots of kinds of animals:</i><ul style="list-style-type: none">◦ <i>jellyfish</i>◦ <i>starfish</i>◦ <i>coral</i>◦ <i>dolphins</i>◦ <i>fish</i>◦ <i>turtles</i>◦ <i>seagulls</i>• <i>Oceans aren't crowded for scuba divers.</i>• <i>Some parts of the ocean are very different from each other and have different animals.</i>• <i>Animals have special adaptations.</i>
Offer a concluding statement:	
	<i>Saltwater habitats are the best; there are still animals there we don't know about.</i>
Decide how to organize your work:	
	<i>a paragraph</i>



Check for Understanding

Ask students why they should give reasons for their opinions.

- » Answers may vary but could include that many times we share opinions to help persuade someone to do something, such as make a decision. Giving reasons can help convince them to agree with us. It can also help explain why we think or feel the way we do.

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

CONNECTIONS: JOBS (7 MIN.)

- Tell students that they will work together to plan a class essay on the best job or responsibility an elementary school student can have.
- Have students brainstorm a list of different jobs or responsibilities they have. You may wish to ask the following questions to generate ideas:
 - What jobs or responsibilities do we have in our classroom?
 - What do you do at home to help your family? Do you have any household chores?
 - Name some student jobs or responsibilities you have observed throughout the school.
 - Think about ways you see students make their surroundings better. What kind of responsibilities do they have?
- Have students give a brief description of each job or responsibility on the list.
- Take a class poll to determine which job or responsibility students believe is the best. This will be the topic of the class essay.

PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will have their own chance to use an essay map to work together to plan an essay that identifies the best job or responsibility to have and explains their opinion about why it is the best. They should use Activity Page 3.1, Blank Opinion Essay Map, to help their planning.

Activity Page 3.1



- Display Activity Page 3.1 and distribute a copy of it to each student.

➤ Activity Page 3.1

- Direct students' attention to the blank opinion essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that gives an opinion about the best job or responsibility for someone to have. You will fill out the essay map projection, and you may wish to have students fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your students' suggestions.

Challenge

Ask students to consider how different people have different opinions on the best job. For example, which job would someone who likes speaking to groups prefer? What about someone who prefers speaking to an individual?

Support

Guide students in considering reasons the selected job or responsibility could be viewed as the best. For example, line leader might be the best job, because you are first to arrive at the cafeteria.



Access

Entering/Emerging

Use sentence frames and provide heavy support as students work on the opinion map.

Transitioning/Expanding

Use sentence frames and provide moderate support as students work on the opinion map.

Bridging

Use sentence frames and provide light support as students work on the opinion map.

Title	<i>On Patrol</i>
Introduce the topic:	<i>safety patrol</i>
State an opinion:	<i>Safety patrol is the best job at our school.</i>
List the reasons for your opinion:	<i>you get to wear a uniform, help keep people safe, adults listen to you, can get to class after the first bell</i>
Offer a concluding statement:	<i>This job is best, because safety is the most important thing of all.</i>
Decide how to organize your work:	<i>a paragraph</i>

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay that expresses their opinion about the best job or responsibility to have.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details. Tell students that in the next class they will work together to write their class essay.
- Ask students to work with a partner to brainstorm details about why this job is the best.
- You may wish to challenge student pairs to see how many ideas they can generate.
- You may also wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

~~~~~End Lesson~~~~~

## 4

# Introducing Opinion Writing

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**PRIMARY FOCUS OF LESSON**

Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

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**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Drafting Paper** Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: In My Opinion                   | Partner     | 3 min.  |                                                                                          |
| Modeling: Writing an Opinion Essay           | Whole Group | 10 min. | <input type="checkbox"/> essay map for “At Sea”                                          |
| Writing an Opinion Essay                     | Partner     | 12 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                      | Small Group | 5 min.  |                                                                                          |

## ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft for the class on a projection or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing an Essay activity.

### Universal Access

- Prepare to display words that help link opinions and reasons for them, such as the following:
  - because
  - therefore
  - since
  - for example

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

## CONNECTIONS: IN MY OPINION (3 MIN.)

- Tell students that they will start the lesson by stating opinions and naming reasons for those opinions.
- Read each of the following topics, pausing briefly for students to turn and talk to a peer about each one. For each, students should state an opinion on the topic and give a reason for the opinion.
  - playing card games
  - brownies
  - cloudy skies
  - riding on a train
  - visiting your parent's workplace
  - going to a park
  - helping someone younger with their homework
- Ask students to name some of the words they use to link reasons and opinions.
  - » Answers may vary but could include *because, therefore, since, for example*.
- Tell students that they will use some of these words to link the reasons and opinions in their essay drafts.

## MODELING: WRITING AN OPINION ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay appears below, but you may customize this as needed for your class.)



- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

---

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "At Sea." [Add *At Sea* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name my topic and the opinion I have about it. I want to draw readers into my essay and make them want to read more of it. [Write *Earth's many habitats offer lots of opportunities to see wild animals.*] That's the general topic that my opinion relates to, but I should explain what my exact opinion is now. [Write *The best place to see wild animals, though, is a saltwater habitat.* after the other sentences.] I wonder if I should explain what that habitat is. [Replace the period after *habitat* with *such as the ocean.* Make sure to add a comma after *habitat* to make the sentence grammatically correct.] Now I want to explain a reason for my opinion. [Write *Oceans are exciting because they are so big, and different animals live in different parts of the ocean.*] Who can name the linking word I used in that sentence? [Allow students to volunteer the correct answer, *because.*]

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. (A sample essay appears below.)

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### **At Sea**

Earth's many habitats offer lots of opportunities to see wild animals. The best place to see wild animals, though, is a saltwater habitat, such as an ocean. Oceans are exciting because they are so big, and different animals live in different

parts of the ocean. For example, in very deep waters, some animals have special changes or adaptations. Some animals can even make light with their own bodies! Some of the animals you can see in or at the ocean are birds, dolphins, fish, starfish, jellyfish, turtles, and even coral. Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons. But the animals are there if you look closely. The ocean is also a great habitat because if you go scuba diving, it is not very crowded the way the beach is. Finally, scientists think there are still animals in the ocean we have never seen. The saltwater habitat is the best place to look for animals, because you could find a brand new one!

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- Ask students to raise a silent hand if they
  - would rather visit the Amazon rainforest.
  - would rather visit a saltwater habitat.
  - have a different opinion about the best habitat for viewing wild animals.
- Allow students to share their opinion about habitats with a peer.

### **WRITING AN OPINION ESSAY (12 MIN.)**

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay about the best job or responsibility to have.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



#### **Check for Understanding**

Ask students to explain each element of an essay as you review the essay map.

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- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

---

Okay, I know that you all think the best job or responsibility is being on the safety patrol, and we started planning an essay about that in the last class. Now turn and tell one of your classmates about a reason this job is the best. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that gives a reason for this opinion. [Call on a few students to gather suggestions, then incorporate some of them into the draft.]

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- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

### WRAP-UP (5 MIN.)

- Have students work in small groups and discuss the reasons included in the modeling essay and/or the class essay. For each reason, challenge students to think about what someone might say who disagrees with the reason. For example, someone might say that the people driving are more responsible for safety than the members of safety patrol.
- Tell students that later on they will learn how thinking about these kinds of disagreements can help make their writing even stronger.

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End Lesson

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### Challenge

Ask students to personalize their work by adding a new reason to their draft of the class essay.

### Support

Remind students that their sentence suggestions should use words and phrases that show their opinion, reviewing the relevant word lists as necessary.

### Activity Page 4.1



### Access

#### Entering/Emerging

Provide lists of words that list opinions and reasons and offer heavy support as students draft from the material on the essay map.

#### Transitioning/Expanding

Provide lists of words that list opinions and reasons and offer moderate support as students draft from the material on the essay map.

#### Bridging

Provide lists of words that list opinions and reasons and offer light support as students draft from the material on the essay map.

# 5

# Introducing Opinion Writing

---

## PRIMARY FOCUS OF LESSON

Students will gather information about an animal species. [W.3.8]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Everyday Inventions** Students will gather information about an animal species. [W.3.8]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                                        |
|----------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                  |
| Connections: Introduce the Prompt            | Whole Group | 7 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                       |
| Modeling: Gathering Information              | Whole Group | 5 min.  | <input type="checkbox"/> “At Sea”                                                                                                                |
| Gathering Information                        | Small Group | 13 min. | <input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> (Optional) Unit 2 Student Reader, <i>Rattenborough’s Guide to Animals</i> |
| Wrap-Up                                      | Partner     | 5 min.  |                                                                                                                                                  |

## ADVANCE PREPARATION

- Prepare to arrange students into small groups for gathering information about an animal species. This offers an opportunity for differentiation; if students are ready for a challenge, each group may work on a different species. If students need additional support, you may wish to have all groups work on the same species. You may also wish to assign students in need of support to an animal with which they are familiar; you may allow them to consult the Unit 2 Student Reader, *Rattenborough’s Guide to Animals*, for additional support.
- Prepare to distribute Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to display the draft of “At Sea” composed in the previous lesson.
- Prepare to distribute Activity Page 5.2 to each student and to display or project a copy of it.

### Universal Access

- Prepare images of animals (such as a fish in an aquarium, lizard in a terrarium, tiger in an enclosed yard, etc) and relevant vocabulary (such as bedding, heat source, water filter, etc).

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to gather information about an animal species. [W.3.8]

## CONNECTIONS: INTRODUCE THE PROMPT (7 MIN.)

- Ask students to name some animals and the kind of care those animals need. This could be a class or household pet or an animal they have encountered elsewhere.
  - » Answers may vary but could include that an elephant needs lots of space, while fish need to have their tank cleaned out each week.
- Tell students that in this lesson they will start planning an essay about the animal they would want to work with if they were zookeepers.
- Display Activity Page 5.1 and distribute a copy to each student.

### ➤ Activity Page 5.1

- Review the Activity Page 5.1 writing prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

- Ask students to brainstorm as a class, generating a list of animals they might wish to work with as zookeepers.
- Assemble students into groups of approximately four, and ensure that each group selects an animal from the list for their essays. Groups may work on the same animal or different animals.

## Activity Page 5.1



## MODELING: GATHERING INFORMATION (5 MIN.)

- Explain that you had to gather information for “At Sea,” the essay about saltwater habitats.
- Display “At Sea” and ask students to identify pieces of information that might have come from research.
  - » Answers may vary but could include that scientists believe the ocean has animal species that no one has yet discovered. (This information was covered in Grade 1, Unit 8, *Animals and Habitats*.)
- Explain that students may not know at first which information they will use in their essays. This is okay, because writing is a process with many steps. The important thing for now is to collect information. In a later lesson, students will plan how best to use that information in their essays.

## GATHERING INFORMATION (13 MIN.)

- Guide students through the process of thinking about the characteristics of their animals, using the questions on Activity Page 5.2. You may ask each question on the activity page and allow students to discuss briefly in their groups before moving to the next question. A sample completed Activity Page 5.2 follows.

### Animal species: *giant tortoise*

1. Describe this animal and its important characteristics:
  - » a kind of reptile, quiet, really big—up to five hundred pounds
2. Why would this animal make a good choice for a new zookeeper?
  - » Friendly, no teeth, moves very slowly
3. What kind of habitat does this animal need, and how would you create it in a zoo?
  - » Lives in dry sandy places. Would enjoy a pool. Doesn't need a very high fence.
4. What does this animal eat?
  - » Salad—lettuce and carrots. Sometimes fruit like mangoes as a special treat.
5. What kind of special care does this animal need?
  - » A heat lamp since it is cold blooded. Also people who will help educate others about how many tortoises are endangered.

## Challenge

Encourage students to consider any reason that their animal might not make a good choice for a brand new zookeeper.

## Support

Allow students to consult Unit 2 Student Reader, *Rattenborough's Guide to Animals* or other reference materials, including the Internet with proper supervision, as they complete Activity Page 5.2.

## Activity Page 5.2



## Access

### Entering/Emerging

Preteach images of animals in their habitats and relevant vocabulary, using heavy support to guide students in thinking about the animals' characteristics.

### Transitioning/Expanding

Preteach images of animals in their habitats and relevant vocabulary, using moderate support to guide students in thinking about the animals' characteristics.

### Bridging

Preteach images of animals in their habitats and relevant vocabulary, using light support to guide students in thinking about the animals' characteristics.

---

**WRAP-UP (5 MIN.)**

- Ask students to pair with students in another group and to take turns summarizing the information on their graphic organizers for their partner. Students should link that information to why they might want to care for this animal if they were zookeepers.
- Tell students that in the next lesson they will use this information to plan their essays.

~~~~~End Lesson~~~~~


Introducing Opinion Writing

6

PRIMARY FOCUS OF LESSON

Students plan essays about the animal they would most like to work with as a zookeeper. [W.3.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Opinion Essay Map Students plan essays about the animal they would most like to work with as a zookeeper. [W.3.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Modeling: Planning an Essay | Whole Group | 4 min. | <input type="checkbox"/> Activity Page 3.1 |
| Connections: Inventions | Small Group | 7 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 5.2 |
| Planning an Essay | Small Group | 16 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 5.2
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 6.1 |

ADVANCE PREPARATION

- Ensure that students have Activity Page 5.1 and Activity Page 5.2, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in the same groups as the previous lesson.

Lesson 6

Introducing Opinion Writing



Primary Focus: Students plan essays about the animal they would most like to work with as a zookeeper. **[W.3.5]**

MODELING: PLANNING AN ESSAY (4 MIN.)

- Remind students that they have already practiced using opinion essay maps to plan their work.



Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

CONNECTIONS: INVENTIONS (7 MIN.)

- Distribute Activity Pages 5.1 and 5.2, which students completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same groups in which they worked during the previous lesson.
- Explain that students should briefly review the material they gathered in the previous lesson. They will use this information to plan their opinion essays.
- Circulate and provide support as needed.



Challenge

Encourage students to include a piece of evidence for each reason they list in the essay map.

Support

Allow students to express their ideas orally as they plan with their group, reminding them to connect opinions and reasons with linking words.



Access

Entering/Emerging

Allow students to speak with a strong partner who will offer heavy support and guide students in completing the essay map.

Transitioning/Expanding

Allow students to speak with a partner who will offer moderate support and guide students in completing the essay map.

Bridging

Allow students to speak with a partner who will offer light support and guide students in completing the essay map.

PLANNING AN ESSAY (16 MIN)

- Have students work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title: 2 min.
 - Introduce the topic: 2 min.
 - State an opinion: 1-2 min.
 - List the reasons for your opinion: 2-8 min.
 - Offer a concluding statement: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map follows.

| | |
|---|--|
| Title | <i>Gentle Giants</i> |
| Introduce the topic: | <i>if I were a zookeeper</i> |
| State an opinion: | <i>The animal I most want to work with is a giant tortoise.</i> |
| List the reasons for your opinion: | <i>friendly, cute, quiet, eats salad so easy to feed, endangered, no teeth, moves slowly</i> |
| Offer a concluding statement: | <i>A giant tortoise is the right zoo animal for me!</i> |
| Decide how to organize your work: | <i>a paragraph</i> |

WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~End Lesson~~~~~

## 7

# Introducing Opinion Writing

---

**PRIMARY FOCUS OF LESSON**

Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1A, W.3.1B, W.3.1C, W.3.1D]

---

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1A, W.3.1B, W.3.1C, W.3.1D]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                              |
|----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Opinion Essays                  | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Opinion Essays            | Whole Group | 10 min. | <input type="checkbox"/> Words That Link Opinions and Reasons<br><input type="checkbox"/> "At Sea"                                     |
| Drafting Opinion Essays                      | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.2 |
| Wrap-Up                                      | Partner     | 6 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to display the list of Words That Link Opinions and Reasons, available in Teacher Resources.
- Prepare to display "At Sea," which was drafted in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.2 from previous lessons.

### Universal Access

- Prepare cloze sentences as follows:
  - I perform my best at ballet recitals \_\_\_\_\_. I practice every day.
  - My family loves eating foods from other countries. \_\_\_\_\_ we had bratwurst for dinner.
  - \_\_\_\_\_ I like snakes a lot, the reptile house is my favorite place to visit at the zoo.
  - I have learned many interesting things about animals. \_\_\_\_\_, some chameleons can change colors.

## Lesson 7

# Introducing Opinion Writing



**Primary Focus:** Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1A, W.3.1B, W.3.1C, W.3.1D]

## CONNECTIONS: OPINION ESSAYS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays about the animal with which they would most want to work if they were a zookeeper.



### Check for Understanding

Ask students to explain the elements necessary in an opinion essay.

- » An opinion essay should have a title, an introduction to the topic, a statement of opinion, a list of reasons for the opinion, and a concluding statement.

## MODELING: DRAFTING OPINION ESSAYS (10 MIN.)

- Tell students that you have some new tips to help with drafting an opinion essay.
- Display the sample opinion paragraph, which is taken from the model essay drafted in Lesson 4. Remind students that the essay's opinion stated that a saltwater habitat is the best place to see wildlife.
- Explain that one way to write stronger opinion paragraphs is to think about how your reason and the evidence for it are connected.
- Display the list of Words That Link Opinions and Reasons. Review each phrase, explaining how these words can help show the connection between reasons and opinions.



- Ask students to identify where those words appear in “At Sea.”
  - » These words appear in the following sentences:
    - Oceans are exciting because they are so big, and different animals live in different parts of the ocean.
    - For example, in very deep waters, some animals have special changes or adaptations.
    - Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons.
    - The ocean is also a great habitat because if you go scuba diving, it is not very crowded the way the beach is.
    - The saltwater habitat is the best place to look for animals, because you could find a brand new one!

---

I see that I have used the word *because* a lot here. I'd like to add a different linking word to my draft to help make it stronger. One place I change the word *because* to a different linking word is when I speak about finding new animals. I could change that sentence. [Revise *The saltwater habitat is the best place to look for animals, because you could find a brand new one by replacing because with since.*]

---

- Ask students to suggest other revisions as time permits.
- Tell students that they will draft their informative essays in this lesson, and as they do so, they should think about the kind of linking words or phrases they might add to make their work stronger.

### DRAFTING OPINION ESSAYS (12 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her essay draft.
- Explain that students will begin by drafting their essay's body paragraphs. This may seem unusual, but many writers do not draft the introduction until they know what their essay will contain inside it. That way, they can make sure the introduction fits the essay. Students may leave space on their papers to add the introduction, which they will write in the next lesson.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.

### Activity Page 7.1



## Challenge

Challenge students to use a linking word to connect each reason to the essay's opinion.

## Support

Guide students in drafting complete sentences and paragraphs from the notes on their essay map.



## Access

### Entering/Emerging

Reteach the list of Words that Link Opinions and Reasons and offer heavy support to guide students in completing cloze sentences.

### Transitioning/Expanding

Reteach the list of Words that Link Opinions and Reasons and offer moderate support to guide students in completing cloze sentences.

### Bridging

Reteach the list of Words that Link Opinions and Reasons and offer light support to guide students in completing cloze sentences.

- Title: 2 min.
- Introduction of topic: 2 min.
- Statement of opinion: 2 min.
- Reasons for opinion: 4 min.
- Concluding statement: 2 min.

- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

## Gentle Giants

One of the jobs I would like to have someday is being a zookeeper. If I become a zookeeper, the animal I would most want to work with is a giant tortoise. Giant tortoises are the best animals, because they are friendly and cute. They are usually quiet. Some of their characteristics will make my job pretty easy. For example, they do not have any teeth, and they move slowly. They are also easy to feed, since they eat lettuce and carrots. Most importantly, many turtles and tortoises are endangered, because they are losing their habitats when people construct buildings. Sometimes they are also poached, or killed illegally, for their shells and other body parts. I will feel good about taking care of such special and rare animals. Therefore, a giant tortoise is the right zoo animal for me!

## WRAP-UP (8 MIN.)

- Ask students to exchange papers with a partner.
- Have students read each other's essays and tell the author the reason they believe is most convincing in the essay.
- Tell students that in the next lesson they will continue drafting their essays.

End Lesson

# Introducing Opinion Writing

# 8

## PRIMARY FOCUS OF LESSON

Students revise their opinion essays to try a different organizational structure. [W.3.5]

## FORMATIVE ASSESSMENT

### Activity Page 8.1

**Drafting Paper** Students revise their opinion essays to try a different organizational structure. [W.3.5]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                              |
|----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: The Right Form                  | Whole Group | 3 min.  |                                                                                                                                        |
| Modeling: Organizing an Essay                | Whole Group | 12 min. | <input type="checkbox"/> "At Sea"                                                                                                      |
| Organizing an Essay                          | Independent | 12 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 8.1 |
| Wrap-Up                                      | Partner     | 3 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to arrange students into pairs.
- Prepare to display "At Sea," which was drafted in Lesson 4.
- Prepare to revise "At Sea" on a word processor or chart paper displayed to the entire class.
- Prepare to distribute Activity Page 8.1.
- Ensure students have Activity Page 6.1 and Activity Page 7.1, which they completed in previous lessons.
- Prepare to display images of water, steam, and ice.

## Lesson 8

# Introducing Opinion Writing



**Primary Focus:** Students revise their opinion essays to try a different organizational structure. [W.3.5]

## CONNECTIONS: THE RIGHT FORM (3 MIN.)

- Tell students that you will read a list of situations, and they should decide which they would rather have in each situation: a glass of water, a block of ice, or a steamy room (such as the bathroom after you take a hot shower). You may wish to show images to accompany this.
  - a cold winter day
  - on a day that was not too hot or cold
  - in the desert
- Ask students to describe what water, steam, and ice have in common.
  - » They are all made of the same ingredients, but they are in different forms or states (liquid, gas, and solid).
- Explain that the form is very important, because you may not need a block of ice on a snowy day.
- Explain that the same thing is true of writing. Sometimes even if you want to share the same basic information or ideas, you might want to change the form of your writing. For example, you might write thank you notes to your grandmother and your best friend, but you would probably say slightly different things in them or share them in a different way.
- Explain that for the rest of this lesson, students will learn about how to write in different forms.

## MODELING: ORGANIZING AN ESSAY (12 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to think about a new organization for their essay.
- Use the think-aloud strategy to model how to revise an essay's organization. A sample text follows, but you may customize it for your class.

---

When I drafted the essay “At Sea,” I wrote it as a paragraph. But what if I wanted to make a brochure to promote visiting saltwater habitats? I think I would need a different organization for that brochure than I used in my essay.

So I decided to rewrite the essay in a new form. First, let's review the original form. [Display the original essay “At Sea” and read it aloud quickly.] What form is this essay in? [It is in a paragraph form.]

To make this ready for a brochure, I am going to add some headings to help organize my information. I think the first part of the information here is really an introduction, so that doesn't need a heading. [Demonstrate adding a paragraph break after the sentence *The best place to see wild animals, though, is a saltwater habitat, such as an ocean.*]

The next part of information is about all the different kinds of animals you can see in the ocean. I'll give that a heading, *See Many Kinds of Animals*. [Add the heading to the text and explain how headings are often formatted in bold type.] I have a lot of examples here of animals you can see in a saltwater habitat. I think, though, I could organize them better if I also added more about the groups those animals fit into. That will help people realize how many different things you can see at the ocean. [Demonstrate adding in categories for the listed animals. For example, add (*mammals*) after *dolphins* and (*reptiles*) after *turtles*.]

- 
- Continue this process to explain the how to organize your information under headings, making sure to explain how you may decide to cut or remove some information as you revise. Demonstrate this for students with the material on scuba diving, as that does not directly relate to watching animals and will not remain in the final essay.
  - Explain that as you reorganize, you will need to add a new concluding statement to your essay. A sample text follows, but you may feel free to customize the essay for your class.

---

## At Sea

Earth's many habitats offer lots of opportunities to see wild animals. The best place to see wild animals, though, is a saltwater habitat, such as an ocean.

## See Many Kinds of Animals

Some of the animals you can see in or at the ocean are seagulls (birds), dolphins (mammals), clown fish (fish), turtles (reptiles), and even starfish, jellyfish, and coral (invertebrates). Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons. But the animals are there if you look closely.

## See Unusual Animals

Oceans are exciting because they are so big, and different animals live in different parts of the ocean. For example, in very deep waters, some animals have special changes or adaptations. Some animals can even make light with their own bodies!

## Discover New Animals

Finally, the scientists think there are still animals in the ocean we have never seen. The saltwater habitat is the best place to look for animals, because you could find a brand new one!

These are just a few reasons that the ocean is the best habitat for wildlife viewing.

---

### ORGANIZING AN ESSAY (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson, and Activity Page 6.1, on which they mapped their essays. They may consult these as they draft.
- Guide students through the process of drafting their new essays. Suggested times follow, but you may customize these according to your class's needs.

Activity Page 8.1

---



## Challenge

Have students generate ideas for several different organizational structures.

## Support

Guide students in following the organizational system modeled in the lesson by asking them to think about headings for the information in their essays.



## Access

### **Entering/Emerging**

Preteach headings and offer heavy support to guide students in reorganizing their essays.

### **Transitioning/Expanding**

Preteach headings and offer moderate support to guide students in reorganizing their essays.

### **Bridging**

Preteach headings and offer light support to guide students in reorganizing their essays.

- Decide how to organize your work: 3 min.
  - Introduce the topic: 2 min.
  - State an opinion: 2 min.
  - List the reasons for your opinion: 3 min.
  - Offer a concluding statement: 2 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

---

## **Gentle Giants**

One of the jobs I would like to have someday is being a zookeeper. If I become a zookeeper, the animal I most want to work with is a giant tortoise.

### **Attitude and Behavior**

Giant tortoises are the best animals, because they friendly and cute. Some of their characteristics will make my job pretty easy. For example, they are usually quiet. They also move very slowly, so they are not likely to escape.

### **Feeding Time**

They are also easy to feed, because they eat salad. Since tortoises and turtles do not have any teeth, they cannot really bite me. This makes them safer to work with than a lion or tiger.

### **Making a Difference**

Most importantly, many turtles and tortoises are endangered, because they are losing their habitats when people construct buildings. Sometimes they are also poached, or killed illegally, for their shells and other body parts. I will feel good about taking care of such special and rare animals. Hopefully as a zookeeper I can also talk to zoo visitors about how to help protect endangered animals like tortoises.

For all these reasons, a giant tortoise is the right zoo animal for me!

---



## WRAP-UP (3 MIN.)

- Arrange students into pairs.
- Use the following sentence frames to guide students' discussion with their partners:
  - The form of my first draft was \_\_\_\_\_ (paragraph, list, etc.)
  - The form of my revision was \_\_\_\_\_ (paragraph, list, etc.)
  - I think \_\_\_\_\_ is the best form for this essay because \_\_\_\_\_.
- Have students tell their partners one thing they like about the revised essay.

End Lesson

# Optional Extension Activity

To fulfill CCSS W.3.6, you may wish to extend this unit by adding time for students to publish their work using digital tools. Several options, which may be used individually or in various combinations, follow.

- Students may research appropriate animal illustrations on the Internet with adult guidance. They may add these illustrations to their essays.
- Students may use the Internet, with appropriate guidance, to research additional facts about their animals and use these facts to support their opinions.
- Students may use word processors to type their final essays. Essays may be printed and compiled into a class book.
- Use presentation software to create a map of the class zoo and present a virtual field trip, in which students describe the animals they selected and the reasons for their choice, at parents' night or a similar event.



# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 3 | Writing Studio 2 |
|---------|------------------|



# Teacher Resources

- Writing Prompt for Activity Page 1.1
- Third Grade Writing Rubric: Opinion Writing
- “Gentle Giants”
- Words That Link Opinions and Reasons

## Activity Pages

- Activity Page 1.1
- Blank Opinion Essay Map
- Drafting Paper
- Activity Page 5.1
- Activity Page 5.2

## **Writing Prompt**

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

## Third Grade Writing Rubric: Opinion Writing

### STD W.3.1

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

- a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

| Category                     | 4                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                                                                                                                               | 1                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• give an opinion</li> <li>• give a reason for the opinion</li> <li>• create an organizational structure</li> <li>• use linking words</li> <li>• provide a sense of closure</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• give an opinion</li> <li>• give a reason for the opinion</li> <li>• create an organizational structure</li> <li>• use linking words</li> <li>• provide a sense of closure</li> </ul> | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• give an opinion</li> <li>• give a reason for the opinion</li> <li>• create an organizational structure</li> <li>• use linking words</li> <li>• provide a sense of closure</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• give an opinion</li> <li>• give a reason for the opinion</li> <li>• create an organizational structure</li> <li>• use linking words</li> <li>• provide a sense of closure</li> </ul> |
| <b>Organization</b>          | The composition stays on topic in more than one paragraph.                                                                                                                                                                                                                                                       | The composition stays on topic in a complete paragraph.                                                                                                                                                                                                                                                                         | The composition periodically veers off topic.                                                                                                                                                                                                                                                                                   | The composition consistently veers off topic.                                                                                                                                                                                                                                                                                             |
| <b>Writing Conventions</b>   | The composition reflects advanced phonetic principles and grammatical conventions beyond grade-level expectations.                                                                                                                                                                                               | The composition consistently reflects grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                  | The composition inconsistently reflects grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                | The composition does not reflect grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                 |
| <b>Exceptional Qualities</b> | The composition uses strong language to convey an opinion and is several paragraphs long.                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                             | N/A                                                                                                                                                                                                                                                                                                                             | N/A                                                                                                                                                                                                                                                                                                                                       |

**Title**

*Gentle Giants*

**Introduce the topic:**

*if I were a zookeeper*

**State an opinion:**

*The animal I most want to work with is a giant tortoise.*

**List the reasons for your opinion:**

*friendly  
cute  
quiet  
eats salad so easy to feed  
endangered  
no teeth  
moves slowly*

**Offer a concluding statement:**

*A giant tortoise is the right zoo animal for me!*

**Decide how to organize your work:**

*paragraph*



# Words That Link Opinions and Reasons

for example

since

because

therefore



# Activity Pages

|         |                  |
|---------|------------------|
| Grade 3 | Writing Studio 2 |
|---------|------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Best Class Pet

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

### Writing Prompt

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

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**Title**

**Introduce the topic:**

**State an opinion:**

**List the reasons for your opinion:**

**Offer a concluding statement:**

**Decide how to organize your work:**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Opinion Writing

**Prompt:** Imagine that you have just been hired as a zookeeper, and you get to pick the kind of animal you will care for. Write an essay that explains what you believe to be the best animal to work with. Make sure to explain why this animal is the best, giving reasons to support your opinion.

Remember that you have been learning about different kinds of animals and their characteristics. Make sure to keep these characteristics in mind as you list reasons for your opinion. How would these traits make your choice a good animal to work with?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Animal species:** \_\_\_\_\_

1. Describe this animal and its important characteristics:

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2. Why would this animal be a good choice for a new zookeeper to care for?

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3. What kind of habitat does this animal need, and how would you create it at the zoo?

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4. What does this animal eat?

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5. What kind of special care does this animal need?

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# Core Knowledge Language Arts

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