

## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 1: Author's Point of View

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSE5RL6:** Describe how a narrator's or speaker's point of view influences how events are described.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

\*\*These materials and lesson were adapted from lessons in *The Reading Strategies Book* by Jennifer Serravallo (p. 242-243)\*\*

- [Opinion Word Chart](#)
- [What's the Author's Perspective? Chart](#)
- Articles from Newsela (some suggestions below):
  - [Student Opinion: Are young people too reliant on the internet?](#)
  - [Student Opinion: Video gaming can be harmless and even helpful](#)
  - [Student Opinion: Everyone deserves a chance. DACA should be preserved.](#)
  - [Opinion: Why kids can be leaders and send powerful messages](#)
- Writer's Notebook
- Pencils

#### Opening:

- Explain the instructional focus or learning target for today's lesson.

- Why is it important to analyze a text to understand the author’s point of view or perspective? How can we use opinion words and details to figure out the author’s point of view or perspective?
- Pick one article to read aloud to the class, and then discuss how to identify the author’s point of view/perspective. Explain that to identify the author’s point of view or perspective, we should first look to see if there is any information about the author. Their background will influence their writing. Share the “Opinion Word” chart and talk about words that help us identify an author’s point of view or perspective.
- Use the “What’s the Author’s Perspective?” chart to model how to identify the and model how to complete based on what was read. Ask students to help complete the chart. Identify reasons that the author gives that help us know what their perspective is.
- Have students work with a partner to share one detail from the text that is evidence to support the author’s point of view or perspective. Remind students that using the details from the text and finding opinion words can help us identify the author’s point of view/perspective.

#### Transition to Work Session:

Provide students with an opportunity to read another opinion article on their own or in small groups and practice identifying the author’s point of view/perspective.

Prior to moving to the work session, remind students of the learning target—Readers identify the point of view or perspective of the author to help them understand why the author thinks the way they do.

#### Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice).

During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill practice-Identifying the author’s point of view-provide students with more opinion articles from Newsela or another source and have students practice identifying the author’s point of



view/perspective and details that support their point of view. Students can record their responses in their writer's notebook.

While students are working during the work session, teachers should monitor student progress and conference with individual students or small groups of students.

Closing:

Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Tell students that tomorrow they will learn how to dissect texts to understand how writers share their opinion and support their opinion with evidence.

Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can use articles from opinion sections of their local newspaper or from [ReadWorks.org](https://www.readworks.org).

**Evidence of Student Success**

- Students can share the author's point of view/perspective of one of the articles they read.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.



### Student Learning Supports

- To challenge students, provide them with other articles from Newsela or opinion articles from an online newspaper to identify author's point of view. Ask students to explore more information about the author and practice identifying the power, positioning, and perspective of the author who wrote the article (See *Girls, Social Class, and Literacy* by Stephanie Jones for more information).
- Challenge students to ask higher order thinking questions while they are reading texts.
- Challenge students to make inferences about the author's point of view based on the text evidence and their background knowledge.
- Change the Lexile level of the Newsela text to support learners' independent reading.
- Provide graphic organizers for students to use as they identify the author's point of view/perspective and text evidence to support the point of view.
- Chunk lesson into smaller sections.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Practice identifying the point of view in advertisements and the pieces of evidence that advertisements use to support their point of view.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 2: Features of an Opinion Essay

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSE5RL6:** Describe how a narrator's or speaker's point of view influences how events are described.

**ELAGSE5RI8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Chart paper
- Chart Markers
- [Persuasion Map](#) (including student copies)
- Articles from Newsela (some suggestions below):
  - [Student Opinion: Are young people too reliant on the internet?](#)
  - [Student Opinion: Video gaming can be harmless and even helpful](#)
  - [Student Opinion: Everyone deserves a chance. DACA should be preserved.](#)
  - [Opinion: Why kids can be leaders and send powerful messages](#)
- Sticky Notes or Paper
- Pencils

#### Opening:

- Explain the instructional focus or learning target for today’s lesson.
- What are features of an opinion essay? How do writers state their opinion in convincing ways?
- Pick one article to read aloud to the class and ask students to notice how the author states and explains their opinion. Students can write down what they notice on sticky notes or a piece of paper. Teacher models one thing that they notice about the article and then asks students to share the features that they noticed, while recording their ideas on chart paper. (Features should include: opinion/thesis statement; reasons, evidence (facts and ideas) to support reasons; and a conclusion. Use [Persuasion Map](#) to guide creation of anchor chart.) Teacher modeling should help students see how reasons are supported by facts and examples.

Transition to Work Session:

Have students work with a partner to identify the above features in a different article. Students can record their ideas on their own copy of a Persuasion Map.

Ask students to share which article they found more convincing and why.

Prior to moving to the work session, remind students of the learning target—Writers use reasons backed up by evidence to support their opinion and make a convincing argument.

Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice-Identifying Features of Opinion Writing-provide students with more opinion articles from Newsela or another source and have students practice identifying the different features of opinion writing.

While students are working during the work session, teachers should monitor student progress and conference with individual students or small groups of students.



### Closing:

Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Tell students that tomorrow they will make verbal arguments to support their opinions.

### Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can use articles from opinion sections of their local newspaper or from [ReadWorks.org](https://www.readworks.org).

### **Evidence of Student Success**

- Students can share the features of opinion writing and examples of those features that they noticed from reading other articles during the work session.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.

### **Student Learning Supports**

- To challenge students, provide them with other articles from Newsela or opinion articles from an online newspaper to identify author's point of view. Ask students to explore more information about the author and practice identifying the power, positioning, and perspective of the author who wrote the article.
- Challenge students to ask higher order thinking questions while they are reading texts.
- Challenge students to make inferences about the author's point of view based on the text evidence and their background knowledge.
- Challenge students to identify other reasons and evidence that the authors could have used to make their argument stronger.
- Change the Lexile level of the Newsela text to support learners' independent reading.
- Provide graphic organizers for students to use as they identify the different features of the opinion articles.
- Chunk lesson into smaller sections.

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For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Practice identifying the point of view in advertisements and the pieces of evidence that advertisements use to support their point of view. Talk about which advertisements are more convincing and why.





## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 3: Developing Opinions and Evidence

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5SL3:** Summarize points a speaker makes and explain how each claim is supported by reasons and evidence.

**ELAGSE5SL4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**ELAGSE5RL6:** Describe how a narrator's or speaker's point of view influences how events are described.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Students should have a green piece of paper and a red piece of paper.
- List of statements for students to debate (Some suggestions are below):
  - Homework is beneficial for learning.
  - Having more breaks during the day can increase productivity.
  - Students should wear uniforms.

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- How can we clearly explain our argument verbally?
- Read one of the debate statements listed above. Have students put up a green piece of paper if they agree with the statement and a red piece of paper if they disagree with the statement. Let students

take turns explaining why they agree or disagree with the statement. Remind students to use clearly explained reasons to support their argument.

- Repeat with different statements.

#### Transition to Work Session:

Have students share which of their classmates' arguments they found most convincing and why.

Ask students to consider how their own power, positioning, and perspective may influence their opinion.

Before moving to the work session, make sure to remind students of the learning expectation—writers clearly state their opinion and explain reasons to support their opinion.

#### Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice--Pair Work--Students take turns verbally sharing their favorite book and give reasons why it is their favorite book (can be substituted for another idea). Students give each other feedback on what parts of their argument were strong and what they could have improved.

While students are working during the work session, teachers should monitor student progress and conference with individual students or small groups of students.

#### Closing:

Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Remind students that tomorrow we will start generating ideas for their own opinion writing.



### Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can record themselves sharing their opinion and reasons to support their opinion and share with other students in the class for feedback.

### **Evidence of Student Success**

- Teacher can record anecdotal notes while students are verbally explaining their argument.
- Students can share how they applied what they learned from mentor texts (from days 1 and 2) to state their argument.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.

### **Student Learning Supports**

- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's verbal arguments.
- Challenge students to respond to counterarguments.
- Provide graphic organizers for students to use to help them identify elements of their verbal argument.
- Allow students to share their opinion with a partner or record themselves talking.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### **Engaging Families**

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Prompt students to provide clearly explained reasons whenever they state their opinion.



- Ask students to respond to arguments or opinions that they hear in real life, including opinions shared in media like the news or TV shows.

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## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 4: Generating Opinions to Write About

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

\*\*These materials and lesson were adapted from lessons in *The Writing Strategies Book* by Jennifer Serravallo (p.100-101)\*\*

#### Materials:

- Writer's Notebook
- Pencils
- [Ideas for Opinion Writing Graphic Organizer](#)
- Additional children's books about activism and fighting for change to help students generate ideas (Some ideas are listed below):
  - *Marley Dias Gets It Done: And So Can You!* by Marley Dias
  - *Be the Change: A Grandfather Gandhi Story* by Arun Gandhi & Bethany Hegedus
  - *Malala's Magical Pencil* by Malala Yousafazi
  - *Preaching to the Chickens: The Story of Young John Lewis* by Jabari Asim

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- Where do we get ideas for writing? What opinions do we have that we want to share?

- Take students on a walk through their school (if possible) and outside their school in the neighborhood. Ask students to observe what they notice around them and write down or draw their observations in their writer’s notebooks.
- After walking, ask students to share what they observed. Then ask students to imagine what they would want to change about what they observed. Ask them to create an image in their mind of what they would want to change and write/draw what it could look like in their notebook. Encourage students to keep writing more details about what they want to change and how it would look different if it were changed.

#### Transition to Work Session:

Ask students to share what they would change.

After sharing and hearing other people’s ideas, encourage students to go back and write more ideas down.

Before moving to the work session, make sure to remind students of the learning expectation—writers share what they care about with others and can use their opinions to make changes in their world.

#### Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill practice-Refining Ideas-Students can continue generating more ideas and complete a persuasion graphic organizer to define who their audience might be and how they would deliver their opinion. Teachers can provide students with additional materials to explore for ideas—children’s books about kids who have changed the world and Newsela articles about students who have made a difference.

While students are working independently, the teacher will conference with students about their work and what they are learning.



### Closing:

Bring students back together to share what they think they will write their opinion essay on, who they will write to, and how they will deliver it.

Encourage students to share how they applied what they learned in the opening during the work session.

Remind students that tomorrow we will start coming up with reasons to support our opinion.

### Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also create shared Google documents so that students can comment on each other's ideas.
- Students can take pictures of things that they observe on their walk at home and email to one of their classmates to share.

### **Evidence of Student Success**

- Students have shared their ideas for what they might write about.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

### **Student Learning Supports**

- While walking around outside, teacher can model what they notice if students seem hesitant to write down their observations.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- For students who are struggling to come up with ideas, allow them to write down what is important to them in a [heart map](#). Students can use what is important to them to think about what opinions they might have and how they would want to change their world.
- Students can also use the [NYT Picture Prompts](#) page to help them come up with topics to write about.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### **Engaging Families**

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- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Go on a walk with your student in the neighborhood that you live in and record your observations together. Talk about what you might want to change about your neighborhood and what it might look like if you changed it.





## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 5: Planning an Argument

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSE5RI8:** Explain how an author uses reasons and evidence to support particular points in text, identifying which reasons and evidence supports which point(s).

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Writer's Notebook
- [Persuasion Map Organizer](#) (copies for students and a document that will serve as the teacher model—can be recreated on chart paper)
- Teacher-created model writing idea
- Pencils

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we organize ideas so that we can persuade others?
- Using the teacher created opinion writing idea, teacher models identifying their opinion/ thesis statement and adding reasons to the persuasion map. Teacher thinks aloud to show how they think through their ideas to identify powerful reasons that can support their opinion. Teacher asks students to evaluate the reasons that the teacher comes up while completing the graphic organizer.

- As teacher models completing the graphic organizer, the teacher explains what a thesis statement is—a statement that states the opinion and summarizes a clear argument for why the writer thinks the way they do.
- Teacher also notes that the conclusion should restate the thesis in a different way.

#### Transition to Work Session:

Refer back to opinion articles from Newsela. Select one of the articles and work together to map it onto the persuasion map or have students work in pairs to map the article onto the persuasion map.

Before moving to the work session, make sure to remind students of the learning expectation—when writers write opinion pieces, they identify why they are taking their position on the topic and plan out how they will share their ideas with others to ensure that their argument will be convincing.

#### Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice--Planning out Opinion Writing—Students will try taking one of the ideas that they generated the previous day and map it onto the persuasion map. Students can focus on writing their thesis or opinion statement and reasons to support their thesis statement. Teacher can provide students with additional materials to explore as models for how to develop reasons to support an argument—children’s books about kids who have changed the world and Newsela articles about students who have made a difference. Students can share their thesis statement and reasons to support their argument with a partner. Partners can ask each other questions about their work and give each other suggestions.

While students are working independently, the teacher will conference with students about their work and what they are learning.

#### Closing:



Students share their opinion (thesis statement) and what they think their strongest reason is.  
Encourage students to share how they applied what they learned in the opening during the work session.  
Remind students that tomorrow we will learn how to research so that we can add facts and/or examples to support our reasons.

#### Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

#### **Evidence of Student Success**

- Students have shared their thesis statement and one of their strongest reasons for what they might write about with a partner or the class.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

#### **Student Learning Supports**

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Provide sentence starters for students to use in their graphic organizer.
- Students who struggle with planning before they write can try writing as much as they can about their topic without worrying about format, transitions, or order and then go back and identify their thesis and supporting reasons for their opinion.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

#### **Engaging Families**

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)

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- Ask your student to verbally articulate their opinion and why they think it's important. Role play being the audience that they would be writing their opinion to.

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## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 6: Researching Examples and Facts to Strengthen Reasons

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSER17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSER19:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Writer's Notebook
- Copies of a few articles related to teacher model opinion writing (Examples below related to opinion writing about why homework should not be assigned.)
  - <https://time.com/4740297/homework-should-be-banned-from-schools/>
  - [https://www.huffpost.com/entry/5-reasons-why-homework-is-bad-for-your-child\\_b\\_57f72b3ae4b0b665ad817c57](https://www.huffpost.com/entry/5-reasons-why-homework-is-bad-for-your-child_b_57f72b3ae4b0b665ad817c57)
  - <https://www.thestudentview.org/4-reasons-why-homework-should-be-banned/>
  - <https://news.stanford.edu/2014/03/10/too-much-homework-031014/>
  - <http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx>
- Sticky notes/paper

- Pencils
- [Persuasion Graphic Organizer](#) (copies for students and a document that will serve as the teacher model)
- [Research Graphic Organizer](#)

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- What kinds of examples and facts can strengthen our argument?
- Teacher models identifying what kinds of examples might help support different reasons for their model opinion writing. Teacher lists examples and asks students to help generate examples. Teacher thinks aloud to show how they identify what kinds of facts might also support their opinion.
- Teacher models identifying key words that may help them search for facts to include. Teacher models searching the internet using those key words. Teacher shows students how to select websites from a search and recording information on the research graphic organizer.

#### Transition to Work Session:

Students can work in pairs to read through a few articles based on the topic of the teacher model opinion writing. Student can use sticky notes or paper to write down some facts or examples from those articles that may support the opinion.

Before moving to the work session, make sure to remind students of the learning expectation—writers plan out how they will share their ideas with others to ensure that their argument will be convincing. A part of the planning process is researching facts and giving examples that will help support our reasons for our opinion.

#### Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing



- Skill Practice—Researching—In their writer’s notebook, students can list examples or kinds of facts that might help support their opinion. Students can begin searching online to find facts and examples that might help their argument. Students should record what they find and the source on their research graphic organizer.

While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students share a fact or an example that they added to their graphic organizer to support their opinion. Encourage students to share how they applied what they learned in the opening during the work session. Remind students that tomorrow we will evaluate the resources that we found information from.

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other’s ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts. Students can interview family members or use books to find examples and facts to support their opinions.

**Evidence of Student Success**

- Students have shared a few facts and examples that they will use to illustrate one of their reasons to support their opinion.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

**Student Learning Supports**



- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce or increase the number of reasons and examples/facts that students need to include to support their opinion.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Ask your student to verbally articulate their opinion and why they think it's important. Role play being the audience that they would be writing their opinion to.
- Help students identify people they can interview or serve as an interviewee so that students can gather examples to add to support their reasons.





## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 7: Evaluating Research Sources

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSER17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSER19:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Writer's Notebook
- Sticky Notes/Paper
- Copies of teacher selected articles that can be used to model how to evaluate research sources –
  - <https://time.com/4740297/homework-should-be-banned-from-schools/>
  - [https://www.huffpost.com/entry/5-reasons-why-homework-is-bad-for-your-child\\_b\\_57f72b3ae4b0b665ad817c57](https://www.huffpost.com/entry/5-reasons-why-homework-is-bad-for-your-child_b_57f72b3ae4b0b665ad817c57)
  - <https://www.thestudentview.org/4-reasons-why-homework-should-be-banned/>
  - <https://news.stanford.edu/2014/03/10/too-much-homework-031014/>
  - <http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx>
- [5 W's of Website Evaluation Anchor Chart](#)

- [Persuasion Graphic Organizer](#) (copies for students and a document that will serve as the teacher model)
- [Research Graphic Organizer](#)

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- What kinds of examples and facts can strengthen our argument? How do we determine if our research is accurate and will help strengthen our argument?
- Teacher shows students the research articles/books that they found on the topic for their model opinion writing. Teacher briefly summarizes each source (approx. 2-3 sources) and models using the 5 W's of Website Evaluation chart to evaluate one source.
- Teacher thinks aloud if this source should be included in the opinion writing based on the evaluation.

#### Transition to Work Session:

Give students an opportunity to work in partners to evaluate the teacher research articles for the model opinion writing. Students should use the 5 W's of Website Evaluation chart and write their responses to those questions on sticky notes. Students can share their website evaluation with the class.

Before moving to the work session, make sure to remind students of the learning expectation—writers plan out how they will share their ideas with others to ensure that their argument will be convincing. When planning out facts and examples to be included, writers use research and evaluate their research.

#### Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Reviewing Research-Students should go back to their research graphic organizer and use the 5 W's of Website Evaluation to evaluate each of the sources that they found the previous day. Students can work collaboratively to help each other decide which sources they should include in their



opinion writing and which sources may not have information helpful for the development of their argument.

While students are working independently, the teacher will conference with students about their work and what they are learning.

### Closing:

Students share what they learned about the resources that they selected.

Students can share a new fact/example that they think they will include in their writing.

Encourage students to share how they applied what they learned in the opening during the work session.

Remind students that tomorrow we will expand on, modify, and clarify the writing in our planning graphic organizer as we write our first draft.

### Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts. Students can interview family members or use books to find examples and facts to support their opinions.

### **Evidence of Student Success**

- Students have shared a few facts and examples that they will use to illustrate one of their reasons to support their opinion.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.



### Student Learning Supports

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Provide a list of websites for some students to help narrow down their research.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to address counterarguments in their writing.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Encourage students to use the 5 W's when reading different print materials or listening/watching the news.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 8: Writing a Draft

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSER17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSER19:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Writer's Notebook
- Pencils
- Chart paper
- [Persuasion Graphic Organizer](#) (copies for students and a document that will serve as the teacher model)
- [Research Graphic Organizer](#) (copies for students and a document that will serve as the teacher model)

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we expand, modify, and clarify our ideas in planning documents when writing a draft?

- On chart paper, teacher models how to write a draft from their model persuasion and research graphic organizers. Teacher asks for students to share feedback as the teacher models—Does this opening sentence catch the attention of my readers? How could I make my opinion more convincing? What order should I write my reasons and supporting facts/examples in?
- Teacher points out the transition words that are included in the draft and asks students to share how these words help the reader.

#### Transition to Work Session:

Give students an opportunity to work in pairs to notice the similarities and differences between the teacher's graphic organizers and draft. Pairs should write down 1-2 things to be shared with the class. This will help students notice how the teacher expanded on and modified writing from graphic organizers in the first draft.

Before moving to the work session, make sure to remind students of the learning expectation—writers expand on and modify their plans for writing when they write a draft.

#### Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Writing a draft-Students should use information from their persuasion map and research graphic organizer to write their first draft. Students can work in collaborative groups and ask each other for help with expanding ideas on graphic organizers to a draft.

While students are working independently, the teacher will conference with students about their work and what they are learning.

#### Closing:

Students share a few sentences from their first draft that they are proud of. Give students an opportunity to also ask questions.

Encourage students to share how they applied what they learned in the opening during the work session.



Remind students that tomorrow we will learn how to give each other feedback on our drafts.

#### Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas and writing.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

#### **Evidence of Student Success**

- Students have shared a few sentences from their writing that they are proud of.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.

#### **Student Learning Supports**

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Provide a list of websites for some students to help narrow down their research.
- Direct students back to Newsela articles to use as models for their writing.
- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to write in their own voice and imagine their audience as they write.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

#### **Engaging Families**

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Encourage students to share their drafts with you.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 9: Peer Feedback

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSER17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSER19:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

\*\*These materials and lesson were adapted from lessons in *The Writing Strategies Book* by Jennifer Serravallo (p.373)\*\*

#### Materials:

- Writer's Notebook
- Sticky Notes/Paper
- Pencils
- PQP anchor chart
- [Persuasion Graphic Organizer](#) (copies for students and a document that will serve as the teacher model)
- [Research graphic Organizer](#)

#### Opening:

- Explain the instructional focus or learning target for today's lesson.



- How can we give feedback that will help writers improve their writing piece?
- Teacher displays anchor chart with the acronym PQP on it:
  - Praise: What do you like about this writing piece? What does the author do to make their argument convincing?
  - Question: What are your questions about the piece? What parts are unclear? What parts need to be expanded on?
  - Polish: What suggestions can you give the writer to make the piece more polished?
- Students use sticky notes to give PQP feedback on the teacher’s model draft. Teacher may need to prompt students with questions and remind them of what they can be looking for in the paper—transitions, sequencing, all elements are present, an exciting lead and conclusion, correct grammar conventions.
- Teacher asks for a few students to share their feedback for each letter of the acronym.
- Teacher reminds students to be specific when they give feedback—instead of saying, “this part was good,” they should explain what was good about that part.

Transition to Work Session:

Teacher asks students to go back and look at their sticky note feedback to see if they could make it more specific.

Give students an opportunity to work in pairs to continue to record feedback for the teacher model on sticky notes and share their feedback with each other. Pairs should write down 1-2 things to be shared with the class. Students can share additional feedback with the class.

Before moving to the work session, make sure to remind students of the learning expectation—writers use feedback to make their writing stronger.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:



- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Peer Feedback—Students can work with partners to give PQP feedback to each other. When finished giving feedback, students can begin using the feedback to revise their work and ask their peer feedback partner for assistance or clarification as they rewrite.

While students are working independently, the teacher will conference with students about their work and what they are learning.

#### Closing:

Students share what it was like to give and receive feedback. They can share a piece of feedback that was helpful to them.

Encourage students to share how they applied what they learned in the opening during the work session.

Remind students that tomorrow we will continue to revise and edit our work and think about how we want to publish our work.

#### Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts. Students can also share their writing with a family member and ask for feedback using the PQP method.

#### **Evidence of Student Success**

Students have shared a challenge or success of giving/receiving feedback.

Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.

When possible, students can share what they learned from the lesson using a Google Form.



### Student Learning Supports

- Provide students with a grammar conventions “cheat sheet” that they can use to help give their partner feedback or can use to edit their own work after receiving partner feedback.
- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Direct students back to Newsela articles to use as models for their writing.
- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other’s ideas for writing.
- Challenge students to think about what they want feedback on in their paper and ask their partner to give them that feedback.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer’s Notebook](#)
- [Writing for the Real World](#)
- Encourage students to share their drafts with you and give them feedback. Ask them to give you feedback on any writing you may do in your daily life.



## Sample English Language Arts Learning Plan

### Big Idea/Topic

Day 10: Publishing

### Standard Alignment

**ELAGSE5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELAGSE5L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Instructional Design

\*\*These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

#### Materials:

- Writer's Notebook
- Sticky Notes/Paper
- Peer feedback
- Pencils

#### Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we take our feedback and use it to revise and edit our work?
- Teacher models how to use student feedback from yesterday's PQP activity to revise and edit their model opinion writing.
- Teacher also models reading writing aloud to make sure it "makes sense" and to check for run-on sentences and sentence fragments. Teacher makes grammatical edits necessary to make the writing make sense.
- Teacher thinks aloud to reflect on the process of writing and what they learned from the process.

#### Transition to Work Session:

Teacher asks students to go back and look at the feedback they received from their peers yesterday. Students share with a partner how they plan to address the feedback.

Before moving to the work session, make sure to remind students of the learning expectation—writers incorporate feedback from other writers to improve their writing.

### Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Revising and Editing—Students should revise and edit their writing and publish their work.

While students are working independently, the teacher will conference with students about their work and what they are learning.

### Closing:

Students read aloud their published work to the class.

After all students have read aloud, ask students to reflect on the process of writing.

Students can consider the following questions:

1. What did I learn about myself as a writer during this process? What am I skilled at? What do I want to try to improve in my writing?
2. How do I use mentor texts to help me write? How could I use them more in the future?
3. What am I proud of in my writing?
4. How can I use this writing in the future? What might I write next?

### Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.



- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students.

### Evidence of Student Success

Students have shared a reflection on the process of writing and share their writing with the class.  
When possible, students can share what they learned from the lesson using a Google Form.

### Student Learning Supports

- Provide students with a grammar conventions "cheat sheet" that they can use to help give their partner feedback or can use to edit their own work after receiving partner feedback.
- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Direct students back to Newsela articles or other mentor texts to use as models for their writing.
- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to think about what they want feedback on in their paper and ask their partner to give them that feedback.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

### Engaging Families

- 5<sup>th</sup> grade resources for families can be found at the [Georgia Home Classroom](#).
- [How to Start a Writer's Notebook](#)
- [Writing for the Real World](#)
- Create a "publishing party" and invite your immediate family members to listen to your student read their opinion writing. Encourage your student to share their writing with the audience they are writing to.

