

Grade 2 - 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 book.	<input type="checkbox"/> Creating titles and leads to grab a reader's attention. <input type="checkbox"/> Incorporating background information so reader understands writer's purpose.	
Establishes a purpose by stating an opinion/making a claim.	<input type="checkbox"/> Stating opinion/claims clearly so that audience knows what type of claim writer is making, e.g., <ul style="list-style-type: none"> • Fact – proving something is true, e.g., <i>fast food is unhealthy</i> • Value – sharing or establishing criteria, e.g., <i>tacos are a healthier choice than hamburgers.</i> • Policy – effecting change to the way things are, e.g., <i>schools should serve healthier foods</i> <input type="checkbox"/> Avoiding words like "I think," or "I feel."	
Shows an awareness of writing for an audience.	<input type="checkbox"/> Giving reasons and information to support point of view 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: <input type="checkbox"/> Illustrating move - using a specific example or fact from a text to support what was said. <input type="checkbox"/> Extending move - putting your own "spin" on ideas and terms taken from the text that was read. <input type="checkbox"/> Authorizing move - quoting an expert or using the credibility or status of source to support claim. <input type="checkbox"/> Countering move: <ul style="list-style-type: none"> <input type="checkbox"/> "pushing back" from the text. <input type="checkbox"/> disagreeing with the text. <input type="checkbox"/> challenging something the text said or interpreting it differently from the author. 	
Uses sources to support the opinion/claim. (Related: 2.7: <i>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</i>)	As appropriate: <input type="checkbox"/> Introducing source of information and piece of evidence. <input type="checkbox"/> Connecting evidence to opinion/claim. <input type="checkbox"/> Describing the context or situation, e.g., what the evidence made writer think about. <input type="checkbox"/> Explaining the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation. <input type="checkbox"/> Imagining the potential result or outcome, i.e., how things might be different. <input type="checkbox"/> Supporting opinion/claim with: <ul style="list-style-type: none"> <input type="checkbox"/> Relevant sources of evidence. <input type="checkbox"/> Believable sources of evidence. <input type="checkbox"/> Sufficient sources of evidence. 	
Organizes reasons that progress logically.	<input type="checkbox"/> Grouping ideas and information in a logical order that is easy for reader to follow. As appropriate: <input type="checkbox"/> Using a <i>Bernabei Kernal Essay Organization Moves</i> : <ul style="list-style-type: none"> <input type="checkbox"/> First I thought this – Then I learned this – Now I think this <input type="checkbox"/> My claim – Reason#1 – Reason#2 – Reason#3 – In the end <input type="checkbox"/> Overview of this issue - One side thinks – Another side thinks – I believe <input type="checkbox"/> My claim – How I know this – Another way I know this – Another way I know this – In the end <input type="checkbox"/> Overview of the issue – Here's what I am thinking – A question some people raise – My answer to that question – In the end 	

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	<input type="checkbox"/> My claim – Why I believe this – However, I am still wrestling with – Which makes me think now <input type="checkbox"/> One aspect of the issue – Another aspect of the issue – Another aspect of the issue – And so my claim <input type="checkbox"/> My claim on the issue – In addition, I'll add – In addition I'll add – Refined claim	
Uses appropriate linking word to connect opinion and reasons.	<input type="checkbox"/> Using a appropriate linking words and phrases to guide reader through the opinion/claim, e.g., <i>because, and, also</i> .	
Provides a concluding statement or section related to the opinion/claim.	<input type="checkbox"/> Giving a satisfactory ending that sums up opinion/claim and, when appropriate to build on skill level, explains why it is important to agree with the writer or consider his or her position on the issue.	

Research

2.8:
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. . .*