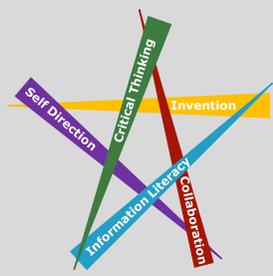




**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Reading, Writing, and Communicating	<b>Grade Level</b>	4 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			

<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>
1. Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information	RWC10-GR.4-S.1-GLE.1
2. Reading for All Purposes	1. Comprehension and fluency matter when reading literary texts in a fluent way	RWC10-GR.4-S.2-GLE.1
	2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	RWC10-GR.4-S.2-GLE.2
	3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	RWC10-GR.4-S.2-GLE.3
3. Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience	RWC10-GR.4-S.3-GLE.1
	2. Informational and persuasive texts use the recursive writing process	RWC10-GR.4-S.3-GLE.2
	3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader	RWC10-GR.4-S.3-GLE.3
4. Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups	RWC10-GR.4-S.4-GLE.1
	2. Identifying implications, concepts, and ideas enriches reasoning skills	RWC10-GR.4-S.4-GLE.2



**Colorado 21<sup>st</sup> Century Skills**

**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Common Core Reading Foundational Standards**

**Phonics and Word Recognition:** [CCSS.RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.  
[CCSS.RF.4.3a](#) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency:** [CCSS.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.  
[CCSS.RF.4.4a](#) Read grade-level text with purpose and understanding.  
[CCSS.RF.4.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
[CCSS.RF.4.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
In My Opinion	4-6 weeks	1

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	In My Opinion		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Perspective	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Is it important to listen to all members in a group before making a decision? Explain. (RWC10-GR.4-S.1-GLE.1-IQ.1)</li> <li>• What problems may arise if students use only their own thinking in their work? (RWC10-GR.4-S.4-GLE.2-IQ.5) and (RWC10-GR.4-S.3-GLE.1-EO.a)</li> <li>• What happens when people have different values?</li> <li>• How do values influence and affect our individual choices? A community's choices?</li> <li>• How does language and word choice help you persuade others? How can language choice be a barrier to persuading others?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	perspective, analyze, influence, interaction, persuasion, cause and effect, relationships, value, diversity, connections, conflict, compare, contrast, fact, opinion	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize	phonics, fluency, vocabulary, comprehension, spelling, conventions, grammar	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (RWC10-GR.4-S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

**Colorado Teacher-Authored Sample Instructional Unit**

Values impact a person’s perspective/opinion on an issue. (RWC10-GR.4-S.4-GLE.1-EO.c)	What personal values impacted your opinion on this topic? What issues may arise when presenting your own perspective on a topic? (RWC10-GR.4-S.3-GLE.1-EO.a.i-iv)	How do values influence your perspective on a topic? How can conflicts arise when different perspectives are presented? (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.4-GLE.2-EO.a-d)
Analyzing text enables the construction meaning around key ideas. (RWC10-GR.4-S.2-GLE.1-EO.a.i-v) and (RWC10-GR.4-S.2-GLE.2-EO.a.i-v)	What details from the text helped you interpret the key ideas?	How can you gain supporting information from the text? How does interpretation influence your opinion? (RWC10-GR.4-S.2-GLE.1-EO.c.iii) and (RWC10-GR.4-S.4-GLE.1-EO.c)
In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers. (RWC10-GR.4-S.3-GLE.1-EO.a) and (RWC10-GR.4-S.3-GLE.3-EO.a-c)	What details and facts did you use in your writing to support your opinion? What is your opinion on this topic?	How do you support your opinion with facts and details? How would the lack of details and facts affect your influence on others?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Orthographic patterns and morphological roots. <a href="#">CCSS.RF.4.4c</a> (RWC10-GR.4-S.2-GLE.3-EO.a)x</li> <li>• Effective reading comprehension strategies and various reading sub skills. (<a href="#">CCSS: RF.4.3a</a>, <a href="#">CCSS: RF.4.4a</a>, <a href="#">CCSS: RF.4.4c</a>) (RWC10-GR.4-S.2-GLE.3-EO.a) and (RWC10-GR.4-S.2-GLE.3-EO.b.i) and (RWC10-GR.4-S.2-GLE.3-EO.b.iii)</li> <li>• The reasons why opinions expressed regarding readings should be supported by evidence. (S.2-GLE.1-EO.a; S.2-GLE.2-EO.a)</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces. (RWC10-GR.4-S.3-GLE.3-EO.a-c)</li> <li>• Research skills for investigating different aspects of a topic. (RWC10-GR.4-S.4-GLE.1-EO.a-c)</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling. (RWC10-GR.4-S.3-GLE.3-EO.d-g)</li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.4.3</a> (RWC10-GR.4-S.2-GLE.3)</li> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <a href="#">CCSS.RF.4.3a</a> (RWC10-GR.4-S.2-GLE.3-EO.a)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.4.4</a> (RWC10-GR.4-S.2-GLE.3)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.4.4a</a> (RWC10-GR.4-S.2-GLE.3-EO.b.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.4.4b</a> (RWC10-GR.4-S.2-GLE.3-EO.b.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.4.4c</a> (RWC10-GR.4-S.2-GLE.3-EO.b.iii)</li> <li>• Support their opinions with evidence from the text. (RWC10-GR.4-S.2-GLE.1-EO.a; S.2-GLE.2-EO.a)</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information. (RWC10-GR.4-S.3-GLE.3-EO.a-c)</li> <li>• Conduct short research project that inform their personal opinion. (RWC10-GR.4-S.4-GLE.1-EO.a-c)</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.d-g)</li> <li>• Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d)</li> </ul>
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**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>My opinion of _____ has been informed and supported by my reading of a wide array of informational text.</i>
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<b>Academic Vocabulary:</b>	Evidence, investigation, analysis, evidence, identify
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<b>Technical Vocabulary:</b>	Writer’s purpose, mood, tone, word choice, sentence structure, syllabication, morphology
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\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This 4-6 week unit explores the personal and collective values that shape perspectives and opinions on relevant topics. Students will examine appeals to values in a variety of persuasive texts and analyze the language, strategies, and structures of these texts. After researching a topic of their choice, students will produce and present an opinion piece that appeals to -- or perhaps even challenges -- their audience's values. The unit culminates with students writing an opinion piece conveying their opinion and values.
<b>Considerations:</b>	Rarely are messages neutral, so this unit helps teachers and students examine how language seeks to persuade audiences. Teachers are encouraged to identify topics and values that are important to their local community and students. This unit takes persuasive writing to a higher level of rigor by having students explore the values that underlie persuasive writing. One goal of the unit is for students to effectively convey their opinion(s) regardless of whether the audience's opinion is changed.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Values impact a person's perspective/opinion on an issue
<b>Supporting Generalizations:</b>	Analyzing text enables the construction meaning around key ideas
	In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers
<b>Ongoing</b> <i>These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.</i>	
<b>Ongoing Generalizations / Learning Experiences</b>	Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes
	Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)
	Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Values impact a person's perspective/opinion on an issue.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been selected by your school paper to write an opinion piece on a topic that is important to you and your fellow students. Because there are several issues that are important to you, your school, and your community, you are going to have an opportunity to explore many of them through class discussions and then decide which of the issues is the most crucial in your life. It's your chance to be heard! You must create an opinion piece that clearly conveys your opinion on the issue using strong evidence, effective language choice, and clear structure that expresses your values about your topic. <b>Role:</b> Guest editorialist <b>Audience:</b> Community members <b>Format:</b> Opinion piece <b>Topic:</b> Student choice of important topic
<b>Product/Evidence:</b> (Expected product from students)	Students will write an opinion piece (editorial) for publication on a topic/issue of their choice that demonstrates their stance on the topic, conveys the values underlying that opinion, and attempts to appeal to the values of their reader. For example, <b>school-based</b> topics:

### Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> <li>• vending machines in schools,</li> <li>• year-round school / summer off,</li> <li>• cyber bullying (is it a school issue or a community issue?),</li> <li>• social media and relationships/friendships,</li> <li>• music/gym/elective choices in school;</li> </ul> <p>or <b>community-based</b> topics:</p> <ul style="list-style-type: none"> <li>• little league/community sports and health (football helmets/concussions),</li> <li>• science or social studies topics (Colorado or community relevant),</li> <li>• local businesses influence on your community,</li> <li>• environmental issues (e.g., recycling, fracking, etc.)</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students may choose formats other than an newspaper editorial for their opinion piece: PSA Script (TV or Radio) Audio and/or video recording ( <a href="http://voicethread.com/products/k12/">http://voicethread.com/products/k12/</a> VoiceThread) Powerpoint presentation

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Included in Learning Experiences	<p><i>Click, Clack, Moo</i> by Cronin (Lexile: 160)  <i>Don't Let the Pigeon Stay up Late</i> / Willems (Lexile: 270)  <i>My Teacher for President</i> by Kay Winters (Lexile: 370)  <i>I Wanna Iguana</i> by Orloff (Lexile: 460)  <i>Earrings</i> by Viorst (Lexile: 470)  <i>You Think It's Easy Being the Tooth Fairy</i> by Sheri Bell-Rehwoldt (Lexile: 500)  <i>Dear Mrs. Larue</i> by Teague (Lexile: 500)  <i>Can I Keep Him?</i> By Kellogg (Lexile: 510)  <i>Don't Let the Pigeon Drive the Bus</i> by Willems (Lexile: 510)  <i>I Wanna a New Room</i> by Orloff (Lexile: 540)  <i>Mom, Can I have a Stegosaurus Mom, Please!</i> By Lois G Grambling (Lexile: 560)  <i>Otto Runs for President</i> / Wells (Lexile: 570)  <i>LaRue for Mayor</i> by Mark Teague (Lexile: 570)  <i>Have I Got a Book For You</i> by Melanie Watt (Lexile: 570)  <i>Hey, Little Ant</i> by Philip Hoose (Lexile: 570)  <i>The Salamander Room</i> by Mayer (Lexile: 660)  <i>The Great Kapok Tree</i> by Cherry (Lexile: 670)  <i>The Kid Who Ran for President</i> / Gutman (Lexile: 690)  <i>Should There be Zoos?</i> By Tony Stead and Judy Ballester (Lexile: 900)  <i>Emily's Runaway Imagination</i> by Beverly Cleary (Lexile: 910)  <i>My Brother Dan's Delicious</i> by Layne (Lexile: 970)  <i>Love that Dog</i> / Creech (Lexile: 1010)</p>

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Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Students will think like a reader by knowing and applying grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.4.3</a>	<p>Teacher Resources:</p> <p><a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf</a> (affixes)  <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf</a> (word meaning, puns)  <a href="http://treasures.macmillanmh.com/t/families/resources/grade4/spelling-and-vocabulary-activities">http://treasures.macmillanmh.com/t/families/resources/grade4/spelling-and-vocabulary-activities</a> (4th grade vocab activities online)  <a href="http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Root%204th%20Grade.pdf">http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Root%204th%20Grade.pdf</a> (4th grade roots)  <a href="http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Suffixes%204th%20Grade.pdf">http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Suffixes%204th%20Grade.pdf</a> (4th grade suffixes)  <a href="http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Prefixes%204thGrade.pdf">http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&amp;prefixes/HM%20Prefixes%204thGrade.pdf</a> (4th grade prefixes)  <a href="http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc">http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc</a> (4th grade affixes and roots)  <a href="http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixessuffixesroots.htm">http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixessuffixesroots.htm</a> (online vocab activities)  <a href="http://files.eric.ed.gov/fulltext/ED413576.pdf">http://files.eric.ed.gov/fulltext/ED413576.pdf</a> (teacher resource--12 strategies to build student vocabulary)</p>
			Student Resources: Student resources are included in the teacher resources above.
	Skills:	Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.4.3</a> Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context. <a href="#">CCSS.RF.4.3a</a>	<p>Assessment:</p> <p>Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.</p>
2.	Description:	Students will think like a reader by reading with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.4.4</a>	<p>Teacher Resources:</p> <p><b>Sufficient Accuracy</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/using-story-innovation-teach-30844.html">http://www.readwritethink.org/classroom-resources/lesson-plans/using-story-innovation-teach-30844.html</a> (This lesson gives students an opportunity to practice comprehension, vocabulary, and fluency and to explore story elements in a fun and unique way through a strategy called story innovation.)</li> <li><a href="http://www.readwritethink.org/professional-development/strategy-guides/using-guides/using-paired-reading-increase-30952.html">http://www.readwritethink.org/professional-development/strategy-guides/using-guides/using-paired-reading-increase-30952.html</a> (In this strategy, students read aloud to each other, pairing more fluent readers with less fluent readers. Likewise, this strategy can be used to pair older students with younger students to create “reading buddies.”)</li> <li>Reader’s Theatre</li> </ul>

## Colorado Teacher-Authored Sample Instructional Unit

### **Grade Level Text with Purpose and Understanding**

- <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-visualizing-using-229.html> (Strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Based on the Guided Comprehension Model developed by Maureen McLaughlin and Mary Beth Allen, this lesson introduces students to the comprehension strategy sketch-to-stretch, which involves visualizing a passage of text and interpreting it through drawing.)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/questioning-comprehension-strategy-small-408.html> (In this lesson, the teacher explains the difference between thin (factual) and thick (inferential) questions and then models how to compose question webs by thinking aloud while reading.)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html> (In this lesson, collaborative strategic reading (CSR) is initially presented to students through modeling and whole-class instruction. To facilitate comprehension during and after reading, students apply four reading strategies: preview, click and clunk, get the gist, and wrap-up.)

### **Read grade-level prose with accuracy**

- <http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-feast-form-fluent-22.html> (students watch an example of poetry performed orally and then discuss elements of the performance that lead to reading fluency. Students then use online resources to select a poem to perform in class. A performance critique sheet is used to evaluate performances and can be used for self-evaluation, peer evaluation, and teacher evaluation.)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/multipurpose-poetry-introducing-science-69.html> (Poetry can be a fun and unthreatening way for ESL students to develop their oral fluency. In this lesson, students discuss what they know about poetry and then work in small groups to develop a choral reading of two poems about an assigned insect. The poems serve as an introduction to a research investigation (via the Internet) about the insect.)
- <http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html> (choral reading)

### **Combined knowledge of Letter-Sound Correspondence**

- [www.acliteracy.psu.edu/lettersoundcorr.html](http://www.acliteracy.psu.edu/lettersoundcorr.html)
- [www.azed.special-education/teaching-letter-sound-associations.pdf](http://www.azed.special-education/teaching-letter-sound-associations.pdf)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/whole-parts-phonics-instruction-157.html> (whole-to-part phonics instruction)
- <http://www.education.com/reference/article/syllabication-rules/> (syllabication rules)
- [www.uknow.gse.harvard.edu](http://www.uknow.gse.harvard.edu)
- [www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com)

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				<p><b>Use Context to Confirm or Self-Correct</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sinclair.edu/centers/tlc/pub/handouts_worksheets/reading/learning_words_from_context_clues.pdf">http://www.sinclair.edu/centers/tlc/pub/handouts_worksheets/reading/learning_words_from_context_clues.pdf</a> (learning words from context clues)</li> <li>• <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf</a> (words in context)</li> </ul>
			Student Resources:	Student resources are included in the teacher resources above.
	Skills:	<p>Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.4.4</a></p> <p>Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.4.4a</a></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.4.4b</a></p> <p>Confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.4.4c</a></p> <p>Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression)</p>	Assessment:	Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.
3.	Description:	Students will think like a writer by applying correct sentence formation, grammar, punctuation, capitalization, and spelling that facilitates clear communication in pieces of writing.	Teacher Resources:	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.stickyball.net/esl-grammar-worksheets.html">www.stickyball.net/esl-grammar-worksheets.html</a></li> <li>• <a href="http://www.funenglishgames.com/topics/grammar.html">www.funenglishgames.com/topics/grammar.html</a></li> <li>• <a href="http://www.azargrammar.com/materials/FNG_TOC.html">www.azargrammar.com/materials/FNG_TOC.html</a></li> <li>• <a href="http://www.azargrammar.com/materials/beg/BEG_SongLessons.html">http://www.azargrammar.com/materials/beg/BEG_SongLessons.html</a></li> <li>• <a href="http://www.eslmania.com/students/grammar/Grammar-explanations/capitalization.htm">www.eslmania.com/students/grammar/Grammar-explanations/capitalization.htm</a></li> </ul> <p><b>Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://everydaylife.globalpost.com/esl-sentence-structures-teach-young-learners-28249.html">http://everydaylife.globalpost.com/esl-sentence-structures-teach-young-learners-28249.html</a></li> <li>• <a href="http://www.eslgold.com/grammar/basic_sentence.html">http://www.eslgold.com/grammar/basic_sentence.html</a></li> <li>• <a href="http://www.rong-chang.com/grammar/spelling_rules.htm">www.rong-chang.com/grammar/spelling_rules.htm</a></li> </ul> <p><b>Capitalization:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.homeschooling-ideas.com/punctuation-worksheets.html">www.homeschooling-ideas.com/punctuation-worksheets.html</a></li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.scholastic.com/teachers/top-teaching/2012/09/national-punctuation">www.scholastic.com/teachers/top-teaching/2012/09/national-punctuation</a></li> </ul> <p>Books: <i>Punctuation Takes a Vacation</i> by Reed</p>

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				<i>Eats, Shoots, and Leaves</i> by Truess <i>Alfie the Apostrophe</i> by Donohue <i>Punctuation Celebration</i> by Bruno
			Student Resources:	Student resources are included in the teacher resources above.
	Skills:	Grammar rules Punctuation Variety of sentence types Capitalization Spelling	Assessment:	Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.

<b>Prior Knowledge and Experiences</b>	
<p>Students should know the difference between fact and opinion (revisit and reinforce), a process approach to writing (brainstorm/plan, draft, revise, edit, publish), the elements of informational texts (table of contents, glossary, etc.), and how to use reference books and Internet search resources/engines along with basic research strategies to find information. In addition, students should know basic classroom discussion protocols/behaviors and have some technology experience (working knowledge of PowerPoint and other presentation tools, basic keyboarding skills).</p>	

<b>Learning Experience # 1</b>		
The teacher may brainstorm a list of “value” words so that students can identify, define, and explore vocabulary to express values that shape our lives.		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue	
<b>Teacher Resources:</b>	<a href="http://www.stevepavlina.com/articles/list-of-values.htm">http://www.stevepavlina.com/articles/list-of-values.htm</a> (List of value words) <a href="http://www.calfarley.org/news/Documents/Values%20List.pdf">http://www.calfarley.org/news/Documents/Values%20List.pdf</a> (List of value words)	
<b>Student Resources:</b>	<a href="http://www.stevepavlina.com/articles/list-of-values.htm">http://www.stevepavlina.com/articles/list-of-values.htm</a> (List of value words) <a href="http://www.calfarley.org/news/Documents/Values%20List.pdf">http://www.calfarley.org/news/Documents/Values%20List.pdf</a> (List of value words)	
<b>Assessment:</b>	Students will create an exit ticket defining “values” with examples of different values [ <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket)] and Students will create a word wall of values <a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a> (Site to create word-wall flash cards)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide images showing different values The teacher may identify/narrow the list of “must-know/core” value words; provide visuals; create word wall	Students may find/search/create visuals to illustrate the value(s) on the word wall

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide students with value words The teacher may provide students with different scenarios to explore which values are significant/apparent in them	Students may compare and contrast people regarding a specific value (e.g., identifying the values from texts read – biographies, etc.) Students may categorize/sort values (e.g., students sort value cards to find similarities and differences) Students may identify synonyms/antonyms (e.g., explore difference between empathetic and sympathetic) Students may explore different questions about values: can organizations/groups have values (Red Cross, Goodwill, their own school, businesses)?
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Graphic organizers (for value vocab), defending/justifying explanations, research skills, organization of ideas</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Read grade-level text for purpose and understanding</li> </ul>	
<b>Critical Language:</b>	Value, identify, analysis, (and the list of core values in the unit)	

<b>Learning Experience # 2</b>		
The teacher may use sample surveys of young people so that students may begin exploring possibilities for (and dangers of) making inferences regarding peoples’ values.		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue	
<b>Teacher Resources:</b>	<a href="http://usatoday30.usatoday.com/tech/gaming/2008-09-16-american-kids-gamers_N.htm">http://usatoday30.usatoday.com/tech/gaming/2008-09-16-american-kids-gamers_N.htm</a> (“Survey: Nearly Every American Kid Plays Video Games”) <a href="http://content.usatoday.com/communities/gamehunters/post/2012/05/survey-more-than-half-of-americans-play-video-games/1">http://content.usatoday.com/communities/gamehunters/post/2012/05/survey-more-than-half-of-americans-play-video-games/1</a> (“Survey: More Than Half of Americans Play Video Games”) <a href="http://abcnews.go.com/Technology/story?id=5817835">http://abcnews.go.com/Technology/story?id=5817835</a> (Kids and video games survey)	
<b>Student Resources:</b>	<a href="http://abcnews.go.com/Technology/story?id=5817835">http://abcnews.go.com/Technology/story?id=5817835</a> (Kids and video games survey)	
<b>Assessment:</b>	Students will make inferences about the survey results from the articles or ABC newscast. <a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources) In addition, the class may create its own questionnaire/survey <a href="http://wordtemplate.net/questionnaire-template.html">http://wordtemplate.net/questionnaire-template.html</a> (Example of template to create your own questionnaire) and compare results from peers, parents, and other adults (e.g., teachers, administrators) to infer the values from different groups.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may pre-populate the inferential thinking graphic organizer	Students may complete the inferential thinking graphic organizer with partners

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	NA	Students may add additional questions to the survey
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Graphic organizers (for value vocab), defending/justifying explanations, research skills, organization of ideas</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Conduct a short research process (questionnaire and survey), read grade-level text for purpose and understanding</li> </ul>	
<b>Critical Language:</b>	Compare, contrast, survey, questionnaire, compile, trend, predict, analyze, multiple sources, question type, design, plan, produce	

<b>Learning Experience # 3</b>		
The teacher may model types of nonlinguistic value representations (e.g., coat of arms, shield, flag) so that students can learn to identify the power of visuals to express personal values.		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue	
<b>Teacher Resources:</b>	<a href="http://ed.ted.com/on/E4JolfsU">http://ed.ted.com/on/E4JolfsU</a> (Examples of nonlinguistic representations) <a href="http://www.netc.org/focus/strategies/nonl.php">http://www.netc.org/focus/strategies/nonl.php</a> (Explanation/examples of nonlinguistic representations) <a href="http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introdition%20-%20Nonlinguistic.htm">http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introdition%20-%20Nonlinguistic.htm</a> (explanation/examples of nonlinguistic representations) <a href="https://www.google.com/search?q=mindmapping&amp;rls=com.microsoft:en-us:IE-Address&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=McAgU9LtKlbmoATSroLYCQ&amp;ved=0CFYQsAQ&amp;biw=1366&amp;bih=637">https://www.google.com/search?q=mindmapping&amp;rls=com.microsoft:en-us:IE-Address&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=McAgU9LtKlbmoATSroLYCQ&amp;ved=0CFYQsAQ&amp;biw=1366&amp;bih=637</a> (Examples of mind maps) McREL Nonlinguistic Representations in <i>Classroom Instruction That Works</i>	
<b>Student Resources:</b>	<a href="http://ed.ted.com/on/E4JolfsU">http://ed.ted.com/on/E4JolfsU</a> (Examples of nonlinguistic representations) <a href="http://www.netc.org/focus/strategies/nonl.php">http://www.netc.org/focus/strategies/nonl.php</a> (Explanation/examples of nonlinguistic representations) <a href="http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introdition%20-%20Nonlinguistic.htm">http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introdition%20-%20Nonlinguistic.htm</a> (Explanation/examples of nonlinguistic representations) Example templates: heart; star; venn diagram; coat of arms; family crest; shield (divided into 3-5 parts to represent each value) <a href="http://www.activityvillage.co.uk/decorate-the-shield">http://www.activityvillage.co.uk/decorate-the-shield</a> (Shield template)	
<b>Assessment:</b>	Students will create a visual representation of personal values and provide a written or oral explanation. Following the discussion, students may make a poster that represents shared classroom values <a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a> (Free classroom poster creator)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may allow for partner writing / support	Students may create a visual representation of one key value Students may modify the length of their written explanation Students may present with support partner
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide computer/internet resources for additional template ideas, models	Students may create an iMovie/multi-media presentation that expresses their values

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Graphic/image organizers; defend/justify values; organization of ideas</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Writing process; organization of ideas; verbal/visual expression of ideas</li> </ul>
<b>Critical Language:</b>	Value, identify, core value list, sentence stems, analysis, collocations

**Learning Experience # 4**

The teacher may engage students in informal debates on common topics (e.g., should fast food be sold in school cafeterias) so that students can explore and use the language of persuasion.

<b>Generalization Connection(s):</b>	In crafting an opinion piece of writing, authors support beliefs with details and facts in order to help persuade readers	
<b>Teacher Resources:</b>	<a href="http://www.vocabulary.com/l/lists/opinions.htm">www.vocabulary.com/l/lists/opinions.htm</a> (expressing opinions) <a href="http://www.smart-words.org/linking-words/">http://www.smart-words.org/linking-words/</a> (List of transition words by function) <a href="http://www.educationworld.com/a_lesson/03/lp304-04.shtml">http://www.educationworld.com/a_lesson/03/lp304-04.shtml</a> (4 corner debate) <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html">http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html</a> (Can You Convince Me? A classroom game introduces students to the basic concepts of lobbying for something that is important to them (or that they want) and making persuasive arguments.) <a href="https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml">https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml</a> (Plenty of resources for debate topics, resources, rubrics) <a href="http://www.teachablemoment.org/ideas/criticalthinking.html">http://www.teachablemoment.org/ideas/criticalthinking.html</a> [Believing/Doubting Game (Peter Elbow)] <a href="http://www.visionrealization.com/Resources/Organizational/Believing_and_doubting_game.pdf">http://www.visionrealization.com/Resources/Organizational/Believing_and_doubting_game.pdf</a> [Believing/Doubting Game (Peter Elbow)]	
<b>Student Resources:</b>	Vocabulary lists of opinion and transition words / phrases	
<b>Assessment:</b>	Students will use appropriate and varied transitions and opinion language in the debate ( <a href="https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml">https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml</a> ). Language would include “in my opinion,” “I believe that...,” “It is generally accepted that,” “some research shows that ...”	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide leveled / modified samples The teacher may create cooperative groups / L1 language	Students may use a modified 4 corners debate format (agree/disagree)
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide more thorough and varied lists of words	Students may write their own debate topics and propose them to the class
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>Research skills for investigating different aspects of a topic</li> <li>The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Support their opinions with evidence from the text</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Conduct short research project that informs their personal opinion</li> <li>• Identify aspects of writing that cause difficulty</li> </ul>
<b>Critical Language:</b>	Opinion, transition, examples of transition words (similarly, on the other hand, in contrast)

<b>Learning Experience # 5</b>		
The teacher may provide students with a variety of persuasive texts in popular media (e.g., advertisements, commercials, websites) so that students can begin to analyze the use of visuals to persuade. [ <i>Understanding text, Responding to text</i> ]		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)	
<b>Teacher Resources:</b>	<a href="http://www.values.com">www.values.com</a> (Website with commercials that appeal to our values) <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html">http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html</a> (Loaded Words that Pack a Punch in Persuasive Writing)	
<b>Student Resources:</b>	<a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources)	
<b>Assessment:</b>	Students will write an exit ticket analyzing the visuals in an ad and infer author’s meaning/purpose in the use of the images to appeal to our values. <a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may create word bank / narrowed list of loaded words The teacher may use small group / buddy work	Students may highlight or mark the visuals Students may complete the inference chart with partners
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may make an argument about what makes the most powerful visuals
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Orthographic patterns and morphological roots</li> <li>• Effective reading comprehension strategies and various reading sub skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> </ul>	
<b>Critical Language:</b>	Analyze, evaluate, infer, imply, bias, propaganda	

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Learning Experience # 6		
The teacher may provide students with a variety of persuasive texts in popular media (e.g., advertisements, commercials, websites) so that students can begin to identify and analyze language used to persuade (e.g., “loaded words”: fresh, natural, safe, extreme, cozy, artisan, hand-crafted). [ <i>Understanding text, Responding to text</i> ]		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)	
<b>Teacher Resources:</b>	<a href="http://www.values.com">www.values.com</a> (Website with commercials that appeal to our values) <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html">http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html</a> (Loaded Words that Pack a Punch in Persuasive Writing)	
<b>Student Resources:</b>	Ads, online articles, editorial cartoons, op-ed pages, iPhone ads, etc. <a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources)	
<b>Assessment:</b>	Students will write an exit ticket analyzing the language in an ad and infer author’s meaning/purpose in using value words. <a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide leveled texts The teacher may create word bank / narrowed list of loaded words The teacher may use small group / buddy work	Students may highlight or mark the actual text Students may talk about the text and loaded words
<b>Extensions for depth and complexity:</b>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may have a menu of options to create an ad
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Orthographic patterns and morphological roots</li> <li>• Effective reading comprehension strategies and various reading sub skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> </ul>	
<b>Critical Language:</b>	Analyze, evaluate, infer, imply, bias, propaganda	

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<b>Learning Experience # 7</b>		
The teacher may use opinion piece(s) (e.g., the student editorials listed in teacher resources) to model inferential thinking so that students can begin analyzing texts for author’s perspective and associated values on an issue. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)	
<b>Teacher Resources:</b>	<a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models) <a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials) <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html">http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html</a> (Loaded Words that Pack a Punch in Persuasive Writing) <a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> (Inferential thinking; graphic organizer is linked in the student resources)	
<b>Student Resources:</b>	<a href="http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf">http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf</a> (inferential thinking graphic organizer) variety of persuasive texts	
<b>Assessment:</b>	Students will independently read an opinion piece and identify the author’s stance/position on an issue, the evidence and reasons and then infer the values behind the opinion <a href="http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf">http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf</a> (Inferential thinking graphic organizer).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide leveled texts The teacher may provide modified or pre-populated graphic organizer for the inferential thinking graphic organizer The teacher may provide sentence stems / word bank	Students may explain their inferences Students may work with a partner or language buddy
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide leveled texts for above-grade level readers	Students may identify and explain loaded words in the text Students may draft a counterargument to the opinion piece they read Students may brainstorm / draft an opinion piece of their own
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Effective reading comprehension strategies and various reading sub skills</li> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension</li> <li>• Read grade-level text with purpose and understanding</li> </ul>	
<b>Critical Language:</b>	Bias, perspective, inference, persuasion, analyze, evaluate	

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<b>Learning Experience # 8</b>		
The teacher may provide opinion piece mentor texts so that students can analyze the structure of an opinion piece. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Teacher Notes:</b>	This Learning Experience transitions into students writing their opinion piece.	
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue Analyzing text enables the construction of meaning around key ideas Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)	
<b>Teacher Resources:</b>	<a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models) <a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials) <a href="https://www.choiceliteracy.com/articles-detail-view.php?id=1192">https://www.choiceliteracy.com/articles-detail-view.php?id=1192</a> (PD for writing tasks in the Common Core) <a href="http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html">http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html</a> (Strategy Guide on persuasive writing from readwritethink.org) <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a> (Interactive Persuasion Map) <a href="http://www.region15.org/file/3844/download">www.region15.org/file/3844/download</a> (Graphic organizers for persuasive writing)	
<b>Student Resources:</b>	<a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models) <a href="http://www.region15.org/file/3844/download">www.region15.org/file/3844/download</a> (Graphic organizers for persuasive writing) <a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials)	
<b>Assessment:</b>	Students will write an exit ticket analyzing what authors “do” to craft strong intros, provide evidence/reasons, and conclusions. <a href="http://exitticket.org/">http://exitticket.org/</a> (online exit ticket)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide leveled graphic organizers The teacher may provide sentence stems for the exit ticket	Students may present their exit ticket verbally
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide higher level opinion pieces (NY Times) <a href="http://www.region15.org/file/3844/download">www.region15.org/file/3844/download</a> (persuasive writing template that can be used for text analysis)	Students may complete their analysis and extend by considering opposing viewpoints
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> <li>• Support their opinions with evidence from the text</li> </ul>	
<b>Critical Language:</b>	Reasons, evidence, emotional appeal, position, fact vs. opinion	

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<b>Learning Experience # 9</b>		
The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively distinguish between “more reliable” and “less reliable” resources. [ <i>Understanding text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers	
<b>Teacher Resources:</b>	<a href="http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html">http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html</a> (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources.) <a href="http://libguides.sunysuffolk.edu/evaluating/sites">http://libguides.sunysuffolk.edu/evaluating/sites</a> (Evaluating websites) <a href="https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit?pli=1">https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit?pli=1</a> (Lessons and games for evaluating websites)	
<b>Student Resources:</b>	Criteria for evaluating resources Sort charts	
<b>Assessment:</b>	Students will complete a website evaluation with the resource <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html">http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html</a> (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources.). The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide leveled texts The teacher may organize small / cooperative groups	Students may work with partner or language buddy
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide extended lists of sources The teacher may include resources that are more ambiguous about their reliability (e.g., blogs, .edu vs. .com sites)	Students may justify evaluation choices for credibility (why do you see the source as reliable or not?) Students may Identify primary, secondary, tertiary sources
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Research skills for investigating different aspects of a topic</li> <li>• Analyzing sources for reliability</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Support their opinions with evidence from the text</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Conduct short research project that inform their personal opinion</li> <li>• Identify aspects of writing that cause difficulty</li> </ul>	
<b>Critical Language:</b>	Reliable, credibility, primary/secondary sources, bias	

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<b>Learning Experience # 10</b>		
The teacher may revisit students’ core values statements (see Learning Experience #3) so that students can begin exploring the connections between personal values and writers’ choice of topics for their opinion pieces.		
<b>Generalization Connection(s):</b>	Values impact a person’s perspective/opinion on an issue In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing	
<b>Teacher Resources:</b>	<a href="http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html">http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html</a> (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.) <a href="http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E">http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E</a> (Forms for Persuasive Writing) <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html">http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html</a> (Creating a podcast) <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a> (Interactive Persuasion Map) <a href="http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you">http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you</a> (from NYTimes: “Write an Editorial on an Issue that Matters to You”) <a href="http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/">http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/</a> (from NYTimes: “200 Prompts for Argumentative Writing”)	
<b>Student Resources:</b>	Visual representation from Learning Experience 3	
<b>Assessment:</b>	Students will complete a T-chart to identify values they hold and topics they may write about connected to those values. <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html">http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html</a> (T-chart template) The student will confer with teacher throughout the writing process for feedback on specific elements of the drafts. The assessments for this Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Support their opinions with evidence from the text</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Conduct short research project that inform their personal opinion</li> <li>• Identify aspects of writing that cause difficulty</li> </ul>
<b>Critical Language:</b>	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility

**Learning Experience # 11**

The teacher may bring in diverse examples of opinion pieces (PSAs, letters to the editor, editorials, etc.) so that students can consider the ways in which intended audience and purpose influence authors’ choices around language use. [*Understanding text, Producing text*]

<b>Generalization Connection(s):</b>	<p>Values impact a person’s perspective/opinion on an issue</p> <p>In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers</p> <p>Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing</p>
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<b>Teacher Resources:</b>	<p><a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models)</p> <p><a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials)</p> <p><a href="http://www.ispot.tv/topic/character/7W/kids">http://www.ispot.tv/topic/character/7W/kids</a> (Kid commercials)</p> <p><a href="http://www2c.cdc.gov/podcasts/player.asp?f=109543">http://www2c.cdc.gov/podcasts/player.asp?f=109543</a> (Kid’s PSA on preventing the spread of flu)</p> <p><a href="http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html">http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html</a> (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.)</p> <p><a href="http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E">http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E</a> (Forms for Persuasive Writing)</p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html">http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html</a> (Creating a podcast)</p> <p><a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a> (Interactive Persuasion Map)</p> <p><a href="http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you">http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you</a> (from NYTimes: “Write an Editorial on an Issue that Matters to You”)</p> <p><a href="http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/">http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/</a> (from NYTimes: “200 Prompts for Argumentative Writing”)</p>
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<b>Student Resources:</b>	<p><a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models)</p> <p><a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials)</p> <p><a href="http://www.ispot.tv/topic/character/7W/kids">http://www.ispot.tv/topic/character/7W/kids</a> (Kid commercials)</p> <p><a href="http://www2c.cdc.gov/podcasts/player.asp?f=109543">http://www2c.cdc.gov/podcasts/player.asp?f=109543</a> (Kid’s PSA on preventing the spread of flu)</p> <p>Visual representation from Learning Experience 3</p>
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<b>Assessment:</b>	Students will highlight and annotate the opinion pieces for language use and audience awareness and turn in their annotated copies. The student will confer with teacher throughout the writing process for feedback on specific elements of the drafts. The assessments for this Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide highlighted texts to students	Students may provide the annotation or comments about the highlighted sections Students may work with partners for highlighting and annotating
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may write a variety of leads/introductory paragraphs (try for different audiences or types of texts)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The importance of the writer's purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer's purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Support their opinions with evidence from the text</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Conduct short research project that inform their personal opinion</li> <li>• Identify aspects of writing that cause difficulty</li> </ul>	
<b>Critical Language:</b>	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility	

<b>Learning Experience # 12</b>	
The teacher may bring in diverse examples of opinion pieces (PSAs, letters to the editor, editorials, etc.) so that students can consider the ways in which intended audience and purpose influence authors' choices regarding the format of the opinion piece. [ <i>Understanding text, Producing text</i> ]	
<b>Generalization Connection(s):</b>	Values impact a person's perspective/opinion on an issue Analyzing text enables the construction of meaning around key ideas In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing

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<p><b>Teacher Resources:</b></p>	<p><a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models)  <a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials)  <a href="http://www.ispot.tv/topic/character/7W/kids">http://www.ispot.tv/topic/character/7W/kids</a> (Kid commercials)  <a href="http://www2c.cdc.gov/podcasts/player.asp?f=109543">http://www2c.cdc.gov/podcasts/player.asp?f=109543</a> (Kid’s PSA on preventing the spread of flu)  <a href="http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html">http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html</a> (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.)  <a href="http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;_N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E">http://www.scholastic.com/browse/search/?VT=2&amp;Ntx=mode+matchallpartial&amp;_N=fff&amp;Ntk=SCHL30_SI&amp;query=persuasive+writing&amp;N=0&amp;Ntt=persuasive+writing&amp;spellcheck=false&amp;fq=Grade%3A%5EGrades+3-5%5E</a> (Forms for Persuasive Writing)  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html">http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html</a> (Creating a podcast)  <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a> (Interactive Persuasion Map)  <a href="http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you">http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you</a> (from NYTimes: “Write an Editorial on an Issue that Matters to You”)  <a href="http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/">http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/</a> (from NYTimes: “200 Prompts for Argumentative Writing”)</p>	
<p><b>Student Resources:</b></p>	<p><a href="http://www.thewritesource.com/studentmodels/">http://www.thewritesource.com/studentmodels/</a> (Student models)  <a href="http://www.theledger.com/section/COLUMNISTS0304">http://www.theledger.com/section/COLUMNISTS0304</a> (Student written editorials)  <a href="http://www.ispot.tv/topic/character/7W/kids">http://www.ispot.tv/topic/character/7W/kids</a> (Kid commercials)  <a href="http://www2c.cdc.gov/podcasts/player.asp?f=109543">http://www2c.cdc.gov/podcasts/player.asp?f=109543</a> (Kid’s PSA on preventing the spread of flu)  Notes from previous learning experiences</p>	
<p><b>Assessment:</b></p>	<p>Students will complete a Venn Diagram comparing different forms that their writing may take.  <a href="http://www.readwritethink.org/files/resources/interactives/venn_diagrams/">http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</a> (Venn Diagram from readwritethink.org)  <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Venn Diagram)</p> <p>The student may confer with teacher throughout the writing process for feedback on specific elements of the drafts. The assessments for this Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text.  <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer’s workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)</p>	
<p><b>Differentiation:</b>  (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access (Resources and/or Process)</b></p> <p>The teacher may provide word banks  The teacher may provide sentence stems  The teacher may provide leveled note-catchers  The teacher may provide models of cohesive paragraphs  The teacher may provide models of introductions and conclusions (and how they relate to each other)</p>	<p><b>Expression (Products and/or Performance)</b></p> <p>Students may turn in portions of the assignment for feedback  Students may use peer editors and language buddies  Students may have assignment modified for length and/or complexity</p>

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<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	NA	Students may write a variety of leads/introductory paragraphs (try for different audiences or types of texts)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> <li>• The reasons why opinions expressed regarding readings should be supported by evidence</li> <li>• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Support their opinions with evidence from the text</li> <li>• Introduce a topic, clearly, state an opinion, and support it with reasons and information</li> <li>• Conduct short research project that inform their personal opinion</li> <li>• Identify aspects of writing that cause difficulty</li> </ul>	
<b>Critical Language:</b>	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility	