

# Ready Gen Unit 3: Opinion; Research-Informative Writing

Content Area: **Writing**  
Course(s):  
Time Period: **March**  
Length: **Trimester 3**  
Status: **Published**

## Unit Overview

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**Unit 3 will take approximately 12 weeks to complete. It is the last required unit ( Unit 4 is enrichment) so if more time is necessary, take it. It is split into two modules, each taking about 6 weeks. Module A focuses on opinion writing which is a continuation of module B in unit 2. Module B focuses on researching to write an informative piece.**

**Unit 3: Module A** has a total of 18 lessons. Each lesson has a learning focus and an independent practice. The unit ends with a performance-based task to assess the students' learning. The Performance task will take several days to complete.

Students will analyze two texts they have read in this module- Earthquakes and Quake!- and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.

**Unit 3 Module B** has a total of 18 lessons. Each lesson has a learning focus and an independent practice. The unit ends with a performance-based task to assess the students' learning. The Performance task will take several days to complete.

Students will choose a natural event to research ( for example, a hurricane, a tornado, other storms, a flood, volcanic eruption, or erosion). They will write a news report that explains the effects of the natural event on both living things and Earth.

## Enduring Understanding

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- Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.
- Writers understand that research of both literary and informational texts can be used to convey ideas and information.

## Essential Questions

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- How do writers use evidence from both literary and informational texts to state and support an opinion?
- How do writers research and use ideas from both literary and informational texts?

## Priority Standards

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LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.A	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.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/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.

## **Learning Targets Opinion (W 4.1)**

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Students can

- Write an opinion piece and support it with reasons and information
- Use visuals to support opinion writing
- Produce clear and coherent writing
- Write a clear opinion statement
- Create an organizational structure in which ideas are grouped to support the writer's purpose
- Introduce a topic clearly
- Link opinions and reasons using linking words and phrases
- Draw evidence from literary text to support analysis, reflection, and research
- Provide reasons that are supported by facts and details
- Use concrete words and phrases and sensory details to convey events and experiences concisely
- Use the writing process to plan, prewrite, draft, revise, edit, and publish
- Use technology to produce and publish writing and collaborate with others
- Provide a concluding statement or section related to the state opinion
- Add visual displays to presentations when appropriate to enhance the development of the main idea or theme
- Introduce a topic clearly and include formatting, illustrations, and multimedia when useful to aid comprehension

## **Learning Targets Researching/Informative Text ( W4.1)**

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Students can

- Write informative/explanatory text to examine a topic
- Introduce a topic clearly and group related information in paragraphs and sections: include headings
- Develop a topic with facts, definitions, concrete details, examples, and quotations
- Use precise language and domain-specific vocabulary
- Use technology to produce and publish writing and to collaborate with others
- Include illustrations when useful to aid comprehension
- Gather relevant information from print and digital sources
- Acquire and use general academic and domain-specific vocabulary
- Conduct short research projects that build knowledge through investigations of different aspects of a topic
- Draw evidence from informational texts to support research
- Take notes and categorize information
- Pose questions to clarify information
- Produce clear coherent writing appropriate to the task, purpose, and audience
- Draw evidence from literary or informational texts to support analysis
- Provide a concluding statement or section
- Use the writing process: Plan, prewrite, draft, revise, edit, publish
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of the main idea.

## **Learning Targets for Demonstrating Command of English Grammar ( L4.1 and L 4.2)**

Students can

- Demonstrate command and conventions of standard English capitalization, punctuation, and spelling when writing
- Form and use progressive verb tenses
- Use modal auxiliaries
- Use relative adverbs in writing
- Use correct capitalization
- Order adjectives within sentences
- Form and use prepositional phrases
- Use commas and quotation marks to quote text and direct speech
- Use modal auxiliaries to convey various conditions
- Correctly use frequently confused words
- Order adjectives correctly
- Use commas before coordinating conjunctions
- Use frequently confused words correctly
- Form and use compound sentences
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use relative pronouns
- Spell words correctly consulting references as needed

### **Learning Plan Module A -- 30 Days**

<b>Teacher Guide</b>	<b>Lesson Focus</b>	<b>Independent Writing</b>	<b>Grammar Conventions</b>
3.18-3.21	Features of Opinion Writing	State and support an opinion	Form and use progressive verb tenses
3.28-3.31	Use visuals to support an opinion	Write an opinion paragraph	Use modal auxiliaries
3.38-3.41	Produce clear opinions	Use facts and details to support an opinion	Use relative adverbs
3.48-3.51	Group related ideas	Write an opinion paragraph about comparisons	Use correct capitalization
3.58-3.61	Introduce a topic	Write an introductory paragraph	Use adjectives correctly
3.68-3.71	Develop the topic to support an opinion	Support an opinion with facts and details	Use prepositional phrases
3.78-3.81	Use valid evidence	Support an opinion with valid evidence	Use commas and quotation marks correctly

3.88-3.91	Analyze evidence	Write an opinion paragraph about a simile	Use modal auxiliaries to convey various conditions
3.98-3.101	Use text evidence	Use text evidence to support an opinion	Frequently confused words
3.108-3.111	Analyze sensory details	Write an opinion paragraph about a description	Order adjectives correctly
3.118-3.121	Use text evidence to support an opinion	Support an opinion with text evidence	Use a comma before a coordinating conjunction
3.128-3.131	Writing process: plan and prewrite	Plan an opinion piece that compares and contrasts	Use and order adjectives correctly
3.138-3.141	Writing process: Write a draft	Write a draft of an opinion piece	Form and use progressive verb tenses
3.148-3.151	Writing process: Write a conclusion	Write a closing paragraph	Use prepositional phrases
3.158-3.160	Writing process: Strengthen a conclusion	Revise a closing paragraph	Distinguish between confusing words
3.168-3.171	Writing process: Developing the topic	Revise a draft using linking words	Use relative adverbs
3.178-3.181	Writing process: Edit and proofread	Edit and proofread an opinion piece	Use commas before coordinating conjunctions
3.188-3.191	Writing Process: Publish and present	Publish and present an opinion piece	Form compound sentences

### Learning Plan Module B

<b>Teacher Guide</b>	<b>Lesson Focus</b>	<b>Independent Writing</b>	<b>Grammar Conventions</b>
3.218-3.221	Write to inform	Research and write an informative paragraph	Produce complete sentences
3.228-3.231	Use visuals	Create a diagram	Use relative adverbs
3.238-3.241	Group related information	Group-related information in a paragraph	Use relative adverbs
3.248-	Summarize information	Write paragraphs to summarize	Use relative pronouns

3.251			
3.258-3.261	Make effective word choices	Write paragraphs using precise vocabulary	Use modal auxiliaries
3.286-3.271	Draw supportive evidence from texts	Write paragraphs to explain	Punctuating quotations form a text
3.278-3.281	Research	Write research questions for an interview	Recognizing and correcting fragments
3.288-3.291	Develop a topic	Develop a topic and write a draft	Recognizing and correcting run-ons
3.298-3.301	Establish a purpose	Plan and draft travel brochures	Progressive verb tenses
3.308-3.311	Link ideas	Conduct research to write and inform	Consult references to spell words
3.318-3.321	Research a topic	Write an informative paragraph	Use modal auxiliaries
3.328-3.331	Develop a topic and draw inferences	Write two informative paragraphs	Use commas before coordinating conjunctions
3.338-3.341	Plan and prewrite	Plan and prewrite a news report	Other adjectives
3.348-3.351	Organize information in a draft	Draft a news report	Form and use prepositional phrases
3.358-3.361	Develop a conclusion	Write a strong conclusion	Use prepositional phrases
3.368-3.371	Revise writing by using precise vocabulary	Revise a news report	Form and use progressive verb tenses
3.378-3.381	Edit and proofread	Edit and proofread a news report	Use commas correctly in compound sentences
3.388-3.391	Publish and present	Publish and present a news report	Use commas and quotation marks

## Performance Based Assessments

\* Please note that the performance tasks take several days to complete.

### Unit 3 Module A: (Teacher guide 3.192)

Students will analyze two texts they have read in this module- Earthquakes and Quake!- and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.

### Unit 3 Module B: (Teacher guide 3.392)

Students will choose a natural event to research ( for example, a hurricane, a tornado, other storms, a flood, volcanic eruption, or erosion). They will write a news report that explains the effects of the natural event on both living things and Earth.