

# Unit 2 Writing Grade 4- Opinion Essay

Content Area: **Language Arts**  
Course(s):  
Time Period: **MP2-Week1**  
Length: **November-January**  
Status: **Published**

## Unit 2 Opinion Essay

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### Established Goals

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Writer's Workshop: Units of Study

Writing: Opinion: Personal and Persuasive Essays

Bend/Mini Lesson:

Bend I:

- Session 1. Essay Structure Boot Camp
- Session 2: Collecting Ideas as Essayists
- Session 3: Writing to Learn
- Session 4: Using Elaboration Prompts to Grow Ideas
- Session 5: Mining Our Writing
- Session 6: Boxes and Bullets: Framing Essays
- Session 7: Return to Boot Camp

Bend II

- Session 8: Composing and Sorting Mini-Stories
- Session 9: Creating Parallelism in Lists
- Session 10: Organizing for Drafting
- Session 11: Building a Cohesive Draft
- Session 12: Becoming Our Own Job Captains
- Session 13: Writing Introductions and Conclusions

- Session 14: Revising Our Work with Goals in Mind
- Session 15: Correcting Run-On Sentences and Sentence Fragments

### Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Speaking and Listening

- Engage effectively in a range of collaborative discussions.

### 21st Century Career and Life Skills

- Peer edit writing giving both positive and constructive criticism
- Utilize appropriate resources to improve writing

## Standards & Indicators

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
LA.4.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
TECH.8.1.5.A.CS1	Understand and use technology systems
LA.4.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
LA.4.L.4.1.E	Form and use prepositional phrases.
LA.4.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.4.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5	All students will use digital tools to access, manage, evaluate, and synthesize

	information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
LA.4.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.4.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.
LA.4.L.4.2.A	Use correct capitalization.
LA.4.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.4.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.4.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.4.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas the writer's purpose.
LA.4.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.4.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.4.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.4.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.4.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.4.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.4.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.4.L.4.3.B	Choose punctuation for effect.
LA.4.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for

	their communication and prepare accordingly to ensure the desired outcome.
LA.4.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.4.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SOC.3-4.6.2.4 E.6	Explain why it is important to understand diverse peoples, ideas, and cultures.
LA.4.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.4.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.4.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.4.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.4.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Craft and Structure
	Integration of Knowledge and Ideas
	Phonics and Word Recognition
	Fluency
	Comprehension and Collaboration
	Presentation of Knowledge and Ideas
LA.4.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.3.1.4 G.3	Cite evidence from text to support conclusions.
LA.4.3.2.4 A.8	Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
LA.4.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.4.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.4.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.4.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.4.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or

	topic; describe the differences in focus and the information provided.
LA.4.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.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.4.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.4.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.4.W.4.6	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 one page in a single sitting.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## **Essential/Guiding Questions**

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How is opinion writing organized?

How do we validate comprehension by using text based evidence?

## **Content - Students will know...**

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- the characteristics of opinion writing
- text based evidence helps us draw conclusions

## **Skills - Students will be skilled at...**

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- Writing opinion essays

## **Other Evidence**

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Writing conferences

Rubrics

## **Strategies**

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## **Learning Opportunities/Strategies**

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Think Pair Share

Writing mini lessons

Technology centers

Word Walls for vocabulary development

Graphic organizers to reinforce skill lessons

Anchor charts

## **Modifications and Reinforcements**

Small groups will be used to target instruction

Scaffolding of instruction

Visual Aides(graphic organizers)

## **Resources**

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Lucy Calkins Unit 2 "Boxes and Bullets"

Teacher exemplar writing

See Lucy Calkins CD-rom for sample student writing