

LA4 Unit 2: Opinion/Persuasive Essays

Content Area: **Language Arts**
Course(s): **Language Arts 4**
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Established Goals/Standards

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

LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in

	addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others’ cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

Essential Questions

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

- How can writers support opinions and arguments in their writing?
- How do real life experiences help to generate a persuasive essay?
- How should a persuasive essay be organized?
- What does it mean to effectively persuade through writing?
- What writing strategies should be used to effectively persuade the reader?

Enduring Understanding

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

- Development, organization, and style produce clear and coherent writing.
- Claims are supported with clear reasons and relevant evidence.
- Good writers establish and maintain a formal style and organize the evidence and reasons.
- Relevant and sufficient evidence from "real life" personal experiences, as well as global experiences clarify reasoning.

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 author's purpose.
- Develop and strengthen writing through editing and revision.
- Use transitions and transitional phrases.
- Vary sentence structure.
- Structure paragraphs in an order that supports the flow of their writing.
- Write with sophisticated fourth grade vocabulary.

Resources

- student laptops
- Google Drive
- student generated sample essays from textbook
- teacher generated sample essays
- ActivBoard Flipcharts
 - structure of opinion/persuasive essays
 - ways to create leads
 - varied sentence structure mini lesson
- Persuasive Graphic Organizer
- Wordly Wise Vocabulary
- Spice Up Your Writing word lists
- Thesaurus
- Rubrics