

Lesson Element	Procedure: Teacher Action	Student Action
Planning: Formative Assessment of Preliminary Ability	Prior to implementing this learning segment, I gave a formal performance-based formative assessment to evaluate whole-class, and individual, ability to produce opinion writing. Work samples were analyzed to determine student's understanding of writing conventions and general ability to organize writing. This assessment was used in tandem with other formal literacy assessments including STAR Early Literacy and Fountas and Pinnell to guide instruction.	Students completed a writing prompt which was used as formative assessment.

*Learning Segment Overview*

Central Focus	This instructional segment was intentionally designed to develop student ability to compose opinion writing including four key elements: opinion, reason, evidence (example), and a closing opinion; an essential first-grade literacy skill as defined by Common Core State Standards. Students will explore each component of opinion writing and use an essential literacy strategy to organize and sequence their writing.	
Essential Literacy Strategy	I will teach students to understand, organize, and sequence the components of opinion writing using a graphic organizer. I will promote collaborative learning by prompting students to hold content-based discussions to support, write, and organize their thinking into a graphic organizer. I will then develop their ability to use the organizer to compose an opinion paragraph using the gradual release model demonstrating I do (teacher demonstration) – We do (student activity with teacher support and You do (independent practice). Composing text with structure and purpose is a fundamental component of proficient writing, and this literacy strategy develops student ability to do so in a scaffolded learning context. I will develop student ability to compose organized and sequential writing which convey a clear message.	
Language Function	In this learning segment students will: Describe, Classify, and Create	

Title	Lesson 1: Defining Opinion	
Standard(s)	<p><b>CCSS.ELA – Literacy.W.1.1</b> – Write informative/explanatory pieces, in which they introduce the topic or the name of the book they are writing about, <b>state an opinion</b>, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>CCSS.ELA – Literacy.RL.1.2</b> – Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p>	
Central Focus	<b>Students compose opinion writing with four key elements: opinion, reason, evidence (example), and a closing opinion.</b> This lesson ties to the central focus by introducing the graphic organizer as a writing resource. Students will also use it to determine that there is a sequence to writing, and what the first step in that sequence is.	
Academic Language	Opinion, Topic, Reasons, Audience, Explain	
Objective(s)	<ul style="list-style-type: none"> <li>• Individually, students will compose a statement of opinion using an identified sentence starter or stem with 100% accuracy.</li> <li>• In pairs, students will identify the first step of the opinion writing sequence with 100% accuracy.</li> </ul>	

	<ul style="list-style-type: none"> <li>In small groups, students will identify and record the key details of one previously considered text with 90% accuracy.</li> </ul>	
Prior Knowledge	To succeed with this lesson, students must already have basic compositional skills, recognize the elements of a complete sentence, and be familiar with how to use a sentence frame. Students should also understand how to identify the key details from a text.	
Materials	<ul style="list-style-type: none"> <li><u>Mr. Right and Miss Opinion</u></li> <li>Opinion Anchor Chart (Instructional Material 1.1)</li> <li>OREO Anchor Chart (Instructional Material 1.2)</li> <li>I Can/Learning Target Slideshow (Instructional Material 1.3)</li> <li>Sentence Frames (Instructional Material 1.4)</li> <li>Pocket Chart</li> <li>Student Graphic Organizer (Instructional Material 1.5)</li> <li><i>Large Lined Paper</i></li> <li><i>Checklist Sentence Frames</i></li> <li>Smartboard/Whiteboard</li> <li>Document Projector</li> </ul>	
Anticipatory Set	I introduce the lesson, and unit, by engaging students in a read-aloud of the text <u>Mr. Right and Miss. Opinion (Instructional Material: Additional Resources)</u> . I prompt the students to listen for recurring phrases so that they can predict what kind of writing they are going to do. After reading the story, I will use popsicle sticks to prompt students to share their predictions.	Students listen and evaluate text details to identify the message of the story. Student's will use this message to predict the central focus of the unit.
Explicit Instruction	<p>I explicitly define opinion for students, prompting students to assist me as I spell it on the anchor chart <b>(Instructional Material 1.1)</b>. <i>An opinion is a personal belief that can not be proven. An example of an opinion is "I think ice cream is the best dessert"</i>. I then prompt class to give me a thumbs up/down indicating whether they agree that is an example of an opinion. I will prompt students to whip around and share why they think it is an opinion. Next, I model how we use academic language to share an opinion <i>Did you hear how I introduced my opinion? What did I say so that you knew I was stating an opinion?</i> I will then display sentence starters for opinion statements. Next, I prompt students to think about their favorite food, and prepare to Pair-Share. Students will give a thumbs up when they have thought of an opinion statement using academic language. I will use this to pace this segment, and prompt students to begin to pair-share when appropriate.</p> <p>After the students Think-Pair-Share I explain <i>when we write opinions, we also explain our reasons. Good writers always give lots of details.</i> To transition this discussion to our learning target I next display the "I Can" statement <b>(Instructional Material 1.3)</b>, read it aloud, and prompt students to echo read to assess</p>	Student's will build their foundational knowledge and academic language related to opinion writing. Student's will listen to and recall the definition of opinion and then demonstrate their understanding by creating a verbal opinion statement and evaluating the opinion statements of others. Students practice decoding and identifying academic language. They consider the use of academic language in the context of their learning goals.

	<p>their use of academic language. I then display the steps for opinion writing (<b>Instructional Material 1.2</b>) and review them with students. After I've reviewed the procedural steps, I explain: <i>That's a lot to remember! We are going to practice using a graphic organizer to organize our writing</i> I will then introduce the graphic organizer and explain its purpose. I will then transition students to guided modeling <i>First let's practice writing just our opinion statements.</i></p>	
Guided Modeling	<p>Next, I introduce sentence starters and sentence frames (<b>Instructional Material 1.4</b>) to guide students to create opinion statements. I explain that we are going to write about our favorite food to practice writing opinion statements and I model how students will insert their opinion into the frame and then copy the entire sentence onto the printing line. I will prompt students to recall the elements of a complete sentence (capital, punctuation, subject, predicate).</p> <p>I will pull a small group of students who struggle with writing, and my student with an IEP, to further guide and support them through this process. I will provide my student with an IEP a template which allows him to cross words out as he writes each word, and a personal copy of the directions so they can be crossed out as they are accomplished. I will provide my students who struggle with spatial recognition and letter reversals large square graph paper. When the small group instruction (re-teach and enrich) is complete I will transition the small group to participate in the collaborative learning activity.</p>	Students will observe the activity and connect the learning goal to the activity.
Collaborative Learning	<p>When students have their written opinion statements, they will meet with their writing partner to share. I will remind students that we are not all going to have the same opinions, and that we must all listen and share respectfully. Their writing partner will perform a writing check on their work sample. Did your partner write an opinion? How do you know?</p> <p>I will then guide the class to evaluate whether we have accomplished our learning target. <i>Pretend you don't know anything about the food your partner wrote about. Was it clear they were sharing an opinion? How so? Did they give you enough information to decide if you agree or disagree? What other information do you need? Do you think it's important to know if you agree or disagree with someone else's opinion in the real world? Why?</i></p>	<p>Students will evaluate their own opinion statement, as well as their partners, to identify the elements of an effective opinion statement.</p> <p>Students will analyze the purpose of the steps in the opinion writing process and make real-world connections.</p>
Performance Prompt/	After our discussion I will refocus student attention on our learning target. I will explain that since we know how to write an opinion statement, we are now ready	Students will use prior knowledge to determine the purpose

Independent Practice	to apply that knowledge to our formal writing topic. I will remind students that we are using a graphic organizer to organize our thinking ( <b>Instructional Material 1.5</b> ), and that we are going to use it to create a formal written opinion. Explain goal of formal writing. <i>Our goal is to use our graphic organizer to help us create a written opinion where we explain what our favorite Journey's story is.</i> We will review stories read so far this year. Remind students of what resources they have available. <i>Class, you are going to write this opinion statement on your own. Remember today we only need one sentence. You may use a sentence starter and frame to help and of course your writers dictionary.</i> I will then prompt them to write their own opinion statement and add it to the graphic organizer.	of the writing unit. They will recall and summarize past read stories. They will then demonstrate their understanding of the lesson objective by independently creating an opinion statement.
Closing	As students complete their performance prompt, I will ask them to recall one thing they learned about opinion writing, and one thing they still want to learn. Ask the students to identify how the graphic organizer has helped them to organize their writing, and how it will continue to help them.	Students will identify a learning target they've mastered, and a learning target they are still working towards. Students will identify the purpose of the graphic organizer and indicate what role it had in accomplishing the daily learning objective.
Assessment	Students will be formally evaluated using the opinion statement they add to the graphic organizer, and their comments in the closing discussion. Students will be informally assessed during whole-group and paired discussions and using quick-check assessments (thumbs up/thumbs down). If either the formal or informal assessments indicate that student's have not grasped the content necessary for the compositional element, or the opinion writing sequence, the lesson will need to be adapted. The graphic organizer is a progress monitoring assessment in addition to an essential literacy strategy. Only when the teacher feels confident about the student's understanding of key elements and sequence should the class progress to the next phase of writing.	
Adaptation	There is one student in this class on an IEP, and two with identified literacy needs. To adapt this lesson for the students in need of learning supports I have included: strategic grouping, differentiated materials, intervention strategies, modified instruction and visual aids. Additional supports, should they be needed, include breaking up student tasks so they are not all completed in one sitting. To adapt this lesson for English Language Learners, students I have provided multiple exposures to text including read aloud, discussion, independent reading, and writing. This lesson uses visual audio aids, written and oral instructions, and strategic grouping.	

Title	Lesson 2: Organize Opinion Writing - Reason	
Standard(s)	<p><b>CCSS.ELA – Literacy.W.1.1</b> – Write informative/explanatory pieces, in which they introduce the topic or the name of the book they are writing about, state an opinion, <b>supply a reason for the opinion</b>, and provide some sense of closure.</p> <p><b>CCSS.ELA – Literacy.RL.1.3</b> – Describe characters, settings, and major events in a story, using key details.</p>	
Central Focus	<p><b>Students compose opinion writing with four key elements: opinion, reason, evidence (example), and a closing opinion.</b> This lesson ties to the central focus by prompting students to use the graphic organizer to guide their understanding of the formal opinion writing sequence. Students will also develop their understanding of the academic language related to the second step of the writing sequence, and demonstrate their ability to remember, understand, apply, evaluate and create this component of opinion writing.</p>	
Academic Language	Opinion, Reasons, Capital, Punctuation, Subject, Predicate, Compose	
Prior Knowledge	<p>To succeed with this lesson students must already have basic compositional skills, recognize the elements of a complete sentence, be familiar with how to use a sentence frame and understand how to identify the key details from a text. This lesson builds upon student understanding of how and why to use a graphic organizer, the opinion writing sequence, and the definition, identification and creation of an opinion statement as developed in the previous lesson.</p>	
Learning Target	<ul style="list-style-type: none"> <li>• Individually, students will compose a statement of reason using an identified sentence starter or stem with 100% accuracy.</li> <li>• In pairs, students will identify the second step of the opinion writing sequence with 100% accuracy.</li> <li>• Individually, students will identify and record the key details of one previously considered text with 95% accuracy.</li> </ul>	
Materials	<ul style="list-style-type: none"> <li>• I Can/Learning Target Slideshow (Instructional Material 2.1)</li> <li>• Document Projector</li> <li>• Graphic Organizer Anchor Chart (Instructional Material 1.2)</li> <li>• Chromebooks</li> <li>• Digital/Paper Reason Sort (Instructional Material 2.2)</li> <li>• Scissors</li> <li>• Glue</li> <li>• Story Web</li> <li>• Student Graphic Organizer (Instructional Material 1.5)</li> <li>• Sentence Frames/Sentence Starters (Instructional Material 2.3)</li> <li>• Sentence Frame Anchor Chart (Instructional Material 2.4)</li> <li>• Exit Ticket - Reason Selector (Instructional Material 2.5)</li> </ul>	
Anticipatory Set	<p>I will engage students in this lesson by posing a problem for students to solve <i>Yesterday we worked on writing opinion statements to add to our opinion writing. Who can remind me of some sentence starters we can use so that our audience knows we are stating an opinion?</i> If several children raise their hands, I will use popsicle sticks to choose a volunteer. I will then remind students what skills we</p>	<p>Student’s connect prior unit learning to understand the purpose of the following lesson, demonstrate their current mastery of the academic language</p>

	<p>are working on by displaying the “I Can” statement <b>(Instructional Material 1.3)</b> again and asking students to read it. I will then lead a discussion to transition students to the day’s learning target <i>Now class I have a problem, I understand what I’m supposed to do, but I can’t remember the steps. Is there a writer’s tool, or strategy, I can use to help me?</i></p> <p>Once students identify the graphic organizer as a strategy, I will prompt them to evaluate their developing ability to use it. I will ask students if we know how to write an opinion statement (thumbs up for yes, sideways for with help, and down for no). Once I acknowledge student response, I will prompt them to identify the next step. I will then display the learning target on the smartboard <b>(Instructional Material 2.1)</b>. I will read the target, and prompt students to echo read after me. I will then ask the students to find the writing element we are going to practice and give me a thumbs up when they’ve found it. Once the students indicate they are ready I will prompt them to whisper the secret word in their partners ears. Once they have whispered the secret word, I will have students say it aloud to assess their language demand.</p>	<p>by decoding and comprehending the I Can statement, and identify the graphic organizer as an essential composition strategy.</p> <p>Students will evaluate the purpose, and impact of the graphic organizer on writing composition. They will use this knowledge to identify the next step in the opinion writing sequence and understand its impact on the overall learning target.</p>
<p>Explicit Instruction</p>	<p>I will explain that today we are going to practice writing our supporting reasons and explicitly define the term. <i>A supporting reason tells your readers why you feel the way you do</i> I will do a think-aloud to model how students will create a supporting reason. <i>First, I think about the question, what is better: sweet or salty treats? Then I think about my opinion... hmm... I know salty treats are things like French fries, and sweet treats are things like ice cream... What is my opinion?... Got it! Sweet treats! But I can’t write that, I better use a sentence starter. (Model writing “In my opinion sweet treats are the best”). Now I need a reason... what can I say to help my audience know why I feel that way I know! I love ice cream because it makes me happy. (Model writing that in a sentence frame).</i> Then I will ask students where I should put my sentence so that I can remember to add it to my formal opinion writing later. Once students guide me to add my sentence to the graphic organizer, I will model how to do it.</p> <p>Once I have modeled adding my opinion and my reason to the graphic organizer, I will prompt students to identify the opinion (and point to it) and ask the student how they know it is my opinion. I will</p>	<p>Students will understand and recall the supporting academic language. They will apply this understanding to the opinion writing sequence as organized by the graphic.</p> <p>Students will connect their prior learning to identify the aspects and components of</p>

	<p>then repeat the process for the supporting reason. I will prompt students to turn and talk to discuss whether my reason is a complete sentence. Does it have a capital? Does it have punctuation? Does it have a subject? Does it have a predicate? How can I fix supporting reason to make it a complete sentence?</p>	<p>the graphic organizer. Students will also explain their reasoning.</p>
Collaborative Learning	<p>Before we practice writing our reasons, we are going to practice searching for reasons. I will explain the procedure to students and release them to sort, glue, and write sentences in pairs. <b>(Instructional Material 2.2)</b> The first student will read the sentence prompt and identify whether they think it is an opinion or a reason. The second student will either agree, disagree, or ask for further explanation. Once both students agree they will glue it under the correct category, and switch roles. The students will then switch roles and continue using the next sentence prompt.</p> <p>I will provide a modified response and interaction type for my struggling readers and my student on an IEP. Rather than completing a cut and sort these students will use their Chromebooks to complete the same activity. The online worksheet will read sentence prompts, and then allow students to drag and drop to categorize sentences. Students will be able to click on audio files to hear directions, academic language, and definitions of academic terms. Students will copy at least two sentences from the computer onto the large print graph paper. Again, my student with an IEP will be provided a checklist of directions to self-monitor his progress.</p>	<p>Students will listen and recall procedure steps. They will read, evaluate, and categorize opinion statements and reasons.</p>
Re-engagement	<p>After gaining the classes attention, I will re-engage them in the performance prompt. I will explain to students that since we have practiced identifying reasons, we are now ready to compose some. <i>Where do we get reasons from? From the story!</i> I will then model how I brainstorm a list of things I know about a topic. Then I will choose the fact I think is the most important. That is the reason I am going to write about. I will then remind students of available resources: <b>(Instructional Material 2.4)</b> <i>How can I use the sentence frame to help me? What can I do if I don't know how to spell something?</i></p>	<p>Students will connect the academic definition to the learning outcome. They will observe how their foundational knowledge impacts product output and prepare to demonstrate the procedure independently.</p>
Performance Prompt	<p>Prompt students to write everything they know about the story they chose as their favorite. What kind of story is it? Who are the characters? What is the setting? Is there a problem? What is the solution? Then choose the fact they think is most important. Prompt students to add this reason to their graphic</p>	<p>Students will use prior knowledge to describe characters, settings, and major events in a story to select a text-based</p>

	<p>organizer. When students have finished, they will put their graphic organizer into their writing folder and meet at the rug.</p> <p>During this performance prompt I will call a small group of high-achieving students for a differentiation opportunity. These student’s will be provided an alternative graphic organizer which guides their composition of opinion writing with more than one reason. I will deepen student learning by prompting them to choose related text-based reasons which support their opinion.</p>	<p>supporting reason. They will use their graphic organizer to organize this detail in the correct sequence.</p>
Closing	<p>I will prompt students to participate in our closing discussion in which we discuss: one thing they learned about opinion writing, one thing they still want to learn, how the graphic organizer has helped them to organize their writing, and how it will continue to help them. I will then administer the exit ticket – check the box with the reason <b>(Instructional Material 2.5)</b>.</p>	<p>Students will demonstrate their mastery of the academic language used in this lesson.</p>
Assessment	<p>Students will be formally evaluated using the statement of reason they add to the graphic organizer, reason sort, and their comments in the closing discussion. Students will be informally assessed during whole-group and paired discussions and using quick-check assessments (thumbs up/thumbs down). If either the formal or informal assessments indicate that students have not grasped the content necessary for the compositional element, or the opinion writing sequence, the lesson will need to be adapted. The graphic organizer is a progress monitoring assessment in addition to an essential literacy strategy. Only when the teacher feels confident about the student’s understanding of key elements and sequence should the class progress to the next phase of writing.</p>	
Adaptation	<p>There is one student in this class on an IEP, and two with identified literacy needs. To adapt this lesson for the students in need of learning supports I have included: strategic grouping, differentiated materials (digital reason sort and large graph paper), intervention strategies, modified instruction (assistive technology, repeated instruction, and additional teacher support) and visual aids. Additional supports, should they be needed, include breaking up student tasks so they are not all completed in one sitting. To adapt this lesson for English Language Learners, students I have visual audio aids, written and oral instructions, and strategic grouping. To adapt this lesson for high-achieving students I have provided differentiated materials (alternative graphic organizer) and enrichment activities.</p>	

Title	Lesson 3: Organize Opinion Writing – Example/Evidence
Standard(s)	<b>CCSS.ELA – Literacy.W.1.1</b> – Write informative/explanatory pieces, in which they introduce the topic or the name of the book they are writing about, state an opinion, <b>supply a reason for the opinion</b> , and provide some sense of closure.
Central Focus	<b>Students compose opinion writing with four key elements: opinion, reason, evidence (example), and a closing opinion.</b> This lesson ties to the

	central focus by prompting students to use the graphic organizer to guide their understanding of the formal opinion writing sequence. Students will also develop their understanding of the academic language related to the third step of the writing sequence, and demonstrate their ability to remember, understand, apply, evaluate and create this component of opinion writing.	
Academic Language	Opinion, Topic, Reasons, Supporting Reasons, Audience, Explain, Conjunctions	
Prior Knowledge	To succeed with this lesson students must already have basic compositional skills, recognize the elements of a complete sentence, be familiar with how to use a sentence frame and understand how to identify the key details from a text. This lesson builds upon student understanding of how and why to use a graphic organizer, the opinion writing sequence, and the definition, identification and creation of an opinion statement and supporting reason as developed in the previous lesson(s).	
Learning Target	<ul style="list-style-type: none"> <li>• Individually, students will compose a statement of reason using an identified sentence starter or stem with 100% accuracy.</li> <li>• In pairs, students will identify the second step of the opinion writing sequence with 100% accuracy.</li> <li>• Individually, students will identify and record the key details of one previously considered text with 95% accuracy.</li> </ul>	
Materials	<ul style="list-style-type: none"> <li>• OREO Anchor Chart (Instructional Material 1.2)</li> <li>• I Can/Learning Target Slideshow (Instructional Material 3.1)</li> <li>• Oversized OREO Visual Aid (Instructional Material 1.2 – Large Print)</li> <li>• Student Graphic Organizer (Instructional Material 1.5)</li> <li>• Teacher Graphic Organizer (Instructional Material 3.2)</li> <li>• Writers Checklist (OREO)/Clipboards (Instructional Material 3.3)</li> <li>• Document Projector</li> </ul>	
Anticipatory Set	I will engage students in this lesson by using an oversized OREO visual aid ( <b>Instructional Material 1.2</b> ). I will begin to build the OREO on the board, showing students the part of the cookie graphic representing the component we have mastered and engage them in discussion. <i>Do we know how to write an opinion statement? Think of an example of a sentence starter, or what we can say, to start an opinion statement.</i> I will then prompt students to turn and talk to discuss with their partner. Next, I will hold up visual that corresponds with the Reason. <i>Do we know how to write our reason? Where do reasons come from? Think of an example of a sentence starter, or what we can say, to start our reason sentence.</i> I will then prompt students to turn and talk to discuss with their partner. Next, I will prompt students to look at the graphic organizer to identify the next element of opinion writing we will be practicing.	Students will demonstrate their understanding of the purpose of the graphic organizer and the academic language which supports the formal opinion writing sequence.
Explicit Instruction	I will prompt students to read the learning target that supports the lesson ( <b>Instructional Material 3.1</b> ) and explain that today we are going to practice writing our statements of explanation and explicitly define the	Students will understand and recall the supporting academic language.

	<p>term. <i>An explanation statement is a sentence that gives your audience an example of why you feel that way. It is a fact that will help people understand my opinion</i> I will do a think-aloud to model how students will create a statement of explanation. <i>[First, I think about the question, what is better: What is the best part of school? Then I think about my opinion... hmm... I think its Daily 5! But I can't just write that, I better use a sentence starter. (Model writing "In my opinion Daily 5 is the best part of school"). Now I need a reason... what can I say to help my audience know why I feel that way I know! I love Daily 5 because we do fun activities. Great! Now that I have a reason, what is an example I can write so my audience can understand. Hmm... I know! For example, we use stamps at word work.]</i> I will then prompt the class to tell me where I should put my sentence so that I can remember to add it to my formal opinion writing later. Once students guide me to add my sentence to the graphic organizer <b>(Instructional Material 3.2)</b>, I will model how to do it.</p> <p>Once I have modeled adding my statement of explanation to the graphic organizer, I will prompt students to identify the opinion (and point to it) and ask the student how they know it is my opinion. I will then repeat the process for the supporting reason and statement of explanation.</p>	<p>They will apply this understanding to the opinion writing sequence as organized by the graphic, identify the aspects and components of the graphic organizer, and explain their reasoning.</p>
<p>Collaborative Learning</p>	<p>Before transitioning to the collaborative learning element in the lesson I will prompt students to brainstorm 1 thing they know about school and write or draw it. I will then direct students to think about why that fact is important to them. Students will give the thumbs up when they have it. I will prompt three students to share. Then I will transition students to an inside/outside circle to share their explanations.</p>	<p>Students will synthesize their knowledge by bridging their understanding of supporting reasoning to create high-level explanations.</p>
<p>Re-engagement</p>	<p>After gaining the classes attention, I will re-engage them in the performance prompt. I will explain to students that since we have practiced creating our explanations, we are now ready to compose them. I will prompt students to go to their desks and get out their graphic organizer. I will model how students will use sentence starters and conjunctions to write their explanations, and prompt students to begin.</p>	<p>Students will connect their understanding of the opinion writing sequence using the graphic organizer to create an explanation of their opinion using text-based reasoning.</p>
<p>Performance Prompt</p>	<p>While students are adding their explanation to their graphic organizer, I will walk around the room to ensure they have a completed the organizer to the appropriate compositional task. I will also use this opportunity to assess which students need additional support and call a small-group, or individual students, for writing conferences as necessary.</p>	<p>Students will demonstrate their understanding of the proper use of the graphic organizer as an essential composition strategy.</p>

Closing	To close this lesson, students will meet with their writing partners to share their opinion pieces. Student partners will use a writer's checklist ( <b>Instructional Material 3.3</b> ) to make sure the elements of the piece are there. I will prompt students to participate in our closing discussion in which we discuss: one thing they learned about opinion writing, one thing they still want to learn, how the graphic organizer has helped them to organize their writing, and how it will continue to help them.	Students will evaluate the formal opinion writing process, demonstrate their understanding of its sequence, and components by analyzing developing opinion pieces and identifying the pertinent elements using appropriate academic language.
Assessment	Students will be formally evaluated using the example sentence they add to the graphic organizer, and their comments in the closing discussion. Students will be informally assessed during whole-group and paired discussions and using quick-check assessments (thumbs up/thumbs down). If either the formal or informal assessments indicate that students have not grasped the content necessary for the compositional element, or the opinion writing sequence, the lesson will need to be adapted. The graphic organizer is a progress monitoring assessment in addition to an essential literacy strategy. Only when the teacher feels confident about the student's understanding of key elements and sequence should the class progress to the next phase of writing.	
Adaptation	There is one student in this class on an IEP, and two with identified literacy needs. To adapt this lesson for the students in need of learning supports I have included: strategic grouping, differentiated materials (large graph paper and modified graphic organizer), intervention strategies, modified instruction (repeated instruction and additional teacher support) and visual aids. Additional supports, should they be needed, include breaking up student tasks so they are not all completed in one sitting. To adapt this lesson for English Language Learners, students I have visual audio aids, written and oral instructions, and strategic grouping.	

Title	Lesson 4: Organize Opinion Writing – Closure
Standard(s)	<b>CCSS.ELA – Literacy.W.1.1</b> – Write informative/explanatory pieces, in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and <b>provide some sense of closure.</b>
Central Focus	<b>Students compose opinion writing with four key elements: opinion, reason, evidence (example), and a closing opinion.</b> This lesson ties to the central focus by prompting students to use the graphic organizer to guide their understanding of the formal opinion writing sequence. Students will also develop their understanding of the academic language related to the second step of the writing sequence, and demonstrate their ability to remember, understand, apply, evaluate and create this component of opinion writing.
Academic Language	Opinion, Topic, Reasons, Supporting Reasons, Audience, Explain
Prior Knowledge	To succeed with this lesson students must already have basic compositional skills, recognize the elements of a complete sentence, be familiar with how to use a sentence frame and understand how to identify the key details from a

	text. This lesson builds upon student understanding of how and why to use a graphic organizer, the opinion writing sequence, and the definition, identification and creation of an opinion statement, supporting reason, and example as developed in the previous lesson(s).	
Learning Target	<ul style="list-style-type: none"> <li>• Individually, students will compose opinion writing with an opinion statement, reason, evidence (example), and a closing statement with 90% accuracy.</li> <li>• Individually, student’s writing will reflect appropriate use of writing conventions including capitalization and punctuation with 90% accuracy.</li> <li>• Individually, students will identify the sequence of opinion writing with 100% accuracy.</li> </ul>	
Materials	<ul style="list-style-type: none"> <li>• OREO Anchor Chart (Instructional Material 1.2)</li> <li>• OREO Visual Aid</li> <li>• OREO Music Video</li> <li>• I Can/Learning target Slideshow (Instructional Material 4.1)</li> <li>• Sentence Starters Anchor Chart (Instructional Material 4.2)</li> <li>• Sentence Frames (Instructional Material 4.3)</li> <li>• Formal Writing Paper</li> <li>• Writers Checklist (Writing Conventions)/Clipboard (Instructional Material 4.5)</li> <li>• Student Graphic Organizer</li> <li>• Teacher Graphic Organizer</li> <li>• Teacher Paragraph Example (Instructional Material 4.4)</li> <li>• OREO Assessment</li> <li>• Document Projector</li> </ul>	
Anticipatory Set	I will engage students in this lesson by connecting the day’s learning target to prior learning. I will begin by playing students the OREO music video. After the video, I will guide transition students into the lesson using discussion and the large OREO visual aid: <i>Today is the big day! We are going to finish our OREO! Who can tell me what the final piece of our cookie we need to add?</i> I will then prompt students to whisper their prediction in their neighbor’s ear, and then countdown for them to share as a class.	Students will demonstrate their understanding of the purpose of the graphic organizer and the academic language which supports the formal opinion writing sequence.
Explicit Instruction	I will then introduce the learning target that supports the lesson ( <b>Instructional Material 4.1</b> ) and explain that today we are going to practice writing our closing statements. I will explicitly define conclusion saying <i>The conclusion is the sentence where you tell your audience one more time about your opinion and your feeling. Sometimes we use this sentence to suggest what we think the audience should do now that they know our opinion.</i> I will then prompt students to turn and talk to discuss how they know telling our opinion one more time is the last step of the writing process. Once students identify using the graphic organizer as a sequencing strategy, I will commend their mastery, and transition to guided instruction.	Students will understand and recall the supporting academic language. They will apply this understanding to the opinion writing sequence as organized by the graphic, identify the aspects and components of the graphic organizer,

		and explain their reasoning.
Guided Instruction	<p>Next, I will display the teacher graphic organizer that corresponds with the formal writing prompt. I will explain <i>Now class, while you have been working on the graphic organizer to go with our story prompt, I have been working on one too. I'm going to show it to you now so that we can practice adding our conclusions.</i> Once I've displayed the teacher graphic organizer (<b>Instructional Material 3.2</b>), I will prompt the class to give me a thumbs up if they see an opinion statement. I will repeat this process for reason, and example. Then I will prompt the class to identify another writing tool I can use if I can't quite think of the words to start my conclusion sentence. Once the students guide me to use a sentence starter, I will display the option sheet (<b>Instructional Material 4.3</b>). Next I will choose my sentence starter, and model how I will complete it. <i>Class, I really like the sentence starter "Everyone should". For my conclusion I am going to write "Everyone should read Gus Takes the Train!"</i>. Then, I will prompt students to guide me to add the conclusion to my graphic organizer. <i>Now that I have a conclusion sentence written on this little scrap of paper, am I done? (yes/no) What should I do next? Why is it important to use the graphic organizer to plan our writing?</i></p> <p>Once I have modeled adding my statement of explanation to the graphic organizer, I will prompt students to identify the opinion (and point to it) and ask the student how they know it is my opinion. I will then repeat the process for the supporting reason and statement of explanation. Next, I will prompt students to choose a resource, write their own closing statements (<b>Instructional Material 4.3</b>), and add them to the graphic organizer.</p>	Students will observe the activity and connect the learning goal to the activity, and evaluate their own concluding statement, as well as their partners, to identify the elements of an effective opinion statement.
Re-engagement	After gaining the classes attention, I will re-engage them in the performance prompt. I will commend students on finishing their OREO and prompt them to think about what we should do now that our opinion statement writing is organized on the chart. Once students identify the need to write a formal paragraph, I will display the teacher example of an opinion paragraph ( <b>Instructional Material 4.4</b> ). I will then model performing a writer's check up to make sure I used my best writing. I will demonstrate how I will use the checklist ( <b>Instructional Material 4.5</b> ) to make sure my opinion statement is ready for an audience.	Students will evaluate the purpose, and impact of the graphic organizer on writing composition. They will use this knowledge to identify the next step in the opinion writing sequence and understand it's impact on the overall learning target.
Performance Prompt	Next, I will prompt students to write their formal opinion statements using the graphic organizer as	Students will demonstrate their

	<p>their writing guide. Students will then meet with their writing partners to complete a writing check-up using the writer's checklist. I will ask students to explain the graphic organizer and evaluate its effectiveness in organizing their writing. Students will participate in this discussion using dialogue frames to guide their use of the language function. I will display on the board the phrases "I will explain what a graphic organizer is by..." "Could you expand your explanation by telling me..." "I heard you explain that... but I'm still confused about..." Students will take turns explaining and listening to explanations.</p>	<p>understanding of the connection between the graphic organizer and formal writing by using it to guide their production of a formal writing sample. They will discuss it's usefulness as a writing tool, and evaluate it's value as an essential composition strategy.</p>
Closing	<p>Students will share their opinion paragraphs with the class using the document projector. I will prompt the students to turn and talk discuss how they know they are reading or listening to an opinion. I will also ask them to turn and talk to discuss how knowing they are reading or hearing an opinion helps them understand the purpose of the author's writing? How does that effect our planning as authors? While they read their paragraph aloud the audience will identify the four main components of opinion writing. Students will then complete a formal assessment in which they identify the correct sequence of opinion writing, define key terms, and assess their own understanding.</p>	<p>Students will present their formal opinion writing to the class. Students will identify the key elements of each piece using an informal assessment strategy. Students will then demonstrate their understanding of the writing sequence and supporting academic language by completing a formal content and self-evaluation assessment.</p>
Assessment	<p>Students will be formally evaluated using the formal writing sample they compose, and the formal assessment in which they identify sequence, definition and self-assess. Students will be informally assessed during whole-group and paired discussions and using quick-check assessments (thumbs up/thumbs down). I will use a rubric to determine student mastery while evaluating these assessments.</p>	
Adaptation	<p>There is one student in this class on an IEP, and two with identified literacy needs. To adapt this lesson for the students in need of learning supports I have included: strategic grouping, differentiated materials (large graph paper and modified graphic organizer), intervention strategies, modified instruction (assistive technology, repeated instruction, and additional teacher support) and visual aids. Additional supports, should they be needed, include breaking up student tasks so they are not all completed in one sitting. Students who have not completed their formal writing in time to share with the class may record their reading on Flipgrid after this lesson. To adapt this lesson for English Language Learners, students I have visual audio aids, written and oral instructions, and strategic grouping.</p>	