

Grade 5

Unit 2

Writing Studio

Teacher Guide

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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an essay that expresses their opinion on the best school subject. [W.5.1]

FORMATIVE ASSESSMENT

Activity Page 1.1

The Best School Subject Students write an essay that expresses their opinion on the best school subject. [W.5.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Opinions	Partner	5 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Opinion Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Fifth Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final opinion writing activity in Unit 4, *Developing Opinion Writing*.

Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include a list of subjects students are currently studying, textbooks from student courses, or images of students practicing various subjects (such as painting in art class, solving a math problem on the board, or doing an experiment in science class).

Lesson 1

Introducing Opinion Writing



Primary Focus: Students write an essay that expresses their opinion on the best school subject. [W.5.1]

CONNECTIONS: OPINIONS (5 MIN.)

- Ask a student to explain what an opinion is.
 - » An opinion is a belief or preference. For example, one person's opinion might be that chocolate ice cream is the best. Another person's opinion might be that strawberry ice cream is the best.
- As you read each item from the following list, allow a few seconds for students to turn and talk to a partner about their opinion.
 - your favorite food
 - your best memory
 - the most fun vacation
 - the hardest game

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will write essays about the best school subject.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

▶ Writing Prompt for Activity Page 1.1

Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

Support

Model the exercise for the class, explaining that when someone identifies their favorite, they are stating their opinion. Review statements of fact and statements of opinion.

Challenge

Have students use specific words and phrases (*I think*, *I believe*, etc.) to show that they are stating an opinion.



Access

Entering/Emerging

Review prompt and discuss relevant images or supplementary materials, such as of different subjects or classroom schedules, with students before they begin writing.

Transitioning/Expanding

Review prompt and allow pairs of students to discuss relevant images or supplementary materials, such as of different subjects or classroom schedules, before they begin writing.

Bridging

Review prompt and provide relevant images or supplementary materials, such as of different subjects or classroom schedules, for students to consult before they begin writing.



OPINION PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when 15 minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Fifth Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final opinion writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their opinion essay
 - identifies the best school subject.
 - includes a reason for their opinion.
 - includes three or more reasons for their opinion.
 - includes a title.
- If time permits, ask students to tell a partner the school subject they selected and to give a reason for their choice.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinion essays.

End Lesson

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an opinion text. [W.5.1]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Opinion Essay Map Students identify and describe the purpose and features of an opinion text. [W.5.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Fact or Opinion?	Whole Group	5 min.	
Read-Aloud: “The Best Way to Learn”	Whole Group	5 min.	<input type="checkbox"/> “The Best Way to Learn”
Modeling: Completing an Opinion Essay Map	Whole Group	7 min.	<input type="checkbox"/> Activity Page 2.1
Completing an Opinion Essay Map	Independent	8 min.	<input type="checkbox"/> Activity Page 2.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to display or distribute copies of “The Best Way to Learn,” which is available in Teacher Resources.
- Prepare to display Activity Page 2.1 (Blank Opinion Essay Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following judgment words for preteaching:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- Prepare additional statements of fact and statements of opinion for review.
 - The United States has fifty states. (fact)
 - Our state is the best in all of America. (opinion)
 - Richard Blanco wrote a personal narrative about how his family celebrated Thanksgiving. (fact)

- My favorite part of Blanco’s narrative was when he carried the frozen turkey on his bike. (opinion)
- The worst sound ever is a squeaky chair. (opinion)
- My teacher’s chair squeaks. (fact)
- The nicest thing about my neighborhood is how friendly people are. (opinion)
- My neighborhood has a playground in it. (fact)
- Books are better than movies. (opinion)
- My mother gave me a book about the Maya. (fact)
- Our team is the greatest! (opinion)
- Our team has won more games than any other. (fact)

Start Lesson

Lesson 2

Introducing Opinion Writing



Primary Focus: Students identify and describe the purpose and features of an opinion text. [W.5.1]

CONNECTIONS: FACT OR OPINION? (5 MIN.)

- Ask a student to explain how an opinion is different from a fact.
 - » Answers may vary, but students should understand that an opinion is a belief or preference. For example, one person’s opinion might be that chocolate ice cream is the best. Another person’s opinion might be that strawberry ice cream is the best. A fact is something that can be proven.
- Remind students that in informative essays, such as those they studied in the previous unit, the writer’s main purpose is to share facts about a topic. In opinion essays, the primary purpose is to convey a belief or preference.
- As you read each item from the following list, have students use their arms to indicate silently whether the statement is a fact or an opinion.

Students may join their hands over their heads to form an ‘O’ for opinions. They may hold their hands up to their right and parallel to each other to form an ‘F’ for facts. Alternatively, you may wish to assign a side of the room to facts and another to opinions, then have students move to the appropriate side to indicate the nature of each statement.

- Corn is the most delicious vegetable. (opinion)

Support

Explain how facts are proven with objective information or data (e.g., times, dates, statistics). Contrast that with the subjective reasons on which opinions are based (e.g., personal taste, experience, or beliefs).

- Broccoli is a vegetable. (fact)
 - A memory is a thought about something that happened in the past. (fact)
 - My best memory is of the day my little sister was born. (opinion)
 - Many people visit the beach during summer vacation. (fact)
 - My favorite vacation is spring break. (opinion)
 - Soccer is the hardest sport, because you cannot touch the ball with your hands. (opinion)
 - A professional soccer match has two 45-minute halves. (fact)
 - My mom thinks that winter is the best season. (fact)
 - Winter is the best season. (opinion)
- Pause to clarify as needed. For example, students may be tricked by the factual statement “My mom thinks that winter is the best season.” Explain that this is a factual statement about a mother’s opinion. Compare it to the opinion statement “Winter is the best season” to illustrate the difference.

READ-ALoud: “THE BEST WAY TO LEARN” (5 MIN.)

- Ask students to raise a silent hand if they
 - prefer learning something new from hearing someone talk about doing it.
 - prefer learning something new by doing it along with someone who has more experience.
 - like learning in both ways about the same amount.
- Tell students that you have an opinion essay about the best way to learn and that they should listen carefully to determine its author’s opinion.
- Read aloud the essay “The Best Way to Learn.”

The Best Way to Learn

Pretend for a minute that you have a cousin who is younger than you are, and you are trying to teach him how to ride a bicycle for the first time. Think about the different steps you would take and what you would need. I bet you would not just give your cousin a book to read about bikes or talk to him about bike riding. Instead, you would probably find a bike, a helmet, and a

safe space for your cousin to practice what you told him. That's because the best way to learn something new is by doing it.

Learning to do something new by actually practicing it is better than just hearing or reading about it. Practicing something helps you identify questions or problems you might face while doing it. For example, if you are reading about how to ride a bike, you might not remember that you have to pedal and watch where you are going at the same time. However, actually pedaling a bike helps you remember that, because if you forget for too long, you will run into something!

Learning by doing is also better than learning by hearing, because practicing helps you remember all the steps to take. If you were thinking about riding a bike, you might forget steps like moving the kickstand before pedaling. But when you actually ride a bike, seeing the kickstand will help you learn to raise it before pedaling. Seeing and practicing will help you remember what you have heard or read. Even if you cannot practice in a real situation, you can practice in a model. For example, before astronauts actually go to space, they practice in machines called simulators. This helps them learn what to expect and think about all the steps they will need to follow in space.

These are just two reasons that it is better to learn something new by trying it than it is to learn by reading or hearing about it. This kind of learning is used all over, by everyone from bike riders to astronauts. So the next time you have to learn something, jump in and practice it! It may help you learn it more easily, and you could have some fun, too!



Check for Understanding

Ask students to identify why the author wrote this opinion essay, or what its purpose is.

- » Its purpose is to convince someone that learning by doing is better than learning by just hearing or reading about something.
-

Challenge

Ask students how Walt Whitman might respond to this essay's opinion.

- » Whitman would likely approve, because "When I Heard the Learn'd Astronomer" shows someone looking at stars rather than listening to an astronomy lecture.

Activity Page 2.1



- Ask students to turn to a partner and each name one reason that this essay's author thinks it is better to learn by doing than by hearing.
 - » The author believes it is better because doing allows you to identify problems and questions. It also helps you remember important steps.

MODELING: COMPLETING AN OPINION ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Opinion Essay Map, and display or project it.
- Ask a student to identify the essay's title. Write it on the essay map in the appropriate place and have students do the same.
 - » "The Best Way to Learn"
- Tell students that you will read the essay aloud again and complete the next two sections of the map (Introductory Paragraph and Body Paragraph One). Students should complete their own copies of the map along with you.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, "Introductory Paragraph, Topic," then say, "I know this essay is about how to learn. I'll put that on the essay map by Topic."
- You may wish to clarify that although the essay discusses learning how to ride a bike, it is not only about that topic. Review the information about astronauts to show students how the essay discusses learning different things.

COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

[Sample Answers]

Title	<i>The Best Way to Learn</i>
Introductory Paragraph	Topic: <i>how to learn</i>
	Opinion: <i>The best way to learn is by doing.</i>
	Idea for hook: <i>how you would teach someone</i>
Body Paragraph One	Reason one to support opinion: <i>Practice helps identify questions or problems.</i>
	Evidence for this reason: <i>pedaling and looking where you're going</i>
Body Paragraph Two	Reason two to support opinion: <i>Practice helps you remember the steps.</i>
	Evidence for this reason: <i>raising the kickstand</i>
Conclusion	Why readers should agree with this opinion: <i>lots of people use it—even astronauts</i>
	Final thought <i>Try this the next time you're learning.</i>



Access

Entering/Emerging

Preteach judgment words and provide heavy support as students practice distinguishing facts from opinion statements.

Transitioning/Expanding

Preteach judgment words and provide moderate support as students practice distinguishing facts from opinion statements.

Bridging

Preteach judgment words and provide light support as students practice distinguishing facts from opinion statements.

WRAP-UP (5 MIN.)

- Tell students that some special words help give clues that we are reading or hearing an opinion. These words are judgment words, or words that express an opinion.
- Explain that you will read a list of these words aloud. Students should turn to a partner and take turns saying an original sentence using each word.
- Read the following, pausing briefly for students to exchange sentences for each word:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- If time permits, ask a few students to share their sample sentences.
- Tell students that in the next Writing Studio session, they will start planning their own opinion essays.

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End Lesson  
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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Opinion Essay Map Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Food for Thought	Partner	5 min.	
Modeling: Planning with Essay Maps	Whole Group	10 min.	<input type="checkbox"/> blank opinion essay map
Planning with Essay Maps	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to project or display the blank opinion essay map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Prepare to display or distribute the Writing Prompt for Activity Page 3.1, available in Teacher Resources.

Universal Access

- Prepare sentence starters such as the following.
 - The most important thing I use each day is _____.
 - It would be terrible if I lost _____.
 - If I lost _____, I would not be able to _____.
 - My favorite object is _____.
 - _____ helps me _____.
 - Losing _____ would be the worst because _____.

Lesson 3

Introducing Opinion Writing



Primary Focus: Students use an essay map and collaborate to plan an essay about the worst thing to lose. **[W.5.5]**

CONNECTIONS: FOOD FOR THOUGHT (5 MIN.)

- Ask students to review what happens in the William Carlos Williams poem “This Is Just To Say.”
 - » The speaker apologizes for taking some plums that were in the refrigerator, saying they were “delicious/so sweet/and so cold.”
- Ask students to raise their hands if they have a favorite fruit—something they love so much they would be tempted to take it from someone else’s refrigerator without permission.
- Allow students to turn and talk with a partner about their favorite fruit. If time permits, you may wish to take a class poll to see which fruits students enjoy most.

MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Explain that Williams does something interesting in his poem that you all have not really discussed before. When he explains his opinion—that he thought the plums were delicious—he also gives reasons to explain what made them delicious.
- Ask students to volunteer Williams’s reasons.
 - » The plums were “so sweet” and “so cold.”
- Point out that this is exactly what good opinion writing looks like. It’s important to give your opinion, then give evidence or reasons for that opinion.
- Explain that you want to write an essay that shares your opinion on your favorite fruit. Because you want to plan your work, you are going to start by filling out an essay map.

- You may wish to remind students that planning is one of the steps of the writing process.
- Ask students why it is important to plan your ideas before writing.
 - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you don't have enough, you might have to do some research or pick a new topic.
- Project a blank opinion essay map.

➤ Blank Opinion Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay giving your opinion on your favorite fruit. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay that gives my opinion on my favorite fruit, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my essay "My Favorite Fruit," because I want to use the title to inform readers about my topic. [Write *My Favorite Fruit* by *Title*.] I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am writing about oranges. [Write *My favorite fruit is an orange.* by *Topic*.] I also know that I want to use the William Carlos Williams poem as my hook. [Write "*This Is Just To Say*"—*what fruit would tempt you?* by *Idea for hook*.]

For my first body paragraph, the main idea will be that oranges are the best fruit, because they are nutritious. [Write *nutritious* by *Reason one to support opinion*.] I know I need some evidence for this reason. I think the biggest evidence

is that they have Vitamin C. [Write *Vitamin C* by *Evidence for this reason.*] I also know that centuries ago, sailors used to eat oranges on long boat trips in order to stay healthy. [Add *sailors would eat for nutrition* by *Evidence for this reason.*] As you build the evidence, you may wish to ask students to offer input on additional evidence that oranges are nutritious and add this to your essay map.

For my next body paragraph, the main idea will be that oranges are the best fruit, because they have a thick peel. [Write *thick peel* by *Reason two to support opinion.*] I know I need some evidence for this reason. I think the biggest evidence is that the peel means you don't have to wash an orange before eating it, so you can snack on it anywhere. [Write *doesn't need to be washed* by *Evidence for this reason.*] The thick orange peel also keeps the orange from getting bruised like an apple does. [Add *doesn't get bruises* by *Evidence for this reason.*] As you build the evidence, you may wish to ask students to offer input on additional reasons that orange peels are useful and add this to your essay map.

Finally, I need a conclusion. For my final thoughts, I want to remind readers why they should agree with my opinion. I think the best way is for them to try an orange, so maybe I'll tell them to do that. [Write *see for yourself and Try an orange—just make sure it's not someone else's!* by *Conclusion.*]

- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

Title	<i>My Favorite Fruit</i>
Introductory Paragraph	Topic: <i>favorite fruit</i>
	Opinion: <i>My favorite fruit is an orange.</i>
	Idea for hook: <i>William Carlos Williams's "This Is Just to Say"—what fruit would tempt you?</i>
Body Paragraph One	Reason one to support opinion: <i>nutritious</i>
	Evidence for this reason: <i>sailors would eat for nutrition</i>
Body Paragraph Two	Reason two to support opinion: <i>thick peel</i>
	Evidence for this reason: <i>doesn't need to be washed, doesn't get bruises</i>
Conclusion	Why readers should agree with this opinion: <i>don't have to—can see for yourself</i>
	Final thought <i>Try an orange—just make sure it's not someone else's!</i>



Check for Understanding

Ask students why they should give reasons for their opinions.

- » Answers may vary but could include that many times we share opinions to help persuade someone to do something, such as make a decision. Giving reasons can help convince them to agree with us. It can also help explain why we think or feel the way we do.

- Explain that you can use this plan to help you write your essay, which you will do in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

PLANNING WITH ESSAY MAPS (10 MIN.)

- Display or distribute the writing prompt for Activity Page 3.1 and tell students that now they will have their own chance to use an essay map to work together to plan an essay that identifies the worst thing a student could lose and explains their opinion about why this is the worst thing. They should use Activity Page 3.1, Blank Opinion Essay Map, to help their planning.
- Ask students to name some lost things named in Elizabeth Bishop’s poem “One Art.”
 - » Answers may vary but could include lost door keys, an hour, a watch, places, names, where it was I meant to travel, houses, cities, rivers, a continent, realms, and a person.
- Tell students that they will speak with a partner about some other things a person might lose to help them think about ideas for different essays they might plan.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or piece or detail about their answer.
 - Have you ever lost anything?
 - Think about what you bring to school every day or what you use while you are there. Which of those things would be the worst to lose?
 - What might you lose on the way to school?
 - What is something a person might lose on a trip?
 - What could someone lose outside?
 - What could someone lose that would be very easy to replace?
 - What might someone lose that would be impossible to replace?
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Direct students’ attention to the blank opinion essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that gives an opinion about the worst thing for a student to lose. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information.

Activity Page 3.1



Challenge

Ask students to consider how different people might have different worst objects to lose. For example, the worst thing a bus driver could lose might be keys, but for a teacher it might be textbooks.

Support

Guide students in considering the events of their school day and what objects are essential to them. For example, they may realize that they cannot buy their lunch if they lose their lunch money.



Access

Entering/Emerging

Use sentence starters and provide heavy support as students work on the essay map.

Transitioning/Expanding

Use sentence starters and provide moderate support as students work on the essay map.

Bridging

Use sentence starters and provide light support as students work on the essay map.

- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your students' suggestions.

Title	<i>Don't Lose It!</i>
Introductory Paragraph	Topic: <i>the worst thing to lose</i>
	Opinion: <i>The worst thing to lose is your homework.</i>
	Idea for hook: <i>If you spend time working on something, you want to get credit for it.</i>
Body Paragraph One	Reason one to support opinion: <i>You can't replace your homework.</i>
	Evidence for this reason: <i>If you lose your lunch money, someone might be able to loan you some money. But no one can loan you their homework.</i>
Body Paragraph Two	Reason two to support opinion: <i>Your learning depends on it.</i>
	Evidence for this reason: <i>If you get a zero on the assignment, it can have a big effect on your grade. If you don't have it and can't participate in class, it may make it harder for you to understand the lesson.</i>
Conclusion	Why readers should agree with this opinion: <i>Students are here to learn, and homework is an important part of that.</i>
	Final thought <i>Make sure not to lose your homework.</i>

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay that gives an opinion about the worst thing to lose.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details. Tell students that in the next class they will work together to write their class essay.
- Tell students that as a way to think about the consequences of losing their selected object, they will play a game called “And then.” Students will speak with a partner. The first student will name one thing that could go wrong because of the lost object, then say, “and then . . .” The next student will name another thing that could go wrong, then say “and then . . .” to signal that it is another student’s turn.

Example:

- Student 1: The worst thing to lose is your lunch money, because then you cannot buy lunch. And then . . .
 - Student 2: And then you feel sad watching your friends eat. And then . . .
 - Student 1: And then you are hungry all afternoon. And then . . .
 - Student 2: And then you have trouble concentrating during your spelling test. And then . . .
 - Student 1: And then your stomach makes loud noises when the teacher is talking. And then . . .
 - Student 2: And then you are too tired to play well in soccer practice after school. And then . . .
- You may wish to challenge student pairs to see how many ideas they can generate.
 - You may also wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

~~~~~  
End Lesson  
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4

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: In My Opinion	Partner	3 min.	
Modeling: Writing an Opinion Essay	Whole Group	8 min.	<input type="checkbox"/> essay map <input type="checkbox"/> drafting paper
Writing an Opinion Essay	Whole Group	12 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1
Wrap-Up	Partner	7 min.	

ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Opinion Essay activity.

Universal Access

- Prepare to display words that help show opinion or judgment, such as the following:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest

Lesson 4

Introducing Opinion Writing



Primary Focus: Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

CONNECTIONS: IN MY OPINION (3 MIN.)

- Tell students that they will start the lesson by stating opinions and naming reasons for those opinions.
- Read each of the following topics, pausing briefly for students to turn and talk to a peer about each one. For each, students should state an opinion on the topic and give a reason for the opinion.
 - video games
 - chocolate cake
 - blizzards
 - flying on an airplane
 - visiting a museum
 - watching a sporting event
 - cleaning your room
- If time permits, allow a few students to share with the class one of their opinions and their reasons for it.

MODELING: WRITING AN OPINION ESSAY (8 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay appears below, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "My Favorite Fruit." [Add *My Favorite Fruit* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name my topic and the opinion I have about it. But I also want to think about a clever hook, or something that helps draw readers into my essay and make them want to read more of it. I think I want to use the William Carlos Williams poem as part of my hook. [Write *In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them.*] That's the hook of my essay, but I should explain how it relates to my topic and opinion. [Write *While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.* after the other sentences.]

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- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
 - Tell students that now you've written your essay, you want to read it all the way through to hear how it sounds.
 - Read your essay aloud. (A sample essay appears below.)
-

My Favorite Fruit

In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.

One thing that makes oranges my favorite is that they are so nutritious. They have a lot of Vitamin C in them, so they are part of a healthy diet. People have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don't have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

These are just a few reasons that oranges are my favorite fruit. But they don't have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else's refrigerator without permission!

-
- Ask students what part of this essay would make them want to eat an orange.
 - » Answers may vary but should be based on material covered in the essay.

WRITING AN OPINION ESSAY (12 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay about the worst thing to lose.
- Display the essay map completed in the previous class and ask each student to look at his or her copy of the map.
- Review the map aloud with students.



Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

Okay, I know that you all think the worst thing to lose is your homework, and we started planning that in the last class. Now turn and tell one of your classmates about some reasons that would be so bad. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that gives a reason for this opinion. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or with a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

WRAP-UP (7 MIN.)

- Have students work in small groups and discuss the reasons included in the modeling essay and/or the class essay. For each reason, challenge students to think about what someone might say who disagrees with the reason. For example, someone might say that most fruits are nutritious, so this is not a reason to like oranges more than other fruits.
- Tell students that later on they will learn how thinking about these kinds of disagreements can help make their writing even stronger.

End Lesson

Challenge

Ask students to personalize their work by writing a new hook for the class essay.

Support

Remind students that their sentence suggestions should use words and phrases that show their opinion, reviewing the relevant word lists as necessary.

Activity Page 4.1



Access

Entering/Emerging

Provide lists of judgment words and offer heavy support as students craft opinion statements, reasons, and evidence from the material on the essay map.

Transitioning/Expanding

Provide lists of judgment words and offer moderate support as students craft opinion statements, reasons, and evidence from the essay map.

Bridging

Provide lists of judgment words and offer light support as students craft opinion statements, reasons, and evidence from the essay map.

5

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students will to gather information about poetic devices to plan an opinion essay about what makes a good poem. [W.5.8, W.5.9, W.5.9A]

FORMATIVE ASSESSMENT**Activity Page 5.1**

Poetic Devices Students use a graphic organizer to gather information about poetic devices to plan an opinion essay about what makes a good poem.

[W.5.8, W.5.9, W.5.9A]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Letters to a Young Poet	Whole Group	5 min.	<input type="checkbox"/> Activity Page 5.1
Modeling: Gathering Information	Whole Group	5 min.	<input type="checkbox"/> Activity Page 5.1
Gathering Information	Small Group	17 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> definitions of poetic devices <input type="checkbox"/> <i>Poet's Journal</i>
Wrap-Up	Partner	3 min.	

ADVANCE PREPARATION

- This lesson draws on content from Unit 3, *Poetry*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to review the relevant passage from the *Poet's Journal*.
- Prepare to arrange students into two different configurations of small groups during the lesson. Students will first work in four small groups, one devoted to each poetic device being researched. Then they will form new groups of four students each, so that every new group consists of one student representative for each poetic device.
- Prepare to distribute Activity Page 5.1 to each student and to display or project a copy of it.

Universal Access

- Prepare definitions of each poetic device named on Activity Page 5.1 and gather relevant material from Unit 3, *Poetry*.

Lesson 5

Introducing Opinion Writing



Primary Focus: Students use a graphic organizer to gather information about poetic devices to plan an opinion essay about what makes a good poem.

[W.5.8, W.5.9, W.5.9A]

CONNECTIONS: LETTERS TO A YOUNG POET (5 MIN.)

- Ask students to review the topic of their earlier opinion essay, which was based on Elizabeth Bishop's poem "One Art."
 - » Students composed essays stating an opinion on the worst thing to lose.
- Ask students how this essay might help a reader.
 - » Answers may vary but could include that the essay could help readers remember to be more careful, because the essay has helped them realize how bad it would be to lose the item discussed.
- Tell students that for their next opinion essay, they will build on the idea that sharing your opinion might help someone. Sometimes this kind of writing is called *advice writing*.
- Ask students to suggest some reasons that people might ask for advice.
 - » Answers may vary, but they could include that people want to learn from someone who has more experience or that they have tried different things and still need some help.
- Explain that many years ago, a young man who wanted to be a poet wrote to a famous poet named Rilke asking for advice. He wanted to know more about being a poet and about how to make his own poetry better. Even though Rilke was famous, he wrote the man back several times. The letters are now published as *Letters to a Young Poet*. Students will now write their own advice to young poets—opinion essays explaining the poetic device that makes the best poems.
- Display Activity Page 5.1 and distribute a copy to each student.
- Review the Activity Page 5.1 writing prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.

Activity Page 5.1





Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

MODELING: GATHERING INFORMATION (5 MIN.)

- Divide students into the following expert groups:
 - anaphora
 - simile
 - rhyme
 - metaphor
- Explain that students will work together to become experts on their assigned poetic device, which they will then explain to members of other groups.
- Before students start working in their groups, model completing the Activity Page 5.1 on tone. A completed Activity Page 5.1 can be found in Teacher Resources.

GATHERING INFORMATION (17 MIN.)

- Guide students through the process of thinking about the characteristics of their poetic devices, using the following questions. You may ask each question, allow students to discuss briefly in their expert groups, then move to the next question.
 - How do you define your poetic device?
 - Why is your poetic device important to a poem?
 - What evidence supports your reason?
 - What is another thing that makes your poetic device important to a poem?
 - What evidence supports your reason?
- After each group has completed gathering its expert definition, split students into new jigsaw groups, arranging them so that each new group consists of at least one student to represent each poetic device.

Challenge

Ask students to use poems from Unit 3, *Poetry*, to provide evidence for their claims.

Support

Refer students to the *Poet's Journal* for additional review on the specific poetic devices discussed.



Access

Entering/Emerging

Preteach the poetic devices named on Activity Page 5.1, offering heavy support and drawing on content from Unit 3, *Poetry*, as needed.

Transitioning/Expanding

Preteach the poetic devices named on Activity Page 5.1, offering moderate support and drawing on content from Unit 3, *Poetry*, as needed.

Bridging

Preteach the poetic devices named on Activity Page 5.1, offering light support and drawing on content from Unit 3, *Poetry*, as needed.

- Have the new jigsaw groups work together to complete Activity Page 5.1. Each student expert should share his or her answers relevant to the poetic device covered in his or her expert group.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a peer from their group about the two poetic devices they are most interested in using in their papers.
- Tell students that in the next lesson they will use this information to plan their essays.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

# 6

## PRIMARY FOCUS OF LESSON

Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Blank Opinion Essay Map** Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Modeling: Planning an Essay                  | Whole Group | 4 min.  | <input type="checkbox"/> Activity Page 3.1                                               |
| Connections: Poetic Devices                  | Small Group | 7 min.  | <input type="checkbox"/> Activity Page 5.1                                               |
| Planning An Essay                            | Independent | 16 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up                                      | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                               |

## ADVANCE PREPARATION

- If your students are sufficiently familiar with the essay planning process, you may omit the Modeling: Planning an Essay lesson segment and begin with the Connections lesson segment.
- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1, a blank opinion essay map, available in Teacher Resources, to each student.
- Prepare to arrange students in the same jigsaw groups in which they worked during the previous lesson.

## Lesson 6

# Introducing Opinion Writing



**Primary Focus:** Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

## MODELING: PLANNING AN ESSAY (4 MIN.)

- Remind students that they have already practiced using opinion essay maps to plan their work.



### Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

## CONNECTIONS: POETIC DEVICES (7 MIN.)

- Distribute Activity Page 5.1, which students completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same jigsaw groups in which they worked during the previous lesson.
- Explain that in order to decide which poetic devices students want to use in their essays, each group member will review the poetic device on which he or she is the expert. After each student in the group reviews all the devices, students will choose individually which devices to write about in their essays.
- Review the information for tone as a model, then allow group experts to review the remaining devices.
- Circulate and provide support as needed to ensure that students select two poetic devices to discuss in their essays.



### Challenge

Encourage students to reference specific lines of a poem for their essay's examples. Ask students to practice quoting those lines correctly in their work.

### Support

Provide examples of each poetic device from the poems students have studied in Unit 3, *Poetry*.



### Access

#### Entering/Emerging

Have students identify their favorite poem from the *Poetry* unit, then offer heavy support as they identify its poetic devices and add them to their essays.

#### Transitioning/Expanding

Have students identify their favorite poem from *Poetry*, then offer moderate support as they identify its poetic devices and add them to their essays.

#### Bridging

Have students identify their favorite poem from *Poetry*, then offer light support as they identify its poetic devices and add them to their essays.

## PLANNING AN ESSAY (16 MIN.)

- Distribute Activity Page 6.1.
- Have students use Activity Page 6.1 to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 2 min.
  - Introduction: 1 min.
  - Body Paragraph One: 5 min.
  - Body Paragraph Two: 5 min.
  - Conclusion: 3 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map based on the poetic devices metaphor and tone follows.

## WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~  
End Lesson
~~~~~

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their opinion essays, including logically ordered reasons and appropriate diction to link opinions with reasons supporting them. [W.5.1, W.5.1B, W.5.1C]

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Drafting Paper** Students draft body paragraphs of their opinion essays, including logically ordered reasons and appropriate diction to link opinions with reasons supporting them. [W.5.1, W.5.1B, W.5.1C]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                              |
|----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (25 min.)</b> |             |         |                                                                                                                                        |
| Connections: It's In the Details             | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Opinion Essays            | Whole Group | 8 min.  | <input type="checkbox"/> Words And Phrases Connecting Reasons And Evidence<br><input type="checkbox"/> sample opinion paragraph        |
| Drafting Opinion Essays                      | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                      | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Words and Phrases Connecting Reasons and Evidence               |

## ADVANCE PREPARATION

- Prepare to display the following list of Words and Phrases Connecting Reasons and Evidence.
- Prepare to display the sample opinion paragraph, available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 or word processors (optional).
- Ensure students have Activity Pages 6.1 and 5.1, which they completed in previous lessons.

### Universal Access

- Prepare cloze sentences as follows:
  - I am allergic to nuts. \_\_\_\_\_ I cannot eat peanut butter.
  - I love eating vegetables. \_\_\_\_\_ I had a salad for lunch.
  - I have enjoyed learning about poetry. \_\_\_\_\_ “#359” is my favorite poem.
  - We overslept. \_\_\_\_\_ I ate a very fast breakfast.
  - I learned a lot at the zoo. \_\_\_\_\_ I discovered that lizards can shed their skin.
  - The field trip to the museum was awesome. \_\_\_\_\_ I am going to take my whole family to visit the museum.



## Lesson 7

# Introducing Opinion Writing



**Primary Focus:** Students draft body paragraphs of their opinion essays, including logically ordered reasons and appropriate diction to link opinions with reasons supporting them. **[W.5.1, W.5.1B, W.5.1C]**

## CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays offering advice on how to write the best poems.



### Check for Understanding

Ask students to explain the elements necessary in an opinion essay's body paragraphs.

- » These paragraphs should support the essay's opinion with good reasons and clear evidence for those reasons.

## MODELING: DRAFTING OPINION ESSAYS (8 MIN.)

- Tell students that you have some new tips on drafting an opinion essay.
- Explain that one way to write stronger opinion paragraphs is to think about how your reason and the evidence for it are connected.
- Display the sample opinion paragraph, which is taken from the model essay drafted in Lesson 3. Remind students that the essay's opinion stated that oranges are the best fruit.
- Ask students to silently identify the paragraph's reason and evidence as a student reads the paragraph aloud.
- Ask students to identify the reason given in the paragraph and the evidence supporting that reason.
  - » Reason: Oranges are nutritious.  
Evidence: Oranges contain Vitamin C. Sailors ate them on long voyages.

- Display the list of Words and Phrases Connecting Reasons and Evidence. Review each term, explaining how these words can help show the connection between reasons and evidence.

### ➤ Words and Phrases Connecting Reasons and Evidence

- Use the think-aloud strategy to demonstrate using more specific words to link reasons and evidence. A sample follows, but you may customize for your own class's needs.

I'd like to add more precise vocabulary to my draft to help make it stronger. In listening to it, I realized that one place I could add words to show the connection between reasons and evidence is when I speak about Vitamin C. That vitamin is a particular kind of nutrient, and the evidence explains the reason. So I will add the word *specifically* to introduce that sentence. [Use a carat to show where you would insert *Specifically* before *They have a lot of Vitamin C in them*. Remember to change the *T* in *They* to a lower case letter.] I can also make a similar change in the next sentence. Because oranges have these nutrients, people have eaten them. Therefore, I'll add the word *consequently* in front of the next sentence to show that people have eaten oranges because of their nutritional value. [Use a carat to show where you would insert *Consequently* before *People have eaten oranges*. Change the *P* in *People* to a lower case letter.]

- Ask students to suggest other vocabulary substitutions as time permits.
- Tell students that they will begin drafting their opinion essays in this lesson, and as they do so, they should think about the kind of precise vocabulary they might add to make their work stronger.

#### Activity Page 7.1



#### DRAFTING OPINION ESSAYS (12 MIN.)

- Distribute Activity Page 7.1, which each student will use to draft his or her essay. Alternatively, you may wish to have students draft on word processors.
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.

- Explain that students will begin by drafting their essay’s body paragraphs. This may seem unusual, but many writers do not draft the introduction until they know what their essay will contain inside it. That way, they can make sure the introduction fits the essay. Students may leave space on their papers to add the introduction, which they will write in the next lesson.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class’s needs.
  - Topic sentence for body paragraph one: 2 min.
  - Supporting sentences and evidence for body paragraph one: 4 min.
  - Topic sentence for body paragraph two: 2 min.
  - Supporting sentences and evidence for body paragraph two: 4 min.
- A pair of sample body paragraphs follows for reference, but you should feel free to customize according to the needs of your classroom.

Metaphor is one very important poetic device. Metaphor, or comparing two things that seem unlike, helps readers see a topic in a new way and visualize or imagine the things in the poem. For example, when someone writes, “The bird’s flapping wings were oars dividing the air,” readers can picture how the wings moved. This helps readers enjoy the poem more, and it shows how metaphor can be an important tool for writing the best poems.

Another tool for writing the best poems is tone. Good poets think about the kind of tone they want to express in their poems, because that helps readers understand a poem’s meaning. William Carlos Williams uses careful tone to show that the speaker is insincere in the poem “This Is Just To Say.” Specifically, the speaker writes that the plums he has stolen “were delicious,” which shows readers that he enjoyed them. This helps show that the tone of the apology is not completely sincere.

## Challenge

Ask students to add information from one of the poems they have studied to their essay.

## Support

Guide students in drafting complete sentences and paragraphs from the notes on their essay map.



## Access

### Entering/Emerging

Preteach the list of Words and Phrases Connecting Reasons and Evidence and offer heavy support to guide students in using these words and phrases in cloze sentences.

### Transitioning/Expanding

Preteach Words and Phrases Connecting Reasons and Evidence and offer moderate support to guide students in using these in cloze sentences.

### Bridging

Preteach Words and Phrases Connecting Reasons and Evidence and offer light support to guide students in using these in cloze sentences.

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**WRAP-UP (3 MIN.)**

- Ask students to reread their body paragraph drafts and circle one place that could use a better word to link their opinions and reasons. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1A, W.5.1D]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1A, W.5.1D]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Hooks | Whole Group | 5 min. | <input type="checkbox"/> list of introductions to essays |
| Modeling: From Introductions to Conclusions | Whole Group | 10 min. | <input type="checkbox"/> sample opinion essay |
| From Introductions to Conclusions | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display a list of introductions to essays as follows:
 - This essay is about my opinion on art. There are a lot of artworks in the world. People have a lot of opinions on which one is best. My opinion is that the best piece of art is the *Mona Lisa*.
 - Have you ever seen someone with an expression on their face that you do not quite understand? Maybe the person seems to be almost—but not quite—smiling. Maybe even after you were no longer with the person, you wondered what their expression meant. The woman in Leonardo da Vinci's painting *Mona Lisa* has an expression just like this, and for centuries, people have wondered about its meaning.
 - Ever since there have been works of art, people have had opinions about which ones were the best. My opinion is that the best work of art is the *Mona Lisa*.
- Prepare to display the sample opinion essay from Lesson 4.
- Make sure students have their completed Activity Pages 7.1 from the previous lesson.

Universal Access

- Prepare the following sentence frames to facilitate a discussion concerning introductions and conclusions.
 - I would have liked to know _____ before I started writing poems.

- _____ would make me more interested in learning how to write poems.
- If I were telling someone about the best poetry, I would want to make sure that they knew _____.
- The best way to interest someone in my topic is _____.

Start Lesson

Lesson 8

Introducing Opinion Writing



Primary Focus: Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1A, W.5.1D]

CONNECTIONS: HOOKS (5 MIN.)

- Display the sample introductions to an opinion essay on the best artwork.
- Ask student volunteers to read each of the sample introductions aloud.
- Tell students that the middle introduction is the best one, and ask them to suggest reasons that it is so strong.
 - » Answers may vary, but they might include that the middle introduction offers an interesting hook or way into the topic and that it is more focused on the topic. The other introductions are very broad, because they talk about art overall. The middle introduction presents a kind of mystery—why is Mona Lisa smiling that way?—and helps readers be curious about the topic.
- Explain that sometimes writers include something called a hook in their introductions. A hook is a technique used to grab a reader’s attention or “hook” readers on the topic.
- Explain that the best introduction in the samples uses the idea of a mysterious facial expression to hook readers on the essay about the *Mona Lisa*.



Check for Understanding

Ask students to name some possible hooks for their essays about the best poems.

- » Answers may vary but could include asking if readers struggle when writing poetry, then explaining that this essay makes it easier.

MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (10 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to develop an introductory hook and how to return to it in the conclusion. A sample text follows, but you may customize it for your class.

When I drafted the essay “My Favorite Fruit,” I wanted to think of an interesting hook, or a way to help get readers’ attention and make them want to read the essay. I used the example of Williams’s poem to give a context of eating fruit. [Have a student volunteer read the introduction aloud.] Then I made sure to return to that idea again in my conclusion. [Have a student volunteer read the conclusion aloud. Ask students to point out the sentence that references the introduction. Illustrate how the conclusion’s final sentence draws on the content of the introduction, but it does not simply repeat what has already been said. This makes for a strong conclusion, because it returns to the same ideas in a new way.]

- Continue this process to explain the drafting of an introduction and conclusion for the essay, making sure to note how the conclusion can return to the ideas raised in the introduction. A sample text follows, but you may feel free to customize the essay for your class.

My Favorite Fruit

In William Carlos Williams’s poem “This Is Just To Say,” the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else’s plums, I would be tempted to eat someone else’s oranges, because they are my favorite fruit.

One thing that makes oranges my favorite is that they are so nutritious. Specifically, they have a lot of Vitamin C in them, so they are part of a healthy diet. Consequently, people have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don't have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

These are just a few reasons that oranges are my favorite fruit. But they don't have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else's refrigerator without permission!

FROM INTRODUCTIONS TO CONCLUSIONS (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson.
- Guide students through the process of drafting their essays' introductions and conclusions. Suggested times follow, but you may customize these according to your class's needs.
 - Introduction: 6 min.
 - Conclusion: 6 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

Writing the Best Poems

Many people need special tools for their jobs. For example, a gardener needs tools for digging and pruning; a painter

Activity Page 7.1



Challenge

Have students draft an additional body paragraph exploring a third poetic device.

Support

Allow students to speak with a partner about how to introduce their essay in an engaging way.



Access

Entering/Emerging

Use sentence frames and offer heavy support to guide students in a discussion about introducing their essays on the best poems.

Transitioning/Expanding

Allow student groups to use sentence frames as they discuss introducing their essays on the best poems.

Bridging

Allow student pairs to use sentence frames as they discuss introducing their essays on the best poems.

needs brushes, paint, and drop cloths; and a doctor needs a stethoscope and thermometer. Poets have their own set of tools, called poetic devices, to help them write poems. If you are new to writing poems, the best poetic devices to start with are tone and metaphor.

Metaphor is one very important poetic device. Metaphor, or comparing two things that seem unlike, helps readers see a topic in a new way and visualize or imagine the things in the poem. For example, when someone writes, “The bird’s flapping wings were oars dividing the air,” readers can picture how the wings moved. This helps readers enjoy the poem more, and it shows how metaphor can be an important tool for writing the best poems.

Another tool for writing the best poems is tone. Good poets think about the kind of tone they want to express in their poems, because that helps readers understand a poem’s meaning. William Carlos Williams uses careful tone to show that the speaker is insincere in the poem “This Is Just to Say.” Specifically, the speaker writes that the plums he has stolen “were delicious,” which shows readers that he enjoyed them. This helps show that the tone of the apology is not completely sincere.

Poets have used these poetic devices for many years, and using them will also help you write great poems. However, you should not just stop at metaphor and tone. Once you master these poetic devices, try learning about new poetic devices, such as simile, rhyme, and anaphora, to make even better poems.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a peer about how they might share their work with others.
- Tell students they will learn more about opinion essays in future Writing Studio lessons.

ENRICHMENT

- If possible, you may wish to provide further opportunity for students to share their work. For example, rather than telling them you will pass on their class anthology to future Grade 5 students, you may wish to arrange a time for them to meet and discuss their work with students in a Grade 4 class. You may also use digital tools to publish students' work, in fulfillment of W.5.6.

~~~~~End Lesson~~~~~



# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 5 | Writing Studio 2 |
|---------|------------------|



# Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fifth Grade Writing Rubric: Opinion Writing
- “The Best Way to Learn”
- Writing Prompt for Activity Page 3.1
- Sample Answers for “Letter to a Young Poet” for Activity 5.1
- “Writing the Best Poems”
- Words and Phrases Connecting Reasons and Evidence
- Sample Opinion Paragraph

## Activity Pages

- Activity Page 1.1
- Blank Opinion Essay Map
- Drafting Paper
- Activity Page 5.1

## **Writing Prompt**

Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.



## Fifth Grade Writing Rubric: Opinion Writing

### STD W.5.1

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

| Category                     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic clearly</li> <li>• create an organizational structure in which related ideas are grouped together to support the author's purpose</li> <li>• state an opinion and a reason for the opinion supported by facts</li> <li>• use linking words/phrases</li> <li>• provide a related concluding statement or section</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic clearly</li> <li>• create an organizational structure in which related ideas are grouped together to support the author's purpose</li> <li>• state an opinion and a reason for the opinion supported by facts</li> <li>• use linking words/phrases</li> <li>• provide a related concluding statement or section</li> </ul> | <p>The composition includes all but two of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic clearly</li> <li>• create an organizational structure in which related ideas are grouped together to support the author's purpose</li> <li>• state an opinion and a reason for the opinion supported by facts</li> <li>• use linking words/phrases</li> <li>• provide a related concluding statement or section</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• introduce the topic clearly</li> <li>• create an organizational structure in which related ideas are grouped together to support the author's purpose</li> <li>• state an opinion and a reason for the opinion supported by facts</li> <li>• use linking words/phrases</li> <li>• provide a related concluding statement or section</li> </ul> |
| <b>Organization</b>          | The composition stays on topic throughout several well-developed paragraphs that show evidence of prewriting.                                                                                                                                                                                                                                                                                                                               | The composition stays on topic throughout several well-developed paragraphs.                                                                                                                                                                                                                                                                                                                                                                               | The composition periodically veers off topic.                                                                                                                                                                                                                                                                                                                                                                                                              | The composition consistently veers off topic.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Writing Conventions</b>   | The composition includes the use of advanced phonetic principles and grammatical conventions beyond grade-level expectations.                                                                                                                                                                                                                                                                                                               | The composition consistently includes the use of grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                                                                                                  | The composition inconsistently includes the use of grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                                                                                                | The composition does not include the use of grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                                                                                                                                                                                                 |
| <b>Exceptional Qualities</b> | The composition uses strong language to convey an opinion.                                                                                                                                                                                                                                                                                                                                                                                  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# The Best Way to Learn

Pretend for a minute that you have a cousin who is younger than you are, and you are trying to teach him how to ride a bicycle for the first time. Think about the different steps you would take and what you would need. I bet you would not just give your cousin a book to read about bikes or talk to him about bike riding. Instead, you would probably find a bike, a helmet, and a safe space for your cousin to practice what you told him. That's because the best way to learn something new is by doing it.

Learning to do something new by actually practicing it is better than just hearing or reading about it. Practicing something helps you identify questions or problems you might face while doing it. For example, if you are reading about how to ride a bike, you might not remember that you have to pedal and watch where you are going at the same time. However, actually pedaling a bike helps you remember that, because if you forget for too long, you will run into something!

Learning by doing is also better than learning by hearing, because practicing helps you remember all the steps to take. If you were thinking about riding a bike, you might forget steps like moving the kickstand before pedaling. But when you actually ride a bike, seeing the kickstand will help you learn to raise it before pedaling. Seeing and practicing will help you remember what you have heard or read. Even if you cannot practice in a real situation, you can practice in a model. For example, before astronauts actually go to space, they practice in machines called simulators. This helps them learn what to expect and think about all the steps they will need to follow in space.

These are just two reasons that it is better to learn something new by trying it than it is to learn by reading or hearing about it. This kind of learning is used all over, by everyone from bike riders to astronauts. So the next time you have to learn something, jump in and practice it! It may help you learn it more easily, and you could have some fun, too!

## **Writing Prompt**

Compose an essay that identifies the worst thing a student could lose and explains your opinion on why this is the worst thing.

Make sure that your essay includes all the elements of good opinion writing.

## Letter to a Young Poet

**Prompt:** Write an essay giving advice to new Grade 5 students about which poetic device makes the best poems. Make sure to give reasons to support your opinion and to back up your reasons with evidence and information.

### 1. Poetic Device: tone

Tone is defined as *the attitude of a piece of writing. Tone is expressed through the style of writing and the words the author uses.*

Tone is important to a poem because *it helps explain the speaker’s feelings and expresses the speaker’s attitude toward something.*

Evidence to support this: *The tone of “Forgive me” in the Williams poem helps us understand how the speaker feels about his actions.*

Tone is also important to a poem because *it can help the reader enjoy a poem more.*

Evidence to support this: *Funny poems have a humorous tone; readers may enjoy them more because of the humor.*

### 2. Poetic Device: anaphora

Anaphora is defined as *repeating words or phrases at the start of a series of lines in a poem.*

Anaphora is important to a poem because *it can add emphasis to a thought, idea, or emotion.*

Evidence to support this: *Walt Whitman uses it to show the speaker’s frustration with the lecture in “When I Heard the Learn’d Astronomer.”*

Anaphora is also important to a poem because *the repetition of words can help create a poem’s effect or meaning.*

Evidence to support this: *Whitman’s repetition of the same words helps reader see the boredom he described.*

3. Poetic Device: simile

Simile is defined as *comparing two different things using the words like or as*.

Simile is important to a poem because *it can help readers see things in new ways*.

Evidence to support this: *“The Copper Beech” uses a simile to show that the tree “wore the yard like a dress,” or that the yard seemed to fit around the tree.*

Simile is also important to a poem because *it is a good tool for creating original descriptions*.

Evidence to support this: *Same as above; you don’t usually think of yards looking like clothing, so this simile is surprising.*

4. Poetic Device: rhyme

Rhyme is defined as *the repetition of words with the same sounds*.

Rhyme is important to a poem because *using rhyme in a set pattern, or rhyme scheme, can help provide structure to the poem*.

Evidence to support this: *Robert Frost’s poem “Snow Dust” has a structure of four lines per stanza, in keeping with the ABAB rhyme scheme.*

Rhyme is also important to a poem because *it adds a fun musical quality to a poem*.

Evidence to support this: *Nursery rhymes often exhibit this musical quality—see “Hickory, Dickory, Dock,” for example.*

5. Poetic Device: metaphor

Metaphor is defined as *a comparison of two different things that does not use the words like or as*.

Metaphor is important to a poem because *it is a kind of description that helps readers visualize familiar things in new ways*.

Evidence to support this: *Carl Sandburg’s poem “Fog” helps readers see the fog moving into a city in the same way a cat would move.*

Metaphor is also important to a poem because *it can inform the reader’s understanding of the events described in a poem*.

Evidence to support this: *If a poem’s speaker says, “I will not change my mind; I am a rock,” the metaphor helps show that the speaker is hard, solid, and firm.*

| <b>Title</b>                  | <i>Writing the Best Poems</i>                                                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introductory Paragraph</b> | <b>Topic:</b> <i>giving advice to a young poet</i>                                                                                                                                                                                                                               |
|                               | <b>Opinion:</b> <i>The best poetic devices for a poem are tone and metaphor.</i>                                                                                                                                                                                                 |
|                               | <b>Idea for hook:</b> <i>Lots of people need special tools for their jobs (gardener needs tools for digging and pruning; a painter needs brushes, paint, drop cloths; a doctor needs a stethoscope and thermometer), and so do poets. Those tools are called poetic devices.</i> |
| <b>Body Paragraph One</b>     | <b>Reason one to support opinion:</b><br><br><i>Metaphor is one important poetic device.</i>                                                                                                                                                                                     |
|                               | <b>Evidence for this reason:</b><br><i>It helps readers see a topic in a new way and visualize or imagine the things in the poem.</i>                                                                                                                                            |
| <b>Body Paragraph Two</b>     | <b>Reason two to support opinion:</b><br><br><i>Tone is an important poetic device.</i>                                                                                                                                                                                          |
|                               | <b>Evidence for this reason:</b><br><i>It helps readers understand the mood or feelings expressed in the poem. Ex: Williams uses tone to show how the speaker of “This Is Just To Say” really feels about eating the plums.</i>                                                  |
| <b>Conclusion</b>             | <b>Why readers should agree with this opinion:</b><br><br><i>Poets have used these devices for many years, and using them will help you write great poems.</i>                                                                                                                   |
|                               | <b>Final thought:</b><br><br><i>Don’t just stop at these tools—once you learn to use them, try new poetic devices to make even better poems.</i>                                                                                                                                 |

# Words and Phrases Connecting Reasons and Evidence

consequently

for example

specifically

therefore

as a result

subsequently

## **Sample Opinion Paragraph**

One thing that makes oranges my favorite is that they are so nutritious. They have a lot of Vitamin C in them, so they are part of a healthy diet. People have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.



# Activity Pages

|         |                  |
|---------|------------------|
| Grade 5 | Writing Studio 2 |
|---------|------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Best School Subject

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

### Writing Prompt

Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.

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| <b>Title</b>                  |                                             |
|-------------------------------|---------------------------------------------|
| <b>Introductory Paragraph</b> | Topic:                                      |
|                               | Opinion:                                    |
|                               | Idea for hook:                              |
| <b>Body Paragraph One</b>     | Reason one to support opinion:              |
|                               | Evidence for this reason:                   |
| <b>Body Paragraph Two</b>     | Reason two to support opinion:              |
|                               | Evidence for this reason:                   |
| <b>Conclusion</b>             | Why readers should agree with this opinion: |
|                               | Final thought:                              |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Letter to a Young Poet

**Prompt:** Write an essay giving advice to new Grade 5 students about which poetic device makes the best poems. Make sure to give reasons to support your opinion and to back up your reasons with evidence and information.

### 1. Poetic Device: tone

Tone is defined as \_\_\_\_\_

\_\_\_\_\_

Tone is important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

Tone is also important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2. Poetic Device: anaphora

Anaphora is defined as \_\_\_\_\_

\_\_\_\_\_

Anaphora is important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

Anaphora is also important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 3. Poetic Device: simile

Simile is defined as \_\_\_\_\_

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Simile is important to a poem because \_\_\_\_\_

---

Evidence to support this: \_\_\_\_\_

---

Simile is also important to a poem because \_\_\_\_\_

---

Evidence to support this: \_\_\_\_\_

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

#### 4. Poetic Device: rhyme

Rhyme is defined as \_\_\_\_\_

\_\_\_\_\_

Rhyme is important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

Rhyme is also important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. Poetic Device: metaphor

Metaphor is defined as \_\_\_\_\_

\_\_\_\_\_

Metaphor is important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

Metaphor is also important to a poem because \_\_\_\_\_

\_\_\_\_\_

Evidence to support this: \_\_\_\_\_

\_\_\_\_\_

# Core Knowledge Language Arts

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