# Unit 4- Opinion Writing

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

## Resources

Being a Writer: Opinion Writing Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- "Real Books Are Best"
- "Warning: Too Much Gaming Can Rot Your Brain"
- "Expand Your Mind: Play Video Games"
- "Shorten the School Week!"

## Handwriting and Spelling

**Handwriting:**

Students are reintroduced to the cursive letters. Modeling is done to show the students how to connect the letters. Students are tasked with writing their spelling words in cursive monthly.

**Spelling:**

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 5. Spelling Packets are given to the students to work on throughout the month. Activities include: write the word three times, alphabetize the words, write words in cursive, create sentences using the words, and word search. One formal 20-word spelling test will be given at the end of this unit. (One-two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

## Enduring Understandings

Speaking and Listening:

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.(Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost).

SL.ES.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Writing:

W.AW.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change).

W.AW.5.1a 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.

W.AW.5.1b Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW.5.1d Provide a conclusion related to the opinion presented.

W.WP.5.4c Consider writing as a process, including self-evaluation, revision and editing.

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.

W.RW.5.7 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.

W.IW.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Language:

L.VI.5.3 Demonstrate understanding of figurative language, including similes and metaphors, in context

L.WF.5.2a Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2c Ensure agreement between subject and verb and between pronoun and antecedent.

## Big Ideas

- Persuasive Writing
- Audience and Purpose
- Opinion Paragraph Structure
- Introductory Commas
- Transitional Words
- Verb Tense

## Essential Questions

- What elements make up persuasive writing?
- How do I identify my audience and my purpose for my writing?
- How do I include an attention grabbing introduction, supporting details and closure in each paragraph?
- What are introductory commas and how do I use them correctly?
- How can I enhance my writing with transition words and phrases?
- How do I ensure the verbs in my writing are in the correct tense?

## Assessments

Writing PieceRubric