Unit 7- Opinion Writing

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **MP3-4**
Length: **4 weeks**
Status: **Published**

Essential Questions

How can writers convince readers to try something they have recommended?

How does a writer's audience guide his/her writing?

Why is it important for writers to support their opinions with evidence?

How are opinions different than facts?

Big Ideas

- Writers understand what an opinion is, explain what a persuasive writing piece looks like, as well as write an opinion and support it with a reason(s).

Spelling and Handwriting

Handwriting Goals:

- Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
- Teachers will provide 3 stages of instruction:
    - Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
    - Stage 2 Guided Practice-Look at a letter and then write it
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        - Stage 3 Independent Practice - Write without watching someone or seeing the letter
        - Begin Cursive Handwriting

Spelling:

Long Vowel Letter Combinations, Open/Closed Syllables, Phonogram Patterns

Enduring Understandings

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.2.A. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).; ii. Complex consonant blends (scr, str, squ).; iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).; iv. Vowel-r combinations (turn, star, third, four/for).; v. Contractions (weâ□□ll; Iâ□□m; theyâ□□ve; donâ□□t).; vi. Homophones (bear, bare; past, passed).; vii. Plurals and possessives (its, itâ□□s).

L.WF.2.2.B. Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel â□□r and CVe syllables (compete; robot; violet; understand).; ii. Are compounds comprising familiar parts (houseboat; yellowtail).; iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

L.WF.2.2.C. Words with suffixes that require: i. consonant doubling (penning, slimmed).; ii. dropping silent-e (smiled, paving).

L.WF.2.2.D. Most often used words in English: i. Irregular words (against, many, enough, does).; ii. Pattern-based words (which, kind, have).

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6 .With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.AW.2.1.A Introduce an opinion.

W.AW.2.1.B Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.AW.2.1.C Provide a conclusion.

W.NW.2.3.B Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details,

speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessments

- Opinion Writing Individual Writing Assessment
- Opinion Writing Individual Writing Assessment - Class Record

Writing Piece Rubrichttps://docs.google.com/document/d/1-IGTSacYr2bp6HDgOmS65WMAEG_YyodweJ3uhOdD-sk/edit?usp=sharing

Resources

- Can I Be Your Dog?
- I Wanna Iguana
- “An Argument for Pets: Having Pets Is Good for Animals and People”
- “An Argument Against Pets: Animals Should be Free”
- “An Argument for Pets: Pets Are Fun to Play With and Teach”
- “An Argument Against Pets: Animals Are Not Here to Entertain Us”