|  |  |  |  |
| --- | --- | --- | --- |
| **Clarity for Learning Planning Template** | | | |
| **Standard**  C 4.1 Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  c. Provide reasons that are supported by facts and details.  d. Use grade-appropriate transitions.  e. Provide a concluding section.  f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. | | | |
| **Concepts (Nouns)**  opinions  writing and digital resources  topics or texts  author’s perspective  reasons and information  development and organization  task, purpose, audience  organizational structure  related ideas  writer’s purpose  facts and details  transitions  concluding section  guidance and support  peers and adults | | **Skills (Verbs)**  compose  using  supporting  produce  introduce  state  create  provide  develop and strengthen  planning, revising, editing, and rewriting | |
| **Learning Progressions**  *Pre-requisite Skills:*  demonstrate understanding of what it means to have an opinion, along with reasons why (I like \_\_\_\_ **because**\_\_\_**and**\_\_\_\_)  verbally state opinion on a personal topic and back up opinion with sound reasons  introduce opinion topic or text using a combination of writing and digital resources  craft opinion statement on opinion topic or text  organize opinion piece (development and organization support task and purpose)  provide reasons with elaborate details to support the opinion with transition (**for example, also**, **because**, **another,** first of all, next…)--not an exhaustive list  provide a concluding section  With guidance and support from adults, strengthen writing through…  -peer collaboration  -adding details through writing and/or pictures as needed  With guidance and support from peers and adults…  -develop and strengthen writing as needed by planning, revising, editing (see L.3.1 and L.3.2)  *Grade Level Skills:*  introduce topic or text clearly  state opinion about topic or text  identify my audience  group related ideas and reasons to support my task, purpose, and audience  distinguish between facts/details from non-facts  identify facts/details and claims/evidence to support reasons  provide reasons supported by facts/details and claims/evidence when writing about an author’s perspective in a text  use transitions (**for example, in addition to, etc.**)-not an exhaustive list  provide a concluding section  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing (see L.4.1 and L.4.2), and rewriting  *Resource Tips:*  **Encoding**: This refers to children composing and recording written messages. “...to write children are: going from ideas to spoken words to printed messages...It is about constructing sentences from ideas, and about constructing words from their parts, all in the context of getting down a message.” (from Clay, Change Over Time, p.27).  **NOTE**: This is very different from copying words or sentences off the board. This is about teaching children to record their own thoughts and messages.  “with some help” encompasses teacher/adult help and peer collaboration  **Opinion**: This is a belief, conclusion, or judgement based on reasoning. Reasons can take the form of facts and details. Our youngest writers start with telling the reader about the personal opinions or preference and move on to objective reasoning as they mature and gain experience.  Collect examples of opinion pieces and persuasive letters written by students from prior years so that students can see exemplars written by students their age.  Consider integrating C.4.1 with RI.4.8 to support the reading-writing connection (opinions, claims, reasons, evidence)  Consider integrating C.4.1 with L.4.1 and L.4.2 (conventions of Standard English)  [Lucy Calkins Writing Checklist](https://drive.google.com/open?id=1AD278Jjy-2WPcnXNk7FgDry6NQr928n0)  Organizational Structure:   * In the Writing Strategies Book, JS says “One can think of organization and structure as the bones of the piece, or the framing of a building…” (p. 162). P. 185 shows a mini-lesson on planning a structure, and she says the mini-lesson is most helpful after students have learned a variety of ways to structure their pieces and have been introduced to a variety of graphic organizers that would help them to organize, or shape, the information into a structure. * The Common Core Companion says “use a graphic organizer that prompts students to fully elaborate their reasons, brainstorm various reasons they might include in an opinion piece….” p.103. * The standard says that the student will create the organizational structure; this could mean that eventually, the teacher will stop providing a graphic organizer and let the students design their own way of organizing their information. * An example structure is: topic, opinion statement, reason(s), concluding section   Concluding Section- This comes at the end of an opinion piece where the writer brings his or her argument (piece) to an end. Writers provide some statement or section that connects all reasons, facts, and details (claims and evidence), and then show how they support the argument or opinion presented in the paper or speech.  Revising-This does not mean, as some think, merely correcting or proofreading a paper. To revise is to re-see, to consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. Revising the paper should improve not just clarity and cohesion but also content as the writer strives to strengthen the story or the arguments, the logic, and the style.  Editing-When students revise the paper to make it more concise, coherent, or cohesive, they are editing; when one looks for and fixes spelling and mechanics, they are proofreading. Editing can and, with more fluent writers, does take place throughout the composing process, not just at the end, as with proofreading.  Audience-intended readers of a piece of writing  NOTE!!\*\* In the closely aligned assignment provided by [KDE](https://kystandards.org/standards-resources/sal/rw_sal/), students are asked to state their own opinion based on the facts provided in the article/text. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to compose an opinion piece to support an author’s perspective. | | Composing & Drafting:  I can introduce my topic or text clearly.  I can state my opinion about a topic or text.  I can identify the audience for this piece.  I can group related ideas and reasons to support my task, purpose, and audience.  I can distinguish between facts and details from non-facts.  I can provide reasons supporting an author’s perspective.  I can use transition words and phrases to connect facts and details back to the reasons.  I can provide a concluding section.  Editing and Revising:  With some help, I can make my writing better by planning, revising, editing, and rewriting.  Publishing:  With some help, I can compose an opinion piece with an introduction, reasons supported by facts and details, and a concluding section that supports an author’s perspective. | |