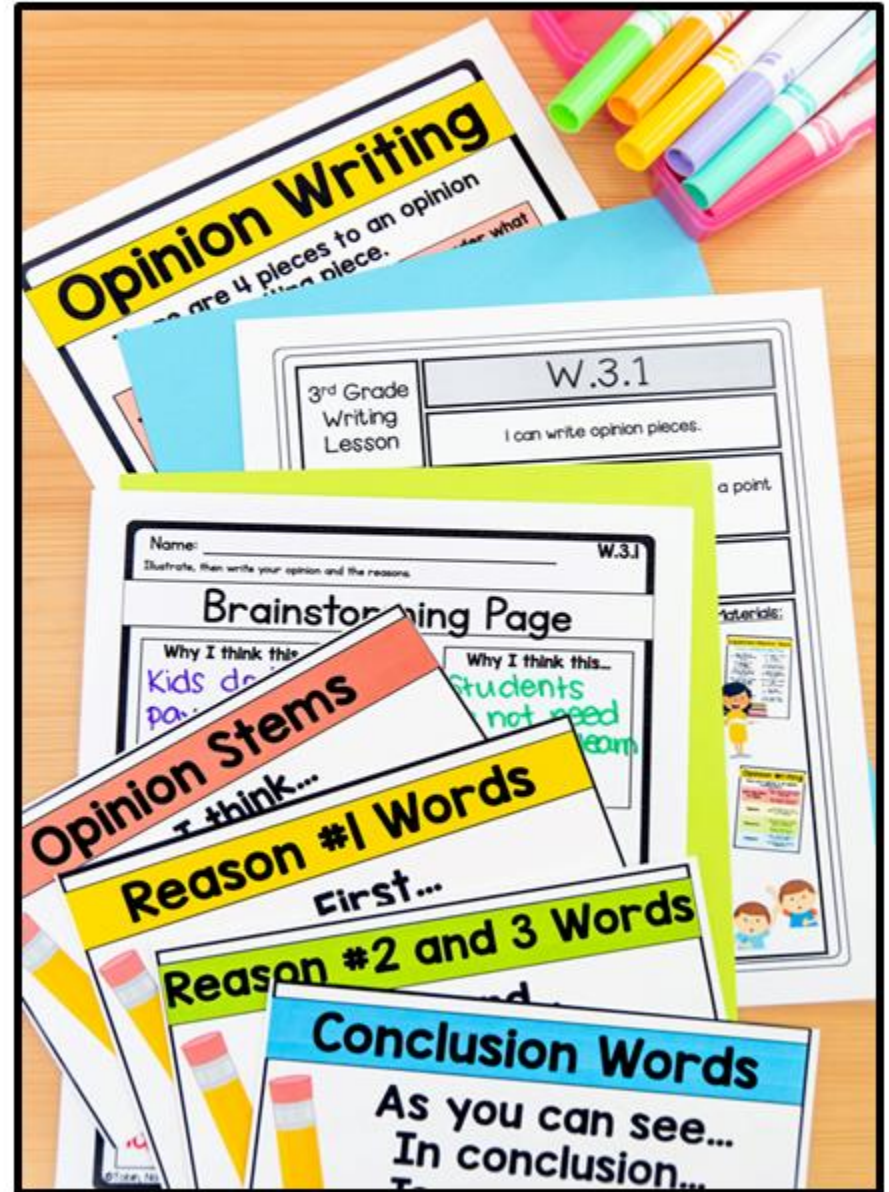
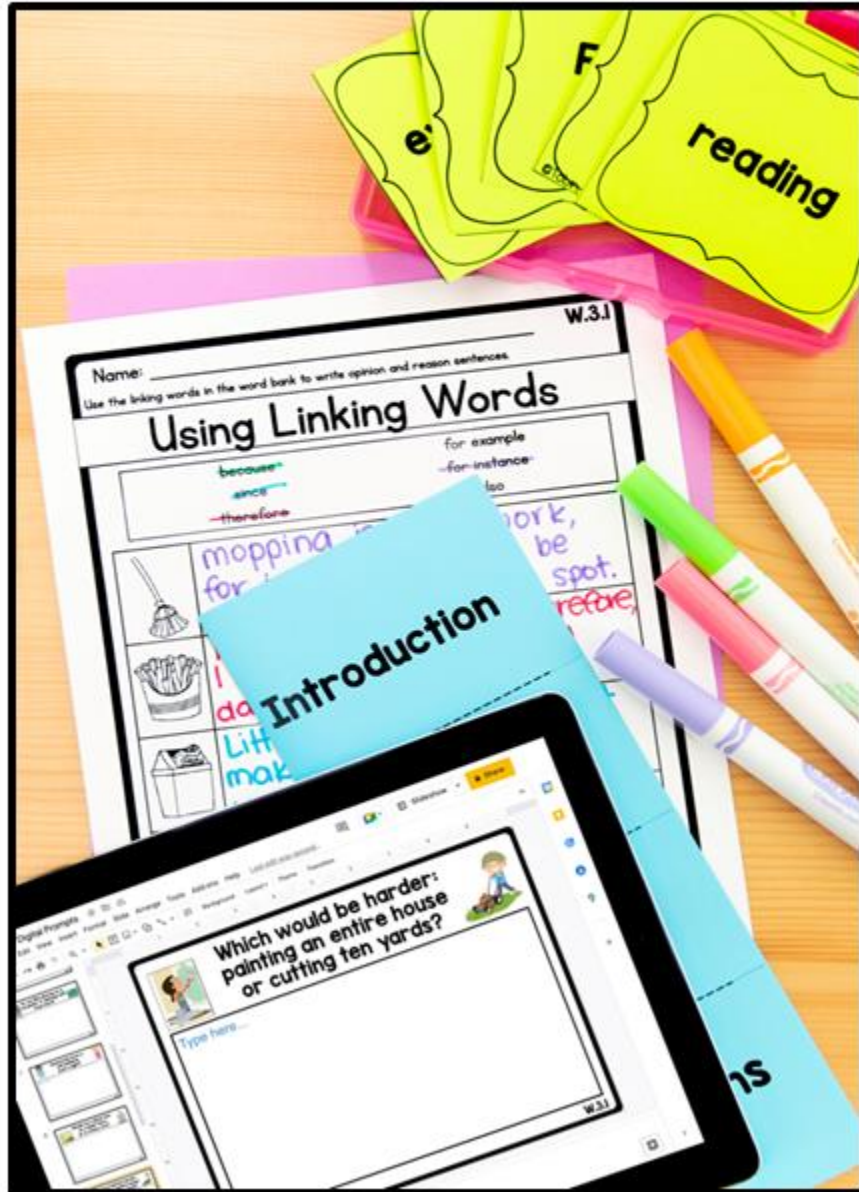


3rd Grade Opinion Writing



Common Core Aligned

W.3.I: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Opinion Writing Pieces

Introduction to Topic
Opinion
Reasons
Closure

Using Linking Words

Name: _____ W.3.I

Use the linking words in the word bank to write opinion and reason sentences.

Word Bank: because, since, therefore

Example: mopping is for instance hard to do. I love fresh floors. I should mop every day!

Example: Littering makes our school look bad. I get judged by the teachers. Drag out the trash can every day!

Planting New Trees
By Jayla Miller

It is important to plant new trees because they help clean the air and provide shade. We need to take care of our planet for future generations. We should try to plant more trees in our schoolyard and parks.

Which would be harder: cleaning the entire house or cleaning the car?

Do you like learning?

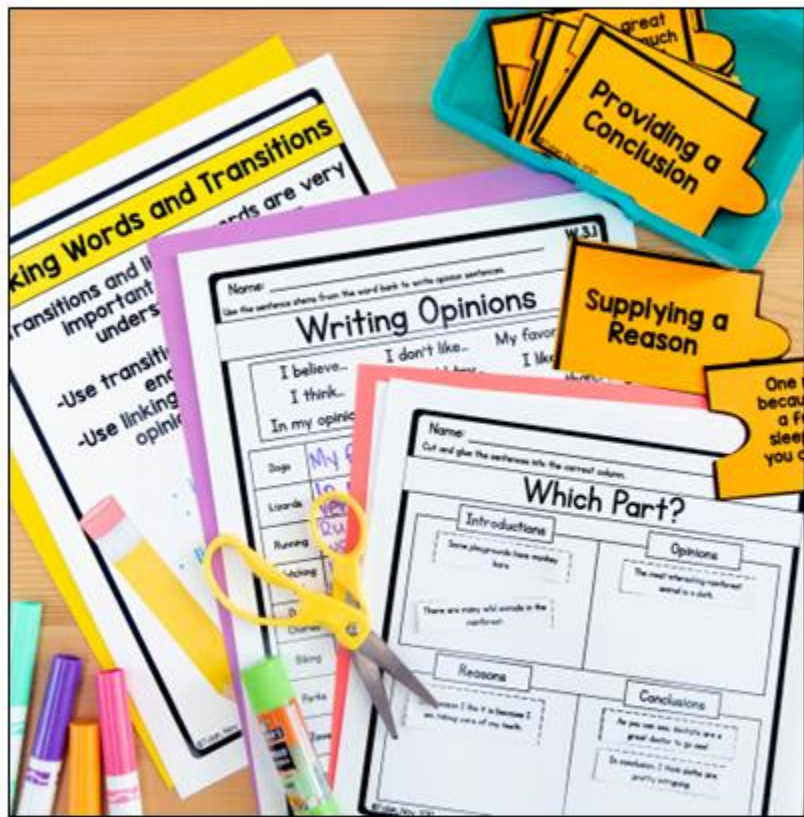
Why is it important to plant new flowers and trees?

extended recess

How It's Structured

Lessons	<p>There are 10 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing.</p> <p>I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.</p>
Writing Prompts	<p>These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.</p>
Graphic Organizers	<p>These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.</p>
Writing Papers	<p>There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.</p>
Assessments	<p>There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.</p>

What Teachers Say...



"This resource really got my kids engaged in opinion writing. It gives a clear step by step way to get students to write and opinion piece. Thank you!"

"LOVED IT! It was easy to use and follow. Great product and my students were engaged. Thank you for this awesome resource."

"This is a fantastic resource. It helped plan my mini lessons for the entire opinion writing unit!"

"Wonderful resource that my students enjoyed and I have used over and over. I love the quality of Jessica's work and buy/use so many of her resources!"

Lesson #1: Structure

3rd Grade Writing Lesson
W.3.1
 I can write opinion pieces.

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

Focus: Structure of an Opinion

LESSON!

Step 1: Teacher will read aloud a strong mentor text about an opinion throughout. (Suggestions: I'd Rather Be a Frog, Don't Let Pigeon Drive the Bus, The Perfect Pet, I Wanna New Room, The True Story of the Three Little Pigs, Red is Best, Don't Let Pigeon Drive the Bus!)

Step 2: Create an anchor chart with the structure of an opinion writing and discuss opinion writing and W.3.1.

Step 3: Students will stand up for a cooperative activity called Stand Up-Hand Up-Partner Up. Students will stand up and put their hands in their air. They will circle around the room with their hands in the air. "Partner Up", students will high-five a partner.

Stand Up- Hand Up- Partner Up Question:
Why are introductions important in an opinion writing piece?

Suggested Mentor Texts
FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

Opinion Writing
 There are 4 pieces to an opinion writing piece.

Introduction to Topic	Author tells the reader what topic or book they will be discussing. Introduction should catch the reader's attention.
Opinion	Author gives his or her opinion on the topic that was just introduced.
Reasons	Author gives two or more reasons to support the opinion just stated. Reasons should try to convince the reader.

Opinion Writing Structure

Introduction	Reason
Opinion	Conclusion
Which part of the opinion piece is this?	Explain why.

Opinion Writing Piece
 Throughout the year, there are four different pieces to an opinion writing piece.

Video games are electronic games that kids can play.

Some sit and work in an office, while others work outside doing hard labor.

There are plenty of ways that you can stay healthy.

Our teacher read Charlotte's Web by E.B. White to the class.

I would rather eat chicken nuggets than fish sticks.
 This is because I can run the entire time I play soccer, which I'm great at.
 Some people have snacks as soon as they get home from school.
 Young children can play in many sports leagues and teams.
 I prefer to play soccer over any other sport.
 One reason is because peanut butter is delicious and apples are healthy!

Finally, you now know the reasons that I prefer nugget fish sticks.
 My favorite snack is peanut butter and apples.
 Chicken nuggets and fish sticks are two popular dinner foods.
 One reason is because nuggets taste great with honey mustard which is my favorite condiment.
 In conclusion, you should

Lesson #2: Stating Opinions

3rd Grade Writing Lesson
W.3.1.a
 I can write opinion pieces.

—write opinion pieces on topics or texts, supporting a point of view with reasons.
 —introduce the topic or text, they are writing about, state an opinion, and create an organizational structure that lists reasons.

Focus:
 Stating an Opinion

LESSON 2

Activities to Teach

Step 1: Teacher will introduce opinion writing stems. These can be made with a class-made anchor chart on butcher or anchor chart paper. Or you can display the net poster given below with sample sentence stems.

Step 2: Students will stand up around the room and focus on the teacher. Teacher will show one topic card at a time on the board or under the document camera. They will then share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.

Step 3: Teacher will read about a mentor text from the list given in Lesson 2. During this read aloud, she will stop and ask students to discuss the narrator's opinion throughout. Discuss in the end how some opinions are stated at the beginning of a longer text, while others are hinted at.

W.3.1 Lesson 2 Continued

throughout the text, whichever text the teacher chooses, the students must be able to discuss with a partner how the character feels and what their opinion is.

Step 4: Students will work with partners to match the topic cards to the possible opinion sentences. They will use their comprehension skills to match what the opinion sentence is about to the topic. They will then discuss if they agree or disagree with why.

Step 5: Students will independently complete a flip book. They will simply fold the flip book out along the dotted lines. Then, they will draw one at a time to write their opinion about each understand. Students will need to use conversation stems to write their personal opinions.

Step 6: Students will work independently to complete a printable about stating opinions. They will use stems given in the word bank to write an opinion they feel about each topic shown. Then, they will partner and compare opinions and sentence stems.

Mentor Texts:

Suggested Mentor Texts
FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to be a Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywal
Red is Best By: Kathy Stinson	Earrings By: Judith Viors
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cro

Opinion Stems
 Ways to start an opinion statement.

- I think...
- I feel that...
- I believe...
- In my opinion, ...
- I don't like...
- You should read...
- My favorite...
- I prefer...
- You should try...
- The best thing about...
- ... is better than...
- The best part...

Writing Opinions

Name: _____

Use the sentence stems from the word bank to write opinion sentences.

I believe... I don't like... My favorite...
 I think... You should try... I like...
 In my opinion... I prefer... ...is better than...

Stakes
 Races
 Playing Piano
 Skate
 Brownies
 Definition
 Vegetables
 Video Games
 Shopping

Topic Cards: spiders, homework, busy stores, chewy candy, pet adoption

Opinion Example: I think you should always get your cats and dogs from a shelter.

Lesson #3: Supplying Reasons

Supplying Reasons

Always support your opinion with at least two reasons. Think of the word 'WHY' when trying to support your opinion.

Why?

The reasons part of your writing where you try to convince your reader.

Fall is the best season out of all four because you can go apple picking and pumpkin picking during the fall harvest.

The beach is a great place to go on vacation. One reason is because you get to swim in the ocean, which you can't do at home!

First, cookies are easy to make on a rainy day because they don't require many ingredients.

Opinion:
Cookies are the best sweet treat.

One reason is because I like it.
Is this strong or weak?

One reason I think this is because the little boy worked hard throughout the book.
Is this strong or weak?

Opinion:
My favorite type of weather is snow.

Limiting Kids Screen Time:

Writing Reasons

In my opinion, summer should last longer.

Supplying Reasons

Chores at Home:

Supplying Reasons

Technology in Schools:

Grade
Writing
Lesson

W.3.1.b

I can write opinion pieces.

Write opinion pieces on topics or texts, supporting a point of view with reasons.
--Provide reasons that support the

Focus:
Supplying Reasons

LESSON 3

Objectives to Teach:

Step 1- Introduce reasons to students. Remind them of the reasons they just learned about and ask them how they can convince someone of these opinions. Create an anchor chart with your class about supplying reasons. Color and display the anchor chart.

Step 2- Teacher will read about a strong mentor text. Then, during the story, students will identify the character's opinion at different points. Then, throughout the story, ask them to write in a partner any reasons they can find that support the opinion.

Step 3- Students will stand up throughout the story and be ready for Me-For-Share. The teacher will read the story and display a reason sentence on the board. Students will rise up about

W.3.1
Lesson

Pair up with partner, then share if you have a strong or a weak reason. They must explain why the reason is strong or weak.

Step 4- Students will work with partners to write reasons and opinions. They will draw a circle around the reasons given. They will use compass to match the three reasons to the one given.

Step 5- Students will independently create a reason map on a given topic. They will write their opinion in the middle of the piece of paper. Then write as many reasons that they can surrounding the middle circle. They will repeat this with three different sheets.

Lesson #4: Linking Words

3rd Grade Writing Lesson
W.3.1.c
 I can write opinion pieces.

Write opinion pieces on topics or texts, supporting a point of view with reasons.
 Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Focus: Linking Words

LESSON 4

Activities to Teach

Step 1: Create a class anchor chart to introduce transition words and linking words. Transition words help open up sentences and help their organization flow, whereas linking words help to connect, specifically, reasons and opinions. If you do not create an anchor chart, then simply display the mini posters and discuss transition words and linking words with the class.

Step 2: Students will have a book hunt with a small group of students. First, each group will get about five strong mentor texts for writing opinion pieces. As they search through each of their books, they will look for the key linking and transition words that the author uses. They will write all of the words they can find on a piece of construction paper, then compare.

Step 3: Students will work with partners to draw sentence strips out of a pile. They will read the sentence strips aloud, then try to find the transition and linking words. They will circle the transition and linking words they can find, then compare their answers with a nearby group.

Step 4: Teachers will show a picture card under the document camera one at a time. For each picture, students will file-flop-share around the room. They will supply an opinion on the picture card, plus give a reason for the opinion. However, students must make sure to practice their linking words between opinion and reason. It may be a good idea for teachers to leave a list of linking words on the board or put out their anchor chart, so that students can reference it as needed.

Step 5: Students will work with a partner to each complete a fast and snap flip book. The fast and snap flip book is a simple hot dog folded book with one end out down the middle so partners will write an opinion on one side and a reason on the other side.

Step 6: Students will make writing sheets. Students will write one or two opinion cards. They must write an opinion picture topic, using the anchor chart.

Linking Words and Transitions
 Transitions and linking words are very important to help a reader understand your text.

- Use transitions at the beginning and end of sentences.
- Use linking words to connect your opinion to your reasons.

Use them to:
 - Introduce your topic
 - Introduce your text
 - State your opinion

Opinion Stems
 I think...
 I prefer...
 In my opinion...
 I believe...
 You see...

Reason #1 Words
 First...
 To begin...
 To start...
 One reason...

Reason #2 and 3 Words
 Second...
 Next...
 Another reason...
 Also...
 To addition...

Conclusion Words
 As you can see...
 In conclusion...
 To wrap it up...
 All in all...
 I hope you...

Other Linking Words
 because
 and
 for example
 for instance
 in addition
 specifically
 since
 therefore
 most important

Suggested Mentor Texts
FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoese	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

because

Using Linking Words

In my opinion, I think kids should be able to stay up until midnight because they can have more time for reading and video games.

Using Linking Words
 Write in the word bank to write opinion and reason sentences.
 because since therefore
 for example for instance also

Lesson #5: Introductions

3rd Grade Writing Lesson

W.3.1.d
I can write opinion pieces.

—Write opinion pieces on topics or texts, supporting a point of view with reasons.
—Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Focus:
Strong Introductions

LESSON 5

Activities to Teach

Step 1: Now that students have worked on stating opinions and making sure that they can give a reason to support their opinion, we will work backwards and work on introductions. First, you will create an anchor chart with your students about strong introductions, or display the one poster given and discuss.

Step 2: Gather a collection of opinion mentor texts from the local library or your classroom library. Teacher reads the first three pages from each of the stories aloud to the class. Students will turn and talk to the partner's nearest. Students will turn and talk to the partner's nearest to share about how the author or narrator introduces the topic that they're going to talk about. Teacher will facilitate the discussion about how the topic is introduced to the reader.

—Students will work in groups of 3 to play a sorting game with their opinion categories on their

W.3.1 **Lesson 5 Core**

table or in a pocket chart. Then, they will draw one sentence strip at a time and read it aloud to their group. They must decide what type of introduction is being used by the author and explain to their partners why they made that decision. Repeat for rest of introduction sentences.

Step 4: Start by modeling topic introduction sentences. Students will stand up and spread around the room to start a game of Hot-Pot-Share. The teacher will give one topic at a time by showing a picture card on the board under a document camera. After the topic is given, the students will mix up around the room, pair up with a partner, and share their opinions. They must create an introduction sentence and share with their partner. For example, the first could be "Many families have pet dogs in their houses". Don't forget to model and show the students how to simply introduce their topic.

Step 5: Students will work with a partner to each complete a fold and snip flip book. This fold and snip flip book is a simple hot-dog-shaped book with one cut down the middle on the dotted line. Under each flap of the flip book, the partners will come up with a strong introduction sentence(s) for each topic given. They will refer to their anchor charts when looking for a type of introduction to use.

Step 6: Students will work independently on a printable writing sheet. They will practice writing introduction sentences with an opinion sentence about given topics when they have completed writing their topic introduction sentences. They will pair up with a partner and share their sentences to compare.

Introducing Topics

In opinion writing, introductions are very important.

They can:

- introduce reader to topic
- introduce reader to text
- state the topic you're about to share an opinion on

There are many ways to introduce your topic:

- ask a question
- facts
- personal experience
- suggestion
- dialogue

Suggested Mentor Texts

FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I
My Teacher For President By: Kay Winters	By:
I Wanna New Room By: Karen Kaufman Orloff	I W By: Ka
The True Story of the Three Little Pigs By: Jon Scieszka	The D By: Dre
Red is Best By: Kathy Stinson	Ear By: Jud
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, C By: Dore

There are hundreds of different types of dessert options baked all around the world.

Did you know some schools have a one-to-one technology ratio for kids?

Writing Introductions

Name: _____

Write a topic introduction and opinion for each picture shown.

Tells a Personal Experience

Asks a Question

Gives a Fact

Technology

Writing Introductions

Lesson #6: Conclusions

3rd Grade Writing Lesson
W.3.1e
I can write opinion pieces.
Write opinion pieces on topics or texts, supporting a point of view with reasons.
...Provide a concluding statement or section.
Focus: Strong Conclusions

W.3.1 lesson 6
Table or in a pocket chart. Then they will draw one sentence strip at a time and read it aloud to their group. They must decide what type of conclusion is being used by the author and explain to their partners why they made that decision. Repeat for next of conclusion sentences.

LESSON 6
Activities to Teach
Step 1: Students have worked on stating opinions, making sure they can give a reason to support their opinion, and worked on introductions. Now it's time to work on conclusions. First, you will create an anchor chart with your students about strong conclusions or display the ones you've created.
Step 2: Gather a collection of Opinion mentor texts from the local library or your classroom library. Teacher reads the first three pages from each of the stories about to the class. Students will turn and talk to the partners to hear what they think about how the author or narrator concludes the story that they've talked about (needs to be a book they've read before). Teacher will facilitate the discussion about how the topic is concluded to the reader.
...students will work in groups of 3 to play a writing game on their...

Strong Conclusions
In opinion writing, conclusions are also very important.
They can:
-give a sense of closure
-wrap up your piece

To wrap it all up...	Now you know why
This is why...	I hope you'll agree with me...
As you can see...	That's why...

There are many ways to conclude your topic:
-remind readers
-give suggestions
-give facts
-personal experience

Asks a Question
As I said above, I do not feel that students should receive more than twenty minutes of homework a night.

Gives a Suggestion

Reminds Reader of Opinion

Writing Conclusions

Suggested Mentor Text
FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

Writing Conclusions
Name: _____
Write a brief conclusion for each picture shown.

Aquariums

Writing Conclusions

Practice Writing Lessons

After the scaffolded lesson plans, there are extra lessons that gives students a guided practice through their writing. The teacher will guide them through a prewrite and drafting.

This panel shows writing materials for the prompt "How would you feel about wearing school uniforms?". It includes a "3rd Grade Writing Lesson" card with "W.3.1" and "I can write opinion pieces" listed. The "Opinion Writing" card states "There are 4 pieces to an opinion writing piece." and lists "Introduction to Topic" and "Author tells the reader what topic or issue they will be discussing." The "Brainstorming Page" has a title and a "Why I love this..." section. The "School Uniforms" card has a title, a "Brainstorm" section, and a "Drafting" section. The "Prompt #1" card features a cartoon girl and the text: "How would you feel about wearing school uniforms?".

This panel shows writing materials for the prompt "Should technology time in schools be limited or unlimited?". It includes a "3rd Grade Writing Lesson" card with "W.3.1" and "I can write opinion pieces" listed. The "Opinion Writing" card states "There are 4 pieces to an opinion writing piece." and lists "Introduction to Topic" and "Author tells the reader what topic or issue they will be discussing." The "Brainstorming Page" has a title and a "Why I love this..." section. The "Technology Time" card has a title, a "Brainstorm" section, and a "Drafting" section. The "Prompt #2" card features a laptop and tablet icon and the text: "Should technology time in schools be limited or unlimited?".

This panel shows writing materials for the prompt "Would you rather visit the mountains or rainforest?". It includes a "3rd Grade Writing Lesson" card with "W.3.1" and "I can write opinion pieces" listed. The "Opinion Writing" card states "There are 4 pieces to an opinion writing piece." and lists "Introduction to Topic" and "Author tells the reader what topic or issue they will be discussing." The "Brainstorming Page" has a title and a "Why I love this..." section. The "Mountains or Rainforest?" card has a title, a "Brainstorm" section, and a "Drafting" section. The "Prompt #3" card features a landscape illustration and the text: "Would you rather visit the mountains or rainforest?".

This panel shows writing materials for the prompt "What was the most interesting part of the story?". It includes a "3rd Grade Writing Lesson" card with "W.3.1" and "I can write opinion pieces" listed. The "Opinion Writing" card states "There are 4 pieces to an opinion writing piece." and lists "Introduction to Topic" and "Author tells the reader what topic or issue they will be discussing." The "Brainstorming Page" has a title and a "Why I love this..." section. The "Most Interesting Part" card has a title, a "Brainstorm" section, and a "Drafting" section. The "Prompt #4" card features an open book icon with question marks and the text: "What was the most interesting part of the story?".

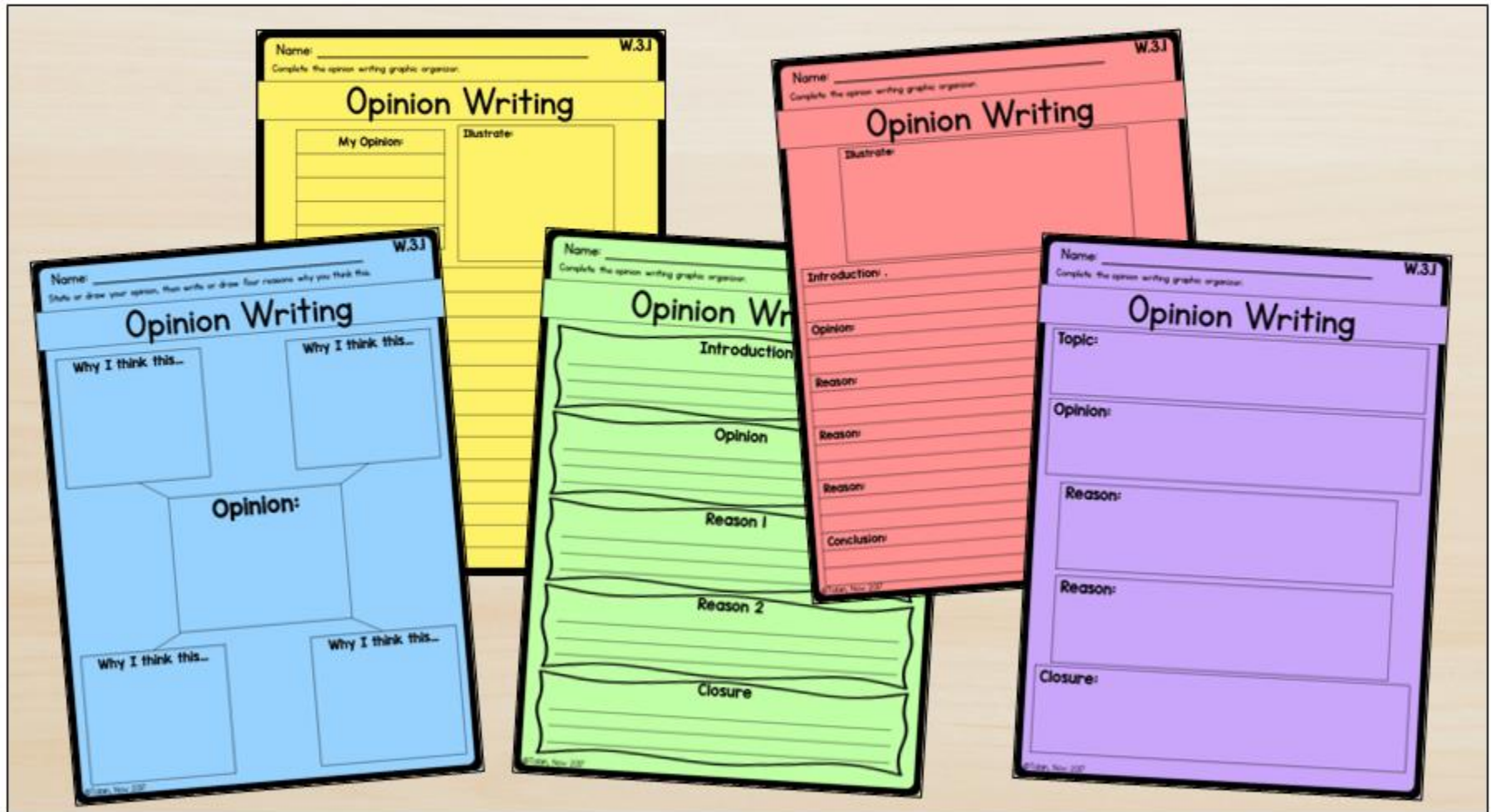
Writing Prompts

You're also provided with **prompts** that will help give students practice.



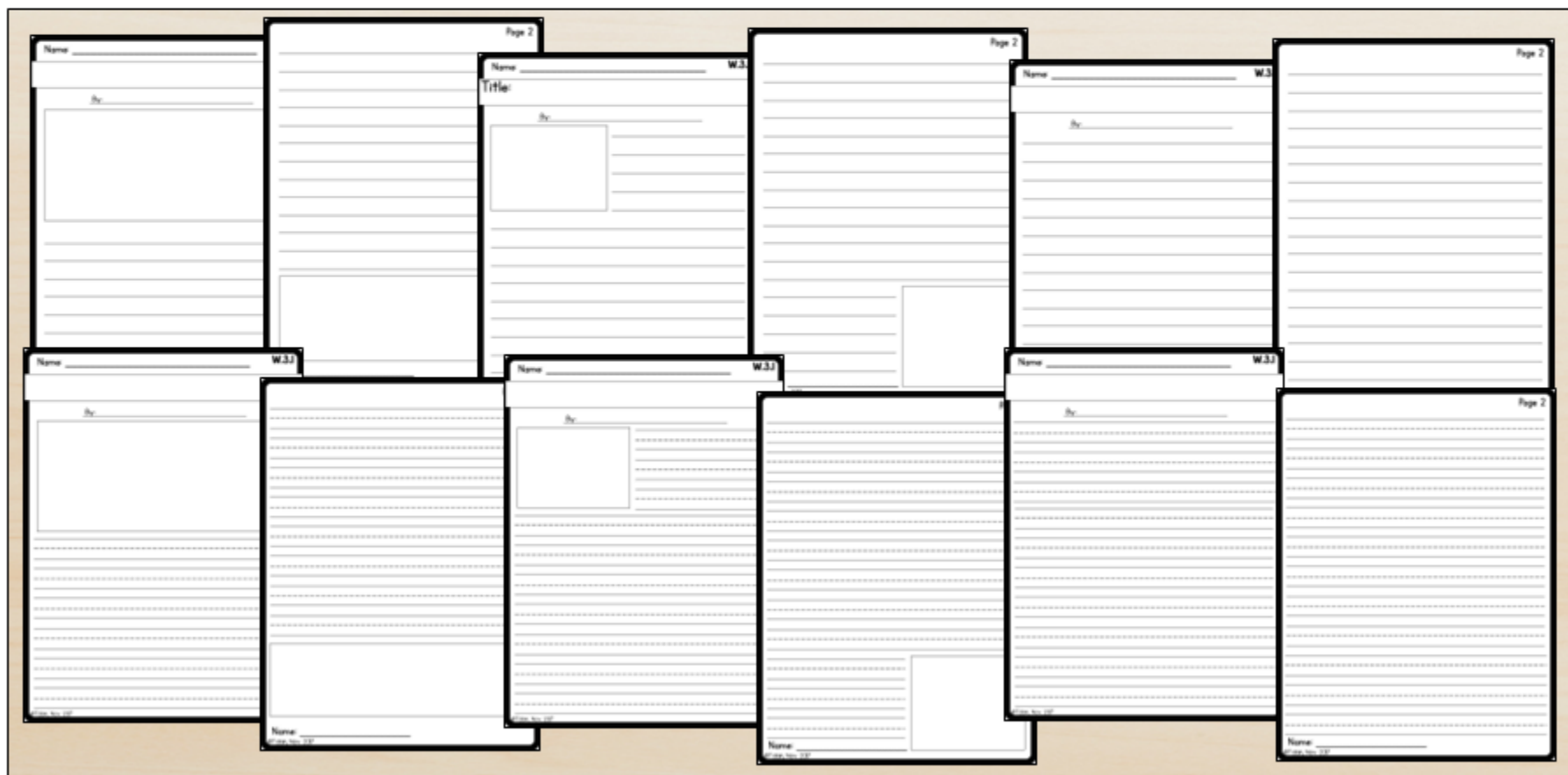
Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.



Digital Conversions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



Save Money with Bundles

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~~\$48.50~~ **\$42!**

Get **all 49 ELA standards** for
~~\$294~~ **\$185!**

3RD GRADE
Common Core Writing

OPINION Writing Unit
W.3.1
Created by Jessica Tobin

INFORMATIVE Writing Unit
W.3.2
Created by Jessica Tobin

NARRATIVE Writing Unit
W.3.3
Created by Jessica Tobin

EDITING & REVISING Writing Unit
W.3.4, 5, & 6
Created by Jessica Tobin

RESEARCH Writing Unit
W.3.7 & 8
Created by Jessica Tobin

Created by Jessica Tobin

THIRD GRADE
All Year ELA Bundle

By: Jessica Tobin

Nonfiction

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Language

Foundations

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