

**Assignment 2: Development of a Teaching Unit Focused on the Writing Strand**

Chloe Schmidt

Faculty of Education, University of Victoria

EDCI 302: Literacy and Language in the Elementary or Middle School

Dr. Robin Wilmot

March 19<sup>th</sup>, 2021

## Table of Contents

**Introduction...3**

**Lesson Plan 1...4**

**Lesson Plan 2...13**

**Lesson Plan 3...20**

**Terms...27**

**Appendix...28**

- ***Simon Says Fact or Opinion Phrase Cards...29***

- ***The Best is... Worksheet...30***

- ***Opinion Writing Lesson #1 Exit Ticket Worksheet...32***

- ***Opinion Writing Lesson #2 Reflection Worksheet...33***

- ***Opinion Writing Lesson #3 Partner Reflection Worksheet...34***

**References...35**

## Introduction

The following unit plan includes three out of four opinion (persuasive) writing lesson plans designed for a Grade 3 English Language Arts classroom. It should be taught towards the middle or end of a school year, once students have been familiarized with the practices of respect (such as active listening) needed for creating an inclusive learning environment. In addition, prior knowledge regarding the basic story/paragraph structure (beginning, middle, end), reading and writing skills at grade level, and experience using both exploratory and presentational talk (see **Terms**) are recommended (Barnes, 2008).

Inspiration for this assignment comes from the OREO model of opinion writing, where, in order to productively assert an opinion, students are guided to O(pinion) – tell readers how they feel about something, R(easons) – tell readers why they feel in this way, E(explain) – give readers examples of why they feel in this way, and lastly O(pinion) – restate to readers what they feel about something (Vandenberg, 2020). Here, the ultimate goal is for students to formulate their own organized paragraphs, where they express an opinion, support it with evidence, and finish with a concluding statement (Vandenberg, 2020). Thus, the three lessons included in this unit plan focus on making a claim or opinion phrase, justifying it with three strong pieces of evidence, and using transition words to maintain a smooth flow. The fourth and final lesson (not included) would focus on formulating a concluding sentence and summarizing the key points of the paragraph.

To promote student success, each lesson is reflective of the Gradual Release of Responsibility (GRR) model (see **Terms**), influenced by Dorfman and Cappelli's *Your Turn* lessons, with

multiple scaffolded activities starting with the teacher sharing a mentor text and establishing a clear purpose (Dorfman & Cappelli, 2017) (Wilmot, 2021). Then, modelling of the desired outcome or competency takes place, followed by collaborative and individual student exercises for application (Dorfman & Cappelli, 2017) (Wilmot, 2021). Finally, an opportunity for reflection is given, pushing students to think critically about their comfort level with the covered material (Dorfman & Cappelli, 2017).

These lessons are not intended to be completed over one ELA period, but rather at the pace of the students, perhaps in two to three, so that they may be fully engaged.

## Lesson Plan 1: Identifying Opinion Writing Territories and Expressing an Opinion Using an Opinion Phrase.

**Context:** Grade 3 English Language Arts.

**Prior Knowledge:** This lesson is the first of four focusing on opinion (persuasive) paragraph writing, and thus students are expected to have little prior knowledge regarding the features of an opinion from a textual, visual, and oral context (what one might look and sound like), as well as how to express an opinion in these formats. Students should, however, have a writer's notebook with a heart map outlining their writing territories easily accessible, in addition to a basic understanding of story/paragraph structure (beginning – **lesson focus**, middle, end) (Dorfman & Cappelli, 2017). Familiarity with exploratory and presentational talk (see **Terms**), reading and writing skills at grade level, and previous experience participating in classroom discussions, requiring strong listening skills and respect for peers, are recommended (Barnes, 2020).

### **Big Ideas.**

- “Stories and other texts help us learn about ourselves, our families, and our communities.”
- “Stories can be understood from different perspectives.”
- “Using language in creative and playful ways helps us understand how language works.”

### **Curricular Competencies.**

*Comprehend and Connect (reading, listening, viewing).*

- “Read fluently at grade level.”
  - “Reading with comprehension, phrasing, and attention to punctuation.”
- “Use sources of information and prior knowledge to make meaning.”
  - “Personal stories and experiences.”
- “Make connections between ideas from a variety of sources and prior knowledge to build understanding.”
  - “Personal stories and experiences.”
- “Use developmentally appropriate reading, listening, and viewing strategies to make meaning.”
  - “Examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others.”
- Recognize how different texts reflect different purposes.
  - “Written texts include novels, articles, and short stories.”
- “Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.”
  - “Offering relevant ideas, asking questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Explain the role that story plays in personal, family, and community identity.”

- “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”
- “Use personal experience and knowledge to connect to text and make meaning.”
  - “Written texts include novels, articles, and short stories.”
- “Recognize the structure and elements of story.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”

*Create and Communicate (writing, speaking, representing).*

- “Exchange ideas and perspectives to build shared understanding.”
  - “Offering ideas related to the problem, asking relevant questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Create stories and other texts to deepen awareness of self, family, and community.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”
  - “Written texts include novels, articles, and short stories.”
- “Plan and create a variety of communication forms for different purposes and audience.”
  - “Examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.”
- “Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.”

**Content.**

*Story/Text.*

- “Elements of story.”
  - “Character, plot, setting, conflict, and theme.”
- “Functions and genres of stories and other texts.”

*Strategies and Processes.*

- “Reading strategies.”
  - “Using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual.”
- “Oral language strategies.”

- “Focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience.”
- “Metacognitive strategies.”
  - “Talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer.”
- “Writing processes.”
  - “May include revising, editing, considering audience.”

*Language Features, Structures, and Conventions.*

- “Features of oral language.”
  - “Including tone, volume, inflection, pace, gestures.”
- “Legible handwriting.”
  - “Legible handwriting with spacing between words.”

(BC Ministry of Education, n.d.)

**Materials.**

- Mentor Text: *In My Opinion* by Deb Bird.
  - Provides students with practical examples of what topics opinions can be formed about (opinion territories), the textual, visual, and oral related features of an opinion (opinion phrase stems), and how opinions are special to each individual (Bell, 2020).
- *Simon Says* fact and opinion phrase cards (see **Appendix**).
  - Challenges students to critically think about the differences between a fact and an opinion; what features (phrase stems) they employ (Presenting Opinions, n.d.).
- Whiteboard and whiteboard markers.
  - Acts as a space for visually displaying teacher and student contributions.
- Anchor chart materials; large piece of paper and markers.
  - To be used to showcase opinion phrase stems that students can replicate in their own writing to express an opinion (Fact and Opinion Activities, 2019).
- Writer’s notebook with heart map, and a pencil.
  - Acts as a written space for students to respond and practice the skills highlighted in the given lesson; identifying and expressing an opinion. The heart map will allow them to gain inspiration for their opinion territories, as it will already have meaningful experiences, objects, places, and people recorded (Dorfman & Cappelli, 2017).
- *The Best is ...* Worksheet (see **Appendix**).
  - Challenges students to formulate their own opinions, and express them in the appropriate way (using opinion phrase stems).
- *Opinion Writing Lesson #1 Exit Ticket* Worksheet (see **Appendix**).

- |   |
|---|
| <ul style="list-style-type: none"><li>○ Provides students with the opportunity to reflect upon their comprehension of the material related to opinion identification and expression covered in the lesson, and how comfortable they might be with it.</li></ul> |
|---|

**Mentor Text:** *In My Opinion* by Deb Bird.

*In My Opinion* by Deb Bird follows a young girl named Maddie, who holds many firm opinions about the best clothing item, dessert, and season for example. As the book progresses, readers learn why Maddie thinks in the ways that she does, and also that her friends and family members don't always share the same perspectives.

This story successfully displays what topics we, as humans, might have opinions on, and what features of text and language (phrase stems) we can use to accurately express them. Additionally, it acknowledges that the reasons we might present to justify our opinions are unique to us, and that someone else might share a different opinion, which is okay.

(Bell, 2020).

### **Hook.**

Initiate a collaborative conversation with students focusing on the difference between a fact and an opinion; prompt students to use exploratory talk (see **Terms**) in contributing their suggestions (Barnes, 2008). Guiding questions include:

- “Do you know what a fact is?”
- “Do you know what an opinion is?”
- “What is the difference between a fact and an opinion?”
- “When/where do we hear/see/read about facts?”
  - “What do facts sound/look like?”
- “When/where do we hear/see/read about opinions?”
  - “What do opinions sound/look like?”

Once students have been given the opportunity to share what they understand facts and opinions to be, explain to them the concrete definitions with justifications:

*“A fact is a statement that can be proved as either wrong or right. For example, when I say “My eyes are blue,” I am stating a fact because, as you and I can both see, my eyes are blue! We can prove this to be right. An opinion, on the other hand, is the way someone feels or thinks about a certain subject; it can't be proved either wrong or right because it is up to the person to decide for themselves. For example, if I say “I think that purple is the best colour,” I'm telling you how I feel about the colour purple, which is a decision that only I can make for myself.”*

Have students put this knowledge into practice by determining the factual or opinion-based nature of various phrases in a game of *Simon Says*:



Ask students to make a circle, and read out various *Simon Says* phrase cards (see **Appendix**) with either a fact or opinion phrase in any particular order. Instruct students to sit down if they perceive a phrase to be a fact, and to stand-up if they perceive a phrase to be an opinion. Potential phrases include:

- “*Simon says, ‘Today is Tuesday’*” (fact).
- “*Simon says, ‘I feel that Tuesday is the best day of the week’*” (opinion).

After each round of the game is complete, with the fact or opinion phrase read and the students either standing or sitting in response, provide them with a few seconds to reflect silently on why they might have reacted in the way that they did. Guiding questions include:

- “*Why did you think that phrase was a fact.*”
  - “*Which words in the phrase made you think in this way?*”
- “*Why did you think that phrase was an opinion.*”
  - “*Which words in the phrase made you think in this way?*”

(Presenting Opinions, n.d.)

### **Purpose.**

*“Noting how we think and feel about a certain subject is important for sharing information about ourselves and who we are with an audience – it is more personal than a fact. Today we are going to learn about how to identify and express opinions in our writing with the help of the book, ‘In My Opinion,’ by Deb Bird. In order to this, first, we are going to pay a very special attention to the things that Maddie, the main character of the story, tells us she likes and dislikes, and the strong words that she chooses to tell us them with. Then, collaboratively and individually, you will get the chance to explore your own likes, dislikes, and opinions (even with inspiration from your heart maps), as well as practice how you can tell them in a direct and concise manner similar to that of Maddie’s.”*

(Bell, 2020) (Henry & McEldowney, 2019)

### **Discussion/Read Aloud.**

Read the mentor text *In My Opinion* written by Deb Bird aloud to your students. To promote engagement, have students quietly put their hand on their head each time they agree with one of Maddie’s many opinions.

When done reading, explain how hearing about Maddie’s likes and dislikes helped you to better get to know her as a person, especially when she used straightforward language:

*When Maddie clearly told us about her favourite dress, dessert, and colouring tool, it made us more familiar with who she was. This is why opinions are powerful pieces of information to include in our writing.*

(Bell, 2020)

### **Brainstorm.**

As a class, jotting down ideas on the whiteboard, brainstorm a list of things/territories that the students remember hearing Maddie share her opinions about in the book *In My Opinion*. To help struggling students remember, leave the book at the front of the class so that they may flip through it if necessary. Intervene to include any of Maddie's opinion territories that students may have missed. Some examples include: *clothes, desserts, colouring tools, seasons, etc.*

(Bell, 2020)

### **Brainstorm.**

As a class, brainstorm a list of words/phrase stems that the students remember hearing Maddie use to express her opinions in the book *In My Opinion*. Jot their ideas down to create an anchor chart. To help struggling students remember, leave the book at the front of the class so that they may flip through it if necessary. Intervene to include any of Maddie's opinion phrase stems that students may have missed. Some examples include: *"In my opinion," "I think that," etc.*

After the examples of opinion phrase stems from the book have been recognized, add any additional ones that play the same role to the anchor chart, such as: *"I believe," "I feel," "To me," etc.*

(Bell, 2020) (Opinion Writing for Second Grade, 2019)

### **Model.**

Notify students that the class will be transitioning to a time for the practice of identifying and expressing opinions. Model this process by choosing one of Maddie's opinion territories and writing it on the whiteboard in the format "The best [opinion territory] is..." (refer to the suggestions listed in the first brainstorm). Verbalize your reasoning in a think-aloud (see **Terms**) while writing down your ideas to the selected opinion territory (Wilmot, 2021). You can ask for student input, but the emphasis should be on your own individual ideas. For example:

If "*The best dessert is...*" is written on the whiteboard, you, as the teacher, might say aloud:

*"My favourite sweet is chocolate cake, so I am going to write that down as one of my ideas. I also like strawberry ice cream, though, so I'll add that too!"*

When complete, showcase exploratory talk (see **Terms**) to pick only one idea as your final response - box it when complete (Barnes, 2008).

*“I don’t always like to eat strawberry ice cream; in the winter it’s too cold. So, I am boxing chocolate cake as my final response to the opinion territory.”*

Explain to students that now that you have narrowed down your final response to the opinion territory, you must next express it with an opinion phrase. Do this by choosing one of the opinion phrase stems on the previously created anchor chart and combining it in writing with the statement already noted on the whiteboard about the opinion territory (*The best dessert is...*). Finish by stating the complete opinion phrase orally, employing presentational talk (see **Terms**) (Barnes, 2008). Examples include:

*“In my opinion, the best dessert is chocolate cake.”*

*“I think that the best dessert is chocolate cake.”*

*“I believe that the best dessert is chocolate cake.”*

(Bell, 2020) (Boschen, 2020) (Opinion Writing for Second Grade, 2019)

### **Shared/Guided Writing.**

Choose another one of Maddie’s opinion territories and write it on the whiteboard in the same format that you modelled previously; “The best [opinion territory] is...” (refer to the suggestions listed in the first brainstorm). This time, call on students for their ideas in response and jot them down. Make an effort to allow as many students as possible the occasion to share. When done, give students a few extra moments to examine the ideas on the whiteboard and have them pick the one that they agree with the most (it may not be the one they initially suggested).

Separate students into partners, and have them voice their final responses to the opinion territory by joining it with an opinion phrase stem taken from the opinion phrase stem anchor chart in a presentational manner (Barnes, 2008). To foster further attentiveness, consider asking your students to notice if their partner’s opinion is different from theirs.

*Adaptation:* If needed, repeat this activity with any students experiencing challenges, or that would benefit from further application. Those that are ready (have grasped the central concept of identifying and expressing an opinion) may move onto the independent writing task.

(Bell, 2020) (Boschen, 2020) (Opinion Writing for Second Grade, 2019)

### **Independent Writing.**

Have students attach the provided “*The best is...*” worksheet (see **Appendix**) into their writer’s notebooks (glue, staple, put in the pocket of a folder, etc). In organized spaces, this activity will guide students to note their ideas about an opinion territory, consider what their favourite is, and box it in a final response. Additionally, as presented in class, they will need to express a complete opinion phrase by connecting their final response to an opinion territory with an opinion phrase stem.

If a student is especially having a hard time thinking of ideas in response to an opinion territory, have them look at their heart map for inspiration; there may be something on this that sparks a related thought or memory (Dorfman & Cappelli, 2017).

\*As the teacher, you should participate in this activity to convey to students that you are also a part of the writing community, and to prepare yourself for the coming lessons (Dorfman & Cappelli, 2017).

### **Reflection.**

After the previous scaffolded activities, students can fill-out the *Opinion Writing Lesson #1 Exit Ticket* worksheet (see **Appendix**), requiring them to reflect on their understanding and comfort level with the concepts covered (identifying and expressing an opinion) on a scale of one to three.

Completion of the preceding will provide you, the teacher, with an overview of the effectiveness of the lesson, as well as lead students in one final exercise pushing them to think critically about themselves.

## Lesson Plan 2: Formulating Strong Pieces of Evidence to Justify an Opinion.

**Context:** Grade 3 English Language Arts.

**Required Prior Knowledge:** This is the second lesson of four focusing on opinion (persuasive) paragraph writing, and thus students are now expected to have some prior knowledge regarding how to identify and express an opinion phrase both orally and in writing from the previous class. Students should have access to their writer’s notebooks, with their completed “*The best is...*” worksheet easily accessible from the last independent writing activity, in addition to a basic understanding of story/paragraph structure (beginning, middle – **lesson focus**, end) (Dorfman & Cappelli, 2017). Familiarity with exploratory talk (see **Terms**), reading and writing skills at grade level, and previous experience participating in classroom discussions, requiring strong listening skills and respect for peers, are recommended (Barnes, 2008).

### **Big Ideas.**

- “Stories and other texts help us learn about ourselves, our families, and our communities.”
- “Stories can be understood from different perspectives.”
- “Using language in creative and playful ways helps us understand how language works.”

### **Curricular Competencies.**

*Comprehend and Connect (reading, listening, viewing).*

- “Read fluently at grade level.”
  - “Reading with comprehension, phrasing, and attention to punctuation.”
- “Use sources of information and prior knowledge to make meaning.”
  - “Personal stories and experiences.”
- “Make connections between ideas from a variety of sources and prior knowledge to build understanding.”
  - “Personal stories and experiences.”
- “Use developmentally appropriate reading, listening, and viewing strategies to make meaning.”
  - “Examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others.”
- Recognize how different texts reflect different purposes.
  - “Written texts include novels, articles, and short stories.”
- “Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.”
  - “Offering relevant ideas, asking questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Explain the role that story plays in personal, family, and community identity.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a

sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”

- “Use personal experience and knowledge to connect to text and make meaning.”
  - “Written texts include novels, articles, and short stories.”
- “Recognize the structure and elements of story.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”

*Create and Communicate (writing, speaking, representing).*

- “Exchange ideas and perspectives to build shared understanding.”
  - “Offering ideas related to the problem, asking relevant questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Create stories and other texts to deepen awareness of self, family, and community.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”
  - “Written texts include novels, articles, and short stories.”
- “Plan and create a variety of communication forms for different purposes and audience.”
  - “Examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.”
- “Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.”

### **Content.**

*Story/Text.*

- “Elements of story.”
  - “Character, plot, setting, conflict, and theme.”
- “Functions and genres of stories and other texts.”

*Strategies and Processes.*

- “Reading strategies.”
  - “Using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual.”
- “Oral language strategies.”
  - “Focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience.”
- “Metacognitive strategies.”

- “Talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer.”
- “Writing processes.”
  - “May include revising, editing, considering audience.”

*Language Features, Structures, and Conventions.*

- “Features of oral language.”
  - “Including tone, volume, inflection, pace, gestures.”
- “Legible handwriting.”
  - “Legible handwriting with spacing between words.”

(BC Ministry of Education, n.d.)

**Materials.**

- Mentor Text: *I Wanna New Room* by Karen Kaufman Orloff.
  - Provides students with a practical example of how using strong pieces of evidence to support an opinion/request can convince others (Milacki, 2020).
- Whiteboard and whiteboard markers.
  - Acts as a space for visually displaying teacher and student contributions.
- Anchor chart materials; large piece of paper and markers.
  - To be used to showcase the features of a strong piece of evidence, that students can refer back to when supporting their own opinions.
- Writer’s notebook with completed “*The best is...*” worksheet (from previous independent writing activity), and a pencil.
  - Acts as a written space for students to respond and practice the skills highlighted in the given lesson; formulating strong pieces of evidence to justify an opinion (Dorfman & Cappelli, 2017). The previously formulated opinion phrases on the completed “*The best is...*” worksheet will be what students are attempting to justify with evidence.
- *Opinion Writing Lesson #2 Reflection* Worksheet (see **Appendix**).
  - Provides students with the opportunity to reflect upon their comprehension of the material related to evidence formulation and opinion justification covered in the lesson, and how comfortable they might be with it.

**Mentor Text:** *I Wanna New Room* by Karen Kaufman Orloff.

*I Wanna New Room* by Karen Kaufman Orloff follows a young boy named Alex, who, with the arrival of his new baby sister, is forced to share a room with his younger brother. Throughout the book, readers are shown letters that Alex writes to his parents telling them that he is upset with the preceding arrangement, and that he resultingly wants a “new room.” To try to convince them, he provides reasons such as how his brother breaks his personal belongings, which eventually prove him successful.

This story productively displays how writers can use strong pieces of evidence to justify their opinions and persuade their audience.

(Milacki, 2020)

### **Discussion/Read Aloud.**

Read the mentor text *I Wanna New Room* by Karen Kaufman Orloff aloud to your students. In preparation for the following “Hook” activity, while they are listening, ask students to take on the role of “detective” by paying close attention to what it is that the main character, Alex, wants (as suggested in the book’s title), as well the beginning, middle, and end events of the story to find out if he succeeds in getting this request.

(Milacki, 2020) (Pantaleo, 2018)

### **Hook.**

Initiate a collaborative conversation with students focusing on the events of the story *I Wanna New Room*. Specifically, on the whiteboard, label a spot for “beginning, middle, end,” and ask for student input about what takes place in the book during each stage – write down their suggestions to offer a visual representation, which should be contributed using exploratory talk (see **Terms**). Ideally, students should come to a unanimous conclusion that, in the beginning of the story, Alex tells his parents that he wants a new room, that, in the middle of the story, Alex explains to his parents why he wants a new room, and that, in the end of the story, Alex succeeds by getting a space all to himself (a treehouse). Guiding questions include:

*“What does Alex say that he wants?”*

*“What does Alex do to try and get what says that he wants?”*

*“Does Alex get what he says he wants?”*

With this information laid out in front of your students, ask them to predict what would have happened in the story if the middle part (where Alex explains why he wants a new room) was cut out; wipe it away on the whiteboard so that students may visually understand what it is that you are asking them to do. Ideally, students should come to a unanimous conclusion that without the explanation that Alex provided for why he wanted a new room, he probably wouldn’t have been successful in getting a space all to himself (a treehouse). Guiding questions include:

*“Do you think that Alex would have gotten the treehouse without explaining to his parent why he wanted a new room?”*

*“What do you think helped to convince Alex’s parents that he needed a space all to himself?”*

Once students have come to the common understanding that an explanation helps to prove a point and convince others, as shown in the mentor text, describe to them the relationship between explaining and evidence (we give evidence in our explanations), with a concrete definition of evidence:



*“As everyone has discovered, when Alex explained to his parents why he wanted a new room, this helped them understand the importance of his request, which as a result convinced them to give him a special space. In the middle of story, Alex provided us with something called evidence to explain to his parents why he should have gotten a new room. Pieces of evidence are reasons that help us prove why something, like our wants and opinions, are important and true.”*

(Milacki, 2020) (How to Teach Text Evidence to Kids: Activities & Strategies, 2020)

### **Purpose.**

*“Explaining why we have the opinions that we do, with the help of evidence, proves to our audience that we have thought hard about them, and that they should listen and hear us out. Today we are going to learn about what features make a strong piece of evidence, and how we can incorporate a couple into our own writing. In order to do this, we will start by examining the specific reasons that Alex, the main character in ‘I Wanna New Room’ by Karen Kaufman Orloff, uses to convince his parents that he should have a space all to himself. Then, collaboratively and individually, you will get the chance to come up with your own strong pieces of evidences supporting one of the opinion phrases that you came up with last class.*

(Milacki, 2020) (How to Teach Text Evidence to Kids: Activities & Strategies, 2020)

### **Brainstorm.**

As a class, jotting down ideas on the whiteboard, brainstorm a list of the pieces of evidence that they remember hearing Alex use to convince his parents that he should have his own space. To help struggling students remember, leave the book at the front of the class so that they may flip through it if necessary. Intervene to include any of Alex’s pieces of evidence that students may have missed. Some examples include: *his brother snores too loudly (so he can’t get a goodnight’s sleep and is tired all the time), his brother breaks and losses his personal belongings (which makes him upset), he’s too grown up to share a room, he deserves a reward for his straight As, etc.*

After students have had time to think and share, use their suggestions form the book to indicate the features of a strong piece of evidence. For example, if students mention that one way that Alex convinces his parents to give him his own space is by explaining to them that his brother destroys his belonging, which makes him feel upset, you can identify that he talks about a specific event in detail, and how it affects him/makes him feel. Record these features of a strong piece of evidence on an anchor chart (describes a specific event in detail, expresses as feeling, etc.)

(Milacki, 2020).

### **Model.**

Notify students that the class will be transitioning to a time for the practice of formulating strong pieces of evidence in support of an opinion phrase. Model this process by choosing one of the

opinion phrases that you crafted in your writer's notebook from "The best is..." worksheet (see **Appendix**) and transferring it to the whiteboard. Underneath it create the outline of a list by jotting down the numbers 1-3 in ascending order.

Using exploratory talk (see **Terms**) in a think-aloud (see **Terms**), verbalize that you are imagining different reasons or pieces of evidence that support why you thought that your final response/idea to the opinion territory on the worksheet was the best (Barnes, 2008) (Wilmot, 2021). Make an effort to come up with three pieces of evidence, recording them in the appropriate spaces on the whiteboard. Justify that they are strong by comparing them to the previously made evidence anchor chart:

*"On my worksheet, I answered question 1 with the opinion phrase: 'The best animal is a dog.' Now I'm thinking about why I made this claim...Let's see, whenever I pet a dog I feel calm – this could be one of my pieces of evidence for proving to my audience why dogs are the best animal. However, before I write this piece of evidence down on my list I'm going to make sure that it is strong by seeing if it has some of the features on our evidence anchor chart...It does; when I talk about petting a dog I am describing a specific event, and when I say that it makes me feel calm I am describing how the event affects me. So, I am going to write down 'Petting dogs makes me feel calm' as my first piece of evidence to support my opinion about why dogs are the best animal," ... and so on.*

### **Shared/Guided Writing.**

\*Before this exercise you, the teacher, will need to have taken note of the four most popular class responses to one of the opinion territories from your students' completed "The best is..." worksheet from the previous lesson's independent writing activity (see **Appendix**).

Present to students the opinion territory of focus by writing it on the whiteboard in the same format that the worksheet displays (i.e. *The best subject is...*). Continue by writing the pre-determined four most popular class responses (i.e. gym, art, math, science) as branching off of it, with the the outline of a list (numbers 1-3 in ascending order) underneath each one.

Assign each of the four possible popular class responses to a corner of the room. Instruct students to walk quietly to the location of the response that they agree with the most. Ideally, there will be a small number of students in each corner – tell them to come up with three pieces of strong evidence, using the procedure that you previously modelled, to support why they think their chosen subject is the best (referring to the evidence anchor chart to ensure that the suggested piece of evidence is related to a specific event and talks about an effect/feeling for example). After an appropriate amount of time has passed, have a representative from each of the four groups share their three strong pieces of evidence with the class, and note them down under the coordinating list that you made on the whiteboard. To foster further attentiveness, consider asking your students if their opinions changed after hearing the differing evidence of their peers.

*Adaptation:* If needed, repeat this activity with any students experiencing challenges, or that would benefit from further application. Those that are ready (have grasped the central concept of

formulating strong pieces of evidence to justify their opinion) may move onto the independent writing task.

### **Independent Writing.**

Have students return to their completed “*The best is...*” worksheet (see **Appendix**) in their writer’s notebook and pick one of the two remaining opinion territories (not touched on in the other activities) to support with strong pieces of evidence. On a fresh page, have them copy down the opinion phrase that they stated beforehand in response to the chosen territory, as well as the outline for a list that they were modelled (numbers 1-3 in ascending order) underneath it. Direct them to come-up with three pieces of strong evidence according to the evidence anchor chart features (related to a specific event, talking about an effect/feeling, etc.).

\*As the teacher, you should participate in this activity to convey to students that you are also a part of the writing community, and to prepare yourself for the coming lesson (Dorfman & Cappelli, 2017).

### **Reflection.**

After the previous scaffolded activities, students can fill-out the *Opinion Writing Lesson #2 Reflection* worksheet (see **Appendix**), requiring them to reflect on their understanding and comfort level with the concepts covered (formulating strong pieces of evidence to justify an opinion) by responding to three questions in written detail.

Completion of the preceding will provide you, the teacher, with an overview of the effectiveness of the lesson, as well as lead students in one final exercise pushing them to think critically about themselves.

### Lesson Plan 3: Using Transition Words to Create Flow in an Opinion Paragraph.

**Context:** Grade 3 English Language Arts.

**Required Prior Knowledge:** This is the third lesson of four focusing on opinion (persuasive) paragraph writing, and thus students are now expected to have some prior knowledge regarding how to identify and express an opinion phrase both orally and in writing, and support said opinion phrase with strong pieces of evidence, as taught in the previous classes. Students should have access to their writer's notebooks, with their opinion phrase and strong pieces of evidence from the last two independent writing activities easily accessible, in addition to a basic understanding of story/paragraph structure (beginning, middle – **lesson focus**, end) (Dorfman & Cappelli, 2017). Familiarity with exploratory talk (see **Terms**), reading and writing skills at grade level, and previous experience participating in classroom discussions, requiring strong listening skills and respect for peers, are recommended (Barnes, 2008).

#### **Big Ideas.**

- “Stories and other texts help us learn about ourselves, our families, and our communities.”
- “Stories can be understood from different perspectives.”
- “Using language in creative and playful ways helps us understand how language works.”

#### **Curricular Competencies.**

*Comprehend and Connect (reading, listening, viewing).*

- “Read fluently at grade level.”
  - “Reading with comprehension, phrasing, and attention to punctuation.”
- “Use sources of information and prior knowledge to make meaning.”
  - “Personal stories and experiences.”
- “Make connections between ideas from a variety of sources and prior knowledge to build understanding.”
  - “Personal stories and experiences.”
- “Use developmentally appropriate reading, listening, and viewing strategies to make meaning.”
  - “Examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others.”
- Recognize how different texts reflect different purposes.
  - “Written texts include novels, articles, and short stories.”
- “Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.”
  - “Offering relevant ideas, asking questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Explain the role that story plays in personal, family, and community identity.”

- “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”
- “Use personal experience and knowledge to connect to text and make meaning.”
  - “Written texts include novels, articles, and short stories.”
- “Recognize the structure and elements of story.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”

*Create and Communicate (writing, speaking, representing).*

- “Exchange ideas and perspectives to build shared understanding.”
  - “Offering ideas related to the problem, asking relevant questions to find out and clarify others’ views, sharing opinions supported by reasons.”
- “Create stories and other texts to deepen awareness of self, family, and community.”
  - “Narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity...Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.”
  - “Written texts include novels, articles, and short stories.”
- “Plan and create a variety of communication forms for different purposes and audience.”
  - “Examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.”
- “Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.”

**Content.**

*Story/Text.*

- “Elements of story.”
  - “Character, plot, setting, conflict, and theme.”
- “Functions and genres of stories and other texts.”

*Strategies and Processes.*

- “Reading strategies.”
  - “Using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual.”
- “Oral language strategies.”

- “Focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience.”
- “Metacognitive strategies.”
  - “Talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer.”
- “Writing processes.”
  - “May include revising, editing, considering audience.”

*Language Features, Structures, and Conventions.*

- “Features of oral language.”
  - “Including tone, volume, inflection, pace, gestures.”
- “Legible handwriting.”
  - “Legible handwriting with spacing between words.”

(BC Ministry of Education, n.d.)

**Materials.**

- Mentor text: *Level/Grade 4 - A Ladder of Opinion/Argument Writing Pieces, Grades K-6.*
  - Provides students with a practical example of how transition words can be used to connect ideas, and create a smooth flow or organization within a paragraph (Level 4/Grade 4, n.d.).
- Whiteboard and whiteboard markers.
  - Acts as a space for visually displaying teacher and student contributions.
- Anchor chart materials; large piece of paper and markers.
  - To be used to showcase examples of starting/ “go” transition words (firstly, etc.), middle/ “slow down” transition words (secondly, etc.), and ending/“stop” transition words (lastly, etc.)
- Writer’s notebook with completed opinion phrase and three pieces of strong evidence (from previous independent writing activities), and a pencil.
  - Acts as a written space for students to respond and practice the skills highlighted in the given lesson; using transition words to create flow in an opinion paragraph. The previously formulated opinion phrase, justified with three pieces of strong evidence, will be what students are attempting to connect with transition words (Dorfman & Cappelli, 2017).
- *Opinion Writing Lesson #3 Partner Reflection Worksheet* (see **Appendix**).
  - Provides students with the opportunity to reflect upon their comprehension of the material related to using transition words to create a flow in their opinion paragraphs, and how comfortable they might be with it.

**Mentor Text:** *Level/Grade 4 - A Ladder of Opinion/Argument Writing Pieces, Grades K-6.*

This example opinion paragraph, written by a grade 4 student, seeks to persuade an audience into agreeing that his or her school should offer football as an activity for children during recess hours. In addition to clearly stating a claim, and giving strong pieces of supporting evidence, the author successfully makes use of transition words to connect ideas and create an organized flow throughout their piece.

(Level 4/Grade 4, n.d.)

### **Hook.**

Begin this lesson by drawing a traffic light on the whiteboard (green light, yellow light, red light). Then, initiate a collaborative conversation with students, first asking them what the purpose of a traffic light as a whole is, followed by the roles that each individual coloured light plays. Consider guiding students to think about what would happen if we did not have traffic lights on the roads. Prompt students to use exploratory talk (see **Terms**) in contributing their suggestions, and record them next to what it is that they are talking about (i.e. if a student suggests that the green light means “go,” write this next to the green light) (Barnes, 2008).

Ideally, students should come to a unanimous conclusion that a traffic light aids with the flow of traffic, and allows for organization or smooth transitions on the road. In addition, they should recognize that a green light means “go,” or start, a yellow light means “slow down,” or is in the middle of a “go” and “stop,” and lastly, that a red light means “stop,” or the end. Guiding questions include:

“What do traffic lights do?”

“What does a \_\_\_ (green, yellow, red) light mean/do?”

“What would happen if we didn’t have traffic lights?”

“What would happen if the order of a traffic light was rearranged?”

(Sunday 6 – Transition Words Anchor Chart and More, 2018)

### **Purpose.**

*“As a class we have identified that a traffic light helps maintain a smooth and organized flow of traffic, with its green, yellow, and red lights telling us when to go, slow down, and stop. This is important to understand because in our writing we also want to create a similar smooth and organized flow, so that our audience can easily follow along. In order to this, instead of traffic lights, we use conventions called transition words, which indicate when we are starting, in the middle of, and ending our paragraphs by making connections between ideas. Examples include ‘firstly,’ ‘secondly,’ and ‘lastly.’ Together, we are going to read a sample piece of opinion writing by a grade 4 student, and pay a very special attention to the language and transition words that they use to help structure their opinion paragraph about why football should be allowed as a recess activity at their school. Then, collaboratively and individually, you will get the chance to incorporate some of these transition words into your own writing (the opinion phrases and strong pieces of evidence created from the previous lessons) to help give an organized flow to your own opinion paragraphs.”*

(Level 4/Grade 4, n.d.) (Sunday 6 – Transition Words Anchor Chart and More, 2018)

### **Discussion/Read Aloud.**

Read the level/grade 4 mentor text provided by *A Ladder of Opinion/Argument Writing Pieces, Grades K-6* aloud to your students. To promote engagement, have students quietly touch their nose every time they think they hear a word that connects two ideas, or that might indicate at what point they are in the book (beginning, middle, end). Alternatively, ask them to evaluate if they are in agreement with the author.

(Level 4/Grade 4, n.d.)

### **Brainstorm.**

Lay out the outline of an anchor chart; create three sections, the first one in green labelled “go,” then second one in yellow labelled “slow down,” and the last one in red labelled “stop.” Consider adding a picture of a traffic light. Next, as a class brainstorm and record a list of transition or connecting words that they remember hearing in the mentor text under the preceding categories. To help struggling students remember, leave the example piece of opinion writing at the front of the class so that they may look through it if necessary. Intervene to include any transition words that students may have missed. Some examples include:

Go: “*The first reason why \_\_\_\_.*”

Slow down: “*Another reason why \_\_\_\_,*” “*Also.*”

Stop: “*The last and most important reason why \_\_\_\_.*”

After the examples of transition words have been pinpointed, add any similar ones not used in the mentor text to the anchor chart, such as:

Go: “*I \_\_\_\_ (think, feel, believe) this because...*”

Slow down: “*Secondly, next, in addition, etc.*”

Stop: “*Lastly, finally, etc.*”

(Level 4/Grade 4, n.d.) (Sunday 6 – Transition Words Anchor Chart and More, 2018)

### **Model.**

Notify students that the class will be transitioning to a time for the practice of formulating an opinion paragraph by connecting opinion phrases and strong pieces of evidence with transition words. Model this process by copying the opinion phrase that you previously supported with three pieces of evidence from your writer’s notebook onto the whiteboard. Using exploratory talk (see **Terms**) in a think-aloud (see **Terms**), verbalize that you are deciding which transition words to use in order to help organize your opinion paragraph:



*“My opinion phrase is: ‘The best animal is a dog.’ The first piece of strong evidence that I came up with was ‘Petting dogs makes me feel calm.’ I am looking to the transition words anchor chart that we made to pick a green or ‘go’ word to connect these two ideas. I am going to choose ‘I think that the best animal is a dog because...’ and add my piece of evidence ‘petting dogs makes me feel calm.’”*

Copy this complete phrase down on the whiteboard, and repeat this process connecting your second and third pieces of evidence with the yellow “slow down,” and red “stop” transition words.

(Sunday 6 – Transition Words Anchor Chart and More, 2018)

### **Shared/Guided Writing.**

\*Before this exercise you, the teacher, will need to have taken note of three pieces of evidence that one of the four groups from the previous lesson’s shared/guided writing activity used to support their opinion regarding what the best subject in school is – write their opinion phrase down on the whiteboard, followed by a space to add a transition word, and then their first piece of evidence. Write down their remaining pieces of evidence, again leaving a space to add a transition word in front each time.

With this information laid out for them, divide students evenly into three groups; a green/”go” group, a yellow/”slow down” group, and a red/”stop” group. Prompt each group to pick a transition word coordinating to their colour/speed on the transition words anchor chart to include in the student-created opinion paragraph on the whiteboard.

After a significant amount of time has passed, have a representative from each of the three groups share their chosen transition word with the class by recording it in the appropriate spot in the paragraph (where the spaces were left).

*Adaptation:* If needed, repeat this activity with any students experiencing challenges, or that would benefit from further application. Consider changing the groups this time, so that students have a more expanded experience related to using different transition words. Those that are ready (have grasped the central concept of using transition words to create flow in an opinion paragraph) may move onto the independent writing task.

(Sunday 6 – Transition Words Anchor Chart and More, 2018)

### **Independent Writing.**

Have students turn to their writer’s notebooks and piece together an opinion paragraph by connecting the opinion phrase, as well as the three pieces of strong evidence they crafted in the previous lessons, with the help of transitions words. Prompt them to refer to the transition words anchor chart for inspiration, and choose transition words in the same order as the traffic light; first transition word should be taken from the green/“go” section on the anchor chart, and so.

(Dorfman & Cappelli, 2017) (Sunday 6 – Transition Words Anchor Chart and More, 2018)

**Reflection.**

After the previous scaffolded activities, in groups of two, students can fill-out the *Opinion Writing Lesson #3 Partner Reflection* worksheet (see **Appendix**), requiring them to reflect on their understanding and comfort level with the concepts covered (using transition words to create flow in an opinion paragraph) by first orally responding to four questions, and then noting down their responses in writing.

Completion of the preceding will provide you, the teacher, with an overview of the effectiveness of the lesson, as well as lead students in one final exercise pushing them to think critically about themselves.

## Terms

### *Exploratory Talk.*

Exploratory talk is a means of expression that should be used at the beginning of a lesson, as it welcomes hesitations and imperfections, making it easy for students to try out new ideas without consequence and accept them should they feel adequate (Barnes, 2008).

### *Presentational Talk.*

Presentational talk is a means of expression that should be used at the end of a lesson, occurring only once a student has been able to digest a concept, as it acts as a way for them to firmly express a constructed understanding, and may work to satisfy an audience (Barnes, 2008).

### *Think-Aloud.*

A think aloud is an audible and visual explanation, usually carried-out by the teacher, showcasing thinking and reasoning about how to approach a certain process and the appropriate language and strategies needed to be successful (Wilmot, 2021).

### *Gradual Release of Responsibility.*

The gradual release of responsibility is a scaffolded lesson plan model, promoting the success of students by slowly allowing them to practice and apply a desired outcome until they may complete it on their own; it is typically initiated by a teacher modelling a skill and establishing a clear purpose, followed by a collaborative activity, and finishing with independent work (Wilmot, 2021).

## **Appendix**

# *Simon Says: Fact or Opinion Phrase Cards*

1

**FACT.**

"Today is ...(day of the week)."

4

**OPINION.**

"I feel that snow is the best type of weather. "

2

**OPINON.**

"I think that Tuesday is the best day. "

5

**FACT.**

"The...(blue object) is the colour blue."

3

**FACT.**

"Outside, it is ... (type of weather)."

6

**OPINION.**

"I believe that blue is the best colour."

# THE BEST IS...

NAME

DATE

1



**Box your favourite idea!**

Opinion phrase: \_\_\_\_\_ the best animal is \_\_\_\_\_

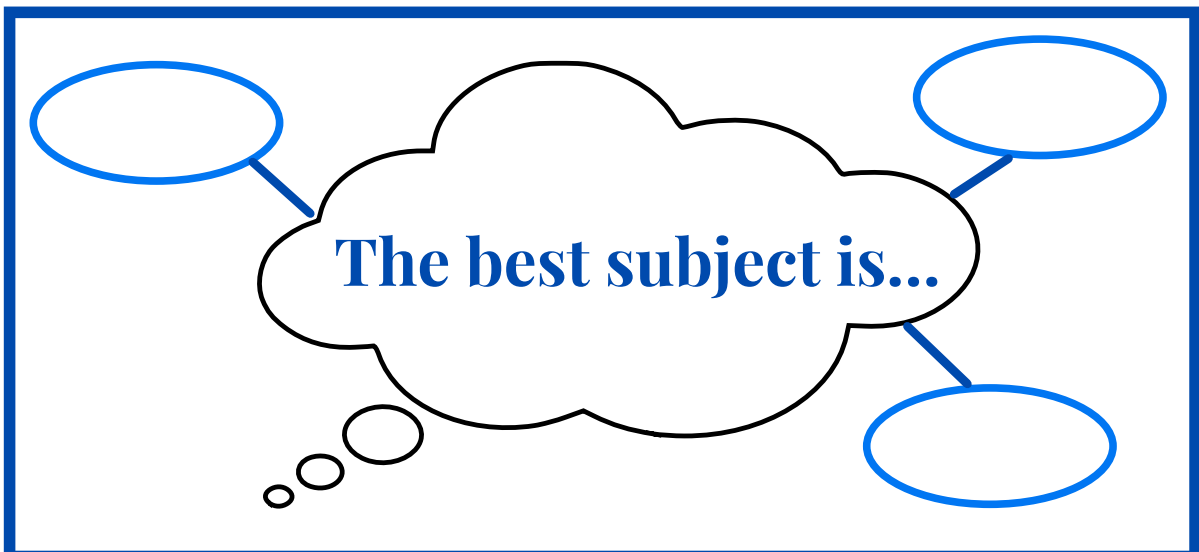


Opinion territory.

Opinion phrase stem (see chart).

Favourite idea from opinion territory brainstorm.

2



Opinion phrase: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**3**



Opinion phrase: \_\_\_\_\_

**4**



Opinion phrase: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Opinion Writing Lesson #1 Exit Ticket



## Instructions:

Thinking about what we covered in class today, circle the number that you feel best represents how well you understand the concept in each statement.



I do not understand this concept yet, and I need some help.

I mostly understand this concept, but I could still use some more practice.

I have a strong understanding of this concept.

The difference between a fact and an opinion.



What opinions tell us about other people.



Examples of my own opinion (opinion territories).



How to express an opinion with an opinion phrase (stem, territory, idea).





# OPINION WRITING LESSON

## #2 REFLECTION

Thinking about we covered in class today, and using full sentences, answer the questions below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What is evidence? What are the features of a strong piece of evidence?**

---

---

---

---

**Why is evidence important to include in our writing? What happens when we don't include evidence in our writing?**

---

---

---

---

**Did you find coming up with evidence to support your opinion phrases easy or hard? Why?**

---

---

---

---

# OPINION WRITING LESSON #3 PARTNER REFLECTION

NAMES:

DATE:

## Instructions

Talk over each of  
the 4 questions  
with your partner.  
Record your  
answers.

What is a transition word?  
Give some examples.

How are transition words  
like traffic lights?

What benefits do  
transition words give to  
your writing?

Did the group activity from  
today's lesson help you  
understand how and where  
transition words can be  
used? Explain.

## References

- Barnes, D. (2008). Exploratory talk for learning. In N. Mercer, & S. Hodgkinson (Eds.), *Exploring talk in school: Inspired by the work of Douglas Barnes* (pp. 1-16). SAGE Publications Ltd. <https://www-doi-org.ezproxy.library.uvic.ca/10.4135/9781446279526.n1>
- Bell, E. (2020, May 17). *In My Opinion* [Video]. YouTube. [https://www.youtube.com/watch?v=uUGFIg\\_OZ98](https://www.youtube.com/watch?v=uUGFIg_OZ98)
- Boschen, J. (2020, December 24). 7 ways to introduce opinion writing to elementary students. *What I Have Learned Teaching*. <https://www.whatihavelearnedteaching.com/7-ways-to-introduce-opinion-writing-to-elementary-students/>
- British Columbia Ministry of Education. (n.d.). *English Language Arts 3*. <https://curriculum.gov.bc.ca/curriculum/english-language-arts/2/core>
- Dorfman, L. R., & Cappelli, R. (2017). *Mentor texts: Teaching writing through children's literature, K-6* (2<sup>nd</sup> ed.). Stenhouse publishers.
- Henry, C. & McEldowney, J. (2019, June 22). Fact and opinion activities. *The Curriculum Corner*. <https://www.thecurriculumcorner.com/thecurriculumcorner123/fact-opinion-practice/>
- How to Teach text Evidence to Kids: Activities & Strategies. (2020, September 03). *Kids Konnect*. <https://kidskonnect.com/general/text-evidence/>
- Level 4/Grade 4. (n.d.). *A Ladder of Opinion/Argument Writing Pieces, Grades K-6*. [PDF document]. [https://www.heinemann.com/shared/onlineresources/E04717/Grade4/Gr4\\_WritePath\\_Exemplar\\_Opinion.pdf](https://www.heinemann.com/shared/onlineresources/E04717/Grade4/Gr4_WritePath_Exemplar_Opinion.pdf)

Milacki, A. (2020, April 12). *I Wanna New Room* [Video]. YouTube.

[https://www.youtube.com/watch?v=LhtHBlEe\\_3I](https://www.youtube.com/watch?v=LhtHBlEe_3I)

Opinion Writing for Second Grade. (2019, September 7). *Stories by Storie*.

<https://storiesbystorie.com/opinion-writing-for-2nd-graders/>

Pantaleo, S. (2018). Learning about and through picturebook artwork. *The Reading*

*Teacher*, 71(5), 557-567. <https://doi.org/10.1002/trtr.1653>

Presenting Opinions. (n.d.). *Scholastic*.

<https://www.scholastic.com/teachers/articles/teaching-content/presenting-opinions/>

Sunday 6 – Transition Words Anchor Chart and More. (2018, May 18). *Guide, Teach, Inspire*.

<https://guideteachinspire.blogspot.com/2018/05/sunday-6-transition-words-anchor-chart.html>

Vandenberg, N. (2016, January 1). Welcome 2015 and...opinion writing. *First Grade WOW*.

<http://firstgradewow.blogspot.com/2016/01/welcome-2015-andopinion-writing.html>

Wilmot, R. (2021). *Session 10* [PowerPoint]. Faculty of Education, University of Victoria.

Wilmot, R. (2021). *Session 10 Group and Individual Activities* [PDF document]. Faculty of Education, University of Victoria.