

Lesson 10: Writing an Opinion Essay: Planning



CCS Standards

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1a:** 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.
- **W.5.1b:** Provide logically ordered reasons that are supported by facts and details.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** 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.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



Daily Learning Targets

- I can plan an essay that states an opinion and has reasons that are supported by facts and details. (W.5.1, W.5.4, W.5.9b)
- I can give kind, helpful, and specific feedback to my partner. (W.5.5, SL.5.1)

Ongoing Assessment

- Opinion Writing Planning graphic organizer (W.5.1, W.5.4, W.5.5, W.5.9b)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Guided Practice: Planning an Opinion Essay (15 minutes)

B. Independent Practice: Planning an Opinion Essay (25 minutes)

3. Closing and Assessment

A. Peer Critique: Opinion Writing Planning (15 minutes)

4. Homework

A. Complete the Introductory Elements I in your Unit 2 Homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students analyze the model opinion essay and use the model to plan their own essays about the most important factor (or factors) for Jackie Robinson's success in leading social change (W.5.1, W.5.4, W.5.5, W.5.9b).
- In the Closing, students give and receive peer feedback focused on stating an opinion and supporting it with reasons and evidence (W.5.1a, W.5.1b; W.5.9b). If time permits, consider allowing more time for peer review focused on common issues students may struggle with.
- In this lesson, students focus on working to contribute to a better world, using their strengths when working with a partner to give and receive feedback on their plans.

How it builds on previous work:

- In the previous lesson, students analyzed the structure of the model essay using the Painted Essay[®] template.
- Throughout Unit 1, students gathered factors of Jackie Robinson's success in leading social change. Students refer to these anchor charts as they plan and write their essays in this unit.
- Earlier in this unit, students planned for and participated in a discussion in which they shared their opinion on the factor (or factors) leading to Jackie's success. Students draw on their conclusions from that discussion as they plan their essays in this lesson.

Areas where students may need additional support:

- Much of this lesson is discussion based, so consider how to best support students who need additional support with oral language and/or auditory processing.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Closing and Assessment A (see Module 1 Appendix).
- Collect the Language Dive I Practice: Model Essay: Branch Rickey homework from Lesson 9. Refer to the Language Dive I Practice: Model Essay: Branch Rickey homework (example, for teacher reference) as necessary.

Assessment guidance:

- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Work Time B (see Module 1 Appendix).

Down the road:

- In the next several lessons, students will use their plans to draft and revise their essays.

In advance:

- Strategically pair students for the peer critique in the Closing with at least one strong reader per pair.
- Review the Opinion Writing Checklist (see Module 1 Appendix).
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.3, 5.I.A.4, 5.I.A.5, 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.C.6, and 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by referring to the Factors for Success anchor chart from Unit 1 to plan their essays, inviting students to draw on conclusions from the text-based discussion to form their focus statements, allowing time for discussion throughout the lesson, and explicitly reviewing the characteristics of opinion writing as a class.
- ELLs may find it challenging to go from annotating the Model Essay: Branch Rickey in Work Time A to planning their own opinion essays with the graphic organizer in Work Time B without having seen this process modeled. Consider filling in the graphic organizer with components of the model essay in Work Time A, providing students with concrete examples to refer to during their planning (see Meeting Students' Needs).

Levels of support

For lighter support:

- Encourage students to use the focus structure from the Language Dive in Lesson 9, *but it was _____*, to write their focus statement, supporting students in using linking words and phrases to connect ideas. Challenge students to think of more than one way they could use this linking language to write their focus statement.

For heavier support:

- Consider color-coding the text in the displayed Opinion Writing Planning graphic organizer to match the corresponding information in the Painted Essay® template, signaling the information that goes in each section. For example, in the introduction paragraph box, the text “What context do you need to give to your reader?” would be color-coded red; “State your opinion:” would be green; all text in “Proof Paragraph 1” would be yellow; etc.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Students provide kind, helpful, and specific feedback during a peer critique of their opinion writing planning. As this familiar learning target is displayed, consider inviting students to share examples of this type of feedback from previous lessons and note their responses for visual display.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also, consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Since peer review can be threatening to some students, continue to emphasize the benefits of peer review and feedback for all students. Make this activity relevant by reminding students that writers have editors who provide feedback for their writing through each step in the writing process, which improves their writing.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *states, support, specific, reason, evidence, use my strengths (L)*

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Opinion Writing Planning graphic organizer (one per student and one to display)

- ✓ Model Essay: Branch Rickey (from Lesson 9; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Directions for Opinion Essay (from Lesson 9; one per student and one to display)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Colored pencils (green, yellow, blue; one of each color per student)
- ✓ Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (from Lesson 7; one per student)
- ✓ Discussion Notes Form: Jackie Robinson (from Lesson 8; one per student)
- ✓ *Promises to Keep* (from Unit 1, Lesson 1; one per student)
- ✓ “This I Believe: Free Minds and Hearts at Work” (text; from Lesson 2; one per student)
- ✓ Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (from Lesson 4; one per student)
- ✓ Factor for Success anchor charts (begun in Unit 1)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Opinion Writing Planning graphic organizer (example, for teacher reference)
- ✓ Sticky notes (two per student)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (from Module 1; one to display)
- ✓ Peer Critique Protocol anchor chart (begun in Module 1)
- ✓ Language Dive I Practice: Model Essay: Branch Rickey homework (from Lesson 9; one per student)
- ✓ Language Dive I Practice: Model Essay: Branch Rickey homework (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
- “I can plan an essay that states an opinion and has reasons that are supported by facts and details.”
- “I can give kind, helpful, and specific feedback to my partner.”
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the words, adding words to the **Academic Word Wall** and invite students to add to the **Vocabulary logs**:
 - *states* (to say or write something you believe in, usually in a strong way)
 - *support* (provide proof or evidence)
 - *specific* (exact and precise)
- Tell students that today, they will plan their essays and then share with a peer to give and receive feedback on their plans.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs: (Practicing Vocabulary Words in Context) Invite students to refer to practice their Vocabulary words in context while making meaning of the Daily Learning Target. Provide sentence frames. (Example: ____ [Sharon Robinson] states that ____ [support from family was one of the most important factors for Jackie Robinson's success]. She *supports* this opinion by writing ____ [evidence].)

Work Time

A. Guided Practice: Planning an Opinion Essay (15 minutes)

- Distribute and display the **Opinion Writing Planning graphic organizer** and tell students they will be using this graphic organizer to plan their writing.
- Select a volunteer to read the focus question aloud:
 - “Which was the most important factor (or factors) for Jackie Robinson’s success in leading social change?”
- Select a volunteer to read the headings and questions in each box of the graphic organizer. Using a total participation technique, invite responses from the group:

“How is this graphic organizer similar to other writing graphic organizers we have used this year?” (Responses will vary, but may include: It has a focus question and focus statement. There are four paragraphs. There is space to record the sources we will use in our writing.)

“How is this graphic organizer different from other writing graphic organizers we have used?” (Responses will vary, but may include: Each proof paragraph will be about a reason for our opinion; facts and evidence we include will support each reason.)

- Display and invite students to retrieve their copy of the **Model Essay: Branch Rickey**.
- Focus students on the first paragraph. Ask them to reread this paragraph with a partner and locate the sentence that most clearly states the author’s opinion. Focus students on the **Working to Become Effective Learners anchor chart**, specifically collaboration. Remind students that as they will be working in pairs as they work, they will need to collaborate.
- Using a total participation technique, invite responses from the group:

“Which sentence in this paragraph most clearly states the author’s opinion?” (“There were many factors that led to Rickey’s success, but it was support from others in baseball that was most important.”)

- Invite students to underline and label this sentence with the word “opinion” on their copy.
- Ask:

“How do you know this statement is an opinion?” (It says what the author thinks the most important factor in Rickey’s success was; someone could disagree or have a different point of view.)

- Focus students on the displayed Opinion Writing Planning graphic organizer. Tell them the first paragraph is the introduction, and invite volunteers to share which sentences catch the reader’s attention and give context to the reader.
- Remind students that in informational writing, authors use reasons and evidence to support a point about a topic. Point out that this is true for opinion writing as well; authors use reasons and evidence to support a point they want to make, which is their opinion on a topic.
- Define *reason* (an explanation for why an author thinks something is true. It is why someone believes what he or she believes).
- Focus students on the second paragraph of the essay. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states a reason for the author’s opinion, or why the author believes support from others in baseball was most important in Rickey’s success.
- Using a total participation technique, invite responses from the group:
“Which sentences in this paragraph most clearly state a reason for the author’s opinion?” (“One person who was very important in Branch Rickey’s success in integrating baseball was the commissioner of baseball at the time, A. B. (Happy) Chandler. At a time when few supported integrated baseball, Chandler supported Rickey’s plan to break the color barrier.”; “With someone so high up in baseball agreeing to integrate the game, Chandler was a key person in Rickey’s success.”)
- Invite students to underline and label these sentences with the word *reason* on their copy.
- Explain that authors support their reasons with *evidence*, or facts and details based on research or observations.
- Focus students on the second paragraph of the essay. Ask students to reread this paragraph with a partner and locate evidence the author gives for his reason, or facts and details explaining why the author believes support from Chandler was important in Rickey’s success.
- Using a total participation technique, invite responses from the group:
“What evidence does the author give to support his reason?” (“Judge Kenesaw Mountain Landis was the commissioner of baseball when Rickey first proposed desegregating the major leagues. As Sharon Robinson writes in Promises to Keep, though, he was ‘firmly against it.’ (p. 27). After Landis died and Chandler became commissioner, Rickey again proposed desegregating baseball and Chandler agreed.”)
- Invite students to label this part of the paragraph with the word *evidence* on their copies.
- Focus students on the displayed Opinion Writing Planning graphic organizer. Tell them that this paragraph is the first proof paragraph, which outlines one reason and evidence supporting that reason.
- Repeat this process with the third paragraph of the essay, asking students to reread the paragraph with a partner and find sentences the author gives for his reason and evidence supporting his reason.
- Using a total participation technique, invite responses from the group:
“Which sentences in this paragraph most clearly state another reason for the author’s opinion?” (“Another group of people that led to Rickey’s success were sportswriters. They were some of the first people to call for an end to segregation in baseball and provided support to Rickey and Robinson along the way.”; “Without the help and support of the

sportswriters of the time, Rickey may not have found Jackie Robinson.”)

“What evidence does the author give to support his reason?” (“In Promises to Keep, Sharon Robinson names Wendell Smith, Frank A. Young, Art Cohn, Sam Lacy, and Shirley Povich as just a few of the sportswriters of the time who ‘wrote daily articles on the injustice of segregation within professional sports’ (p. 24). They asked their readers and the American public to consider: ‘Could baseball truly be considered America’s pastime when black ballplayers and white ballplayers couldn’t play on the same field?’ (p. 25). When choosing a player to bring into the major leagues, Rickey relied on the knowledge of sportswriters—all of whom agreed that Jackie Robinson had the ability to play in the major leagues and was the right man for the job.”)

- Focus students on the displayed Opinion Writing Planning graphic organizer. Tell them that this paragraph is the second proof paragraph, which, like the first proof paragraph, outlines another reason and evidence supporting that reason.
- Focus students on the last paragraph of the essay and tell them this is the conclusion.
- Focus students on the displayed Opinion Writing Planning graphic organizer. Ask students to reread this paragraph with a partner, and then invite volunteers to share which sentences restate the focus and reflect on the topic.

Meeting Students' Needs

- For students who may be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of graphic organizer with one paragraph box per page. (MMR, MME)
- For ELLs: (Enlarged Model Essay: Annotating) Consider displaying the Model Essay: Branch Rickey (see Lesson 9, *For heavier support*). As students underline and label sentences with “opinion,” “reason,” and “evidence,” do the same on the enlarged model essay, using the respective color corresponding to each part.
- For ELLs: (Providing Concrete Examples) Display the Model Essay: Branch Rickey next to the displayed Opinion Writing Planning graphic organizer. Model and think aloud filling in the graphic organizer with the corresponding components of the model essay, providing students with concrete examples of the type of information that will go in each section of the graphic organizer.
- For ELLs: Mini Language Dive. **“At a time when few supported integrated baseball, / Chandler supported Rickey’s plan to break the color barrier.”**
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *At a time when* is used to refer to a specific period of time. *when* connects this chunk with a subsequent idea; the subsequent idea will express something that was common during this period of time. (prepositional phrase; collocation)
 - *few supported*: “When what?” / Meaning: *supported* is the simple past tense of *support* and means to agree with an idea and to help make it happen. *few* means a small number of people; *few* people *supported* something during this period of time. Note how the meaning would change if *few* was replaced by *many*. (verb phrase)

- *integrated baseball*: “Few supported what?” / Meaning: *integrated* means *desegregated*, referring to people being brought into equal participation in something, regardless of the color of their skin. *integrated baseball* refers to black and white ballplayers playing baseball together, on the same team, and in the same leagues. (noun phrase)
- Practice: At a time when few supported ____, _____. (For heavier support, invite students to think about their work with *Esperanza Rising* to complete the sentence.)
- Reconstruct: Reread the sentence. Ask:
 - “**Can we say this sentence in a different order? How?”**
 - “**How does your understanding of this sentence add to your understanding of the factors for Branch Rickey’s success?”**
- Practice: At a time when ____, Jackie Robinson _____.
- “**How can we use this sentence structure in our speaking and writing?”**
- For ELLs: (Introductory Elements Chart: Adding Example) Consider adding “At a time when ____ [something that is/was common],” to the Introductory Elements chart, providing students with an additional example of an introductory element they can apply to their own writing.

Work Time

B. Independent Practice: Planning an Opinion Essay (25 minutes)

- Display and invite students to retrieve their **Directions for Opinion Essay**.
- Using a total participation technique, invite responses from the group:
 - “**What is the topic of your essay?” (which factor we think was most important in Jackie Robinson’s success in leading social change)**
- Display and invite students to retrieve their **Opinion Writing Checklist**. Point out the following characteristics:
 - “W.5.9: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.”
 - “W.5.1a: I state my opinion clearly, and my writing stays focused.”
 - “W.5.1b: I provide logically ordered reasons that are supported by facts and details from sources.”
 - “L.5.3, L.5.6, W.5.4: The words and sentences I use are appropriate for this task, purpose, and audience.”
- Tell students that as they plan, they should remember to support their opinion with information from the texts they read and listened to throughout Units 1 and 2.
- Focus students on the empty column of their checklist. Remind them that while every piece of opinion writing should include the criteria listed, each piece will have specific criteria according to the content.
- Ask:

“Are there any specific criteria that you should be aware of and list in that column on the checklist?” (Responses will vary, but may include: Clearly state that the factor I think was most important in Jackie’s success in the focus statement.)

- As students share out, capture their responses in the Characteristics of My Opinion Essay column as needed.
- Focus students on the focus question at the top of the Opinion Writing Planning graphic organizer.
- Turn and Talk:

“Which was the most important factor (or factors) for Jackie Robinson’s success in leading social change?”

- Invite students to write a focus statement that states their opinion about which factor they think was most important in Jackie’s success, including two reasons why in the focus statement spot on their note-catchers. Consider providing sentence starters as necessary:
 - “The factor that was most important in Jackie Robinson’s success in leading social change was ____ because ____ and ____.”
 - “The factors that were most important in Jackie Robinson’s success were ____ and ____ because ____ and ____.”
- Distribute **colored pencils** and invite students to use them to underline the parts in their focus statement with the correct color: green for the focus, yellow for reason 1, and blue for reason 2.
- Remind students that in opinion writing, the author does not state the reasons in the focus statement but builds the argument as he or she writes. Tell students that the yellow and blue points in the focus statement are actually still there, but in an opinion piece, they are invisible—the author has the reasons in mind because he or she will be writing a whole proof paragraph about each but does not explicitly state them in the focus statement.
- Invite students to erase the second sentence, stating their reasons, to make the points invisible. Remind students that as they plan their essays, they should use the reasons they just erased in Proof Paragraphs 1 and 2.
- Invite students to plan their essays. Remind them that they have discussed their opinion and recorded notes on their **Preparing for a Text-Based Discussion: Jackie Robinson note-catcher** and new conclusions on their **Discussion Notes Form: Jackie Robinson**. Also, encourage students to refer to the following Materials as necessary:
 - **Promises to Keep**
 - **“This I Believe: Free Minds and Hearts at Work”**
 - **Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher**
 - **Factor for success charts**
 - **Domain-Specific Word Wall**
- Circulate to support students as they plan. Refer to **Opinion Writing Planning graphic organizer (example, for teacher reference)** as necessary. If necessary, prompt by asking questions such as:
 - *“In your opinion, which factor was most important in Jackie Robinson’s success?”*
 - *“What reasons do you have for this opinion?”*
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with comprehension: Offer a model written on three colored index cards (green for the focus, yellow for reason 1, and blue for reason 2) to highlight the three distinct parts of the focus statement. (MMR)
- For ELLs: (Preparing for a Text-Based Discussion Note-catcher: Referencing) Invite students to reference their Preparing for a Text-Based Discussion: Jackie Robinson note-catcher to practice supporting an opinion with reasons and evidence before they begin to plan. Encourage students to use sentence starters under the headings of each column to connect their ideas (see Lesson 7, *For heavier support*). (Example: *I believe that ____ [opinion] because ____ [reason]. For instance, ____ [evidence]. This shows that ____ [elaboration].*)
- For ELLs: (Jigsaw Learning) Consider grouping students together who share an opinion on the most important factor for Jackie Robinson's success and use jigsaw learning. Allow students to be responsible for different texts and then report back to the larger group about the evidence they gathered. If students are responsible for different texts, then all students should have a wide range of evidence to choose from to plan their opinion essay after they come together to share as a group.

Closing and Assessment

A. Peer Critique: Opinion Writing Planning (15 minutes)

- Display and again focus students on their Opinion Writing Checklist.
- Focus students on the criteria:
 - “W.5.9: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.”
 - “W.5.1a: I state my opinion clearly, and my writing stays focused.”
 - “W.5.1b: I provide logically ordered reasons that are supported by facts and details from sources.”
- Invite students to mark or highlight these criteria, since they will be the focus of the critique.
- Turn and Talk:
 - **“What do each of these criteria mean in your own words?”**
- Move students into pairs and invite them to label themselves A and B.
- Distribute **sticky notes**.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically *use my strengths*. Remind students that because they will be working to give a critique to their partner, they will need to use their strengths.
- Tell students they will use the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback using the criteria on the checklist. Remind them that they used this protocol in Modules 1–2 and review as necessary using the **Directions for Peer Critique** and **Peer Critique Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Invite students to provide feedback to their partner based on the Opinion Writing Checklist.

- Circulate to support students as they work together to give feedback to one another. Emphasize that students should not make revisions yet.

Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and to self-assess against how well they collaborated and used their strengths in this lesson.

- If productive, cue students to think about their thinking:
“How does our peer critique add to your understanding of planning for opinion writing? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Collect **Language Dive I Practice: Model Essay: Branch Rickey homework** from Lesson 9. Refer to the **Language Dive I Practice: Model Essay: Branch Rickey homework (example, for teacher reference)** as necessary.

Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they provided kind, helpful, and specific feedback to a partner in previous lessons. (MMR, MME)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. (Example: “One thing you did well was ____.”; “Have you thought about ____?”)
- For ELLs: (Home Languages) Invite students to share kind, helpful, or specific comments in their home languages.

Homework

A. Complete the Introductory Elements I in your Unit 2 Homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)