

Opinion Writing

Unit Introduction

NOTE

This is a new unit developed to meet Common Core State Standards for writing opinion pieces. Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

Unit Overview:

This unit builds on the skills presented in the persuasive letter-writing unit. It culminates with students writing opinion pieces on important historical figures. They will state an opinion, supply supporting details that support the opinion, and provide a concluding statement.

Student Goals for this Unit:

1. Students will write an opinion piece that introduces the topic or book, states an opinion, supplies reasons that support the opinion, and provides a concluding statement or section.
2. Students will use linking words to connect opinions and reasons.
3. Students will use apostrophes correctly to form contractions and frequently occurring possessives.
4. Students will edit for grade-level conventions: capitalization, punctuation, and spelling.

Description of Project:

Part 1: The intention of the first five lessons is to provide a high level of support as we introduce the idea that people may agree or disagree with an opinion while supporting the opinion with facts from text. In order for all students to have access to the text, we chose to use the main selection from Unit 1, Week 4 in Scott Foresman, A Walk in the Desert, by Caroline Arnold, as our example.

If you have other texts that all your students have access to such as Time For Kids, Scholastic News, or another classroom magazine, feel free to substitute text of your choice instead of our example.

Another option would be to set up an opportunity of agreeing or disagreeing using a fiction series about a favorite character such as Henry and Mudge stories (Cynthia Rylant) or Ivy and Bean stories (Annie Barrows), or Pinky and Rex stories (James Howe). For example, Henry feels Mudge is a good pet. Students could agree or disagree with the statement, “Mudge would make a good pet.” Using several books from the series, students could support their opinion.

***NOTE:** Read biographies aloud throughout this week in preparation for the second project in this unit.*

Part 2: The second part of this unit gives students the opportunity to practice these skills from Part 1 independently and focuses more on finding several details to support an opinion, choosing the strongest details, and clarifying use of apostrophes.

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Informational Writing: Opinion (O1) Opinions

Minilesson Teaching Point: You can agree or disagree with an opinion.

Standard(s):

- W.2.1 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.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Materials:

NOTE: Read biographies aloud throughout this week in preparation for the second project in this unit.

- Text such as *A Walk in the Desert* by Caroline Arnold (SF Unit 1, Week 4) that presents a concept students may agree or disagree with (The desert is a place I would like to visit.).
- Premade anchor charts, one labeled “The desert is a place I would like to visit--Agree” and the other labeled “The desert is a place I would like to visit--Disagree.”
- Chart paper and pens
- Large sticky notes for students
- Student access to the text (Scott Foresman anthologies)

Connection:

*“In our letter writing unit, we wrote one type of opinion writing when we tried to persuade someone to do something. Other times, writers simply want to express their opinion without trying to persuade us. Our **opinion** is our thought or feeling about something. When someone states an opinion, everyone doesn’t necessarily agree. For example, I might think ... (choose your own example), but someone else might think... (choose your own example). When you state your opinion, you still need to support it with reasons, just like we did in our persuasive letters.”*

Teach (modeling):

*“Earlier this year we read *A Walk in the Desert* by Caroline Arnold. In the story, the author describes the desert and states she thinks it is an exciting place to visit, but someone else might disagree. Today we are going to reread the story. Then we are going to think and write our opinions on whether we think we would like to visit the desert.”* Teacher uses think aloud strategy while rereading the Scott Foresman text from earlier in the year to highlight pros and cons of the desert. Students follow along with the text in hand.

Show students the two anchor charts with the sentence frames. *“When we support our opinion, we need to use details. One way to do this, is to use evidence from text. Now let’s look in the book for details that support either opinion. We will write the details from the book on sticky notes and put the notes on the appropriate chart—either ‘agree’ or ‘disagree.’ When we connect to the text, we can use the word ‘because.’ For example, ‘I would like to visit the desert because there are zebra-tailed lizards and short-horned lizards.’ Another example is, ‘I would not like to visit because rattlesnakes live in the desert and they are dangerous.’”*

Model writing these two sticky notes and putting them on the appropriate charts.

Active Engagement (guided practice):

Have students (or partners) use a sticky note to record an opinion and supporting detail and put the note on the appropriate anchor chart.

ELD: *“I would like to visit the desert because _____.”*

“I would not like to visit the desert because _____.”

Bridge to Independent Practice:

“Writers, if you would like to continue adding ideas to the charts, you may. If you have an idea for a narrative story, a letter, or a how-to you’d like to write, you may start a new piece.”

Closure:

Teacher shares several ideas from the chart aloud. *“It’s clear from our charts that there are reasons that support agreeing and reasons that support disagreeing. Tomorrow we will revisit our work with opinions about the desert.”*

Reflection:

Resources & References: (adapted from, acknowledgments)

Sample Chart One

<p>I would like to visit the desert.</p>	<p>Agree</p>	<p>I would like to visit the desert because _____.</p>
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Sample Chart Two

<p>I would like to visit the desert.</p>	<p>Disagree</p>	<p>I wouldn't like to visit the desert because _____.</p>
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Informational Writing: Opinion (O2) Opinion Graphic Organizer

Shared Writing Teaching Point: Writers will use a graphic organizer to plan an opinion piece.

Standard(s):

W.2.1 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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

NOTE: Read biographies aloud throughout this week in preparation for the second project in this unit.

- Anchor charts from Lesson 1
- A Walk in the Desert by Caroline Arnold (SF Unit 1, Week 4) or other text used for Day 1 lesson
- Opinion Graphic Organizer (or prewrite on chart paper)
- Individual copies of Opinion Graphic Organizer for students

Connection:

“Writers, when we wrote persuasive letters, we used a graphic organizer to plan our thinking. We can use a similar graphic organizer to plan our opinion piece.”

Teach (modeling):

*“Here’s our **Opinion Graphic Organizer**. First we need to decide if we agree or disagree with the statement, ‘I would like to visit the desert.’ It’s okay if I have one opinion and you have a different one. Everyone needs to support the opinion they choose with reasons that connect to the book.”* Model writing your opinion in the first space of the graphic organizer. Use a complete sentence—either “I would like to visit the desert” or “I wouldn’t like to visit the desert.”

“Now we write the title of the book here.” Indicate the second section on the graphic organizer and write A Walk in the Desert. As you write, think about capitalization.

“Next, I’m going to look at our chart and choose three details to support my opinion. I’ll write these details on my graphic organizer.” It’s not necessary to write complete sentences at this point. Model using words and phrases.

“We will complete the last section, restating our opinion, in the next lesson.”

Active Engagement (guided practice):

*“Writers, now it’s your turn to use an opinion graphic organizer to plan your writing. Turn and Talk, telling your partner whether you think you would or would not like to visit the desert and at least one reason for your **opinion**.”*

Bridge to Independent Practice:

Writers, today you will have time to fill out your graphic organizer. Write your opinion, record the title of the book, and choose three details that support your opinion. We will fill out the last section next time. When you are finished, you may return to a piece you started earlier.”

Closure:

Status of the class—how many agree, how many disagree. *“In the next lesson, writers, we will learn how to restate our opinion to plan our ending.”*

Reflection:**Resources & References: (adapted from, acknowledgments)**

Name _____ Date _____

Opinion Graphic Organizer

State your opinion.

Title of the book or text you are connecting to.

Three reasons that support your opinion.

1. _____

2. _____

3. _____

Restate your opinion.

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Informational Writing: Opinion (O3) Restating Your Opinion

Shared Writing Teaching Point: Writers will learn to restate opinions.

Standard(s):

W.2.1 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.

Materials:

NOTE: Read biographies aloud throughout this week in preparation for the second project in this unit.

- Anchor charts from previous lessons
- A Walk in the Desert by Caroline Arnold (SF Unit 1, Week 4) or other text used for previous lessons
- Opinion Graphic Organizer (or prewrite on chart paper)
- Individual copies of Opinion Graphic Organizer for students from previous lesson

Connection:

*“Writers, last time we started planning our writing on our **opinion graphic organizer**. Today we are going to learn some ways to restate our opinion and then fill out the last section of our organizer.”*

Teach (modeling):

“After we give our supporting details, it is important to restate our opinion to remind our readers what we think. Try to say your opinion in a slightly different way. For example, if my opinion is ‘I would like to visit the desert,’ I might restate my opinion by saying, I could say, ‘I would love to visit the desert.’ This time I changed ‘like’ to ‘love.’ Another example would be ‘The desert would be a great place to visit.’ I changed the order of the words and included the word ‘great.’

Active Engagement (guided practice):

Turn and talk about other ideas for restating opinions. Record some examples on a new chart showing possible ways to restate opinions. If you don’t get any examples of opinions that disagree with the original statement, model one or two.

Bridge to Independent Practice:

Writers, today you will finish filling out your graphic organizer including restating your opinion. When you are finished, you may return to a piece you started earlier.

Closure:

Pop-up share of different restatements.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Opinion (O4) Drafting

Shared Writing Teaching Point: Writers will draft an opinion piece.

Standard(s):

W.2.1 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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

NOTE: Read biographies aloud throughout this week in preparation for the second project in this unit.

- Anchor charts from previous lessons
- A Walk in the Desert by Caroline Arnold (SF Unit 1, Week 4) or other text used for Day 1 lesson
- Chart paper and markers
- Sample completed Opinion Graphic Organizer
- Individual copies of Opinion Graphic Organizer for students from previous lessons

Connection:

*“Writers, now that our graphic organizer is complete, it is time to begin writing our **opinion** piece. I will use the class plan we wrote on our **graphic organizer** to model how to write a paragraph.”*

Teach (modeling):

*“When we start a paragraph, we need to tell our reader what we are going to be writing about—the **topic**. In this case, the **topic** is our **opinion**. Since we got our supporting details from a book, we need to also include the title of the book. One way we could do this is:”*

“After reading A Walk in the Desert, I decided I would like to visit the desert.”

“Another way is to use more than one sentence.”

“I don’t think I would live to visit the desert. In A Walk in the Desert, the desert sounds like a dangerous place.”

On a new piece of chart paper, model writing the topic sentence for your sample. Then model using your class graphic organizer to put your reasons into complete sentences and link the ideas together with words such as ‘and,’ ‘also,’ ‘another,’ and ‘because.’

“Writers, after you finish putting your reasons into complete sentences and using linking words to connect your sentences, you are ready to finish by restating your opinion.” Teacher models adding the restated opinion to the sample paragraph.

Active Engagement (guided practice):

Students orally plan their topic sentence before going off to write.

Bridge to Independent Practice:

“Writers, today you will use your graphic organizer to write an opinion paragraph including a topic sentence, your reasons, and concluding statement that tells your opinion again. When you are finished, you may want to reread your piece. Tomorrow we will be working with a partner to make sure our paragraphs are easy to read.”

Closure:

Partner share.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Opinion (O5) Editing

Shared Writing Teaching Point: Writers will draft an opinion piece.

Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

NOTE: Read biographies aloud throughout this week in preparation for the second project in this unit.

- Sample paragraph written in previous lesson
- Anchor charts from previous lessons
- A Walk in the Desert by Caroline Arnold (SF Unit 1, Week 4) or other text used for Day 1 lesson
- Chart paper and markers
- Sample completed Opinion Graphic Organizer
- Individual copies of Opinion Graphic Organizer for students
- Highlighters for editing (see How-to Lessons and Letter Writing lessons for use of highlighters)

Connection:

“Writers, yesterday we started writing our opinion paragraphs. Some students are ready to edit their piece so it is easy for others to read. When you are finished writing, work with a partner to make your piece easy to read.”

Teach (modeling): *“First, you will want to check your spelling. You have lots of resources. You have the text. You have the word wall.”* (List other resources in the room).

*“Then you will get a **highlighter** and **edit**. The **highlighter** helps us check carefully to see that we have **punctuation** at the end of each sentence and we start each new sentence with a **capital letter**.”* Students do not necessarily hear where sentences end. Use the language you have taught already to support identifying complete sentences.

Use the sample paragraph to model using the highlighters.

Active Engagement (guided practice):

For this particular lesson, the active engagement comes as students finish writing and get together with a partner for support.

Bridge to Independent Practice:

Writers, today you will finish writing an opinion paragraph and then work with your partner to check spelling, punctuation, and capital letters. When you are finished, you may work on a piece you started earlier or start a new piece.

Closure:

Teacher shares several examples from student work.

Teacher decides whether or not to do anything further with this introductory piece of writing.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Opinion (O6) Character Traits

Minilesson Teaching Point: Writers use character traits to create a statement of opinion.

Standard(s):

- W.2.1 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.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Materials:

- Class set of informational text about the person of your choice (sample provided for Martin Luther King, Jr. may be copied)
- List of character traits (or you may brainstorm one during the lesson)
- Chart paper and pens

Connection:

“We have been working on writing our opinions about the desert. Sometimes people write opinions about real people they learn about. We have been reading about some important people in history (list a few).”

Teach (modeling):

“These people were important for different reasons. Some people were important because they were brave, generous, helpful, or creative. These descriptive words are called character traits. We can all be described with character traits. We use character traits to describe ourselves, real people, or characters in stories.”

Display list of possible character traits and read aloud or brainstorm a list. You can always add to the premade list.

Active Engagement (guided practice):

Read the text in whatever whole-group method you choose, making sure students are following the text. Then brainstorm some possible character traits that describe Martin Luther King, Jr. or your alternate choice. Record character traits to refer back to in the next lesson.

Bridge to Independent Practice:

“Next time we are going to choose one character trait that describes Martin Luther King, Jr. (or alternate) and look in the text for details that support our opinion. Right now you have time to finish your opinion paragraph or start something new if you’re already done.”

Closure:

“Partner share what you wrote about today.”

Reflection:

Resources & References: (adapted from, acknowledgments)

Character Traits

adventurous	brave	cooperative
creative	curious	determined
fair	forgiving	generous
hard-working	helpful	imaginative
inspirational	intelligent	inventive
leader	motivational	patient
patriotic	peaceful	resourceful
respectful	successful	team-player
thoughtful		

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Informational Writing: Opinion (O7) Finding Supporting Details

Shared Writing Teaching Point: Writers will use a graphic organizer to plan an opinion piece.

Standard(s):

W.2.1 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.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Materials:

- Access to informational text about the person of your choice (sample provided for Martin Luther King, Jr.). You could reuse student copies from prior lesson or display on document camera.
- List of character traits from previous lesson
- Blank graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, when we wrote our opinions about the desert, we used a graphic organizer to plan our thinking. We can use the same graphic organizer to plan our opinion piece about an important person.”

Teach (modeling):

“Today we are going to choose one character trait that in our opinion describes Martin Luther King, Jr. (or alternate). Then we are going to support our opinion with reasons or facts we learned from the text. We can use our graphic organizer to help us plan our writing. First we need to think about how we would describe Martin Luther King, Jr. (or alternate).”

NOTE: The following sample is based on the character trait “peaceful.” If your students choose something else, adjust details from text as needed.

“Now that we have chosen ‘peaceful’ as our character trait, we will write our opinion on our graphic organizer.” Model writing the opinion statement on the graphic organizer.

“Martin Luther King, Jr. was a peaceful man.”

“The title of the text we are using is Marching for Justice so we write that here.” Model writing the title on the graphic organizer.

“Writers collect many details to support their opinion just like we did on the agree and disagree charts. We will write each of the details we find in this text on a sticky note.”

Active Engagement (guided practice):

Read the first paragraph together and decide which detail(s) to record.

“helps other people”

Write this phrase on a sticky note and model putting on the back of a graphic organizer. (We will be using the graphic organizer as a folder.)

Continue reading one paragraph at a time and deciding if there is or is not a supporting detail in that paragraph. Possible options include:

paragraph 2 - talking, marching, singing

paragraph 5 - solve problems in peaceful ways, use words instead of fists, Nobel Peace Prize

Bridge to Independent Practice:

“Writers, next time we will decide which details we want to use in our piece. Today you will decide who you want to write about and choose a character trait that describes that person. You may choose one of the people we have read about, or you may choose Martin Luther King, Jr. and use a different character trait.” Remember to be prepared with your project parameters around choosing a topic.

“When you are ready to write your opinion statement, pick up a graphic organizer (indicate where to find the graphic organizer) and write down your opinion statement. Remember to write the title of the text as well.”

Have sticky notes available for students who are ready for that step.

Closure:

“Writers, make sure your name is on your graphic organizer. If you have sticky notes, fold your paper so the notes are on the inside and your name is on the outside.” Model folding and then collect papers to check status of the class.

Reflection:

Resources & References: (adapted from, acknowledgments)

Marching for Justice

People celebrate Martin Luther King Day in January to honor Martin Luther King, Jr.'s birthday and his work for justice. On January 15, 1929, Martin Luther King, Jr. was born. He grew up to follow in his father's footsteps and became a pastor at the Ebenezer Baptist Church. Part of his job was to help other people.

For 13 years, Martin Luther King, Jr. led marches and gave speeches. He wanted to change laws so all people would be treated equally. Many people asked him to stop marching, but he didn't stop marching until laws were changed. People even threatened to hurt his family, but he kept on talking, marching, and singing. Now people can sit anywhere. People can eat anywhere. People can go to any school.

In 1963, Martin Luther King, Jr. gave his most famous speech in Washington, DC. He spoke to a crowd of over 250,000 people. He shared his dream of equality for everyone.

Dr. King died on April 4, 1968, in Memphis, Tennessee. He was working for justice: talking, marching, and singing.

People all around the world admire Dr. King. He taught people how to solve problems in peaceful ways. He used words instead of fists. He even won the Nobel Peace Prize in 1964. He never gave up on his dream.

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Informational Writing: Opinion (O8) Choosing Supporting Details

Shared Writing Teaching Point: Writers will select the three strongest details to support their opinion.

Standard(s):

W.2.1 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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Access to informational text for student choice
- List of character traits from previous lesson
- Blank graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, in the last lesson we collected details from the text to support our opinion and wrote those details on sticky notes.”

Teach (modeling):

“Writers always choose the strongest details to support their opinion. Today we are going to choose our three strongest details and write them on our graphic organizer.”

Active Engagement (guided practice):

Read the sticky notes from previous lesson. Discuss which reasons are the strongest. For example winning the Nobel Peace Prize is a stronger example of ‘peaceful’ than helping others.

Model recording the three chosen stickies on the graphic organizer.

Then demonstrate restating your opinion and recording it on the graphic organizer to complete the organizer.

Bridge to Independent Practice:

“Writers, today you will finish collecting your details on sticky notes. When you are ready, choose the three you feel are the strongest and write those on your graphic organizer. When you finish recording your reasons, restate your opinion and finish your graphic organizer.”

Closure:

“Writers, we will have more time to work later. If your graphic organizer is not complete, please fold your organizer so the sticky notes are on the inside and the name is on the outside.” Collect the papers to check status of the class.

Reflection:

7

Resources & References: (adapted from, acknowledgments)

Informational Writing: Opinion (O9) Drafting and Revising

Shared Writing Teaching Point: Writers will draft an opinion piece.

Standard(s):

W.2.1 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.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Access to informational text for student choice
- List of character traits from previous lesson
- Student graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, now that our graphic organizer is complete, it is time to begin writing our opinion piece. We will use our plan we wrote on our graphic organizer to write a paragraph about our important person.”

Teach (modeling):

*“Remember, when we start our paragraph, we need to tell the readers our **opinion** the title of the text we used to find supporting details, our supporting details, and the conclusion where we restate our opinion.”*

Active Engagement (guided practice):

“Now we will work together to write our paragraph about Martin Luther King, Jr. One way we could start is:”

“Martin Luther King is peaceful. I learned this when I read Marching for Justice.”

Model using your class graphic organizer to put your reasons into complete sentences and link the ideas together with words such as ‘and,’ ‘also,’ ‘another,’ and ‘because.’

“Writers, after you finish putting your reasons into complete sentences and using linking words to connect your sentences, you are ready to finish by restating your opinion.”

Model adding the restated opinion to the sample paragraph. Then model rereading the paragraph for clarity.

Bridge to Independent Practice:

“Writers, think about where you are in the writing process. Are you working on your graphic organizer? Are you ready to start your paragraph? When you are ready, use your graphic organizer to write an opinion paragraph about the important person you chose. Include a topic sentence, your reasons, and a concluding statement that restates your opinion. When you are finished, reread your piece checking to see if your writing is clear. Make any revisions you feel will make your message clear for readers.”

Closure:

Partner share.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Informational Writing: Opinion (O10) Apostrophes

Shared Writing Teaching Point: Using apostrophes correctly

Standard(s):

L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

Materials:

- Samples of text from familiar reads with apostrophes (Marching for Justice)
- Premade Anchor Chart for apostrophes
- Access to informational text for student choice
- List of character traits from previous lesson
- Student graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, as I was reading through your work I noticed that we still have some confusion about when to use an apostrophe and when you don’t need one.”

Teach (modeling): Show the premade chart. *“There are two reasons to use an apostrophe. The first is in contractions such as ‘didn’t’ or ‘he’d.’”* Point to examples on chart and define contraction.

“The second reason is to show possession, Use an apostrophe before the ‘s’ to show who or what owns or has something. For example, (point to chart) ‘Martin Luther King, Jr.’s birthday’ or ‘his father’s footsteps.’”

We don’t need an apostrophe in plurals—13 years, solve problems, speeches

Active Engagement (guided practice):

“Turn and talk about other contractions you might use in your paragraph.”

Share out and record a few ideas on the chart.

“Turn and talk about other possessives you might use in your paragraph.”

Share out and record a few ideas on the chart.

“Turn and talk about other plurals you might use in your paragraph.”

Share out and record a few ideas on the chart.

Bridge to Independent Practice:

“Writers, continue writing your opinion paragraph. If you come across more examples to add to our chart feel free to get a sticky note and add to the chart. Remember to include a topic sentence, your reasons, and a concluding statement that restates your opinion. When you are finished, reread your piece checking to see if your writing is clear. Make any revisions you feel will make your message clear for readers.”

Closure:

Teacher shares examples that have been added to the apostrophe chart.

Reflection:

Resources & References: (adapted from, acknowledgments)

Using An Apostrophe

<i>Use Apostrophe in these:</i>		<i>No Apostrophe</i>
Contractions	Possessives	Plurals using 's' or 'es'
One word made from two words with some letters left out. The apostrophe takes the place of the missing letters.	Use an apostrophe before the 's' to show who or what owns or has something.	A plural is a word that means more than one.
didn't = did not	Martin Luther King, Jr.'s birthday	13 years
he'd = he would	his father's footsteps	solve problems
		speeches

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Informational Writing: Opinion (O11) Editing

Shared Writing Teaching Point: Writers edit to make pieces easier to read.

Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Access to informational text for student choice
- List of character traits (or you may brainstorm one during the lesson) with those students brainstormed in the last lesson indicated
- Student graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, last time we started writing our opinion paragraphs. Some students are ready to edit their piece so it is easy for others to read. When you are finished writing, work with a partner to make your piece easy to read.”

Teach (modeling): *“First, you will want to check your spelling. When checking your spelling, remember to pay attention to apostrophes. Are they where they belong? You have lots of resources. You have the text. You have the word wall. You have our apostrophe anchor chart.”* (List other resources in the room).

*“Then you will get a **highlighter** and **edit**. The **highlighter** helps us check carefully to see that we have **punctuation** at the end of each sentence and we start each new sentence with a **capital letter**.”* Students do not necessarily hear where sentences end. Use the language you have taught already to support identifying complete sentences.

Use the sample paragraph to model using the highlighters.

Active Engagement (guided practice):

For this particular lesson, the active engagement comes as students finish writing and get together with a partner for support.

Bridge to Independent Practice:

“Writers, today you will finish writing an opinion paragraph and then work with your partner to check spelling, punctuation, and capital letters. When you are finished, you may work on a piece you started earlier or start a new piece.”

Closure:

“Tomorrow, writers who have finished will begin sharing their opinion pieces in the author’s chair.

Teacher decides whether or not to do anything further with this introductory piece of writing.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Opinion (O12) Celebrating

Shared Writing Teaching Point: Giving positive feedback to authors.

Standard(s):

Materials:

NOTE: This lesson happens over several days. It provides time for students to finish writing and limits the amount of student sharing in one day.

- Access to informational text for student choice
- List of character traits (or you may brainstorm one during the lesson) with those students brainstormed in the last lesson indicated
- Student graphic organizers (see master following Lesson O2)
- Chart paper and pens
- Sticky notes for student use
- Sentence frames on poster or sentence strips

Connection:

“Writers, today is a very special day because we are celebrating all of the wonderful opinion paragraphs we have been writing about important people.”

Teach (modeling):

“Writers, when we share in a community of writers we have an opportunity to give feedback to the author. In our opinion unit we’ve been working on identifying character traits, stating opinions, and choosing strong supporting details. After sharing, each author will call on a few students to offer feedback on what worked well in the piece.” Teacher shares sentence frames.

“I agree with your opinion that _____ (person) is _____ (character trait).”

“(Specific Detail) supported your opinion that _____.”

“I like the way you restated you opinion by saying _____.”

Active Engagement (guided practice):

Choose several students to share from author’s chair. Audience gives feedback.

Bridge to Independent Practice:

“If you haven’t finished, this is the time to finish. If you have finished you may want to write another opinion piece, a story, a how-to, or a letter.”

Closure:

You may want to allow several more students who have finished to share in the author’s chair.

If many students are finished, you could announce who will be sharing next time.

Reflection on unit:

Day 4 Resources & References: (adapted from, acknowledgments)

Lucy Calkins and Abby Oxenhorn, Small Moments: Personal Narrative Writing

End of Unit Checklist: **Opinion**

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating STUDENTS		Introduces topic	States opinion	Uses facts that support opinion	Uses linking words to connect opinions and reasons	Uses apostrophes correctly for contractions and possessives	Edits for spelling	Edits for ending punctuation	Edits for capitalization
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