



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> W.3.1a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p><u>Questions to Focus Learning</u></p> <p>What impact does a strong introduction have on a piece of writing? How does the organizational structure of an opinion piece affect the clarity of the writer's purpose?</p> <p>An opinion piece requires a well-organized, effective introduction that states an opinion supported by valid reasons.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know an introduction provides a purpose and background information about a topic. I know an opinion states my thoughts or feelings on a topic or text. I can determine relevant reasons to support my opinion.</p> <p><i>Reasoning Targets</i></p> <p>I can group related ideas to best support the opinion and purpose of my writing.</p> <p><i>Product Targets</i></p> <p>I can write an introduction that provides a purpose and background information about a topic.</p> <p><u>Vocabulary</u></p> <p>organizational structure relevant text</p>

### Teacher Tips

[Brainstorming Topics](#) - This video lesson resource from "Learnzillion" shows students how to gather opinion essay ideas by observing people and places in their life and generate opinion pieces about topics that are meaningful to them.

[ELA - Language and Writing Crosswalk - Third Grade](#)

[Interactive Persuasive Writing](#) – A mini-lesson and interactive persuasive writing organizer from Scholastic.

[Persuasion Lesson Plan](#) – Students choose an opinion stance about their favorite book and organize their persuasive ideas through the writing process and compose persuasive letters.

### Vertical Progression

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.3.1a](#)