Trimester 3 Writing

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

3rd Trimester: March 13 to June 18

Overarching Question: "How can we effectively present and support our opinions using clear reasons and evidence?"

Focus: Opinion Writing

March 13 - March 29: Introduction to Opinion Writing

- March 13 - March 15: Overview of Opinion Writing
    - Introduction to (W.4.1 standards. - Write opinion pieces on topics or texts, supporting a point of view with reasons and information)

Rational: Critical Thinking and Analysis; Communication Skills; Evidence-Based Reasoning

- Discuss the purpose and structure of opinion pieces.
- Read and analyze samples of opinion writing.
- W.4.4: Emphasis on producing clear and coherent writing.
- W.4.10: Write routinely over extended and shorter time frames.
- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

- March 18 - March 22: Introducing a Topic and Stating an Opinion (W.4.1A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose).

Rational: Clear Introductions; Structured Writing; Effective Communication

- Lessons on how to introduce a topic or text clearly.
- Practice stating an opinion and creating an organizational structure.
- Writing activities: Students draft introductory paragraphs with clear opinions.
- W.4.5: Planning and revising drafts with peer and adult support.
- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

- March 25 - March 29: Organizing Ideas
    - Lessons on grouping related ideas to support the writer's purpose.
    - Practice creating outlines and organizing ideas.
    - Writing activities: Students outline their opinion pieces.
    - W.4.5: Continued development and strengthening of writing.

April 1 - April 26: Supporting Opinions with Reasons and Information (W.4.1B - Provide reasons that are supported by facts from texts and/or other sources)

Rational: Critical Evaluation; Information Literacy; Structured Support

- April 1 - April 5: Providing Reasons
    - Lessons on providing reasons to support an opinion.
    - Practice identifying strong reasons in sample texts.
    - Writing activities: Students draft body paragraphs with reasons supporting their opinions.
    - W.4.5: Revising drafts with guidance and support.
    - F.4.3. Demonstrate command of the conventions of writing, including those listed under grade

three foundational skills:

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

- April 8 - April 12: Using Facts from Texts and Other Sources
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
    - Lessons on supporting reasons with facts from texts and other sources.
    - Practice finding and integrating factual evidence.
    - Writing activities: Students revise their body paragraphs to include facts and evidence.
    - W.4.5: Continued development and strengthening of writing.
- April 15 - April 19: Linking Opinions and Reasons (W.4.1C - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)

Rational: Clear Connections, Stronger Arguments, Varied Sentence Structure

- Lessons on using linking words and phrases to connect opinions and reasons.
- Practice exercises on using words and phrases like "for instance," "in order to," and "in addition."
- Writing activities: Students revise their drafts to include linking words and phrases.
- W.4.10: Continued writing practice.
- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g.,

section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

- April 22 - April 26: Developing Arguments
    - Lessons on developing coherent and persuasive arguments.
    - Practice exercises on structuring arguments effectively.
    - Writing activities: Students revise their opinion pieces to strengthen their arguments.
    - W.4.5: Continued development and strengthening of writing.
    - F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
        A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
        B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
        C. Use independent clauses and coordinating conjunctions.
        D. Form irregular verbs; form and use progressive tenses.
        E. Form and use possessive nouns and pronouns.
        F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
        G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
        H. Use apostrophes for possession.

April 29 - May 24: Writing Conclusions and Finalizing (W.4.1D - Provide a conclusion related to the opinion presented)

Rational: Satisfying Closure; Coherent Organization; Writing Competence

- April 29 - May 3: Writing Conclusions
    - Lessons on writing effective conclusions related to the opinion presented.
    - Practice writing different types of conclusions.
    - Writing activities: Students draft and revise conclusions for their opinion pieces.
    - W.4.4: Emphasis on clear and coherent conclusions.
- May 6 - May 10: Peer Review and Initial Revisions
    - Peer review sessions: Students provide feedback on each other’s work.

    - Initial revisions based on feedback.
    - Writing activities: Students revise their opinion pieces.
    - W.4.5: Continued development and strengthening of writing.
- May 13 - May 24: Final Revisions
    - Final revisions focusing on clarity, coherence, and persuasiveness.
    - Writing activities: Students finalize their opinion pieces.
    - W.4.6: Use technology to produce and publish opinion pieces.

May 27 - June 18: Publishing and Presenting

- May 27 - May 31: Final Touches
    - Final edits and proofreading.
    - Preparing the writings for publication.
    - W.4.10: Write routinely for presentations and publications.
- June 3 - June 18: Publishing and Presenting
    - Publishing the writings (class book, bulletin board, etc.).
    - Oral presentations of opinion pieces.

Big Idea: “Students will learn to craft and present well-supported opinions by systematically developing their writing skills through structured lessons on opinion writing, focusing on clear reasoning, evidence integration, coherent organization, and effective communication."

Rationale and Transfer Goals

Rational: Critical Thinking and Analysis; Communication Skills; Evidence-Based Reasoning

Rational: Clear Introductions; Structured Writing; Effective Communication

Rational: Critical Evaluation; Information Literacy; Structured Support

Rational: Clear Connections, Stronger Arguments, Varied Sentence Structure

Rational: Satisfying Closure; Coherent Organization; Writing Competence

Enduring Understandings

Big Idea: “Students will learn to craft and present well-supported opinions by systematically developing their writing skills through structured lessons on opinion writing, focusing on clear reasoning, evidence integration, coherent organization, and effective communication."

Essential Questions

Overarching Question: "How can we effectively present and support our opinions using clear reasons and evidence?"

Content & Activities

Week	Suggested Lessons
Week 1 March 13 - March 15:	○ Examples of Expository/ Opinion Writing Prompts: https://docs.google.com/document/d/15ssd3A_ikmc0UDtC_ruSQBGS9cOoADm6mOrBHrRw6M4/edit ○ Introduction to (W.4.1 standards. - Write opinion pieces on topics or texts, supporting a point of view with reasons and information) ○ Discuss the purpose and structure of opinion pieces. ○ Read and analyze samples of opinion writing. ○ W.4.4: Emphasis on producing clear and coherent writing.

	○ W.4.10: Write routinely over extended and shorter time frames. ○ Various Grammar Activities (F.4.3) • Framing Your Thoughts ○ Review Subject Describers Unit 3, Skills 4-6 Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 2 March 18 - March 22:	○ Lessons on how to introduce a topic or text clearly. ○ Practice stating an opinion and creating an organizational structure. ○ Writing activities: Students draft introductory paragraphs with clear opinions. ○ W.4.5: Planning and revising drafts with peer and adult support. • Various Grammar Activities (F.4.3) Focus - Opinion Writing • The Writing Mini-lesson book for each day ○ Exploring Opinion Writing ▪ Notice the qualities of good opinion writing (2 days) p. 252 • Mentor Texts ○ Identify audience, purpose, and intended length of composition before writing W.WP.4.4.A • On-Demand prompt ▪ Write an introduction that states your opinion clearly p. 254 ▪ Provide reasons and evidence for your opinion p. 256 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process:

	https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Expository/ Opinion Introduction Strategies: (Wood) https://docs.google.com/document/d/1VvpQbFigC4p21uq_lUzdW_tOq68XWhOzhCY0lA1RzKI/edit
Week 3 March 25 - March 29:	○ Lessons on grouping related ideas to support the writer's purpose. ○ Practice creating outlines and organizing ideas. ○ Writing activities: Students outline their opinion pieces. ○ W.4.5: Continued development and strengthening of writing. Focus - Opinion Writing & Revising: Voice • The Writing Mini-lesson book for each day ○ Writing with Voice in Fiction and Nonfiction ▪ Speak directly to the reader p. 420 ▪ Show your voice with capitalization and punctuation p. 422 ○ Transition words - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) W.AW.4.1.C ○ Exploring Opinion Writing ▪ Write a strong concluding paragraph p.258 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus ○ Closure/sharing Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Expository/ Opinion Main Paragraph Strategies: (Wood) https://docs.google.com/document/d/1KssbBS4Cv5359mXOaTVqcXCW6QS2VvJDw1L4fNJCKMo/edit
Week 4 April	○ Lessons on providing reasons to support an opinion. ○ Practice identifying strong reasons in sample texts.

1 - April 5:	○ Writing activities: Students draft body paragraphs with reasons supporting their opinions. ○ W.4.5: Revising drafts with guidance and support. • Various Grammar Activities (F.4.3) Focus - Writing Opinion Texts • The Writing Mini-lesson book for each day ○ Adding Information to Your Writing ▪ Using revising tools to add to your writing p. 616 ○ Learning about Punctuation and Capitalization ▪ Use an apostrophe to show something belongs to someone or to make a contraction p. 510 • Editing and Publishing • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus ○ Closure/sharing Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 5 April 8 - April 12:	○ Lessons on supporting reasons with facts from texts and other sources. ○ Practice finding and integrating factual evidence. ○ Writing activities: Students revise their body paragraphs to include facts and evidence. ○ W.4.5: Continued development and strengthening of writing. • Sharing (2 days) • Celebrating ○ Students will read their created books to the class ○ Teacher go over agreed upon norms for giving feedback ○ Teachers will model feedback

	▪ What went well? ▪ What questions are we left with? ○ Students will give feedback ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Writing had a clear beginning • Framing Your Thoughts ○ Review Subject Describers Unit 3, Skills 4-6 Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 6 April 15 - April 19:	○ Lessons on using linking words and phrases to connect opinions and reasons. ○ Practice exercises on using words and phrases like "for instance," "in order to," and "in addition." ○ Writing activities: Students revise their drafts to include linking words and phrases. ○ W.4.10: Continued writing practice. • Various Grammar Activities (F.4.3) Focus - Writing Persuasive Essays • The Writing Mini-lesson book for each day • Writing Persuasive Essays ▪ 2 days of mentor texts ▪ On-demand prompt ▪ Choose a topic for a persuasive essay p. 262 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing

	Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 7 April 22 - April 26:	○ Lessons on developing coherent and persuasive arguments. ○ Practice exercises on structuring arguments effectively. ○ Writing activities: Students revise their opinion pieces to strengthen their arguments. ○ W.4.5: Continued development and strengthening of writing. • Various Grammar Activities (F.4.3) Focus - Writing Persuasive Essays • The Writing Mini-lesson book for each day ○ Writing Persuasive Essays ▪ Use what you know about opinion writing to help you write a persuasive essay p. 264 ▪ Convince your audience to agree with your opinion or to take action p. 266 ○ Thinking about Purpose, Audience, and Genre/Form ▪ Think about your purpose and message p. 598 ▪ Think about your audience p. 600 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus ○ Closure/sharing Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 8 April 29 - May	○ Lessons on writing effective conclusions related to the opinion presented. ○ Practice writing different types of conclusions. ○ Writing activities: Students draft and revise conclusions for their opinion pieces.

3:	○ W.4.4: Emphasis on clear and coherent conclusions. Focus - Writing Persuasive Essays • The Writing Mini-lesson book for each day ○ Writing Persuasive Essays ▪ Address the counterargument p. 268 ○ Revising: Adding Information to Your Writing ▪ Add describing words or phrases to help readers picture the idea p. 618 ▪ Place adjectives and adverbs and form comparative and superlative adjective and adverbs L.WF.4.3.B ○ Editing and Proofreading ▪ Check your paragraphs to make sure they begin new ideas and group similar information together p. 644 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Opinion Focus ○ Closure/sharing Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 9 May 6 - May 10:	○ Peer review sessions: Students provide feedback on each other's work. ○ Initial revisions based on feedback. ○ Writing activities: Students revise their opinion pieces. Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 10 May 13 -	○ Final revisions focusing on clarity, coherence, and persuasiveness. ○ Writing activities: Students finalize their opinion pieces.

May 24:	○ W.4.6: Use technology to produce and publish opinion pieces. Publish, Share and Celebrate (3 days) • Publishing • Sharing • Celebrating ○ Students will read their created books to the class ○ Teacher go over agreed upon norms for giving feedback ○ Teachers will model feedback ▪ What went well? ▪ What questions are we left with? ○ Students will give feedback ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Writing had a clear beginning Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 11 May 27 - May 31:	○ Final edits and proofreading. ○ Preparing the writings for publication. Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 12 June 3 - June 18:	○ Publishing the writings (class book, bulletin board, etc.). ○ Oral presentations of opinion pieces. Additional Resources: Opinion: https://drive.google.com/drive/folders/1UohdGFy_8VdVsKaph54ObeP9lvymUIZg The Writing Process:

	https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Additional Journal Writing Prompts: (Wood) https://docs.google.com/document/d/1vGYyCdaUMr8_HMfhJkWwuByR_RC2UcxodBDCBOHQUh0/edit

Assessments

Please Note: Assessments can be on-going and/or through student conferences too. Daily student writing samples can be used to assess any particular skills or overall writing ability. Your assessment does NOT need to be centered on a single continuous piece of writing, but rather multiple writings to give the students daily practice. The Formative and Summative assessments listed below are just suggestions for your consideration.

Formative and Summative Assessments:

1. March 15, 2024:
    - Skill: Understanding the Purpose and Structure of Opinion Writing (W.4.1)
    - Formative Assessment: Use a quick exit ticket or a short quiz to assess students' understanding of the purpose and structure of opinion writing. You can ask them to list key components or identify elements of an opinion piece from a sample text.
2. March 22, 2024:
    - Skill: Stating an Opinion Clearly (W.4.1A)
    - Formative Assessment: Have students complete a short writing prompt where they state an opinion on a topic of interest. Collect these for a quick formative assessment to check how clearly students state their opinions and whether they are beginning to group related ideas.
3. March 29, 2024:
    - Skill: Organizing Ideas Effectively (W.4.1A, W.4.5)
    - Formative Assessment: Use a graphic organizer activity where students categorize their ideas into supporting reasons. Assess their ability to organize ideas logically, providing feedback on how well the ideas support their stated opinion.
4. April 5, 2024:
    - Skill: Providing Strong Reasons to Support Opinions (W.4.1B)
    - Formative Assessment: Have students complete an analysis of sample texts where they identify and rank reasons based on strength. Assess their understanding of what makes a strong reason.
5. April 12, 2024:
    - Skill: Using Facts and Evidence to Support Reasons (W.4.1B, W.4.9, W.4.9A)
    - Formative Assessment: Assign a research task where students find facts from a text or other sources to support a given opinion. Evaluate how well they integrate evidence into their reasoning.

6. April 19, 2024:
    - Skill: Linking Opinions and Reasons with Transitional Words and Phrases (W.4.1C)
    - Formative Assessment: Conduct a mini-lesson followed by practice where students revise sample sentences or paragraphs to include appropriate linking words. Use a checklist to assess their use of transitions.
7. April 26, 2024:
    - Skill: Developing Coherent and Persuasive Arguments (W.4.1)
    - Summative Assessment: Have students write a short opinion paragraph in response to a prompt, focusing on coherence and persuasiveness. This will be a brief, focused assessment on their ability to structure and strengthen an argument, using skills learned so far.
8. May 3, 2024:
    - Skill: Writing Effective Conclusions (W.4.1D)
    - Formative Assessment: Provide students with several opinion paragraphs and ask them to write conclusions for each. Assess their ability to tie the conclusion back to the opinion and provide closure.
9. May 10, 2024:
    - Skill: Engaging in Peer Review (W.4.5)
    - Formative Assessment: Assess students' participation in a peer review activity. Use a rubric to evaluate the quality of their feedback, focusing on constructive critique and suggestions for improvement.
10. May 17, 2024:
    - Skill: Revising and Strengthening Writing (W.4.5)
    - Formative Assessment: Have students revise a previous piece of writing based on peer feedback. Collect their revisions and assess how well they applied the feedback to improve their writing, particularly in clarity and persuasiveness.
11. May 24, 2024:
    - Skill: Using Technology to Enhance Writing (W.4.6)
    - Formative Assessment: Assign students a task to type, format, and publish a small opinion piece using technology. Assess their use of word processing tools, including formatting, spelling, and grammar checks.
12. June 7, 2024:
    - Skill: Presenting Opinions Orally (Speaking and Listening Standards)
    - Summative Assessment: Assess students' oral presentations of an opinion piece. Use a rubric that focuses on clarity of speech, engagement with the audience, and how effectively they communicate their opinions and support them with reasons and evidence.
13. June 14, 2024:
    - Skill: Reflecting on Writing Progress (W.4.10)
    - Summative Assessment: Have students complete a reflection on their growth in opinion writing

over the trimester. This can be a self-assessment where they evaluate their own progress, identify strengths, and set goals for future writing tasks.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Focus: Reinforcing students' ability to organize and structure persuasive arguments. This review will ensure that as students work on linking opinions and reasons, they revisit earlier lessons on creating clear and organized structures for their opinion writing. (Suggested Dates: April 23-24)		**Instructional Activities:** 1. **Mini-Lesson on Argument Structure:** Review the importance of structuring arguments coherently to make opinions persuasive. Discuss how linking ideas within paragraphs and using an organized structure strengthen their writing. 2. **Graphic Organizer Activity:** Students use graphic organizers (e.g., T-charts or flowcharts) to outline their arguments, ensuring clear connections between their opinions, reasons, and supporting evidence. 3. **Peer Discussion:** In pairs, students share their organizers and

		receive feedback on the strength of their argument structures. Focus on ensuring that ideas are logically connected and well-supported. 4. **Revising Drafts:** Students apply this feedback to revise their drafts, focusing on improving the organization of their arguments. 5. **Exit Ticket:** Students write a brief reflection on how organizing their arguments helped improve their writing.
Focus: Reinforcing students' ability to effectively link their opinions with supporting reasons and evidence. This review will help students ensure that their writing flows smoothly and persuasively as they incorporate facts and details.		**Instructional Activities:** 1. **Mini-Lesson on Linking Words and Evidence:** Review how linking words and phrases connect opinions with reasons and evidence. Provide examples of effective transitions and evidence integration in sample texts. 2. **Peer Editing Session:** Students exchange drafts, focusing on identifying areas where linking words and evidence are used effectively. They highlight

		opportunities for stronger connections between opinions and evidence. 3. **Revise and Strengthen Writing:** Based on peer feedback, students revise their drafts to include stronger linking words and more precise evidence. Encourage them to ensure their opinions are well-supported by facts. 4. **Practice Activity:** Provide students with sample paragraphs that need revision. Have them add linking words and integrate evidence to improve the argument's strength. 5. **Exit Ticket:** Students write examples of how they used linking words and evidence to improve the persuasiveness of their writing.

Career Awareness, Exploration, Preparation, and Training

This outline supports career awareness, preparation, and training by teaching students critical skills such as structured communication, evidence-based reasoning, and persuasive writing, which are essential for effective participation in various professional environments and for future academic and career success.

Life Literacies & Key Skills

This outline fosters life literacy and key skills by equipping students with the ability to articulate and support their opinions, engage in critical thinking, and communicate effectively—essential skills for informed decision-making, problem-solving, and active participation in everyday life.

Interdisciplinary Connections

This outline allows for interdisciplinary connections by integrating skills from reading, research, and technology, enabling students to draw evidence from various subjects, such as literature, science, and social studies, to support their opinions and create well-rounded, informed arguments.