



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 12

End of Unit Assessment: On-Demand Paragraph: Supporting Opinion with Reasons



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

I can explain how a character's actions contribute to the events in the story. (RL.3.3)

I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)

I can distinguish between my point of view and the author's point of view. (RL.3.6)

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)

Supporting Learning Targets

- I can distinguish my point of view from Wendy's.
- I can write a paragraph that states my opinion and supports it with reasons.

Ongoing Assessment

- End of Unit 1 Assessment: Opinion Writing about Wendy's Actions
- Opinion and Reasons Paragraph Planning
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reading Model Opinion Paragraph (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Preparing for Assessment: Planning a Paragraph (15 minutes)B. End of Unit Assessment: Opinion and Reasons (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reflection: Tracking My Progress (10 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Where/Who/What chart for Chapter 9 in your <i>Peter Pan</i> journal.	<ul style="list-style-type: none">• In this assessment, students will not read a new chapter. Students continue their reading in Unit 2.• Note about this assessment: This is students' first formal attempt at crafting an opinion and supporting that opinion with reasons. Students will develop this skill throughout the module, and their final performance task requires them to write a lengthier and more complex paragraph. The criteria list for this assessment is quite basic, incorporating only skills that have been formally taught in this short unit. Students will continue to build their skills writing opinions (W.1) in Units 2 and 3. The entire draft PARCC rubric will be used to assess students' writing in Unit 3.



Lesson Vocabulary	Materials
distinguish, point of view	<ul style="list-style-type: none">• Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use)• Model paragraph (one for display)• Opinion and Reasons Paragraph Planning graphic organizer (one per student)• End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons (one per student)• End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons (answers, for teacher reference)• <i>Peter Pan</i> journal (students' own)• Tracking My Progress, End of Unit 1 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reading Model Opinion Paragraph (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Collect students' homework from Lesson 11. • Tell students that they have done a lot of thinking about the book <i>Peter Pan</i>. Explain that they are going to develop an opinion today and support it with reasons, just as they have done in the past. Explain that the difference today is that they are going to write a paragraph that explains their opinion with their reasons. • Tell them that they are going to listen to a model paragraph now and that they should listen for the opinion and the reasons that the paragraph gives. Display the model paragraph and read it aloud. After reading, ask: <ul style="list-style-type: none"> * "What opinion and reasons did you hear in this paragraph?" • Give students time to think then talk with each other. Then cold call one or two students to share what they heard. Listen for students to name the opinion: "The paragraph writer would have still offered Hook a hand." Listen for a reason: "Being fair is important, or it wouldn't have been a fair fight," or "Peter would have been just as mean as Hook if he hadn't offered a hand." 	<ul style="list-style-type: none"> • Because this is a formal assessment, students should do the writing on their own. For struggling learners, consider providing more time for them to develop their opinion and reasons. Consider conferring closely with these students as they develop their reasons.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Review today's learning targets with students. Remind students that yesterday they thought about Peter's <i>point of view</i> when he gave Hook a hand, which meant they thought about what Peter was thinking and feeling when he decided to offer Hook help. Tell students that they were able to <i>distinguish</i> Peter's point of view from their own when they thought about what they would do. Ask students: <ul style="list-style-type: none"> * "Think about that word distinguish. You were able to distinguish Peter's point of view from your own yesterday. Based on that, what do you think the word distinguish means?" • Give students time to think, then talk with a partner. Then cold call on one triad to share their conversation. Clarify the meaning of the word as needed (distinguish: to mark as different). 	<ul style="list-style-type: none"> • Allow ELLs and students with Individual Education Programs (IEPs) additional time to complete their paragraphs. They will receive extra time on the New York State assessment.



Work Time	Meeting Students' Needs
<p>A. Preparing for Assessment: Planning a Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that today they get to show what they know about how to develop an opinion and support it with reasons. They will use an Opinion and Reasons Paragraph Planning graphic organizer to help them plan their writing and then they will write their paragraph.• Display the model paragraph again. Say: “Let’s go back to the model paragraph and read it again. When I read it this time, listen for what makes this a strong paragraph. You have written many paragraphs up to this point, and you know the components of a strong paragraph. In the last few lesson, you have worked very hard to create your opinions and reasons about <i>Peter Pan</i>. Now we want to listen for what the writer does to make this a strong paragraph.”• Read the paragraph aloud to students. Then give students time to think and talk with a partner about what they heard. Cold call a few students to share their thinking. Guide students to name:<ul style="list-style-type: none">– The paragraph answers the question with an opinion.– There is a topic sentence. (This language should be familiar to students based on the writing work they have done up to this point.) The topic sentence states the opinion.– The reasons are written in complete sentences.– There is a concluding sentence.– The spelling and punctuation is correct.• Distribute the Opinion and Reasons Paragraph Planning graphic organizer.• Read the question at the top:<ul style="list-style-type: none">* “Based on what you know now, would you still have made the same decision as Wendy to leave home?”• Release students to work on their Opinion and Reasons Paragraph Planning graphic organizer. Remind them that they do not need to write in full sentences on this recording form. The purpose is to get their ideas out and organize their thoughts. Encourage students to talk to each other about their thinking during the planning process, but remind them that they need to complete their own recording form with their own opinion and reasons.• Give students 10 minutes to work on their graphic organizer and then transition them to the end of unit assessment.	



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit Assessment: Opinion and Reasons (25 minutes)</p> <ul style="list-style-type: none">• Remind students that this is an assessment, which means they need to do their writing independently.• Give students 25 minutes to complete their copy of the End of Unit 1 Assessment: On-Demand Paragraph: Supporting Opinion with Reasons.• Collect their assessments. Congratulate them on their good thinking.	
Closing and Assessment	Meeting Students' Needs
<p>A. Reflection: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group. Ask them to bring their <i>Peter Pan</i> journals.• Distribute the Tracking My Progress, End of Unit 1 recording form. Explain to students that they are going to have the opportunity to reflect on their progress on the learning target: "I can write an opinion piece that supports a point of view with reasons."• Ask students to think, then talk with a partner: "We've done this kind of reflection before. What is one thing you notice about this reflection sheet? What is it asking you to do?"• Then cold call one or two responses identifying what they noticed about the reflection sheet.• Give students time to complete their Tracking My Progress recording form. (Have students use their <i>Peter Pan</i> journals as a hard surface for writing.) Collect students' recording forms to review along with their paragraph writing to see how accurate their self-assessments are.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Where/Who/What chart for Chapter 9 in your <i>Peter Pan</i> journal. <p><i>Note: Collect and review student's opinion paragraphs. Complete the Opinion and Reasons Paragraph Criteria List for each student. Identify a time for students to read and review their criteria list.</i></p>	



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Supporting Materials



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Model Paragraph

Criteria:

- The opinion responds to the question in the prompt.
- The opinion is stated clearly.
- The opinion is supported with reasons.
- A conclusion is present.
- Conventions do not interfere with the message.

I would have given Hook a hand like Peter did. It is important to be fair and that's what Peter was doing. Peter didn't want to fight Hook in that way. If Peter fought Hook and won, Peter wouldn't have really believed that he beat Hook. I would have helped Hook because if I didn't, the fight wouldn't be fair. If I was in a battle with Hook, I would want to know that I beat Hook fair and square. It's no fun to win by cheating. I think if Peter wouldn't have helped Hook, he would have been acting just as mean as Hook. It doesn't feel good to act mean and cheat, and I don't think I could do that. That's why I would have given Hook a hand.



Opinion and Reasons Paragraph Planning Graphic Organizer

Name: _____

Date: _____

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Based on what you know now, would you still have made the same decision as Wendy to leave home?
Support your opinion with reasons.

Opinion:

Reason:

Reason:

Reason:

Conclusion:

End of Unit Assessment:
On-Demand Paragraph: Supporting Opinion with Reasons

Name:

Date:

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- b. I can identify reasons that support my opinion.

Criteria:

- The opinion responds to the question in the prompt.
- The opinion is stated clearly.
- The opinion is supported with reasons.
- A conclusion is present.
- Conventions do not interfere with the message.

After reading many chapters of *Peter Pan*, write an opinion paragraph that addresses the question: “Based on what you know now, would you still have made the same decision as Wendy to leave home?” Support your opinion with reasons. Be sure to use your Opinion and Reasons recording form to help you plan your writing.



End of Unit 1 Assessment:

On-Demand Paragraph: Supporting Opinion with Reasons
(Answers, for Teacher Reference)

Criteria

- The opinion responds to the question in the prompt.
- The opinion is stated clearly.
- The opinion is supported with reasons.
- A conclusion is present.
- Conventions do not interfere with the message.

If I were Wendy, I would have gone with Peter and left home. I would want an adventure like Wendy. I would also really want to learn how to fly because that sounds really fun. Flying would be an adventure because you could see things from high above. Wendy got to live on Neverland, and Neverland is a fun place. Neverland has mermaids, pirates, and Indians, and everyone is always having adventures. She gets to live in a tree, and I would want to live in a tree because the trees seem like they are very comfortable. Wendy has Lost Boys to take care of, and I would like taking care of Lost Boys too. The boys love being with her and they always want to hear Wendy's stories. I would do what Wendy did and leave home. Being on an adventure is much more fun than staying home.



Tracking My Progress:

End of Unit 1

Name: _____

Date: _____

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- I can introduce the topic of my opinion piece.
- I can identify reasons that support my opinion.

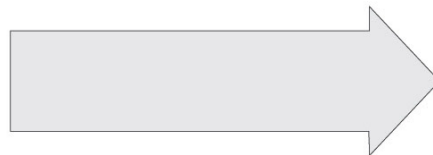
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress:

End of Unit 1

4. How does the author, Tania Zamorsky, capture a reader's imagination?
