

English Language Arts

Unit 4: Opinion Writing

Essential Understandings	<ul style="list-style-type: none"> ▪ Writers write opinion pieces in which they explain likes and differences.
Essential Questions	<ul style="list-style-type: none"> ▪ How does a writer write an opinion piece of writing? ▪ What is the difference between a fact and an opinion?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Writers write pieces in which they introduce a topic or book, state an opinion, supply reasons that support the opinion, using linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement. ▪ Writers understand that a fact is a universal truth and an opinion reflects an individual's personal taste of likes and dislikes.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ opinion, fact, linking words, conclusion, introduction
Essential Skills	<ul style="list-style-type: none"> ▪ Identify the difference between fact and opinion. ▪ Select a book or topic which elicits more than one opinion. ▪ Introduce the topic by stating the writer's opinion. ▪ Provide reasons to support opinion. ▪ Use linking words to connect opinion with reason. ▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.

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Related Maine Learning Results	<u>English Language Arts</u> B. Writing B1.Interconnencted Elements Students use a writing process to communicate ideas. a. Select a focus for writing and develop an idea, including a beginning, middle, and end. d. Create legible final drafts. B2.Persuasive Students write to explain likes and dislikes. a. Support with opinions and examples. D. Language D1.Grammar and Usage Students demonstrate an understanding of parts of speech and simple sentence structures to communicate. a. Identify and use nouns and verbs correctly. b. Use simple sentences. D2.Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate. a. Capitalize proper nouns and words at the beginning of sentences. b. Use periods, question marks, and exclamation points. c. Spell high frequency grade-level words. d. Use phonics patterns to aid in spelling.
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Sample Lessons And Activities	<ul style="list-style-type: none">Introduce students to the “Question-Answer-Detail” organizer. The organizer teaches students how to explain their opinion. Ask and write the question:<ul style="list-style-type: none">What is your favorite season?”Record student responses on the organizer.Have the students explain “why” they like the particular season.Students record their opinion on the sheet provided.Students create an illustration that supports the reason for his/her opinion.This writing lesson will also assess how students’ drawing/s creates meaning. Discuss how the illustration needs to match with the student text. Example: If the student states they like summer because they can go to the beach, the illustration needs to depict them swimming at the beach.Lesson: My Favorite Season Opinion writing Q-A-D																														
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Sample Classroom Assessment Methods	<ul style="list-style-type: none">Teacher generated checklist and/or rubric																														

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>A Quick Guide to Reaching Struggling Writers</u> – M. Colleen Cruz○ <u>A Quick Guide to Making Your Teaching Stick</u> – Shanna Schwartz○ <u>A Quick Guide to Persuasive Writing</u> – Sarah Picard Taylor○ <u>Quick Guide to Boosting English Acquisition in Choice Time</u> – Porcelli & Tyler○ <u>Big Lessons for Small Writers</u> - Lucy Calkins○ <u>Units of Study for Primary Writers: A Yearlong Curriculum</u> - Lucy Calkins○ <u>Launch a Primary Writing Workshop</u> - Lucy Calkins○ <u>Study Driven</u> – Katie Wood Ray○ <u>Strategies that Work</u> – Stephanie Harvey○ <u>A Quick Guide to Teaching Second-Grade Writers With Units of Study</u> – Lucy Calkins
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