

Grade 5: Language Arts Unit 2: Opinion Essay

Content Area: **Language Arts**
Course(s): **Language Arts 5, Generic Course**
Time Period: **Marking Period 2**
Length: **8 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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| LA.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.5.1.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. |
| LA.W.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. |
| LA.W.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| LA.W.5.1.D | Provide a conclusion related to the opinion presented. |
| LA.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.5.2.C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). |
| LA.W.5.2.E | Provide a conclusion related to the information of explanation presented. |
| LA.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. |
| LA.W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| LA.W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.5.9.B | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| LA.SL.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| LA.SL.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| LA.SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by |

LA.L.5.4.C

reasons and evidence.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do global experiences generate an effective opinion essay?
- How do real life experiences help generate an effective opinion essay?
- How should an opinion essay be organized?
- What is an opinion?
- What writing strategies should be used to effectively express your opinion to the reader?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- An opinion a view or judgment formed about something, not necessarily based on fact or knowledge.
- An opinion essay should be written with an opening, a body that consists of reasons to support opinion, and a conclusion.
- Certain words can be used to express a strong opinion.
- Life and global experiences can generate effective ideas for an opinion essay, such as, opinion about solar power or visiting a particular museum.

Content

Students will be able to:

- Develop opinions about a topic.
- Support opinions with facts and evidence.
- Draw upon personal and global experiences to develop their writing.
- Write arguments to support claims.
- Introduce opinions clearly.
- Successfully organize writing to support writer's purpose.
- Develop and strengthen writing through editing and revision.
- Use transitions and transitional phrases to guide the reader through the essay.
- Vary sentence structure.
- Structure paragraphs in an order that supports the flow of their writing.
- Write with descriptive fifth grade vocabulary.

Resources

- Opinion essay: Are Zoos helpful or harmful to animals?
 - Pros/Cons articles
 - Google Drive Student Shared Document
 - Teacher generated sample essays
 - ActivBoard Flipcharts
 - Mentor text for opinion writing
 - Opinion Essay Rubric
 - Opinion Essay Outline
 - Wordly Wise Vocabulary
 - Transition words and phrases list
 - Online Thesaurus
- Debate essay: Does Junk food lead to childhood obesity?
 - Pros/Cons articles
 - Google Drive Student Shared Document
 - ActivBoard Flipchart
 - Debate Essay Rubric
 - Debate Essay Outline
 - Wordly Wise Vocabulary
 - Transition words and phrases list
 - Online Thesaurus