Grade Level	5	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The students have written opinion pieces on topics or texts supporting a point of view with reasons and information. The students have introduced a topic or text clearly, stated an opinion, and created an organizational structure in which related ideas are grouped to support the writer's purpose. The students have provided reasons that are supported by facts and details. The students have linked opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). The students have provided a concluding paragraph related to the opinion presented. The students have mastered "Writing in 3's" earlier in the year. This unit presents students with key ideas to help them create a three-prong thesis statement which previews their essay, identifies topic sentences, organizes the body of the essay, and closes the essay with a concluding paragraph.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson includes strategies to assist students with content organization. Additionally, The Caepe School offers Guided Writing and /or Writing Workshops to help children engage in writing a variety of texts. Teachers guide the process and provide instruction through target lessons. Students also write independently to include, stories, informational pieces, retellings, labeling, speech balloons, lists, and other styles of writing.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, s*pecifically*). d. Provide a concluding statement or section related to the opinion presented.		
Materials/Resources Needed	Smart Board, four news writing samples from www.timeforkids.com and/or www.hmcurrentevents.com in which the author(s) presents their opinion, student copies of "Opinion Writing Checklist", access to the Famous Short Speeches website, http://www.ranker.com/list/famous-short-speeches/william-neckard, student computers or classroom computers		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The students will:
1 **(Three 50-minute periods)**	**Introduction:** Ask students to discuss prior knowledge regarding fact and opinion. Review "Writing in 3's".	**Warm-up:** Free-write in their journal for 5 minutes. **Introduction**: Draw a Venn diagram in their notebook and add information as we discuss facts and opinions during our whole-class discussion. Take notes in their writing journal regarding, "Writing in 3's" to refresh their memory. Students will compare their diagrams and notes of both whole-class discussions and make additions as necessary.
	Instruction: Pair students. Show first writing sample from Time For Kids or HM Current Events on the Smart Board. Read the first writing sample to the class and answer any questions.	**Instruction**: Discuss the first writing sample with their partner after it is read.
	Ask students to identify at least one author opinion within the first sample. Ask students to consider their personal opinion of the first sample.	Identify when the authors insert their opinion and develop their personal opinion of the article.
	Ask students to identify three details which support their opinion from the first sample.	List three details supporting your opinion. Write this information in their journal.
	Interaction Review students' notes as they develop their opinion and note details. Explain to students they will read the second writing samples with	

	their partner, identify opinions within the sample, develop a well-constructed personal opinion of the sample, and identify at least three details which support their opinion. Review students' notes as they develop their opinion and write their details. Pass out the "Opinion Writing Checklist" and explain.	Read the second writing sample with their partner, identify opinions inserted by the author, and develop a well-constructed personal opinion of the second writing sample. Write this information in their journal. **Independent Practice** Read the third and fourth writing samples and: Identify when the author inserts their opinion, Develop their personal opinion of the article, List three details supporting your opinion, and Write this information in their journal.

Summative Assessment:

Display the website, Famous Short Speeches, on the Smart Board.

Explain to students they will select one short speech from the website displayed on the Smart Board. There are eight speeches; you only need to select one. You may watch the video of the speech and/or read the same under the video.

Explain to students they will be completing a well-developed, five-paragraph essay focusing on their opinion of the speech they have selected. They must develop a well-constructed personal opinion of the material and identify three details which support their opinion. Their essay must meet the following criteria:

You must write an opinion piece on their selected topic/speech, supporting a point of view with reasons and information.
You must introduce your topic, state your opinion, and create an organizational structure in which ideas are logically grouped to support your writer's purpose.
You must provide logically ordered reasons that are supported by facts and details.
You must link your opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
You must provide a concluding paragraph related to the opinion presented.
You must complete the "Opinion Writing Checklist" as you prepare, organize, and write their essay.

The following rubric will be used to score the summative assessment. Each of the criteria is of equal weight and scored 1-4 for a total of 12 points. Mastery will be set at 80% (10/12).

	Expert **4 pts**	**Practitioner** **3 pts**	**Apprentice** **2 pts**	**Novice** **1 pts**
Introduction Introduction	Introduction of the topic and your opinions are very clear and concise. Provides relevant background of the subject. (Thesis statement).	Introduction of the topic and your opinion are mostly clear and concise. Provides some relevant background of the subject. (Thesis statement).	Introduction of the topic and your opinion are unclear and choppy. Provides no relevant background of the subject. (Thesis statement).	Introduction of the topic but not your personal opinion. No background of the subject. (Thesis statement).
Main body	Gave three or more logically ordered details that are supported by facts and details. Used excellent transitions. Ideas are logically grouped to support the writer's purpose	Gave at least two logically ordered details that are supported by facts and details. Used two transitions in each paragraph. Ideas are grouped to support the writer's purpose.	Gave one logically ordered detail that was somewhat supported by facts and details. Used one transition in each paragraph. Ideas are grouped and slightly support the writer's purpose.	Does not support viewpoint with relevant details. Uses one or two transitions within the three paragraphs. Ideas are not grouped and vaguely support the writer's purpose.
Conclusion	Summarized and restated opinion and topic using rich vocabulary.	Summarized and restated opinion and topic using basic vocabulary.	Provided a basic summary of topic but included no summary of opinion.	Provided an unclear summary of topic and included no summary of opinion.