

Opinion—Author Study

Unit Introduction

NOTE

This is a new unit written to replace the Author Study/Literacy Analysis Unit to meet the Common Core State Standards for opinion writing. Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

Unit Overview:

The Common Core State Standards call for a new focus on opinion writing, listing it first of the three types of writing. This unit uses an author study as a vehicle for opinion writing. Students will develop opinions about an author's books and cite reasons for their opinions using these stories. This unit does not contain lessons on the differences between fact and opinion. Teachers may want to add lessons covering this topic.

Ezra Jack Keats was selected as the focus of the author study because he writes stories that contain ordinary, everyday experiences that a first grade child can easily make connections with. Keats' story, Peter's Chair, is located in Unit 4 of Scott Foresman. His other books may be found in your school library, classroom library, or public library. If you wish, these lessons could easily be adapted for another favorite author of your choice.

The primary stories that will be used throughout this unit will be:

Ezra Jack Keats: The Snowy Day
Peter's Chair
Whistle for Willie

NOTE: For more success with your students, and to expedite the lessons, read aloud (or start to read) the Keats' texts before beginning this unit.

This unit concludes with having students illustrate their opinion pieces and publish them by hanging them in the hallway. To incorporate the Common Core State Standard W.1.6, to "use a variety of digital tools to produce and publish writing," you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals for this Unit:

1. Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Use frequently occurring conjunctions.
3. Produce and expand complete simple and compound declarative sentences.
4. Work with a partner to revise and edit.
5. Publish a piece of opinion writing.

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Author Biography

Ezra Jack Keats

Ezra Jack Keats was born in 1916 to impoverished Polish immigrants in Brooklyn, New York. He excelled in art and was awarded three scholarships to art school. However, he was unable to attend because he needed to work to help support his family. During this time, he worked various jobs and attended art school at night when he was able. From 1943-1945, Keats was in the service of the United States Air Corp. Taking advantage of his skill as an artist, the army trained him to design camouflage patterns.

After serving in the army, he began his career in children's publishing. He first started illustrating books written by other authors. His first book, The Lost Dog, he co-authored with Pat Cherr. It is about a Puerto Rican boy named Juanito who lives in New York and has lost his dog. Juanito meets children from different sections of the city, such as Chinatown and Little Italy, while trying to find his pet.

In the two years that followed, Keats worked on a book featuring a little boy named Peter. An article Keats had clipped from *Life* magazine in 1940 inspired the character of Peter. Keats said, "Then began an experience that turned my life around—working on a book with a black kid as hero." Keats published The Snowy Day in 1962 and it received the Caldecott Medal for the most distinguished picture book for children the following year. Although Peter's ethnicity wasn't essential to this simple story, the use of a black character was revolutionary at the time, and the book's success began a new era of multiculturalism in the world of children's publishing. Peter appeared in six more books.

The characters in Keats' books come from the community around him. Many of his stories illustrate family life and the simple pleasures that a child has in his daily routine. Keats drew upon his own experiences, but the stories in these books are also the experiences of children growing up in neighborhoods and communities in many parts of the world.

Although Keats never married or had a family of his own, he loved children, and they loved him in return. Keats died on May 6, 1983. By the time of his death, he had written and illustrated twenty-four children's books and illustrated more than eighty-five books.

*information from: <http://www.ezra-jack-keats.org>

Chanko, Pamela; Teaching With Favorite Ezra Jack Keats Books; New York: Scholastic, 2005

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Opinion: Author Study (1) Defining Opinion

Minilesson Teaching Point: Define opinion.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

Materials:

- What Is an Opinion? Chart
- You Can Agree or Disagree Chart

Connection:

*“Writers, today we are going to talk about what it means to give an **opinion**. An **opinion** is the way you think or feel about something.”*

Teach (modeling):

Display the What Is an Opinion? chart. Read the chart out loud to the class.

*“I know that first graders like recess time. There are many ways that they play on the playground. Some first graders like the monkey bars best. Some first graders like playing four square best. When we tell someone about our favorite playground activities, games, or equipment, we are telling them our **opinion**.”*

Active Engagement (guided practice):

“Think of all the fun you have at recess. What is one of your favorite playground activities, games, or equipment? Now, turn and talk to a partner about your favorite playground activities, games, or equipment.”

ELD: Use the sentence frame “I like the _____,” or “I like to play _____,” to facilitate the class discussion.

Have students share out their partners’ favorite playground activity, game, or equipment.

*“I notice that our class has many different **opinions** about their favorite recess activities. You do not have to have the same **opinion** as any one else. You can agree or disagree with your friends, and that is okay.”*

Show the You Can Agree or Disagree chart. Read the chart to the class.

Bridge to Independent Practice:

“When you go off to write today, you might want to write about one of your favorite things to do at recess.”

Conferring:

Talk with students about their topic. If they chose to write about a favorite recess activity, you could ask them to tell you reasons why they like that activity.

Closure:

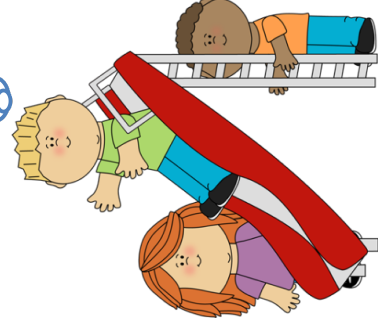
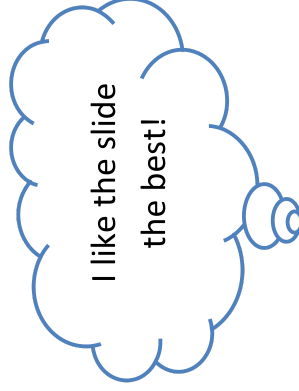
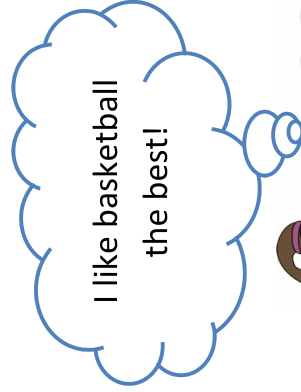
Choose 2-3 student examples from conferring to share with the whole class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Let's Write Opinions: K-1 Common Core Writing," presented by Sheryl White, Santa Fe Public Schools, available online: <http://www.sfps.info/index.aspx?NID=1584>

What is an Opinion?

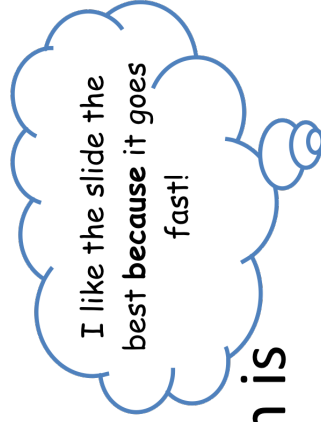
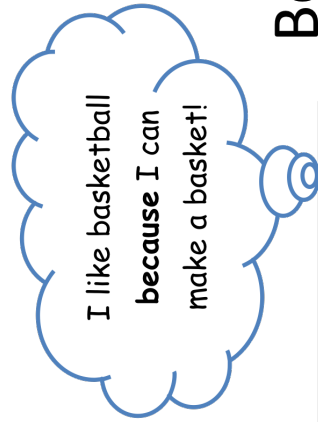
An opinion is the way you
think or feel about
something.



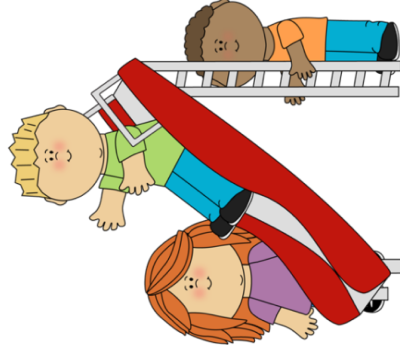
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You can agree or disagree

with someone else's opinion.



Because an opinion is
what **YOU** think, it
can't really be
wrong...especially if
you have **reasons** for
your opinion!



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Opinion: Author Study (2) State an Opinion

Minilesson Teaching Point: Build a shared vocabulary for stating an opinion.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Vocabulary for Stating an Opinion Chart

Connection:

“Writers, yesterday we talked about having opinions. Today we will learn different ways to state an opinion.”

Teach (modeling):

Display the Vocabulary for Stating an Opinion chart. Read the chart out loud to the class.

*“Yesterday we shared opinions about our favorite recess activities. Today we are going to use one of the sentence starters from the chart to state our opinion. I might say, “**My favorite thing** to do at recess is play basketball,” or “**I think** the slide is great fun.”*

Active Engagement (guided practice):

“Now you are going to practice using these sentence starters to state an opinion. You could talk about your favorite playground activity, a food you like, or what animal makes the best pet. Think of your opinion statement. Now turn and talk with your partner.”

ELD: Use the sentence frames “I like to play _____,” or “My favorite food is _____,” or I feel that a _____ makes a good pet,” to facilitate the class discussion.

Have students share out their partners’ opinion statements.

Bridge to Independent Practice:

“When you go off to write today, you might want to write about what you just shared with your partner. You can include your opinion statement in your writing.”

Conferring:

Talk with students about their topic. If they chose to include an opinion statement, you could ask them to tell you reasons for their opinion.

Closure:

Choose 2-3 student examples from conferring to share with the whole class.

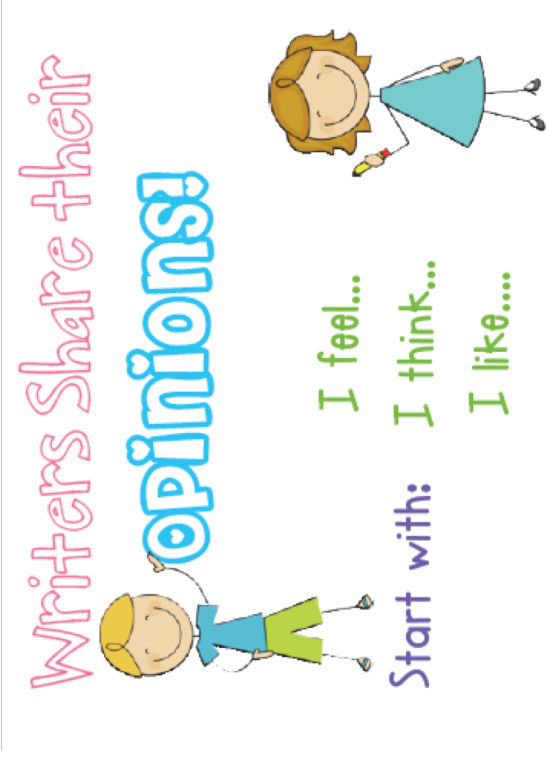
Reflection:

Resources & References: (adapted from, acknowledgments)

Let's Write Opinions: K-1 Common Core Writing," presented by Sheryl White, Santa Fe Public Schools, available online: <http://www.sfps.info/index.aspx?NID=1584>

Vocabulary for Stating An Opinion

- I think....
- I feel....
- I like.... / I don't like....
- My favorite part....
- My favorite thing....
- This was interesting....
- This was sad....
- The book is so



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Opinion: Author Study (3) Support an Opinion 1

Minilesson Teaching Point: Provide a reason to support an opinion.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Chart Paper
- Markers
- Prepared T-chart: I liked the story./I did not like the story.
- Whistle for Willie (Pre-read this book to the class ahead of time.)
- You Can Agree or Disagree Chart

Connection:

“Writers, yesterday we talked about different ways to state an opinion. Today we will learn how to support an opinion by providing a reason for why we think or feel a certain way.”

Refer to the You Can Agree or Disagree chart.

Teach (modeling):

*“Let’s take a closer look at the book, Whistle for Willie. If someone asked me my **opinion** of this book, I could say, I like Whistle for Willie. Or, I could say, I do not like Whistle for Willie. You might wonder why I like or do not like Whistle for Willie, so I need to tell you a little bit more. This is called **supporting an opinion with a reason**. So, I could say, I like Whistle for Willie **because** it is about a dog. We use the word **because** to let someone know that we are giving a reason.*

Active Engagement (guided practice):

*“Now you are going to practice using the word **because** to support an opinion. Think about whether you liked this story or did not like this story. Now think of a reason why. Turn and talk with your partner.”*

ELD: Create sentence frames: I like this story because _____. I did not like this story because _____.

Have students share out their opinion statements, making sure that they have included the word **because** and provided a reason. Chart their responses on the t-chart. Underline the word **because** on the chart.

Bridge to Independent Practice:

*“When you go off to write today, you can include opinion statements in your writing. Remember to use the word **because** and provide a reason for your opinion.”*

Conferring:

Talk with students about their topic. Check in with language learners and provide them with the sentence frame as needed.

Closure:

Choose 2-3 student examples from conferring to share with the whole class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Opinion: Author Study (4) Support an Opinion 2

Minilesson Teaching Point: Provide a reason to support an opinion.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Chart Paper
- Markers
- Prepared T-chart: I liked the story./I did not like the story.
- The Snowy Day (Pre-read this book to the class ahead of time.)
- Vocabulary for Supporting an Opinion Chart

Connection:

*“Writers, yesterday we learned how to support an opinion by providing a reason for why we think or feel a certain way. We used the word **because** to support our opinions. Today we will learn other ways to support an opinion.”*

Teach (modeling):

Display the Vocabulary for Supporting an Opinion chart.

*“This chart shows other words we can use to **support an opinion**. Let’s read these words together.”*

Display The Snowy Day. *“I am thinking about my opinion of this story. I could say, I like The Snowy Day. I like it when the snow falls on Peter’s head. The word **when** lets you know the reason why I like the story. Or, I could say, I did not like The Snowy Day. One reason I did not like this story is that Peter’s snowball melts.”*

Active Engagement (guided practice):

“Now you are going to practice using one of these ways to support an opinion. Think about whether you liked this story or did not like this story. Now think of a reason why. Turn and talk with your partner.”

ELD: Create sentence starters using the Vocabulary for Supporting an Opinion chart. For example, The reason I like the story is _____. Or, I did not like it when _____.

Have students share out their opinion statements, making sure that they have provided a reason. Chart their responses on the t-chart. Underline the words or phrases that come from the Vocabulary for Supporting a Reason chart.

Bridge to Independent Practice:

“When you go off to write today, you can include opinion statements in your writing. You could even write about a book you like or a book you do not like. Remember to provide a reason for your opinion.”

Conferring:

Talk with students about their topic. Check in with language learners and provide them with sentence frames as needed.

Closure:

Choose 2-3 student examples from conferring to share with the whole class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Let's Write Opinions: K-1 Common Core Writing," presented by Sheryl White, Santa Fe Public Schools, available online: <http://www.sfps.info/index.aspx?NID=1584>

Vocabulary for Supporting an Opinion

- Because ...
- When ...
- The reason ...
- One reason ...
- Another reason...

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Opinion: Author Study (5) Which Book and Why?

Minilesson Teaching Point: Provide a reason to support an opinion.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Chart Paper
- Markers
- Prepared T-chart: Which Book and Why?
- The Snowy Day and Whistle for Willie

Connection:

“Writers, we have been working on stating our opinions and providing reasons for our thinking. We have been sharing our opinions about two different books. Today I want to teach you that not all readers have the same reasons for their opinions.”

Teach (modeling):

Display the prepared Which Book and Why? T-chart. Place one of the books on each side of the chart.

“I am thinking about my opinion of these stories. I could say, ‘I like The Snowy Day best. I like it when the snow falls on Peter’s head.’ My friend might have a different opinion. She could say, ‘I like Whistle for Willie best because one of the main characters is a dog.’”

Active Engagement (guided practice):

“Now you are going to think about which of these stories you liked best and why. Turn and talk with your partner. Remember to share your opinion and reason why.”

ELD: Create sentence models: I like _____ because_____.

Have students share out their opinion statements, making sure that they have provided a reason. Chart their responses on the t-chart.

Note: See example of the chart at the end of the lesson.

Bridge to Independent Practice:

“When you go off to write today, you can include opinion statements in your writing. You could even write about a book you like or a book you do not like. Remember to provide a reason for your opinion.”

Conferring:

Talk with students about their topic. Check in with language learners and provide them with sentence frames as needed.

Closure:

Choose 2-3 student examples from conferring to share with the whole class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

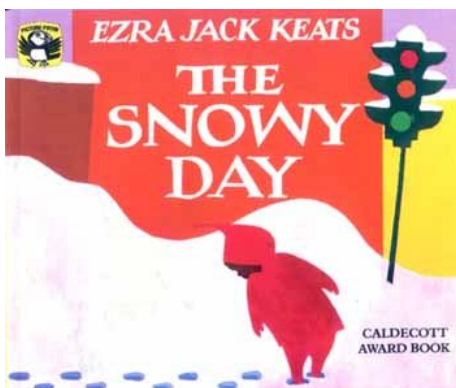
<http://www.teachingace.com/opinions-and-evidence/>

Calkins, Lucy, Dunford, Elizabeth, and Larkey, Celena, Writing Review: p. 31.

Which Book and Why?

The Snowy Day

- I like playing in the snow.
- I liked the pictures.
- I thought it was funny when the snow fell on his head.
- I liked when he makes the footprints in the snow. It reminds me of when I have done that too.



Whistle For Willie

- I liked it when Peter learned how to whistle.
- I thought it was funny when he tricked Willie.
- I like dogs.
- My favorite part was when he wore his dad's hat.



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Opinion: Author Study (6)

Reasons: Characters and Events

Minilesson Teaching Point: Provide a reason to support an opinion using characters and events from the text.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Peter's Chair by Ezra Jack Keats (SF, Unit 4, pgs. 130-149)
- Anchor chart (see sample below)
- Marker
-

Connection:

*"Writers, we often either like, or do not like, a story because of the **characters** and **events**. Thinking about those characters and events can help provide reasons for our opinions. Today we will revisit Ezra Jack Keats' book, Peter's Chair. As you listen, think about what you like and do not like in the story."*

Teach (modeling):

Read p. 132-134 (SF) in the book Peter's Chair. Think aloud: *"After reading this page I know some things about the character, Peter. I know he likes to play with blocks. Read p. 135-136 (SF) in the book Peter's Chair. Think aloud: "When I look at these pages, I learn that Peter has a new baby in the house because his mom tells him to play more quietly. On the next page, I think that he might be jealous of his baby sister when he says 'that's my cradle and they painted it pink!'"*

ELD: Use sketches, picture cards or photocopies from the book to put next to the text on the anchor chart under "Peter's Chair."

Active Engagement (guided practice):

Continue reading to p. 137 (He picked it up and ran to his room). *"Turn and tell a friend what you now know about Peter. How do you know this?"* Have some partners share out. Continue reading the story through p. 142 (His mother came to the window...). *"Let's stop and tell ourselves what we know about Peter now. Turn and tell your friend one new thing you know."* Have 2-3 children share out with class. Finish reading the book and repeat procedure from above.

After reading, complete an anchor chart like the one below, revisiting what children know about the character, Peter:

Peter's Chair	
What I know about the character	Events
Peter likes to play with blocks.	He builds a tall tower.
Peter has a baby sister.	Mom tells him to play quietly.
Peter is jealous of the baby.	His cradle and high chair have been painted pink. He runs away from home.
Peter cares about his dog.	Peter got a bone for Willie.
Peter can be mischievous.	He tricked his mom when he was hiding.

"Now let's practice stating our opinion about this story and using a reason from the book to support our opinion. I might say, I like Peter's Chair. I like when Peter takes care of his dog. Or, I might say, I did not like Peter's Chair. I didn't like it when he ran away from home.

"Think about Peter's Chair. What is your opinion of this story? What is one reason why? Make sure that your reason tells about the character or the events. Now turn and talk with your partner."

Have a few students share their opinions and reasons.

Bridge to Independent Practice:

When you go off to write today, you can include opinion statements in your writing. You could even write about a book you like or a book you do not like. Remember to provide a reason for your opinion. Your reason may be about the characters or events in the book."

Conferring:

Talk with students about their topic. Check in with language learners and provide them with sentence frames as needed.

Closure:

Choose 2-3 student examples from students who used character or event sentences to share with the whole class.

Reflection:

Resources & References: (adapted from, acknowledgments)

Scott Foresman: Guide on the Side pp. 118-119

Opinion: Author Study (7)

Reasons: Feelings or Thoughts

Minilesson Teaching Point: Provide a reason to support an opinion using feelings or thoughts.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Peter's Chair
- Anchor Chart from Lesson 6
- Premade sentence frames
 - It made me feel ____ when...
 - I was ____ when....
 - It made me think ____
 - I think ____ because

Note: If you have a classroom feelings chart, it would be very helpful to reference it during this lesson.

Connection:

*"Writers, yesterday we worked on using information about the characters and events in a story to provide reasons for our opinions. Today we will learn how to include **feelings or thoughts as reasons.**"*

Teach (modeling):

Show the anchor chart from Lesson 6.

"I am thinking about my opinion of this story. I could say, 'I like Peter's Chair. It was funny when Peter tricked his mom.' My friend could say, 'I disagree. I did not like Peter's Chair. I felt sad when Peter's dad was painting his things pink.'"

Active Engagement (guided practice):

Display the premade sentence frames. Read through the sentence frames with the class.

"Now you are going to think about a story you like or a story you do not like. Once you have thought of a story, think of a reason why you like or do not like it."

Point to the sentence frames. *Use one of the sentence frames to state your reason. Turn and talk with your partner. Share your opinion and reason.*

Have students share out their opinion statements.

Bridge to Independent Practice:

“When you go off to write today, you can include opinion statements in your writing. You could even write about a book you like or a book you do not like. Remember to provide a reason for your opinion.”

Conferring:

Talk with students about their topic. Check in with English language learners and provide them with sentence frames as needed.

Closure:

Choose 2-3 student examples from students who used feeling or thought sentences to share with the whole class.

Reflection:

Resources & References: (adapted from, acknowledgments)

Let's Write Opinions: K-1 Common Core Writing," presented by Sheryl White, Santa Fe Public Schools, *available online: <http://www.sfps.info/index.aspx?NID=1584>*

Opinion: Author Study (8) Organizing My Opinion

Minilesson Teaching Point: State an opinion and supply reasons.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Organizing My Opinion graphic organizer
- Vocabulary for Stating an Opinion Chart
- Vocabulary for Supporting an Opinion Chart
- Feelings and Thoughts sentence frames

Connection:

“Writers, today we will begin writing our own opinion pieces about one of Ezra Jack Keats’ stories.”

Teach (modeling):

Show students the Organizing My Opinion graphic organizer.

*“We will use this graphic organizer to help us plan our opinion pieces. In the **first section** we will write our opinion of one of his books. I could write, ‘Whistle for Willie is a great book.’ Or, I could write, ‘Peter’s Chair is not a good book.’ In the **second and third sections** we will write the reasons for our opinion. I could write, I liked it when Peter learned to whistle. Or, I could write, I felt sad when Peter’s dad painted his things pink.”*

Active Engagement (guided practice):

“Let’s fill out the graphic organizer as a class.”

Guide the class in filling out the first three sections of the Organizing My Opinion graphic organizer.

Bridge to Independent Practice:

“Think about the three books we have read. Which one would you like to write about? Tell yourself your opinion statement. Now tell yourself one reason. Now tell yourself another reason. Turn and talk about your opinion and reasons.”

Pass out individual copies of the Organizing My Opinion graphic organizer. And send students out to fill in the first three sections. Remind them that they will write the final section, conclusion, the next day.

ELD: Make sure students have access to the charts and sentence frames used previously.

Conferring:

Talk with students about their opinion statements and reasons. Remind students to use the vocabulary charts and sentence frames as needed.

Closure:

Have students popcorn share their opinion statements.

Reflection:

Resources & References: (adapted from, acknowledgments)

Name _____

Organizing My Opinion

My Opinion:

Reason 1:

Reason 2:

Conclusion:

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Opinion: Author Study (9) Graphic Organizer: Closure

Minilesson Teaching Point: Writing a conclusion sentence to provide a sense of closure.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Organizing My Opinion graphic organizer
- Vocabulary for Concluding an Opinion Chart

Connection:

*“Writers, yesterday we began organizing our opinion and reasons about an Ezra Jack Keats’ story. Today we will add a **conclusion sentence** to provide our readers with a sense of closure.”*

Teach (modeling):

Show students the Organizing My Opinion graphic organizer. Reread through the first three sections with the class. Point to the final section, **Conclusion**.

*“Today we will fill in this section. When we write an opinion we want to end our piece with a **conclusion sentence**. Authors often restate their opinion in the conclusion sentence. We will practice restating our opinions using different words.”*

Display the Vocabulary for Concluding an Opinion chart. Read through the sentence starters as a class. *“If my opinion is that I like Whistle for Willie, then my **conclusion sentence** could be, “I believe Whistle for Willie is a great book.” If my opinion is that I do not like Peter’s Chair, then my **conclusion sentence** could be “I think Peter’s Chair is not a good book.”*

Model writing a **conclusion sentence** on Organizing My Opinion graphic organizer.

Active Engagement (guided practice):

Pass out the student copies of the graphic organizers.

*“Reread your opinion. Now look at the Vocabulary for Concluding an Opinion, and think about how you will use one of these sentence starters to restate your opinion. Turn and tell your **conclusion sentence** to a partner.”*

Have a few students share out their **conclusion sentences**.

Bridge to Independent Practice:

*“Now return to your writing places and write your **conclusion sentence** on your graphic organizer. Then reread your graphic organizer to make sure that you have a sentence in each section. When you finish, you can start something new or continue working on a previous piece.”*

ELD: Make sure students have access to the charts and sentence frames used previously.

Conferring:

Talk with students about their **conclusion sentences**. Remind students to use the vocabulary charts and sentence frames as needed.

Note: You might have time to pull a small group of students who are struggling to complete their graphic organizer during the independent writing time.

Closure:

Have students popcorn share their conclusion sentences.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Vocabulary for Concluding an Opinion

- I think ...
- I feel ...
- I believe ...
- I suggest ...
- I would recommend ...
- It is my opinion that ...
- Finally ...

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Opinion: Author Study (10) Drafting an Opinion Piece

Minilesson Teaching Point: Model process for writing an opinion piece.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Materials:

- Organizing My Opinion graphic organizer
- Paper you would like students to use for writing their opinion pieces

Connection:

“We have been talking about our opinions of different books and organizing our thinking. Today I’m going to share with you how we will use the graphic organizer to write an opinion piece.”

Teach (modeling):

“Here is the Organizing My Opinion graphic organizer we have been filling out.” Show the **graphic organizer**. *“I am going to read through it and make sure I have all of the sections filled out.”* Point to each section as you talk about it.

“Now, I am ready to write my opinion piece.”

Active Engagement (guided practice):

Have students guide you in composing your opinion piece using the sentences written on the graphic organizer.

“First I will write the title of the book on the first line and underline it. Model writing the title. “Now I need to write my opinion sentence. What will I write? Call on a student to tell you what to write, referring to the graphic organizer. Repeat this procedure for the next three sections.

Bridge to Independent Practice:

“As you go off to write today, make sure you first write the title of the book you have chosen and underline it. Then you may begin writing your opinion piece by copying the sentences from your graphic organizer like I did today.”

Conferring:

Encourage and support as appropriate for each student.

Closure:

Have students read their opinion pieces to a partner.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Opinion: Author Study (11) Using a Checklist

Minilesson Teaching Point: Using a checklist.

Standard(s):

W.1.1 Write opinion pieces in which they introduce the topic, or name the book they are writing about, state an opinion, supply a reason for opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- Enlarged Opinion Checklist to display
- Copies of Opinion Checklist for individual student use
- Teacher written opinion piece
- Colored pencils/markers

Connection:

“Writers, we have been writing our own opinion pieces. When we think we are done, we can use a checklist to make sure our writing has everything it needs.”

Teach (modeling):

Review the elements of an opinion piece. Post the checklist and go over each item marking “Yes” or “No” as appropriate for the current condition of the teacher written opinion piece.

Review checking conventions as needed for your group.

ELD: Use sketches next to the criteria on the checklist to illustrate what they mean.

Active Engagement (guided practice):

Pass out individual checklists to each student.

“Now it’s your turn. Get out the pieces you have finished writing. Look at your checklist and make sure you have everything completed. Remember to check for punctuation, capital letters, and spelling. Make any changes you need.”

Bridge to Independent Practice:

“Writers, now that you have reread your pieces and completed the checklist, you will go off with your writing partner and have them read your opinion piece and complete the checklist in another color pencil/marker.”

Conferring:

Assist students as needed.

Closure:

Choose a few student samples to share with the class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Name:

Date:

Opinion Checklist	Yes	No
My Opinion piece has all the parts:		
Opinion statement		
2 reason sentences		
Conclusion sentence		
I have ending punctuation.		
I used capital letters correctly.		
I checked my spelling.		

Name:

Date:

Opinion Checklist	Yes	No
My Opinion piece has all the parts:		
Opinion statement		
2 reason sentences		
Conclusion sentence		
I have ending punctuation.		
I used capital letters correctly.		
I checked my spelling.		

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Opinion: Author Study (12) Publishing an Opinion Piece

Minilesson Teaching Point: Preparing a piece for publication.

Standard(s):

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Materials:

- Completed opinion pieces
- Materials to illustrate the opinion pieces

Connection:

“Writers you wrote fantastic opinion pieces. Today we are going to prepare to hang them in the hallway by adding an illustration.”

Note: Teachers may want to have students recopy their final piece or have them typed.

Teach (modeling):

“Before I begin my picture, I want to reread my opinion piece and think about what part of the story I would like to illustrate.”

Model drawing.

Active Engagement (guided practice):

Have students get out their completed opinion pieces and reread them.

“After rereading your opinion piece, close your eyes and make a picture in your mind of what you will draw.”

Bridge to Independent Practice:

“As you go off to illustrate today, make sure you include as many details as possible in your illustration.”

Conferring:

Encourage and support as appropriate for each student.

Closure:

Gather the students and display the finished work on the document camera.

Reflection:**Resources & References: (adapted from, acknowledgments)**

End of Unit Checklist: Opinion: Author Study

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating STUDENTS		Introduce the topic or name the book they are writing about.	State an opinion.	Supply at least one reason for the opinion.	Provide a sense of closure.	Uses correct punctuation.	Uses correct capitalization.	Uses correct spelling.	
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