

English Language Arts

Unit 4: Opinion Writing

Essential Understandings	<ul style="list-style-type: none"> Writers write opinion pieces in which they support a point of view with reasons and information.
Essential Questions	<ul style="list-style-type: none"> How does a writer write an opinion piece of writing which includes supporting reasons and information?
Essential Knowledge	<ul style="list-style-type: none"> Writers understand that a fact is a universal truth and an opinion reflects an individual's personal taste of likes or dislikes. Opinion pieces begin with an introductory paragraph which clearly states the writer's position. Opinion pieces provide more than one reason/example to support the position. These related ideas are supported by facts and details and are grouped cohesively. Opinion pieces include a concluding statement linked to the paper's position.
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"> Know the difference between fact and opinion. Select a topic which elicits more than one opinion. Introduce the topic by stating the writer's opinion. Provide reasons/examples to support the position. Use linking words/phrases (because, since, therefore) to connect opinion and reasons. Include a concluding statement linked to the stated opinion. Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>English Language Arts</u></p> <p>B. Writing</p> <p>B1.Interconnencted Elements Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes.</p> <p>a. Create legible final drafts.</p> <p>B4.Persuasive Students write to persuade a targeted audience.</p> <p>a. Establish a clear position on a topic and support the position with relevant evidence.</p> <p>D. Language</p> <p>D1.Grammar and Usage Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p> <p>D2.Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p>a. Use end marks correctly.</p> <p>b. Capitalize correctly.</p> <p>c. Spell high-frequency grade-level words.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Teach the difference between fact and opinion. ▪ Teach students to avoid strong words such as <i>all</i>, <i>best</i>, <i>every</i>, <i>never</i> or <i>worst</i> as they are difficult to support. ▪ Students practice writing opinion statements, providing factual support for their feelings.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<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>Conferring with Primary Writers</u> Lucy Calkins○ <u>Make it Real – Strategies for Success with Informational Texts</u> – Linda Hoyt○ <u>Study Driven</u> – Katie Wood Ray○ <u>Strategies that Work</u> – Stephanie Harvey○ <u>Seeing the Possibilities</u> - Lucy Calkins○ <u>Launch an Intermediate Writing Workshop</u> - Lucy Calkins○ <u>Units of Study for Teaching Writing, Grades 3-5</u> - Lucy Calkins○ <u>Better Answers</u> – Ardith Cole
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