

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"> • 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> 	
Idea Development and Structure		
When appropriate to build on student writers' skill level: Provides reason(s) 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. <i>Related: K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</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. 	
When appropriate to build on student writers' skill level: Organizes writing in a logical structure.	<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 <input type="checkbox"/> My claim – Why I believe this – However, I am still wrestling with – Which makes me think now 	

Kindergarten - Opinion Next Steps Lesson Planner

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