

ELD Intervention

Speaking Task Type

Support an Opinion

Grade 3





LOCAL DISTRICT SOUTH ELD Intervention

GRADE 3

SPEAKING – SUPPORT AN OPINION

TASK TYPE OVERVIEW:

In this task type, the student views a picture and gives an opinion about two activities, events, materials, or objects, and is asked to give relevant reasons to support the opinion expressed.

ELD STANDARDS:

- PI.C.11 – Support own opinions and evaluate others’ opinions in speaking and writing.
- PII.B.3 – Use verbs and verb phrases to create precision and clarity in different text types.
- PII.B.4 – Use nouns and noun phrases to expand ideas and provide more detail.
- PII.B.5 – Modify to add details to provide more information and create precision.
- PII.C.6 – Connect ideas within sentences by combining clauses.

RUBRICS:

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> An opinion is not expressed. Response contains no English. No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation often impede meaning. Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.

***Note:** Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

TEACHING TIPS:

- Practice daily opinion writing.
- Examine student models that are well written.
- Use scaffolding to illustrate how to support details to their opinions.
- Use think pair share to practice students making choices and supporting their opinions.
- Give students daily opportunities to make choices and give reasons why they made their choice.
- Engage students in dialogue about the prompt and chart vocabulary generated, if needed.
- Monitor student responses and provide immediate, actionable feedback.
- Provide sentence frames to support oral responses, if needed.
- Provide students with model and non-model exemplars for each score on the rubric.
- Review the rubric with students *prior* to the activity to ensure students know what is expected in order to receive a Score of 3, 2, 1, or 0.



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Teacher Pages

SPEAKING – SUPPORT AN OPINION #1

Instructions: See individual questions for prompting instructions.

1 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class is going on a field trip. Your teacher gives the class two choices on where you can go. Would you rather go on a field trip to an art museum or a natural history museum?

Wait for student to give choice.



SAY: Explain your choice by giving relevant reasons to support your opinion.

2 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your friends want to get together this weekend. They want to do something fun and active outdoors. Would you rather go hiking or running with your friends?

Wait for student to give choice.



SAY: Explain your choice by giving relevant reasons to support your opinion.

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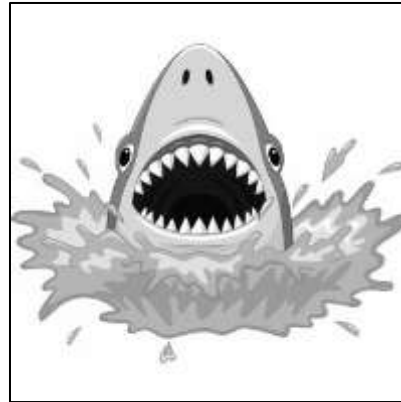
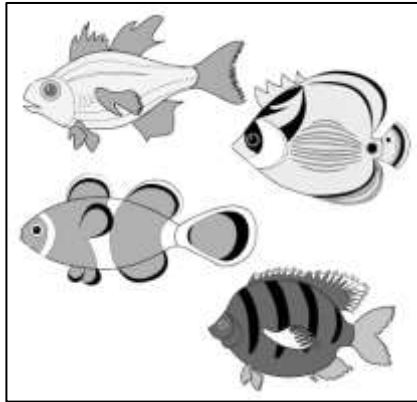
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3 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your teacher is beginning a new reading unit next week on ocean life. She is going to do a read-aloud to start the unit. Would you rather have her to do read-aloud about fish or sharks?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

SPEAKING – SUPPORT AN OPINION #2

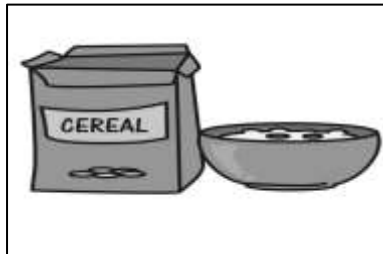
Instructions: See individual questions for prompting instructions.

1 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: The cafeteria is offering a new breakfast menu next week. On Monday, you will have two choices for breakfast. What would you rather have for breakfast, cereal or pancakes?

Wait for student to give choice.



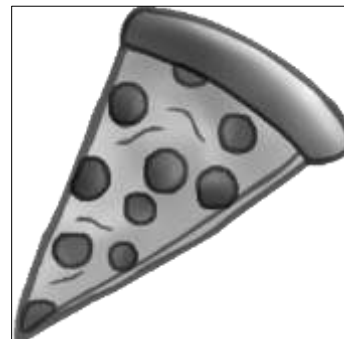
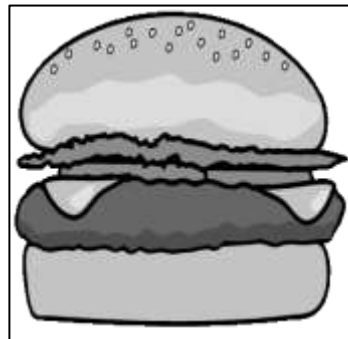
Explain your choice by giving relevant reasons to support your opinion.

2 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your mom is getting ready to cook dinner for your family. She is offering two choices for dinner. Which would you rather have, a hamburger or pizza?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

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3 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class is assigned a new play area for recess this week. The playground supervisor gives the class two game choices. Which would you rather play, basketball or soccer?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

SPEAKING – SUPPORT AN OPINION #3

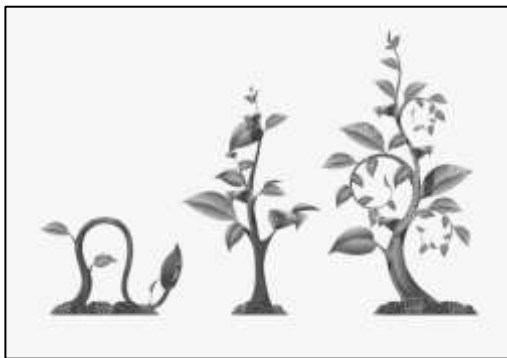
Instructions: See individual questions for prompting instructions.

1 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class will soon be working on a science project. Each student will be assigned a different topic. Would you rather do a science project on plants or the solar system?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

2 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: The visual arts teacher will be working with your class on Tuesday. She is going to ask the class to work on different projects. Would rather paint or do pottery?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

3 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class will be performing at the Spring Concert. Your teacher wants the class to decide on the kind of performance you will do. Would you prefer to play music or sing a song?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

SPEAKING – SUPPORT AN OPINION #4

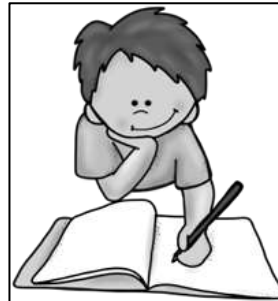
Instructions: See individual questions for prompting instructions.

1 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your teacher is assigning homework for the week. You are required to do homework for 20 minutes per day. Which would you rather, read a book or write in your journal?

Wait for student to give choice.



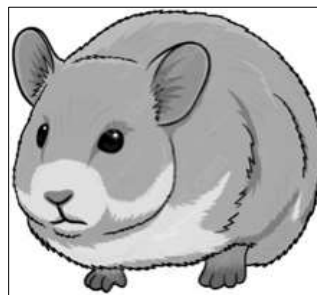
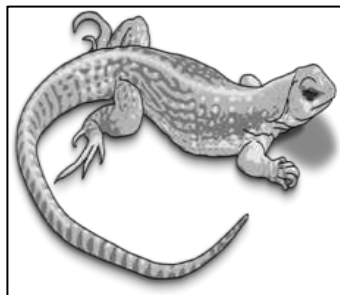
Explain your choice by giving relevant reasons to support your opinion.

2 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your teacher announced that your class will soon have a pet. He is going to the pet store after class to choose a class pet. Which would you rather have as a class pet, a lizard or a hamster?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

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3 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Beginning next week, your school will offer afterschool clubs for students. Your parents must give you permission to join a club. Would you rather join the gardening club or the art club?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

SPEAKING – SUPPORT AN OPINION #5

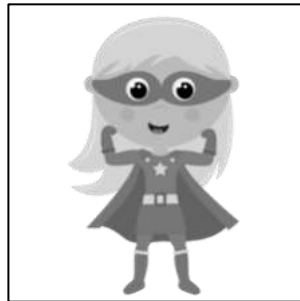
Instructions: See individual questions for prompting instructions.

1 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your school is celebrating literacy week beginning on Monday. Your class will be dressing up as storybook characters. Which character would you rather dress up as, a superhero or a monster?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

2 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class won the perfect attendance award for the month. Your teacher is getting a special treat for your class. Would you rather have ice cream or cake?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.

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3 SAY: I am going to ask for your opinion.

Point to each picture at the appropriate time while reading the questions.

SAY: Your class is working on biographies. You will be researching and writing about an important historical figure. Which historical figure would you rather research, a doctor or a musician?

Wait for student to give choice.



Explain your choice by giving relevant reasons to support your opinion.
