Grade 1 - Opinion Next Steps Lesson Planner

Purpose and Focus		
What the standards require . . .	*Select from following lesson topics to meet student writers' needs . . .*	*Notes . . .*
Introduces the topic or names the book.	☐ Creating titles and leads to grab a reader's attention. ☐ Incorporating background information so reader understands writer's purpose.	

Establishes a purpose by stating an opinion/making a claim.	☐ Stating opinion/claims clearly so that audience knows what type of claim writer is making, e.g.,
	  • **Fact** – proving something is true, e.g., *fast food is unhealthy*
	  • **Value** – sharing or establishing criteria, e.g., *tacos are a healthier choice than hamburgers*.
	  • **Policy** – effecting change to the way things are, e.g., *schools should serve healthier foods*	

Shows an awareness of writing for an audience.	☐ Giving reasons and information to show that the writer understands he/she is writing for a specific purpose and audience.	
Idea Development and Structure		

Provides reasons for opinion.	**As appropriate:**
	☐ **Illustrating move** - using a specific example or fact from a text to support what was said.
	☐ **Extending move** - putting your own "spin" on ideas and terms taken from the text that was read.
	☐ **Authorizing move** - quoting an expert or using the credibility or status of source to support claim.
	☐ **Countering move**:
	  ☐ "pushing back" from the text.
	  ☐ disagreeing with the text.
	  ☐ challenging something the text said or interpreting it differently from the author.	

Uses sources to support the opinion/claim.
 	
Related: 2.7: *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).*
	As appropriate:
	☐ Introducing source of information and piece of evidence.
	☐ Connecting evidence to opinion/claim.
	☐ Describing the context or situation, e.g., what the evidence made writer think about.
	☐ Explaining the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation.
	☐ Imagining the potential result or outcome, i.e., how things might be different.
	☐ Supporting opinion/claim with:
	  ☐ Relevant sources of evidence.
	  ☐ Believable sources of evidence.
	  ☐ Sufficient sources of evidence.	

Organizes writing in a logical structure.	☐ Grouping ideas and information in a logical order that is easy for reader to follow.
	
	As appropriate:
	☐ Using a *Bernabei Kernal Essay Organization Moves:*
	  ☐ First I thought this – Then I learned this – Now I think this
	  ☐ My claim – Reason#1 – Reason#2 – Reason#3 – In the end
	  ☐ Overview of this issue - One side thinks – Another side thinks – I believe
	  ☐ My claim – How I know this – Another way I know this – Another way I know this – In the end
	  ☐ Overview of the issue – Here's what I am thinking – A question some people raise – My answer to that question – In the end	

	☐ My claim – Why I believe this – However, I am still wrestling with – Which makes me think now ☐ One aspect of the issue – Another aspect of the issue – Another aspect of the issue – And so my claim ☐ My claim on the issue – In addition, I'll add – In addition I'll add – Refined claim	
Provides some sense of closure.	☐ Giving a satisfactory ending that, when appropriate to build on skill level, sums up opinion/claim and explains why it is important to agree with the writer or consider his or her position on the issue.	
Research		
1.8: *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.*	**Modify as appropriate:** Using sources correctly when **illustrating,** using examples like: ☐ *"_____ argues that _____"* ☐ *"_____ claims that _____"* ☐ *"_____ acknowledges that _____"* ☐ *"_____ tells the story of _____"* ☐ *"_____reports that _____"* ☐ *"_____believes that_____"* Using sources correctly when **authorizing,** using examples like: ☐ *According to Sam Jones, principal of xyz school, which encourages . . .* ☐ *A study conducted by xyz company, a non-profit organization that. . .revealed that. . .* Using sources correctly when **extending,** using examples like: ☐ *Supporting my example, xyz's research shows. . .* ☐ *Xyz's research confirms that _____ is a problem. This connects to what we are experiencing at _____. However, we could solve this problem if we _____.* Using sources correctly when **countering,** using examples like: ☐ *While parent groups often talk about xyz negatively, recent xyz research shows there are positive effects.* ☐ *Whereas many of our students believe xyz to be true, there is research that actually shows. . .* Using sources correctly when **summarizing the opposition,** using examples like: ☐ *_____ argues that _____. What the author fails to consider is . . .* ☐ *_____ says that _____. This is true, but . . .* ☐ *_____ suggests that _____. The author doesn't explain why . . .* ☐ *_____ argues that _____. Another way to look at this is . . .* ☐ *_____ found that _____. However, the study doesn't explore the connections between. . .*	