



Simplify  
Writing®

# Opinion Writing

## Sample Lesson Plans

5<sup>th</sup> Grade

# Simplify Writing

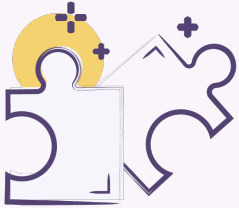
Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The complete lesson plans members get are fully editable, available in a PowerPoint format.
- Each unit includes:
  - pacing guide
  - mentor text
  - reference texts (if applicable)
  - teacher lesson plans
  - student pages (available in print + digital formats)
  - conference goals
  - rubrics (teacher + student-friendly)
  - exemplars
- Our members also have access to our full Grammar Library, Intervention Library, and ELL Modification Library.
- We provide training to our teachers on how to use these lessons, so anything you don't understand about the process will be easy to understand after our full, self-paced 8-hour writing training, *Success with Simplify Writing*®.

Have questions? We'd love to answer them! Just send an email to [April@simplifywriting.com](mailto:April@simplifywriting.com).

# The Simplify Writing<sup>®</sup> Method



**Bite-Sized Instruction.** Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.



**Fluid Grammar.** Grammar instruction should naturally flow into student writing. We show teachers how to use our library of grammar tools to better develop the written language skills of their students.



**Differentiation.** We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.



**Support.** Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing<sup>®</sup> materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

# Digital Student Organizers

# Google Slides™ Files

Share in units or easily split into daily files!

Files can be exported for Microsoft OneDrive, SeeSaw, Nearpod, and more!

The image shows a laptop screen displaying a grid of 12 digital student organizer slides, numbered 1 through 13. The slides are arranged in a 4x3 grid. Each slide has a title and content related to opinion writing.

- Slide 1: Opinion Mentor Text** - Opinion Writing. Includes a title, a paragraph of text, and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 2: Opinion Elements** - Opinion Writing. Includes a title, a table with columns for 'Claim', 'Evidence', and 'Reasoning', and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 3: Transforming: Opinion** - Opinion Writing. Includes a title, a table with columns for 'Claim', 'Evidence', and 'Reasoning', and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 4: Planning: Organization** - Opinion Writing. Includes a title, a table with columns for 'Main Reason', 'Evidence', and 'Reasoning', and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 5: Opinion Introduction Elements** - Opinion Writing. Includes a title, a table with columns for 'Claim', 'Evidence', and 'Reasoning', and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 6: Opinion Introduction: Lead** - Opinion Writing. Includes a title, a table with columns for 'Question', 'Type', and 'Lead-in', and a table with columns for 'Question', 'Type', and 'Lead-in'.
- Slide 7: Opinion Body Paragraph Elements** - Opinion Writing. Includes a title, a table with columns for 'Claim', 'Evidence', and 'Reasoning', and a table with columns for 'Claim', 'Evidence', and 'Reasoning'.
- Slide 8: Opinion Transitions** - Opinion Writing. Includes a title, a table with columns for 'Transition', 'Type', and 'Example', and a table with columns for 'Transition', 'Type', and 'Example'.
- Slide 9: Specific Word Choice** - Opinion Writing. Includes a title, a table with columns for 'Word Choice', 'Type', and 'Example', and a table with columns for 'Word Choice', 'Type', and 'Example'.

# Pacing Guide

Day 1	Elements of Opinion Writing	pg. 11
Day 2	Brainstorming: <i>Focus on Audience</i>	pg. 17
Day 3	Brainstorming: <i>Focus on Reference Text</i>	pg. 22
Day 4	Planning: Quoting and Paraphrasing Text	pg. 25
Day 5	Planning: Organization	pg. 30
Day 6	Introduction: Lead	pg. 34
Day 7	Draft Introduction: <i>Focus on Background Information &amp; Claim</i>	pg. 40
Day 8	Draft Body Paragraphs: <i>Focus on Main Points &amp; Transitions</i>	pg. 46
Day 9	Draft Body Paragraphs: <i>Focus on Elaboration</i>	pg. 54
Day 10	Draft Conclusion	pg. 58
Day 11	Revising	pg. 63
Day 12	Editing	pg. 71
Day 13	Publishing & Final Proofread	pg. 77
Day 14	Optional: Pitch Poster	pg. 83
Day 15	Publishing Party	pg. 86

# Opinion Reference Text

## Self-Driving Car Technology: The Future Is Here!

Breanna Morris

September 30, 2022

Technology Today: Education ([www.technologytoday.edu](http://www.technologytoday.edu))

A car pulls up to the curb. But, as you look through the window, you realize no one is driving it! In some cities and towns across the country, this is the new reality. Self-driving cars made by companies like Google, Tesla, Volvo, and Ford are currently in testing.

Waymo, a company owned by Google, is now testing their self-driving cars in several cities. In these cities, some people are getting the chance to use these cars to get around town. Many rides still feature a human driver who takes over when necessary. But, the cars do most of the driving on their own.

Self-driving car technology promises many benefits, some of which are already enjoyed by real drivers on the road. The features being used by drivers now are considered automatic. This means that a human driver must still be in charge of the car. Automatic features may help the driver.

Some examples of automatic features include assisted parking, cruise control, and lane assistance. Assisted parking makes it easier for drivers to park in tight spots thanks to alerts and sensors provided by the car. Cruise control means the car maintains a certain speed while on the highway without the driver having to keep their foot on the gas. Finally, lane assistance helps cars stay in their lane while on the highway.

Other benefits of self-driving cars will come in the future. In more advanced self-driving cars, humans won't have to drive at all. However, the cars will still include a steering wheel so people can drive if necessary. Some even allow drivers to take a quick nap if they're tired. According to the car's maker, if the car needs the driver to respond, but they're sleeping, the car will pull over. However, to use this type of car, people will still need a driver's license.

Many benefits may be gained from this type of car. The driver's mood, energy, or level of distraction will no longer be a danger on the road. The people in the car can work, text, or watch a movie. Distracted driving will no longer exist! This will make the roads safer.

Finally, in the future, self-driving cars that don't require a licensed driver will also exist. These cars will offer transportation to people with disabilities, the elderly, and others who otherwise wouldn't be able to drive.

The future is close at hand with self-driving car technology. Pretty soon, you may get to ride in a self-driving car!

# Opinion Reference Text

## Today and Tomorrow's Robot Technology Explained

Daniel Jimenez

October 15, 2022

Robotics World ([www.roboticsworld.com](http://www.roboticsworld.com))

Imagine that you spill a big bowl of cereal all over the floor. Rather than grabbing the broom, you sit still. You watch as your home's robot quickly responds, cleaning up the mess. Could a robot soon be an important part of every home?

Right now, robot technology can't do this. However, robots do make our lives easier. In the future, they'll help even more. Some simple machines that we use in our homes are robots. For example, washing machines clean clothes at the push of a button. Other home devices such as the Roomba floor cleaner are also like little robots.

Robots also do many jobs in factories that may be dangerous for humans to do. In addition, robots do work that may be boring for humans. Because robots don't get stressed, tired, or upset, robots can do these jobs safely. Humans are happy to let robots have to perform these tasks.

Some people worry that robots might take away jobs. However, robots still require humans to watch them. In addition, there will be more jobs in making robots. Robots can free up humans to do other, more creative jobs. Only humans have certain thinking skills and the ability to feel. So, instead of spending our days doing boring work, we'll be able to do work that's fun.

Robotics also helps doctors. Surgeons can use the help of robots when they're operating. With robotics, surgeons can place cameras and tools into the patient's body. This means that patients recover more quickly since the incisions surgeons make are smaller.

Also, many surgeons must stop operating when they've been injured. With robotics, surgeons can be more comfortable while operating. This way, surgeons are less likely to be injured.

Many people see the future of robotics as a way to help people with disabilities. People who have difficulty moving can use robots to complete tasks. All they'll have to do is press a few buttons or speak to the robot. In addition, robots have also begun to provide company for people living in nursing homes. Robots can share news that might interest their human. Robots can even notice a medical condition the person may have.

As robots change and become more common, we'll discover even more ways that robots are helpful. If you had a robot, what would you want it to do?

# Opinion Mentor Text

## Virtual Reality Will Change Our Reality

Imagine visiting the pyramids of Egypt, walking around them, and taking in the views. Then, when you're done visiting, you remove your VR goggles and return to your living room. Virtual reality is already transforming classrooms and living rooms around the world. As it becomes more common, it will only have a greater influence on our lives. Virtual reality is the developing technology that will impact us the most.

For example, virtual reality is transforming education. Rather than watching real surgeons or practicing with dissections, medical students can now practice surgeries in virtual reality. It's also useful for other jobs such as helping pilots learn to fly airplanes. But, virtual reality is not only beneficial in professional education. According to an article *The Potential of Virtual Reality*, "VR has the potential to democratize education by bringing travel and educational opportunities to those who otherwise could not access them." With virtual reality, it doesn't matter how rich or poor you are, all students can share the same experiences.

Relationships may also change with the help of virtual reality. If you live far away from family members or coworkers, with virtual reality, you can all meet together and feel like you're in the same room. In addition, virtual reality allows people in management jobs learn how to interact with others better. The VR company named Talespin focuses on this, helping bosses learn how to treat people with compassion, among other skills.

Additionally, as the effects of climate change increase, virtual reality will also help us with this problem. In the town of Santa Cruz, California, professors have made a virtual reality program that shows how sea levels rising will really look when they happen. In paragraph 3 of the article, it said that "The VR presentation was designed so that the City of Santa Cruz can present it to the community at a series of outreach events discussing climate change and its impacts on the city." Virtual reality will help communities imagine what climate change will look like and how they can deal with its effects.



# Opinion Mentor Text

continued

Clearly, virtual reality will impact entertainment. Rather than turning on the TV or scrolling through our phones for fun, we might take virtual trips around the world. Or, we might play virtual reality games, watch VR movies, and more! What we do in our free time will soon probably be related to virtual reality.

As virtual reality continues to develop, it will have an even greater impact on our lives. From how we learn to the ways we interact with others and how we solve climate change problems, virtual reality will impact many aspects of our lives. In addition, it will change the way we entertain ourselves. To be ready for the future, we should embrace virtual reality and learn more about it. This way, we'll be ready to use it effectively.

Sample

**Purpose:** I can identify the elements of an opinion writing piece.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Materials**

*Print*

- Teacher models (pgs. 13-14)
- Student pages (pgs. 15-16)

*Digital*

- Student Page

**Learning Goal**

The student will be able to identify specific elements that classify a piece of writing as an opinion text.

**Success Criteria**

- **Criteria 1-** The student successfully identifies at least one example of each opinion writing element in the provided text.
- **Criteria 2-** The student provides at least one text-specific example to justify how the author uses opinion writing elements.

**Mini-Lesson Steps (15 min.):**

1. Start by having students think about the topic of virtual reality. This topic may have to be explained to some students, depending on their level of knowledge or experience. Have students share briefly with a partner or in a small group whether or not they think virtual reality is beneficial. As students share, point out that they are not only stating their opinion, but also backing it up with reasons or examples.
  2. Have students brainstorm and identify what they already know about the purpose of an opinion text. Reinforce the idea that the purpose of an opinion text is to state an opinion and support it with reasons, evidence, examples, and information.
  3. Provide students with a copy of the mentor text, "Virtual Reality Will Change our Reality" (pg. 15). Read the text aloud with students, stopping to discuss as needed.
  4. Using the "Opinion Elements" checklist (pg. 16), read through each element of an opinion text, identifying misconceptions and rephrasing for clarity as needed.
  5. Invite students to use a color-coding method and have students try to identify the elements of the checklist (uses a claim to state an opinion). Next, have students through explaining/justifying how the author accomplishes or illustrates this particular element using the provided text.
- Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.*

**Student Portion (15-30 min.):**

1. Allow students to continue working through the mentor text activity, using the color-coding checklist system to identify examples of how the author successfully uses opinion elements in their writing. Students will need to justify the specific ways the author accomplishes or illustrates each element using the chart. *Note: This portion of the lesson could also be done with a partner or in small groups.*
2. Provide individual conferencing to students, as needed, to check for understanding or provide support for students who are struggling.

**Closure (5-7 min.):**

1. Have students pair and share their color-coding or review work as a whole class. Use the teacher models on pages 13 and 14, as a guide, to correct any misconceptions.

## Mini-Lesson Overview

### How it sounds:

- “I want you to think about the topic of virtual reality. Virtual reality, also known as VR, is the name for digital technology that makes a person feel like they are somewhere else. It uses software to produce images, sounds, and other sensations to create a different place so that a user feels like he or she is really part of this other place. A headset and specially-designed VR goggles are often used to immerse the user in the experience. In your opinion, do you think that virtual reality can be helpful?” *[Allow students think time, as well as time to share with a partner small group.]*
- “While sharing, were you able to state your opinion and also back up your opinion with reasons, evidence, or examples? Good opinion writers not only state an opinion, but also provide the necessary details and information to make their opinion stronger.”
- “Today, our goal is to learn about a new writing genre: Opinion Writing. Who can tell me what they think the purpose of opinion writing is? What do you think a good opinion writing piece should include?” *[Allow students to share ideas, reinforcing the purpose needed.]* The main purpose of opinion writing is to convince your audience to share your opinion about a topic. Support it with reasons, evidence, examples, and information.”
- “Let’s look at an example of an opinion text titled, ‘Virtual Reality Will Change the World’.” *[Distribute mentor text pg. 15 and read aloud with students, stopping to discuss as needed.]*
- “Now let’s use the provided checklist so that we can identify the elements of an opinion text and make sure we understand what each element means. You will refer back to this checklist when you are writing your own opinion pieces.” *[Display and distribute “Opinion Elements” pg. 16.]*
- “Using the color-coding system, let’s use the color blue to identify the first element. Can you find an example of where the author uses a claim to state an opinion?” *[Rephrasing may be needed as this may be students’ first exposure to this terminology with student input.]* Model how to highlight the text and complete the first row on the chart. *[Use teacher models on pgs. 13 & 14, as a guide.]*
- “Now it’s your turn. I want you to use the color-coding system to identify examples of the ways the author successfully illustrates an opinion element. Make sure to also explain how the author uses each element.” *[Depending on the needs of your students, this part of the lesson may be done in small groups, or even a whole group, if the students need more support.]*

Note: Remind students throughout the lesson that they should refer back to this checklist when writing their own drafts.

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Opinion Mentor Text

## Virtual Reality Will Change Our Reality

Teacher Model

Imagine visiting the pyramids of Egypt, walking around them, and taking in the views. Then, when you're done visiting, you remove your VR goggles and return to your living room. Virtual reality is already transforming classrooms and living rooms around the world. As it becomes more common, it will only have a greater influence on our lives. **Virtual reality is the developing technology that will impact us the most.**

**For example, virtual reality is transforming education.** Rather than watching real surgeons or practicing with dissections, medical students can now practice surgeries in virtual reality. It's also useful for other jobs such as helping pilots learn to fly airplanes. But, virtual reality is not only beneficial in professional education. According to the article *The Potential of Virtual Reality*, "VR has the potential to democratize education by bringing travel and educational opportunities to those who otherwise couldn't access them." In virtual reality, it doesn't matter how rich or poor you are, all students can share the same experience.

**Relationships may also change with the help of virtual reality.** If you live far from family members or coworkers, with virtual reality, you can all meet together and feel like you're in the same room. In addition, virtual reality allows people in management jobs learn how to interact with others better. One VR company named Talespin focuses on this, helping bosses learn how to fire people with compassion, among other skills.

**Additionally, as the effects of climate change increase, virtual reality will also help us with this problem.** In the town of Santa Cruz, California, professors have made a virtual reality program that shows how sea levels rising will really look when they happen. Paragraph 3 of the article, it said that "The VR presentation was designed so that the City of Santa Cruz presented to the community at a series of outreach events discussing climate change and its impacts on the city." Virtual reality will help communities imagine what climate change will look like and how to deal with the effects.

**Clearly, virtual reality will impact entertainment.** Rather than turning on the TV or scrolling through our phones for fun, we might take virtual trips around the world. **Or, we might play virtual reality games, watch VR movies, and more!** What we do in our free time will soon probably be related to virtual reality.

As virtual reality continues to develop, it will have an even greater impact on our lives. From how we learn to the ways we interact with others and how we solve climate change problems, virtual reality will impact many aspects of our lives. In addition, it will change the way we entertain ourselves. To be ready for the future, we should embrace virtual reality and learn more about it. This way, we'll be ready to use it effectively.

### Color-Coding Key

**Purple** = Claim (Opinion Statement)

**Yellow** = Reasons

**Green** = Elaborations (facts, examples, etc.)

Underline = Evidence from a text

**Blue** = Transitions

# Opinion Elements

Teacher Model

Term	Definition	Explanation
<b>Claim</b>	Declares an idea with a clear opinion	The claim is: "Virtual reality is the developing technology that will impact us the most."
<b>Reasons</b>	Groups information on the topic by category	Each paragraph gives an opinion reason. The first sentence tells this reason, and how it relates to the topic.
<b>Elaborations</b>	Definitions, examples, facts, and other details that explain each reason	The author gives elaborations that support each key reason. For example, they give the example that you can get together with family far away and feel like you're in the same room.
<b>Evidence</b>	Includes information from another text to support the claim	The essay gives two quotes from an article titled <i>The Potential of Virtual Reality</i> .
<b>Transitions</b>	Uses transitions words and phrases to clearly show the relationship between ideas	The author uses words & phrases like "For example," and "Additionally," to transition between different categories within the same topic. The author also uses an entire sentence to transition in the third body paragraph.

# Opinion Mentor Text

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# Opinion Elements

Term	Definition	Explanation
<b>Claim</b>	Declares an idea with a clear opinion	
<b>Reasons</b>	Groups information on the topic by category	
<b>Elaborations</b>	Definitions, examples, facts, quotes, and other details that explain each reason	
<b><u>Evidence</u></b>	Includes information from another text to support the claim	
<b>Transitions</b>	Uses transition words and phrases to clearly show the relationship between ideas	

Sample

**Purpose:** I can brainstorm appropriate ideas that address a provided opinion prompt. I can choose an audience that will benefit from my writing.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.5.1.A:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**Materials**

*Print*

- Teacher models (pgs. 19-20)
- Student page (pg. 21)

*Digital*

- Student Pages

**Learning Goal**

Students will be able to respond to an opinion writing prompt by brainstorming topic ideas. Students will also be able to choose a specific audience for their opinion writing piece.

**Success Criteria**

- **Criteria 1-** The student brainstorms a list of ideas that support each side of the prompt.
- **Criteria 2-** The student pinpoints a specific and appropriate audience for their opinion writing prompt.

**Mini-Lesson Steps (15 min.):**

1. Display the following prompt: *Which developing technology do you think will impact us the most in the future: Virtual Reality or Lab-Grown Meat?*
2. Display the teacher model “Brainstorming” chart (pg. 20). Model how to brainstorm ideas that align to the prompt in the “My Ideas” section using pg. 19, as a guide. *Note: Teacher prompt is slightly different from student prompt. The purpose of this model is to teach students how to brainstorm ideas that align to the teacher prompt. Which developing technology do you think will impact us the most in the future: Virtual Reality or Lab-Grown Meat?*
3. Introduce or reintroduce the idea that all writers write with a specific audience in mind. Share any examples of types of writing that students may see in their daily life and encourage students to identify the intended audience.
4. Model how to brainstorm ideas with the intended audience of this writing piece with students sharing input. Discuss how the ideas previously brainstormed in the “My Ideas” section may need to be adjusted to be a better fit for the intended audience.

**Student Action (30 min.):**

1. Display the following student prompt: *Which developing technology do you think will impact us the most in the future: Self-Driving Cars or Robots?* Distribute a copy of the “Brainstorming” chart (pg. 21). Encourage students to brainstorm at least three potential impacts or benefits for *each* possible technology, even if they already feel drawn to one choice. *Note: Students need to brainstorm the top “My Ideas” first. This is very important to do BEFORE reading the reference texts, which will be done in the next lesson.*
3. Students will brainstorm and choose an intended audience for their opinion writing piece. The teacher model on pg. 19 provides one example of an intended audience, but students can choose any audience that is appropriate to the topic. Then, students should add any other ideas that would help target their chosen audience. *Note: Students will NOT choose a side until the next lesson.*

**Closure (5-7 min.):**

1. Have students pair and share their brainstormed ideas with a partner. Peers may provide feedback.



## Mini-Lesson Overview

### How it sounds:

- “Yesterday, we discussed all of the elements in an opinion writing piece. As a writer, it is important to state your opinion and support it with strong reasons and evidence.”
- “Today, I’ll give you a prompt and we will practice brainstorming ideas. First, we will look at an example prompt. I will show you how I would brainstorm ideas. Then, I will give you a new prompt to write about.” *[Display teacher model “Brainstorming” chart pg. 20.]* “As I display the prompt, I want you to read and ask yourself: What is the prompt asking?”
- “Good writers brainstorm their ideas before they choose a side and start writing. I am going to brainstorm ideas so that I can make a decision about which technology I believe will impact us the most in the future. I am going to come up with at least three impacts or benefits for each technology: VR and lab-grown meat.” *[Model how to brainstorm ideas in the “My Ideas” section of the chart, using pg. 19 as a guide.]*
- “All writers should write with a specific audience in mind. Think about the type of writing you see in daily life. You might open your internet browser and see an article about how to prepare for a run during cold weather. What is the intended audience? What about a billboard advertising a new fast-food restaurant? What about a user manual for a laptop? With a partner, discuss the intended audiences of each of these.” *[Allow students a few moments to discuss and share.]*
- “Now, let’s look at the prompt and my ideas. Who would be the intended audience for this writing piece? Knowing our audience will help us as we write, so we can tailor our writing to that audience. Let’s think about who might benefit from reading this piece of opinion writing.” *[With student input, model how to brainstorm a specific audience.]* “I will be writing to an audience of investors who are deciding which technology to support. Investors are people who invest or provide money to fund a new technology, company, or project. With this in mind, I am going to look at my ideas to see a few reasons that would be attractive or persuasive for teachers.”
- “Now, it is your turn. I will give you your prompt, and you will work through the process of brainstorming. First, read the prompt and ask yourself: What is the prompt asking?” *[Distribute “Brainstorming” chart pg. 21 and read the student prompt.]*
- “Today, you will brainstorm first before you read any other texts. It is important for you to write down your own ideas first or else you may be tempted to just rely on what the texts say. Try to write at least three benefits for each field technology. Then, brainstorm and choose an audience for your opinion writing piece. You will continue to add ideas to the chart using outside texts, and then you will finally choose a technology to write about.”

Check and highlight any **modifications** you will make for this particular lesson:

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# Brainstorming: Opinion

## Teacher Model

**Teacher Prompt:** Which developing technology do you think will impact us the most in the future: virtual reality or lab-grown meat? Provide elaborations and text-based evidence to support your claim.

	Potential Impact of VR	Potential Impact of Lab-Grown Meat
My Ideas	<ul style="list-style-type: none"><li>• Practice things in VR in school</li><li>• Interact with friends and family that live far away</li><li>• Interact with employees far away</li><li>• Entertainment<ul style="list-style-type: none"><li>• Games, travel, movies</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Cheaper to make meat</li><li>• No more slaughtering animals</li><li>• Less smell from animals being raised for meat</li></ul>
From the Text		

Which technology do you think will impact us the most in the future?

Who is the intended audience for this writing piece?

investors who are interested in funding new technologies

# Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which developing technology do you think will impact us the most in the future: virtual reality or lab-grown meat? Provide elaborations and text-based evidence to support your claim.

	Potential Impact of VR	Potential Impact of Lab-Grown Meat
My Ideas		
From the Text		

Sample

Which technology do you think will impact us the most in the future?

Who is the intended audience for this writing piece?

# Brainstorming: Opinion

**Student Prompt: Which developing technology do you think will impact us the most: self-driving cars or robots? Provide elaborations and text-based evidence to support your claim.**

	Potential Impact of Self-Driving Cars	Potential Impact of Robots
My Ideas		
From the Text		

Sample

Which technology do you think will impact us the most in the future?

Who is the intended audience for this writing piece?

**Purpose:** I can expand on my ideas and use evidence from a provided text to support my opinion and make my ideas stronger. I can choose a side to form a claim for my opinion essay.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.5.1.A:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **CCSS.ELA-LITERACY.W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Materials**

*Print*

- Teacher model (pg. 24)

*Digital*

- Student Pages

**Learning Goal**

Students will be able to generate elaborations and text-based evidence to support their ideas and opinion and choose a topic to form a claim that addresses the provided prompt.

**Success Criteria**

- **Criteria 1-** The student elaborates on their idea by referencing a provided text.
- **Criteria 2-** The student chooses one topic from their brainstorming sheet to form an opinion claim that answers the provided prompt.

**Mini-Lesson Steps (15 min.):**

1. Review the purpose of brainstorming. Display the teacher model “Brainstorming” chart pg. 20 from the previous lesson.
2. Explain that today, students will read two reference texts and use these to continue brainstorming ideas. They will choose a side to write a claim that addresses the prompt.
3. Direct students’ attention to the “From the Text” section of the chart. Model how to add related pieces of evidence from an outside text that can be summarized or paraphrased. *Note: There are no reference texts for the teacher model. This is strictly a teacher example and you are doing this solely for modeling purposes.*
4. Model how to write a claim statement based on the brainstormed ideas. *Note: The purpose of writing the claim today is simply to choose a side to write about. Students will craft a more focused claim statement in a later lesson.*

**Student Portion (15-30 min.):**

1. Distribute the reference texts, “Self-Driving Car Technology: The Future Is Here!” and “Today and Tomorrow’s Robot Technology Explained” (pgs. 7-8). Students should take out their “Brainstorming” chart (pg. 21) from the previous lesson.
2. Students should read both reference texts to pull details from each that highlight significant impacts of each technology. Students will write details in the “From the Text” row. Students can summarize parts of the text and/or include direct quotes from the text. Students will go more in-depth on how to quote sources in the next lesson. Students will choose one technology to focus on for their opinion piece and write a claim statement on the chart.

**Closure (5-7 min.):**

1. Have students share their topic selection with a partner. Teachers could also have students move to a particular side of the room to designate which technology they have chosen to write about.

## Mini-Lesson Overview

### How it sounds:

- “Yesterday, you brainstormed ideas for each side of the prompt you were given. This helps you begin to think about which side you might choose to write about.” *[Display the teacher model “Brainstorming” chart pg. 20 from the previous lesson.]*
- “Today, we will read two reference texts and use these to help us brainstorm more reasons that support each side. Then, we will choose a side to write about.” *[Review the teacher model prompt: Which developing technology do you think will impact us the most in the future: virtual reality or lab-grown meat?]*
- “Yesterday, I listed my own ideas about this prompt. Now, I am going to find some information from an outside text that will help me support my own ideas. I will paraphrase by recording a brief summary of any information from the text I find helpful on the bottom section of my sheet. Remember that paraphrasing or summarizing examples and ideas from the text means that I don’t copy the text word-for-word. If I copy a sentence word-for-word, I need to use quotation marks. Tomorrow, we will talk more about how to properly cite our sources. To save time, I am going to record a few summary statements from articles I previously read on the effects of virtual reality and lab-grown meat.” *[Model how to complete the “From the Text” section of the chart, using pg. 24 as a guide. Note: These are reference texts for the teacher prompt. This is strictly a teacher example and should not be done purely for modeling purposes.]*
- “We did not read these texts together, but I was able to find examples and evidence to support why these technologies could have a significant impact on our future?”
- “Now that I have fully brainstormed, I am going to make a decision that relates to my prompt. I am going to write my claim statement at the bottom of this sheet. I think virtual reality will impact us the most.”
- “Now, it is your turn! I will give you two reference texts that address each side of the prompt you were given yesterday. Which developing technology do you think will impact us the most: self-driving cars or robots? Find a text and look for any significant impacts that technology might have on our future. Then, take notes on each side of the ‘From the Text’ section of your chart. Once you have enough evidence for each side, think about which technology will impact us the most. Write an opinion statement at the bottom of your chart.”

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Brainstorming: Opinion

## Teacher Model

**Teacher Prompt:** Which developing technology do you think will impact us the most in the future: virtual reality or lab-grown meat? Provide elaborations and text-based evidence to support your claim.

	Potential Impact of VR	Potential Impact of Lab-Grown Meat
My Ideas	<ul style="list-style-type: none"> <li>Practice things in VR in school</li> <li>Interact with friends and family that live far away</li> <li>Interact with employees far away</li> <li>Entertainment                             <ul style="list-style-type: none"> <li>Games, travel, movies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Cheaper to make meat</li> <li>No more slaughtering animals</li> <li>Less smell from animals being raised for meat</li> </ul>
From the Text	<ul style="list-style-type: none"> <li>Equal learning opportunities for students of all economic statuses                             <ul style="list-style-type: none"> <li>“VR has the potential to democratize education by bringing travel and educational opportunities to those who otherwise couldn’t access them.”</li> </ul> </li> <li>Help solve problems of climate change                             <ul style="list-style-type: none"> <li>virtual reality program that shows how sea levels will really look when they happen</li> <li>“The program was designed so that the City of Santa Cruz can present it to the community at a series of outreach events discussing climate change and its impacts on the city.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Keep up with human consumption                             <ul style="list-style-type: none"> <li>By 2025, according to the predictions, humans will consume 70% more meat than they did in 2005.”</li> </ul> </li> <li>Save water                             <ul style="list-style-type: none"> <li>“Depending on the animal, producing a pound of meat protein with Western industrialized methods requires 4 to 25 times more water, 6 to 17 times more land, and 6 to 20 times more fossil fuels than producing a pound of plant protein.”</li> </ul> </li> </ul>

Which technology do you think will impact us the most in the future?

Virtual reality will impact us the most.

Who is the intended audience for this writing piece?

investors who are interested in funding new technologies

**Purpose:** I can quote the work of others in order to support my own opinion and the reasons for my opinion. I can use proper conventions when quoting the work of another author. I can correctly cite my sources.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Materials**

*Print*

- Teacher model (pg. 27)
- Student pages (pgs. 28-29)

*Digital*

- Student Page

**Learning Goal**

Students will write sentences that include quotations and paraphrased information from the reference texts.

**Success Criteria**

- **Criteria 1-** The student uses the sentence starters provided to write at least two sentences including quotations from a reference text.
- **Criteria 2-** The student uses the sentence starters provided to paraphrase information from a reference text.
- **Criteria 3-** The student follows the correct format to cite their source (reference text).

**Mini-Lesson Steps (15 min.):**

1. Review the previous session and have students refer back to their “Brainstorming” chart (pg. 21). Explain that today students will learn how to properly quote and cite a piece of text.
2. Display the “Referencing Text” chart (pg. 28). Review the sentence starters at the top and discuss when it is appropriate to use them. Discuss the proper conventions for quoting a text.
3. Review the difference between paraphrasing and a direct quote, using the teacher model on pg. 27 as a guide. Model how to take a piece of evidence from the text and write it as a complete sentence. Remind students that quotations are used for direct quotes but not for paraphrased information.
4. Distribute the “Citing Sources Guide” (pg. 29). Briefly explain the formats for citing different types of text. *Note: At this grade level, students are not expected to master this format. You may choose to omit this page and simply have students list the source.*

**Student Work (15-30 min.):**

1. Distribute the “Referencing Text” chart (pg. 28). Have students look over their brainstorming chart and write any quotes/facts as complete sentences using the provided sentence starters. They may also refer back to the reference texts to find additional quotes or evidence to paraphrase.
2. Encourage students to find at least 2 different pieces of evidence to quote and/or paraphrase. Remind students that the selected quotes should directly support their chosen claim.
3. Students should cite their source using the format from the “Citing Sources Guide” on pg. 29. If your students are not ready for this, students can simply list the source information in no particular order.

**Closure (5-7 min.):**

1. Students will share a quote or paraphrased fact from their chart that includes a sentence frame with a partner, in a small group, or whole group.



## Mini-Lesson Overview

### How it sounds:

- “Today, we will learn how to incorporate information from text to support our opinion. It is important when we are referencing an outside text that we link the information to our own writing smoothly.” *[Display “Referencing Text” chart pg. 28.]*
- “Let’s start by looking at some example sentence starters we can use.” *[Review the sentence starters, clarifying as needed.]*
- “We can use a sentence starter and the information from the text to write a direct quote in a full sentence.” *[Model how to fill in the rows on the chart, using pg. 27, as a guide.]*  
 “Notice that when I am quoting directly from the text, I use quotation marks around the information. I also make sure to capitalize the beginning of the quote and include the appropriate ending punctuation inside the quotation marks.”
- “It’s important to note that the quotes that are used here directly support the author’s claim.”
- “Now, let’s discuss what it means to paraphrase. Paraphrasing is similar to summarizing: you restate something in your own words. You do not use quotation marks when the information is paraphrased.”
- *[Display and distribute “Citing Sources Guide” pg. 29.]* “When we use information from another text, we need to cite our source to give credit to the author. Let’s take a look at these examples.” *[Review the format for citing sources from the guide. You can choose to omit this step, but be sure to have students include the source information somehow.]*
- *[Distribute “Referencing Text” pg. 28.]* “You can use these sentence starters as you incorporate evidence from the text today. Use your brainstorming page from yesterday and the reference text that is also with the technology you are writing about. Try to find at least three pieces of evidence you can use. You can quote both pieces of evidence, paraphrase both pieces of evidence, or use one of each. Use the sentence starters on the page to help you write. The quotes you use should directly support the claim statement you already wrote. You’ll be able to use these sentences in your opinion essay”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Referencing Text

Adding a quote from another text is a great way to support your ideas.

Teacher Model

	Sentence Starters
<p><b>First time mentioning the source:</b> State the full title of the article or the author's full name and/or credentials.</p>	<ul style="list-style-type: none"> <li>According to ___title/name___,</li> <li>From the article ___title___,</li> <li>Based on research from ___title/name___,</li> <li>One important fact from ___title___ is</li> <li>Studies from ___title/name___ show...</li> </ul>
<p><b>After mentioning the source earlier in your writing:</b> Refer to the source.</p>	<ul style="list-style-type: none"> <li>The author/article also states that...</li> <li>In paragraph ____, it says that...</li> <li>One example from the article (describe)</li> <li>Another fact from the article is</li> </ul>

Using the sentence starters, practice writing each piece of evidence from the text as a quote. Be sure to add quotation marks around the quoted information.

Source	Evidence from Text	Full Sentence
"Self-Driving Car Technology: The Future Is Here!"	"In more advanced self-driving cars, humans won't have to drive at all!"	First time quoting the source:
		According to "Self-Driving Car Technology: The Future Is Here!", "in more advanced self-driving cars, humans won't have to drive at all!"
"Self-Driving Car Technology: The Future Is Here!"	"The driver's mood, energy, or level of distraction will no longer be a danger on the road."	Second time quoting the source:
		The article also states, "The driver's mood, energy, or level of distraction will no longer be a danger on the road."

Another way to reference text is to **paraphrase**. When you paraphrase, you restate something in your own words. You do not add quotation marks around the paraphrased information.

Using the sentence starters, practice writing the piece of evidence as a paraphrased fact.

Source	Evidence from Text	Full Sentence
"Today and Tomorrow's Robot Technology Explained"	"Because robots don't get stressed, tired, or upset, robots can do these jobs safely. Humans are happy they no longer have to perform these tasks."	Paraphrasing the source:
		One important fact from "Today and Tomorrow's Robot Technology Explained," is that robots can't feel emotions, so they can do jobs that are undesirable to humans.

# Referencing Text

*Adding a quote from another text is a great way to support your ideas.*

	Sentence Starters
<p><b>First time mentioning the source:</b> State the full title of the article or the author's full name and/or credentials.</p>	<ul style="list-style-type: none"> <li>• According to <u>   </u> <i>title/name</i> <u>   </u>,</li> <li>• From the article <u>   </u> <i>title</i> <u>   </u>,</li> <li>• Based on research from <u>   </u> <i>title/name</i> <u>   </u>,</li> <li>• One important fact from <u>   </u> <i>title</i> <u>   </u> is</li> <li>• Studies from <u>   </u> <i>title/name</i> <u>   </u> show...</li> </ul>
<p><b>After mentioning the source earlier in your writing:</b> Refer to the source.</p>	<ul style="list-style-type: none"> <li>• The author/article also states that...</li> <li>• In paragraph <u>   </u>, it says that...</li> <li>• One example from the article (<i>describe</i>)</li> <li>• Another fact from the article is</li> </ul>

*Using the sentence starters, practice writing each piece of evidence from the text as a quote. Be sure to add quotation marks.*

Source	Evidence from Text	Full Sentence
<p><i>"Self-Driving Car Technology: The Future Is Here!"</i></p>	<p>"In more advanced self-driving cars, humans won't have to drive at all!"</p>	First time quoting the source:
<p><i>"Self-Driving Car Technology: The Future Is Here!"</i></p>	<p>"The driver's need for energy, or less distraction, will not be a distraction on the road."</p>	Second time quoting the source:

*Another way to reference text is to **paraphrase**. When you paraphrase, you restate something in your own words. You do not add quotation marks around the paraphrased information.*

*Using the sentence starters, practice writing the piece of evidence as a paraphrased fact.*

Source	Evidence from Text	Full Sentence
<p><i>"Today and Tomorrow's Robot Technology Explained"</i></p>	<p>"Because robots don't get stressed, tired, or upset, robots can do these jobs safely. Humans are happy they no longer have to perform these tasks."</p>	Paraphrasing the source:

# Citing Sources Guide

It is important to **cite**, or list, your sources to give proper credit to the original author(s).

Format	
Book	<p>Author's Last Name, First Name. <i>Book Title</i>. City of Publication, Publisher, Publication Date.</p> <p><u>Example:</u> Gillian, Joe. <i>The Future of Now</i>. New York, Scholastic, 2017.</p>
Website	<p>Author's Last Name, First Name. "Title of Article." <i>Website or Publisher</i>, Publication Date, Full URL. Accessed Day Month Year.</p> <p><u>Example:</u> Stewart, Rob. "Robotics and More." <i>Encyclopedia Britannica</i>, 2013, <a href="https://www.britannica.com/robotics">https://www.britannica.com/robotics</a>. Accessed 30 August 2022.</p>
Magazine or Newspaper Article	<p>Author's Last Name, First Name. "Title of Article." <i>Title of Publication</i>, Volume or Issue Number, Publication Date, Inclusive Page Numbers.</p> <p><u>Example:</u> Deering, Kira. "Technology Advances." <i>The New York Journal</i>, vol. 152, 12 May 2019, p. 12-15.</p>

My Source: (use additional page if needed)

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**Purpose:** I can organize and group my ideas and reasons. I can expand on my reasons by providing necessary facts, details, examples, quotes, and/or paraphrased information.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.5.1.A:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **CCSS.ELA-LITERACY.W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Materials**

*Print*

- Teacher model (pg. 32)
- Student page (pg. 33)

*Digital*

- Student Page

**Learning Goal**

Students will be able to gather their information and sort it into categories. Students will elaborate upon their reasons by providing additional facts, details, examples, and/or paraphrased information.

**Success Criteria**

- **Criteria 1-** The student organizes their reasons into 2-4 categories.
- **Criteria 2-** The student elaborates upon each reason with a combination of at least three facts, details, examples, and/or quotes.

**Mini-Lesson Steps (15 min.):**

1. Explain to students that an outline can help them categorize and organize their brainstorming ideas. Refer back to the “Brainstorming” chart teacher model from Day 3, and use this to model organizing and grouping ideas and reasons.
2. Display the “Planning: Organization” (pg. 33) chart. Model how to organize the teacher ideas from the brainstorming page into categories (reasons) and elaborate on each category (pg. 32) as a guide. Then, add evidence: facts, definitions, examples, quotes, and other details (elaborations) to each category. *This planning page should go far more in-depth on reasons than was done on the Brainstorm page.*
3. Remember to consistently reinforce the “Opinion Elements” chart (pg. 31) discussed on Day 1 to remind students of the elements that should be included in an opinion writing piece.

**Student Work (15-30 min.):**

1. Distribute “Planning: Organization” (pg. 33). Students will categorize their ideas from their “Brainstorming” chart (pg. 21) and fill out the chart accordingly. Students should be instructed to find at least three ways to elaborate on each idea using a combination of facts, details, examples, and/or paraphrased ideas from the text.
2. Provide individual conferencing as needed to ensure students are successfully categorizing and elaborating on their ideas.

*Note: Teachers can let students find additional texts or conduct further research to support their claim as differentiation for more advanced students.*

**Closure (5-7 min.):**

1. Students will pair and share their outlines. Students should explain their thought process when grouping their ideas as well as elaborate on their related facts, examples, details, and ideas from the text. Students can provide peer feedback if time allows.

## Mini-Lesson Overview

### How it sounds:

- “Now that we have brainstormed our ideas and related details, it is important to organize and group related ideas together. We can do this using a graphic organizer.” *[Display “Planning: Organization” chart pg. 33 and teacher model “Brainstorming” chart from Day 3.]*
- “Let’s use my teacher example about the virtual reality to practice grouping the ideas into 2 categories. We should focus on grouping ideas that are related or similar.” *[Model how to list the reasons, using pg. 32, as a guide.]* “I have several ideas that are related to *education*, so I’ll make that my first reason. I will make my second category related to *relationships* because I have some details from the text that support that idea. My next category will be *climate change*. I will make *entertainment* my last category because I have ideas about how virtual reality can be fun.”
- “Next, we have to support and expand on these categories by providing facts, definitions, examples, or other details. We can use the ideas from our brainstorming page and build on them. We can also use the information from the text to help support our reasons.” *[Model how to organize elaborations using the chart on page 32 as a guide.]*
- “Now, it is your turn. Look back at your ‘Brainstorming’ chart and decide on at least 2 categories you will be able to expand on. Categories should be reasons that support your claim about the technology that you chose. After you write down your categories on the graphic organizer, you will need to support each idea with related facts, details, examples, and paraphrased ideas from the text.”
- “Remember the checklist that we completed on Day 1. We want to make sure that when we fill out our graphic organizers that we include all the facts, details, and examples that will make our opinion writing piece the best that it can be.”

Sample

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Planning: Organization

## Teacher Model

Use the ideas from your brainstorming page to create an organized outline of your writing. Only use the column on your brainstorming page that goes with the technology you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can choose **two, three, or four reasons** depending on your ideas.

Main Reasons	Elaborations: facts, definitions, and examples
Education	<ul style="list-style-type: none"> <li>- Medical students can practice in VR</li> <li>- Pilots can learn in VR</li> <li>- Bring equal opportunities to education               <ul style="list-style-type: none"> <li>- “VR has the potential to democratize education by bringing traditional educational opportunities to those who otherwise couldn’t access them.”</li> </ul> </li> </ul>
Relationships	<ul style="list-style-type: none"> <li>- Interact with friends &amp; family who live far away</li> <li>- Interact with employees who live far away               <ul style="list-style-type: none"> <li>- Great for remote management jobs</li> </ul> </li> </ul>
Climate Change	<ul style="list-style-type: none"> <li>- Virtual reality program that shows how sea levels rising will really look when they happen               <ul style="list-style-type: none"> <li>- “The VR presentation was designed so that the City of Santa Cruz can present it to the community at a series of outreach events discussing climate change and its impacts on the city.”</li> </ul> </li> <li>- Help communities see what it will look like and how they can deal with effects</li> </ul>
Entertainment	<ul style="list-style-type: none"> <li>- Change what we do in our free time               <ul style="list-style-type: none"> <li>- Take virtual trips</li> <li>- Play VR games</li> <li>- Watch VR movies</li> </ul> </li> </ul>

# Planning: Organization

Use the ideas from your brainstorming page to create an organized outline of your writing. Only use the column on your brainstorming page that goes with the technology you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can choose **two, three, or four reasons** depending on your ideas.

Main Reasons	Elaborations: facts, definitions, and examples

Sample