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| **Clarity for Learning Planning Template** | | | |
| **Standard**  C 3.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  b. Introduce the topic, followed by an opinion statement, and create an organizational structure.  c. Provide reasons with elaborate details to support the opinion.  d. Use grade-appropriate transitions.  e. Provide a concluding section.  f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | | | |
| **Concepts (Nouns)**  opinion pieces  combination (writing, digital resources)  development  organization  topics  texts  opinion statement  organizational structure  peer collaboration  writing and/or pictures  supporting reasons  elaborate details  (grade-appropriate) transitions  concluding section  guidance and support | | **Skills (Verbs)**  compose  using  state  strengthen writing  add(ing) details  introduce  create  provide  support  develop  planning, revising, editing | |
| **Learning Progressions**  *Pre-requisite Skills:*  demonstrate understanding of what it means to have an opinion, along with reasons why (I like \_\_\_\_ **because**\_\_\_**and**\_\_\_\_)  verbally state opinion on a personal topic and back up opinion with sound reasons  peer collaboration  *Grade Level Skills:*  introduce opinion topic or text using a combination of writing and digital resources  craft opinion statement on opinion topic or text  organize opinion piece (development and organization support task and purpose)  provide reasons with elaborate details to support the opinion with transitions (**for example, also**, **because**, **another,** first of all, next…)--not an exhaustive list  provide a concluding section  With guidance and support from adults, strengthen writing through…  -peer collaboration  -adding details through writing and/or pictures as needed  With guidance and support from peers and adults…  -develop and strengthen writing as needed by planning, revising, editing (see L.3.1 and L.3.2)  *Resource Tips:*  **Encoding**: This refers to children composing and recording written messages. “...to write children are: going from ideas to spoken words to printed messages...It is about constructing sentences from ideas, and about constructing words from their parts, all in the context of getting down a message.” (from Clay, Change Over Time, p.27).  **NOTE**: This is very different from copying words or sentences off the board. This is about teaching children to record their own thoughts and messages.  “with some help” encompasses teacher/adult help and peer collaboration  **Opinion**: This is a belief, conclusion, or judgement based on reasoning. Reasons can take the form of facts and details. Our youngest writers start with telling the reader about the personal opinions or preference and move on to objective reasoning as they mature and gain experience.  Collect examples of opinion pieces and persuasive letters written by students from prior years so that students can see exemplars written by students their age.  Consider integrating C.3.1 with RI.3.8 to support the reading-writing connection (opinions, claims, reasons, evidence)  Consider integrating C.3.1 with L.3.1 and L.3.2 (conventions of Standard English)  [Lucy Calkins Writing Checklist](https://drive.google.com/open?id=1AU-qVTu0AduYk-dqkjvKhqdhS_oyAavQ)  Organizational Structure:   * In the Writing Strategies Book, JS says “One can think of organization and structure as the bones of the piece, or the framing of a building…” (p. 162). P. 185 shows a mini-lesson on planning a structure, and she says the mini-lesson is most helpful after students have learned a variety of ways to structure their pieces and have been introduced to a variety of graphic organizers that would help them to organize, or shape, the information into a structure. * The Common Core Companion says “use a graphic organizer that prompts students to fully elaborate their reasons, brainstorm various reasons they might include in an opinion piece….” p.103. * The standard says that the student will create the organizational structure; this could mean that eventually, the teacher will stop providing a graphic organizer and let the students design their own way of organizing their information. * An example structure is: topic, opinion statement, reason(s), concluding section   elaborate details-From Seravallo, p. 209: Offering a variety of elaboration strategies will also help students to vary the types of details they may include in their piece, so that their drafts don’t end up sounding one-note. Overall, we should aim to not just say to children, “Add more details,” but rather, “Think about what it is you’re trying to say/show/tell. Now what details would best help you do that?”  Also, see 6.22 Support Your Facts (p. 233) and 6.23 Partner Facts (p. 234)  development and organization support task and purpose--group related ideas and reasons to support the writer’s purpose  Concluding Section- This is where the writer circles back to restate their opinion and perhaps sum up the reasons for the opinion. It’s what brings closure to the piece.  Revising-This does not mean, as some think, merely correcting or proofreading a paper. To revise is to re-see, to consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. Revising the paper should improve not just clarity and cohesion but also content as the writer strives to strengthen the story or the arguments, the logic, and the style.  Editing-When students revise the paper to make it more concise, coherent, or cohesive, they are editing; when one looks for and fixes spelling and mechanics, they are proofreading. Editing can and, with more fluent writers, does take place throughout the composing process, not just at the end, as with proofreading. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to write an opinion piece. | | Composing & Drafting:  With some help,  I can introduce my topic or text.  I can provide an opinion statement.  I can provide reasons with elaborate details to support my opinion using transition words.  I can group related ideas and reasons to support my purpose..  Editing and Revising:  With some help, I can make my writing better by planning, revising, and editing.  Publishing:  With some help, I can compose an opinion piece with an introduction, reasons, and a concluding section. | |