Grade 2 - Unit 5 Writing - Opinion Writing

Unit Focus

In this unit, students develop as persuasive writers by learning how to express clear opinions, support their thinking with reasons and evidence, and communicate effectively with a specific audience. Instruction begins with foundational concepts such as distinguishing between facts and opinions and identifying strong opinion topics that matter to students personally. Through engaging activities, students learn how persuasive writing is organized and how writers use introductions, supporting reasons, linking words, and conclusions to convince readers. Mentor texts, oral rehearsal, and collaborative conversations provide structured opportunities for students to strengthen their ideas before drafting.

Throughout the unit, students move through the full writing process as they draft, revise, edit, publish, and share opinion pieces in authentic formats such as friendly letters. Students learn to address audiences directly, use transition words to organize ideas, and apply grade-level grammar, capitalization, punctuation, and spelling conventions to improve clarity. Collaboration and peer feedback are embedded throughout the unit, helping students strengthen communication and revision skills. The unit culminates in a hands-on mailing project where students learn to address envelopes and use stamps, followed by a creative choice board that allows them to explore other persuasive formats such as travel brochures, advertisements, and book reviews.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 2

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS.ELA-LITERACY.W.2.1)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS.ELA-LITERACY.W.2.5)
- Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELALITERACY.W.2.8)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS.ELA-LITERACY.SL.2.3)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS.ELA-LITERACY.L.2.6)
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

Transfer

Students will be able to independently use their learning to...
T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

Meaning

Understanding(s)

Students will understand that...
U1 Persuasive writing is a tool used to change the way readers think or to encourage specific actions.
U2 Effective communication requires choosing specific words that matches the needs of the reader.
U3 Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.

Essential Question(s)

Students will keep considering...
Q1 How does writing help change the way people think or act?
Q2 How does a writer choose the best words for a specific reader?
Q3 How can I use the writing process to make choices that communicate my ideas clearly?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The difference between a fact (something that is always true) and an opinion (a feeling that can be different for everyone).

Skill(s)

Students will be skilled at...
S1 Distinguishing between fact and opinion.
S2 Orally debating a topic with a partner to refine arguments before writing.

Stage 1: Desired Results - Key Understandings

speaking one at a time about the topics and texts under discussion). (CCSS.ELA-LITERACY.SL.2.1.A) • Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B) Use commas in greetings and closings of letters. (CCSS.ELA-LITERACY.L.2.2.B) • Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). (CCSS.ELA-LITERACY.L.2.2.D) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-LITERACY.L. 2.2.E) **Madison Public Schools Profile of a Graduate** • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	**K2** Persuasive writing is used to express an opinion and influence a reader's thinking or actions. **K3** Persuasive writing includes a clear opinion, supporting reasons, and a concluding statement. **K4** How to use linking words like because, also, and another reason to connect an opinion to its reasons. **K5** An audience is the specific person or group who will read the writing. **K6** The parts of a letter and envelope, including the date, greeting, body, closing, signature, return address, recipient's address, and stamp. **K7** Fundations: • sounds of oi and oy • spelling generalizations of /oi/ sound • long o sound of oa, oe, and ow • use of spelling option procedure of long /o/ • /ou/ sound of ou and ow **K8** Grammar: • Contractions • Its vs. It's • Their, They're, There • Book Titles • Commas in a Series • Commas in Greetings and Closings • Possessive Nouns Abberviations	**S3** Organizing persuasive writing with a clear opinion, reasons, and a concluding statement. **S4** Using linking words like because, and, and also to connect a feeling to a reason. **S5** Identifying the intended audience before writing persuasive pieces. **S6** Formatting a final opinion piece as a formal letter and addressing the envelope correctly. **S7** Peer-editing for spelling, punctuation, and capitalization using a checklist. **S8** Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns. **S9** Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.