

Ready Gen Unit 2 Opinion and Informative

Content Area: **Writing**
Course(s): **Writing 5**
Time Period: **December**
Length: **Trimester 2**
Status: **Published**

Unit Overview

Unit 2 will take approximately 12 weeks to complete. It is broken into two modules. Each module has 18 lessons and ends with a performance task. Performance tasks take several days to complete.

Unit 2 Module A: This module focuses on opinion writing and writing and giving an oral opinion presentation. It has 18 lessons and a performance task. It will take approximately 6 weeks to finish the module.

In this unit, Students will choose an example of inequality either from selections of reading, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.

Unit 2, Module B: This module focuses on informative writing. It has 18 lessons and a performance task. It will take approximately 6 weeks to finish the module. At the conclusion of the unit, students will write a brief essay to explain the courage exhibited by one of the people in *Real-life Superheroes*.

Enduring Understandings

- Writers understand that opinions can be supported with evidence from a variety of sources.
- Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information.

Essential Questions

- How do writers support opinions with evidence from different sources?
- How do writers clearly convey ideas and information?

Priority Standards

Please note the priority standard for informative writing is W 5.2 and opinion writing is W 5.3. The strands

for these standards are listed for clarity in instruction, but there is only one scale for each.

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.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.

Learning Targets Module A

Students can...

- Write an opinion piece and support it with reasons.
- Write routinely over extended time frames for a range of discipline-specific tasks.
- Write opinion pieces on topics supporting a point of view with reasons and information.
- Provide logically ordered reasons that are supported by facts and details.
- Draw evidence from literary texts to support analysis.
- Introduce a topic or text clearly and state an opinion.
- Use technology to produce and publish writing and to collaborate with others.
- Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Produce clear and coherent writing in which the development and organization are appropriate for the task and audience.
- With guidance and support from peers and adults use the writers' process to strengthen writing as needed.
- Link ideas within and across categories of information using words, phrases, and clauses.
- Present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main ideas.
- Speak clearly at an understandable pace.
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work
- Provide a list of sources
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- Provide a concluding statement or section related to the opinion presented.
- Use punctuation to separate items in a series.

Learning Targets Module B

Students can...

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and provide a general observation and focus.
- Use technology to produce and publish writing and collaborate with others.
- Develop a topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
- Include formatting and illustrations when useful to aid in comprehension.
- Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.
- Provide a list of sources.
- Provide a concluding statement or section related to the information presented.
- Group-related information logically.
- With guidance and support from adults and peers use the writers' process to strengthen writing as needed.
- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- Report on a topic or text sequencing ideas logically using appropriate facts, and relevant, descriptive details to support main ideas or themes.
- Speak clearly at an understandable pace
- Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Grammar Targets

Students can...

- Demonstrate command of conventions of standard English grammar and usage when writing.
- Use and form gerunds.
- Identify participles.
- Identify and use infinitives.
- Explain the function of prepositions in general and their function in particular sentences.
- Explain the function of conjunctions in general and their specific function in particular sentences.
- Explain the function of interjections in general and their function in particular sentences.
- Use knowledge of the language and its conventions when writing, speaking, listening, and reading. Use commas to separate an introductory element from the rest of the sentence.
- Use commas to set off the words yes and no.
- Use a comma to set off a tag question from the rest of the sentence.

- Use a comma to indicate direct address.
- Use underlining to indicate titles of works.
- Use italics to indicate titles of works.
- Use quotation marks to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Learning Plan Module A -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
2.18-2.21	Analyze a point of view	Write an opinion	Use and form gerunds
2.28-2.31	Analyze visual elements	State and support an opinion	Participles
2.38-2.41	Analyze an author's style	Support an opinion	Infinitives
2.48-2.51	Develop an opinion statement and an introduction	Write an opinion statement and an introduction	Prepositions
2.58-2.61	Gather evidence to support an opinion	Use evidence to support an opinion	Prepositional phrases
2.68-2.71	Organize ideas	Draft an outline	Prepositions and pronouns
2.78-2.81	Strengthen reasons and evidence	Revise an opinion	Differentiate prepositions and adverbs
2.88-2.91	Use transitions to clarify an opinion	Add transitions	Use coordinating conjunctions
2.98-2.101	Develop a conclusion	Revise and conclude	Interjections
2.108-2.111	Analyze multiple perspectives	Write from multiple perspectives	Correlative conjunctions
2.118-2.121	Evaluate opinion	Write an opinion essay	Independent clauses
2.128-2.131	Plan a speech	Plan and prewrite an opinion speech	Dependent clauses
2.138-2.141	Draft a speech	Draft an opinion speech	Connecting independent clauses
2.148-2.151	Revise and rewrite a speech	Revise for structure and word choice	Subordinating conjunctions
2.158-2.161	Edit and proofread a speech	Use peer review to improve opinion writing	More subordinating conjunctions
2.168-	Present a speech	Prepare to present	Correcting sentence

2.171			fragments
2.178-2.181	Conduct research and cite sources	Write an opinion	Correcting Run-on sentences
2.188-2.191	Analyze sources and develop an opinion	Prepare to write	Spell correctly

Learning Plan Module B -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
2.218-2.221	Introduce a topic	Write an introduction	Maintain subject-verb agreement
2.228-2.231	Organize ideas	Organize and outline informative/explanatory text	Maintain subject-verb agreement when using noun phrases
2.238-2.241	Use quotations to develop a topic	Develop informative/explanatory text with quotations	Maintain subject-verb agreement when using indefinite pronouns
2.248-2.251	Develop a topic with facts and details	Develop an informative/explanatory text with facts and details	Maintain subject-verb agreement when using collective nouns
2.258-2.261	Develop a topic with domain-specific vocabulary	Ass precise language to informative/explanatory text	Maintain subject-verb agreement when using special nouns
2.268-2.271	Develop a topic with visuals and text features	Add visuals and text features to informative explanatory text	Maintain subject-verb agreement in inverted sentences
2.278-2.281	Use transitions to link information	Add transitions to informative/explanatory text	Use commas to punctuate items in a series
2.288-2.291	Develop a conclusion	Write a conclusion	Punctuate items in a series: Semicolons
2.298-2.301	Compare and contrast visuals	Write a compare and contrast essay	Commas with introductory elements
2.308-2.311	Research a topic	Take notes on research	Commas with Yes or No
2.318-2.321	Evaluate Sources	Evaluate sources for a research paper	Commas with tag questions
2.328-2.331	Plan an informative presentation	Use research to plan an informative presentation	Commas to indicate direct address

2.338-2.341	Draft an informative presentation	Draft an informative presentation	Underline titles of works
2.348-2.351	Revise or rewrite an informative presentation	Revise or rewrite to incorporate feedback	Italics for titles of works
2.358-2.361	Edit and proofread an informative presentation	Peer review	Quotation marks for titles of works
2.368-2.371	Publish and present an informative Presentation	Publish and present information	Titles of Works
2.378-2.381	Analyze reasons and evidence	Write an analysis essay	Spelling Correctly
2.388-2.391	Compare and contrast texts	Write an informative/explanatory text	Verifying Spelling

Performance Base Assessments

Performance-based assessments take several days to complete.

Unit 2 Module A: (Teacher guide 2.192)

Students will choose an example of inequality either from selections of reading, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.

Unit 2, Module B: (Teacher guide 2. 392)

Students will write a brief essay to explain the courage exhibited by one of the people in *Real-life Superheroes*.