

Opinion Writing: Grade 5

Stage 1 Desired Results

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ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze a topic using a variety of sources and apply strategies to support an opinion in order to communicate effectively. <u>Content Standards:</u> <u>Text Types and Purposes</u> - W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <u>Production and Distribution of Writing</u> - W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. - W.5.5 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.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <u>Range of Writing</u> - W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. <u>Conventions of Standard English</u> - L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> - L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Transfer	
	Students will be able to independently use their learning to assess how point of view shapes the content of a text and use reasoning to communicate their opinion.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTION How do you know who is right?
	Acquisition	
	Students will know... - that informational text is written for a specific purpose: to inform, describe, or explain. - that the writing process includes prewriting, drafting, revising, editing and publishing. - that choosing appropriate technology resources will enhance the production and publishing of writing. - the function of conjunctions, prepositions, and interjections in general, but also their functions in particular sentences.	Students will be skilled at... - creating an organizational structure to logically introduce topics and opinions. - introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped to support the writer's purpose. - providing logically ordered reasons that are supported by facts and details. - linking opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). - providing a concluding statement or section related to the opinion presented. - identifying and using the writing style that best suits the task, purpose and audience. - composing a clear and logical piece of writing that demonstrates an understanding of a specific writing style.

		• using the writing process to plan, revise and edit informational writing, rewriting when necessary to try a new approach. • identifying and using technology to collaborate, produce, edit, and publish writing. • demonstrating keyboarding skills to type two pages in a single sitting. • writing for long or short periods of time depending on the task. • forming and using the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • using verb tense to convey various times, sequences, states, and conditions. recognizing and correcting inappropriate shifts in verb tense. • using correlative conjunctions (e.g., either/or, neither/nor). • using punctuation to separate items in a series. • using commas to separate an introductory element from the rest of the sentence. • using commas to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • using underlining, quotation marks, or italics to indicate titles of works. • spelling grade-appropriate words correctly, consulting references as needed. • expanding, combining, and reducing sentences for meaning, reader/listener interest, and style. • comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories.
Content Area Literacy Standards		21st Century Skills
• <i>not applicable</i>		• <i>communicate clearly</i> • <i>make judgments and decisions</i> • <i>reason effectively</i> • <i>think creatively</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

