

## Kindergarten - Opinion Next Steps Lesson Planner

Purpose and Focus		
What the standards require . . .	Select from following lesson topics to meet student writers' needs . . .	Notes . . .
Draws, dictates, and/or writes a piece that tells the topic or names the 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 or giving a preference about the topic or book.	<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"> <li>• <b>Fact</b> – proving something is true, e.g., <i>fast food is unhealthy</i></li> <li>• <b>Value</b> – sharing or establishing criteria, e.g., <i>tacos are a healthier choice than hamburgers.</i></li> <li>• <b>Policy</b> – effecting change to the way things are, e.g., <i>schools should serve healthier foods</i></li> </ul>	
Idea Development and Structure		
<b>When appropriate to build on student writers' skill level:</b>  Provides reason(s) for opinion.	<b>As appropriate:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Illustrating move</b> - using a specific example or fact from a text to support what was said.</li> <li><input type="checkbox"/> <b>Extending move</b> - putting your own "spin" on ideas and terms taken from the text that was read.</li> <li><input type="checkbox"/> <b>Authorizing move</b> - quoting an expert or using the credibility or status of source to support claim.</li> <li><input type="checkbox"/> <b>Countering move:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> "pushing back" from the text.</li> <li><input type="checkbox"/> disagreeing with the text.</li> <li><input type="checkbox"/> challenging something the text said or interpreting it differently from the author.</li> </ul> </li> </ul>	
Uses sources to support the opinion/claim.  Related: K.7: <i>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i>	<b>As appropriate:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing source of information and piece of evidence.</li> <li><input type="checkbox"/> Connecting evidence to opinion/claim.</li> <li><input type="checkbox"/> Describing the context or situation, e.g., what the evidence made writer think about.</li> <li><input type="checkbox"/> Explaining the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation.</li> <li><input type="checkbox"/> Imagining the potential result or outcome, i.e., how things might be different.</li> <li><input type="checkbox"/> Supporting opinion/claim with:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant sources of evidence.</li> <li><input type="checkbox"/> Believable sources of evidence.</li> <li><input type="checkbox"/> Sufficient sources of evidence.</li> </ul> </li> </ul>	
<b>When appropriate to build on student writers' skill level:</b>  Organizes writing in a logical structure.	<input type="checkbox"/> Grouping ideas and information in a logical order that is easy for reader to follow.  <b>As appropriate:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using a <i>Bernabei Kernal Essay Organization Moves</i>:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> First I thought this – Then I learned this – Now I think this</li> <li><input type="checkbox"/> My claim – Reason#1 – Reason#2 – Reason#3 – In the end</li> <li><input type="checkbox"/> Overview of this issue - One side thinks – Another side thinks – I believe</li> <li><input type="checkbox"/> My claim – How I know this – Another way I know this – Another way I know this – In the end</li> <li><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</li> </ul> </li> <li><input type="checkbox"/> My claim – Why I believe this – However, I am still wrestling with – Which makes me think now</li> </ul>	

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	<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	
<b>Research</b>		
<p>1.8:  <i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i></p>	<p><b>Modify language as appropriate:</b></p> <p>Using sources correctly when <b>illustrating</b>, using examples like:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “_____ argues that _____”</li> <li><input type="checkbox"/> “_____ claims that _____”</li> <li><input type="checkbox"/> “_____ acknowledges that _____”</li> <li><input type="checkbox"/> “_____ tells the story of _____”</li> <li><input type="checkbox"/> “_____ reports that _____”</li> <li><input type="checkbox"/> “_____ believes that _____”</li> </ul> <p>Using sources correctly when <b>authorizing</b>, using examples like:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>According to Sam Jones, principal of xyz school, which encourages . . .</i></li> <li><input type="checkbox"/> <i>A study conducted by xyz company, a non-profit organization that . . .revealed that. . .</i></li> </ul> <p>Using sources correctly when <b>extending</b>, using examples like:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Supporting my example, xyz’s research shows. . .</i></li> <li><input type="checkbox"/> <i>Xyz’s research confirms that _____ is a problem. This connects to what we are experiencing at _____. However, we could solve this problem if we _____.</i></li> </ul> <p>Using sources correctly when <b>countering</b>, using examples like:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>While parent groups often talk about xyz negatively, recent xyz research shows there are positive effects.</i></li> <li><input type="checkbox"/> <i>Whereas many of our students believe xyz to be true, there is research that actually shows. . .</i></li> </ul> <p>Using sources correctly when <b>summarizing the opposition</b>, using examples like:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____ argues that _____. <i>What the author fails to consider is . . .</i></li> <li><input type="checkbox"/> _____ says that _____. <i>This is true, but . . .</i></li> <li><input type="checkbox"/> _____ suggests that _____. <i>The author doesn’t explain why . . .</i></li> <li><input type="checkbox"/> _____ argues that _____. <i>Another way to look at this is . . .</i></li> <li><input type="checkbox"/> _____ found that _____. <i>However, the study doesn’t explore the connections between. . .</i></li> </ul>	