

5th Writing 2024-2025 Unit 5 Opinion Research Based Argumentative (Weeks 28-33)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 5 The Research Based Argument Essay

Unit Rationale

The fifth grade Research Based Argument Essay unit is the second opinion of the year. Opinion writing makes up on third of the fifth grade writing standards and appears on the NJ state test. This unit builds upon 3rd and 4th grade persuasive essay units. This 5th grade unit requires that students not only explore and research their own opinion on an issue, but both sides. Students ultimately are required to choose an issue, state a claim, research and collect evidence, and then draft, revise, and edit an essay. This unit not only allows students to grow their opinion and essay writing skills, but it also challenges them to explore important social issues and to take a side based on research. Throughout the writing process students will continue to grow their writing skills of using paragraphs and transitions to organize. Students will include cited researched evidence. Students will also elaborate and extend their writing using thought prompts. As fifth graders, students will challenge themselves to explore and include counterarguments. Students will work to write with an argumentative tone. This researched based argument essay unit is an excellent final opinion writing unit as well ramp up for state testing.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and 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-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Essential Questions

What are some important social issues in our world?

Is it important to explore both sides of an issue?

Why do opinion essays have an argumentative tone?

How can an author support their claim in an essay?

How can paragraphs and transitions help to organize an essay?

Pre-Assessments

[5th Opinion Writing Rubric](#)

Instructional Plan

Indicators:

- Writers collect, record, and then choose a topic of worldly or social significance to grow in their Writer’s Notebook.
- Writers write an introduction that leads to a claim or thesis and provide a conclusion that connects back to and highlights what the text is mainly about.
- Writers support claim with reasons based on evidence such as facts, examples, quotations, micro-stories, and information.
- Writers group information and related ideas into paragraphs and utilize transitions to organize their reasons and evidence.
- Writers use conventions, punctuation to cite their sources, and commas to set off introductory parts of sentences.

Grammar:

- Grammar Concepts to Teach:
 - Transitional Phrases: citing to qualify
- Grammar Concepts to Revisit:
 - Quotations: lifting a line
 - Complex Sentences
- Grammar Concepts Already Mastered:
 - Use commas and quotations marks to mark quotations from a text
 - Use opinion specific words
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Organize texts by forming paragraphs

[5th Writing The Research Based Argument Essay Mini Lessons](#)

[Heinemann Resources: The Research-Based Argument Essay](#)

Argument Collecting

Collecting For A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT collect opinion topics.

WALT state an opinion/claim about a topic.

WALT use reasons and details to explain a topic

Student Success Criteria ... “I can statements”

I can... list opinions in my writer's notebook.

I can... explore opinion topics.

I can... state my opinion and explain it with reasons.

I can... choose a topic that I am passionate about.

Instructional Strategies and Activities

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

Instructional Materials and Resources

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

Reflections and Suggested Modifications

Argument Developing

Developing A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT support an opinion with reasons.

WALT cite text evidence to support an opinion.

WALT use thinking stems and transitions to elaborate.

WALT research an opinion topic.

Student Success Criteria ... “I can statements”

I can... list opinions in my writer's notebook.

I can... state my opinion and explain it with reasons.

I can... choose a topic that I am passionate about.

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Reflections and Suggested Modifications

Argument Drafting

Drafting A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT draft a persuasive essay.

WALT draft an introduction that grabs the reader's attention.

WALT draft paragraphs using transitions to organize and move readers from one reason/detail to the next.

WALT correctly cite sources within the essay using proper punctuation and capitalization.

Student Success Criteria ... "I can statements"

I can...hook my reader with an interesting introduction.

I can... draft my persuasive essay organizing it into reason paragraphs.

I can... support my reasons by citing text evidence.

I can...support my opinion with personal knowledge and experiences.

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Reflections and Suggested Modifications

Argument Revising

Revising A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT revise to our end our essays with a conclusion that restates an opinion and suggests a call to action.

WALT revise to add a counterargument.

WALT revise to elaborate using thinking stems.

Student Success Criteria ... “I can statements”

I can...write a conclusion that restates my opinion and tells the reader what to do next.

I can... revise to add more thinking and analysis to my essay.

I can... revise to make sure my essay makes sense, adding and taking away.

I can... revise using a checklist.

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Reflections and Suggested Modifications

Argument Editing

Editing A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT edit a persuasive essay.

WALT use commas to set off introductory parts of sentences.

WALT use quotation marks correctly when citing evidence or quoting someone.

WALT capitalize proper nouns.

Student Success Criteria ... “I can statements”

I can... reread my persuasive essay, checking for editing errors.

I can... edit my essay to make sure I used commas correctly

I can... edit my essay to make sure I used quotation marks correctly.

I can... check my essay for capitalization errors and fix them.

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Reflections and Suggested Modifications

Argument Publishing

Publishing A Persuasive Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT publish persuasive essays.

WALT present our persuasive essays to our class.

Student Success Criteria ... “I can statements”

I can... finalize my essay, making sure it's my best work.

I can... share my essay with my class by reading a portion of it out loud.

I can... celebrate my published essay!

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Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how

much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just

may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L.RF	Foundational Skills: Reading Language Phonics and Word Recognition
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF	Foundational Skills: Writing Language Sentence Composition (Grammar, Syntax, and Punctuation)
ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.

ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
ELA.W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.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.
ELA.W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
ELA.W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA.W.AW.5.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
ELA.W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL	Speaking and Listening

ELA.SL.PE.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.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
ELA.SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Integration of Computer Science and Design Thinking

CS.3-5.DA	Data & Analysis The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently. Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

SOC.K-4.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.K-4.1.3	Critical Thinking
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.4	Presentational Skills
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.

SOC.K-4.1.4.2

Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.