Unit 7 Opinion Writing

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

Resources

Being a Writer: Opinion Writing Teacher's Manual

Texts:

- Dr. Coo and the Pigeon Protest by Sarah Hampson
- "Bugs Are Creepy" by Center for the Collaborative Classroom
- "Insects Are Amazing" by Center for the Collaborative Classroom
- "Communities Need More Bike Lanes" by Center for the Collaborative Classroom
- "School Uniforms: The Way to Go" by Center for the Collaborative Classroom
- "School Uniforms? No Way!" by Center for the Collaborative Classroom

Handwriting and Spelling

Handwriting:

Practice cursive handwriting by writing spelling words in cursive. Trace over teacher-created pages of the current spelling words, and also write the spelling words in cursive in Spelling Notebooks. Two "free writes" during this unit should be written in cursive.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 4. Spelling Notebooks are used for in-class practice (which includes cursive practice). One formal 20-word spelling test, which will include 12 new words and 8 from previous lists, will be given during this unit. Spelling will also be assessed on the rubric for this unit. (Two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Writing

W.AW.4.1 [M] Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.4.1.A [M] 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.

W.AW.4.1.B [M] Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1.C [M] Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.AW.4.1.D [M] Provide a conclusion related to the opinion presented.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4.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.

W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Foundational Skills: Writing Language

Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.C Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3 Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3.A Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.C Use independent clauses and coordinating conjunctions.

L.WF.4.3.E [M] Form and use possessive nouns and pronouns.

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.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.

L.WF.4.3.H [M] Use apostrophes for possession.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B Choose words and phrases to convey ideas precisely.

L.KL.4.1.C Choose punctuation for effect.

L.KL.4.1.D [M] Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Big Ideas

- Opinion Writing
- The Importance of Citing Evidence
- Transitional Words and Phrases
- The Structure of Persuasive Essays

Essential Questions

- Why is citing evidence necessary when writing a literary essay based on opinion?
- How can specific words or phrases link our opinions to reasons?

- How would a writer choose to structure their piece to support their purpose for writing?

Assessments

Writing PieceRubric