



## Writing an Evidence-Based Opinion Essay

### Week 4 – Days 1–5

#### Lesson Overview

This portion of the project will involve each student independently writing an opinion essay. The focus of this part of the curriculum should be on producing high-quality writing and providing clear, concise, and kind feedback that is directly tied to the revision checklists and rubric. This lesson plan is designed to encompass four, two-hour sessions.

#### Lesson Vocabulary

rubric, revision checklist, opinion-based essay, and textual evidence

### Standards and Learning Targets for Lesson

#### Learning Targets

- I can craft a high-quality, evidence-based written opinion piece that explains potential solutions to my scenario.
- I can revise and edit my writing with the use of multiple revision checklists, rubrics, and feedback.
- I can provide clear, concise, and kind feedback to my peers by using a revision checklist and a rubric.

#### Next Generation Science Standards

- 5-ESS3-1.C – Earth and Human Activity
  - Obtain and combine information about the ways individual communities use science ideas to protect the Earth’s resources and environment.

#### Idaho Science Standards

- 5.S.5.1.1 – Personal and Social Perspectives
  - Identify issues for environmental studies.

#### Common Core ELA Standards

- W.5.1a-d – Writing
  - 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, specifically).
    - d) Provide a concluding statement or section related to the opinion presented.



## Fifth Grade Curriculum: Wheat Farming and Climate Change in the Inland Pacific Northwest



### Common Core ELA Standards, *continued*

- W.5.4 – Writing
  - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 – Writing
  - 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.5.7 – Writing
  - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- LS.5.2a-e – Language
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a) Use punctuation to separate items in a series.
    - b) Use a comma to separate an introductory element from the rest of the sentence.
    - e) Spell grade-appropriate words correctly, consulting references as needed.

### Materials

- Graphic organizer “Gathering and Evaluating Evidence” (Students will need their work from week 3.)
- Revision checklists, one copy of each for each student (There are three revision checklists, one for each of three drafts, and each checklist should be provided at the corresponding stage of revision.)
- Rubric, one copy for each student

### Lesson Duration

Approximately 2 hours per day for 5 days

### Lesson Description

The work conducted by students during this week will be largely independent. Students are intended to use their “Gathering and Evaluating Evidence” graphic organizers to craft an opinion essay on their respective topics. To improve the quality of writing, each student will be engaged in an explicit revision and reflection process. (Note: a possible extension activity is to have students prepare to present their essays and opinions to a group of community members, including a group of scientists, farmers, or interested parties.)

### Engage

- Unpack the three learning targets. Write the learning target on the board or on chart paper. Discuss the meaning of key words. Discuss the purpose of the lesson in terms of what students will be able to do by the end of the lesson.



## Fifth Grade Curriculum: Wheat Farming and Climate Change in the Inland Pacific Northwest



- Assessment learning target: *I can craft a high-quality, evidence-based written opinion piece that explains potential solutions to my scenario.*
- *I can revise and edit my writing with the use of multiple revision checklists, rubrics, and feedback.*
- *I can provide clear, concise, and kind feedback to my peers by using a revision checklist and a rubric.*
- Pass out the first revision checklist (ideas and opinions) and the rubric to each student.
- Explain the process for using the revision checklists this week:
  - Each student writes the first draft of the essay.
  - Students partner up and go through the first revision checklist dealing with ideas and opinion. As a student is peer reviewing a partner's essay, he or she is marking "yes" or "no," indicating whether or not the essay is meeting the quality expectations. A student is allowed to move on to the next draft of his or her essay only if the revision checklist has all "yes" answers.
  - Moving on to the second draft (second revision checklist), the student will work to revise the essay to meet the expectations around organization, word choice, and sentence fluency. As with the first draft, when the student feels ready to get feedback, the student will work with a partner and the revision checklist. Once all criteria are marked "yes," the student may move on to final edits.
  - The final edits will be accomplished with the use of the third revision checklist. This portion of the checklist is solely focused on conventions and grammar.
  - Once the essay has gone through three revisions, it will be considered a high-quality piece of writing.
- Remind students to use the "Gathering and Evaluating Evidence" graphic organizer for both evidence and a thesis statement.

### Let's Get Writing!

- Students will work independently.
- You will provide support as necessary.







## Rubric for Essay Scoring

Name \_\_\_\_\_ Scenario \_\_\_\_\_ Draft# \_\_\_\_\_

(NOTE: any score in the Excellent category must also meet ALL criteria in the Accomplished category.)

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Excellent</b>
Ideas	<ul style="list-style-type: none"> <li>• No clear topic</li> <li>• Limited or irrelevant information</li> <li>• Details are inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is clear, but lacks purpose.</li> <li>• Details are present, but lack accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is clear and purposeful.</li> <li>• Supporting details are relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Insight goes beyond what sources explicitly state.</li> </ul>
Opinion	<ul style="list-style-type: none"> <li>• No opinion is present</li> <li>• No evidence</li> <li>• No thesis</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is present, but lacks supporting evidence and a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• The opinion is supported by a thesis.</li> <li>• Thesis is supported by relevant evidence that is cited from three different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• The opinion is supported by a thesis and relevant evidence (five or more different sources).</li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>• Words are non-specific.</li> <li>• Limited use of academic and content vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Despite a few successes the writing is marked by everyday nouns and verbs.</li> <li>• Adjectives are mundane.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic and content vocabulary are frequently and accurately used.</li> <li>• Nouns, verbs, and adjectives are colorful.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic and content vocabulary have a professional quality.</li> <li>• Nouns, verbs, and adjectives are colorful and greatly enhance the essay's impact.</li> </ul>

	Beginning	Developing	Accomplished	Excellent
Sentence Fluency	<ul style="list-style-type: none"> <li>The text does not invite expressive oral reading.</li> <li>Endless connectives (and, then)</li> <li>Sentences are choppy.</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the essay invite expressive oral reading, but others are choppy.</li> <li>Sentence beginnings are not ALL alike.</li> <li>Sentences are constructed correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has cadence (sound of words and meanings flows).</li> <li>Three sentences in each paragraph have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful and varied sentence beginnings (five or more)</li> <li>Creative and appropriate connectives show connections between ideas.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>No introduction</li> <li>Conclusion is either absent or ineffective.</li> <li>Sequence of ideas is confusing.</li> <li>Body paragraphs do not support the thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Has a recognizable introduction and conclusion</li> <li>Has recognizable body paragraphs that show some logic, but not enough to develop the main idea</li> </ul>	<ul style="list-style-type: none"> <li>Has strong introduction and conclusion (catchy start, introduces main paragraph ideas, and has a thesis)</li> <li>Body paragraphs are logical and support the claim.</li> <li>At least five sentences in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtful transition words and phrases connect ideas.</li> <li>Sequence of ideas is highly effective.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>Paragraphing is missing.</li> <li>Spelling errors are frequent (more than five in each paragraph).</li> <li>Punctuation is often missing or incorrect.</li> <li>Capitalization is random.</li> <li>Frequent grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors are infrequent (fewer than five in the essay).</li> <li>End punctuation is usually correct.</li> <li>Most words are capitalized correctly.</li> <li>Paragraphing is attempted, but lacks accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>The essay contains fewer than three spelling errors, fewer than three punctuation errors, and fewer than three capitalization errors.</li> <li>Citations are at the end of the sentence in parentheses and have author last name and year of publication.</li> </ul>	<ul style="list-style-type: none"> <li>There are no errors in spelling, punctuation, capitalization, paragraphing, or grammar.</li> </ul>