

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **3/9**

Class: **5th**

Opinion Essay: Analyze a Model

Workshop 4 Lesson 13

STANDARDS

CCSS.ELA-LITERACY: W.1.1, W.2.1, W.3.10, W.3.1A–D, W.3.4, W.4.1 A–D, W.4.10, W.4.4, W.5.1 A–D, W.5.10, W.5.4

HEADS UP

Using a model to identify key elements of an academic writing type helps students internalize expectations and successfully complete writing assignments. During this lesson, students will mark and evaluate elements of an opinion essay and then examine how to write a thesis statement.

Materials

ReaL Book pp. 202–203

[Workshop 4: Opinion Essay Rubric](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Writing an Opinion
- **Extend:** Opinion Essay
- **Language:** Skill Builder: Using Transition Words

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify and define the elements of an opinion essay.

Language Goal: Write an effective thesis statement that states a claim and previews reasons that support the claim.

Additional Goal

Language Goal: Discuss the elements of an opinion essay using academic vocabulary and complete sentences.

WHOLE GROUP

DO NOW!

LT: I will analyze an opinion essay.
SC: Mark elements of TREE

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(depend) Babies depend on their parents to _____.** (e.g., feed them; protect them from harm; care for them)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**


 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Does the West in the 1800s sound like a place where you'd like to live? Today we'll read an opinion essay by a writer who claims she would not have wanted to live there. Then you'll learn to write a thesis statement for your own opinion essay.*

 **Literacy Goal: Mark the elements of an opinion essay and tell why they are important.**

 **Language Goal: Write a thesis statement that states a claim and previews reasons that support a claim.**

ANALYZE A MODEL

Introduce the Model Essay

Introduce the writing type, prompt, and model.


- Echo-read the description of an opinion essay. *The purpose of an opinion essay is the same as an opinion paragraph. You want to state an opinion and support it with reasons and evidence. Your goal as a writer is to persuade, or convince, readers to agree with your opinion.*
- Read aloud the writing prompt to identify the topic. *We're going to read another student's essay to learn more about the key elements, or parts, of an opinion essay. Based on the writing prompt, what claim is the student going to make and support with evidence in this essay?* (whether or not she would want to live in the West of the 1800s)
- Remind students that they will respond to the same prompt. *If we examine how this student responded to the writing prompt, it will help us understand the kind of thinking and writing we need to do when we write our own opinion essays.*
- Use [Oral Cloze 1](#) to read aloud the model.


Adapt Procedures Revisit the descriptions of life in the West. Have students consider what life was like for the various people featured in the Workshop. Consider replaying the Anchor Video for students, or have them revisit their notes on page 178.

Review the Writing Strategy

Review the TREE strategy for writing an opinion. *What strategy can help you organize and write an opinion essay?* (TREE)

- Echo-read the description for each letter in TREE. Point out that the “T” is for Thesis Statement when writing an essay.
- Provide frames to review the elements of TREE.


 **The letter _____ in TREE stands for _____.** (e.g., T/thesis statement; R/reasons; E/evidence; E/ending)

 **This part of an opinion essay is important because _____.**

Mark and Evaluate Text Elements

Revisit the model essay to determine how the writer used TREE.

- Introduce the purpose of a thesis statement. *A thesis statement states the writer's claim about the topic of the essay. Let's look back at the introduction to find the thesis statement.*
- Reread the first paragraph of the model using [Oral Cloze 2](#).
- Guide partners to identify and share the thesis statement using the frame. *Which sentence in the introductory paragraph introduces the essay's topic and states the writer's claim?*

 **The writer's (thesis statement/claim) is _____.** (e.g., thesis statement/“I would not want to live in the American West of the 1800s because it was so challenging to get there and to send and receive messages from people back East”; claim/“I would not want to live in the American West of the 1800s”)

- Have students mark the thesis statement with a “T” in the margin.

- Continue to reread the model opinion essay and follow the same process to identify, mark, and discuss the remaining text elements

 (One/Another) reason that supports the writer’s claim is _____.

 (One/Another) piece of evidence that supports this reason is _____.

 In the ending, the writer restates that _____.

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify and define the elements of an opinion essay.

Observe Listen to students’ analyses of the model and determine whether they correctly identify and define the different elements of an opinion essay.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students identify the elements of an opinion essay but have difficulty articulating the elements’ purposes.

Review the purpose of the different elements of TREE. *Why do we include the evidence in an opinion essay?* (e.g., to support the reasons and claim)

Ask students to explain how they identified the text elements. *How do you know that this sentence is evidence?*


 I know this sentence is evidence because _____.

(e.g., it is evidence from a text that supports the writer’s reason that moving west was dangerous)

Not Yet Students do not identify or define the elements of an opinion essay.

Review the elements of the TREE strategy using the descriptions on page 202. Have partners use the frames to review TREE and quiz each other on the elements of an opinion essay.

 The letter _____ in TREE stands for _____.

 This part of an opinion essay is important because _____.

Have students return to the model essay and guide them to mark the correct elements.

On Track Students correctly identify and define the elements of an opinion essay.

WRITING FOCUS

Write a Thesis Statement


Define the elements of an effective thesis statement. *We know that an opinion essay begins with a thesis statement. What are the elements that make a strong thesis statement?*

- Read aloud the description of an effective thesis statement and have students underline “writer’s claim” and “preview reasons.”

Analyze a Thesis Statement

Guide students to identify the elements of a model thesis statement.

- Echo-read the opening paragraph of the model essay and guide students to underline the writer’s claim. *Remember, in an opinion essay, the thesis statement contains the writer’s claim. The claim tells the writer’s opinion or belief. The thesis statement also previews the supporting reasons the writer will give in her essay to explain why she is making this claim.*
- Review the purpose of reasons—to explain why a writer is making a claim. *Without a reason, an opinion essay would simply be a statement of an unsupported claim. Readers would have no reason to believe it.*
- Introduce transitions that signal a writer is providing a reason. *Writers may signal that they are previewing a reason using words such as because or since.*

 **Transitions: because, since, One reason is, The main reason is, My reason for**

- Have students circle the reasons in the model.

Anticipate Challenges Students may have trouble distinguishing the claim from the reasons in the thesis statement. Remind students that reasons should answer the question “Why?” After they reread the claim from the model, ask them why the writer believes her claim. Guide them back to the thesis statement to find the answer. These are the writer’s reasons.



Make Connections Connect the activity of analyzing a thesis statement to success as a critical reader and as an effective writer. *The skill you are developing of analyzing a thesis statement will help you as both a reader and as a writer. The next time you read or hear an opinion, you will find it easier to identify the person’s claim and reasons and determine whether or not you agree.*

Draft a Thesis Statement

Support students as they practice writing thesis statements.

- Read aloud Item 1 and model how to write a thesis statement. *First, I need to write “would” or “would not” to state my claim. Next, I see the transition because, so I’ll preview a reason that supports my claim in that part of the thesis.*
- Read aloud the frame for Item 2, and direct students to write a claim and preview a supporting reason.
- Guide students to share their completed thesis statements with the group.

Make It Relevant Point out that supporting claims or opinions with reasons is an important real-life skill. *Think about what you say when you're trying to convince someone to agree with you. You don't just give your opinion. You give reasons why you have that opinion—and why you think the other person should agree with you.*

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Write an effective thesis statement that states a claim and previews reasons that support the claim.</p> <p>Observe Review students' written responses and assess how well their thesis statements state a claim and preview reasons.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students can generate claims but have difficulty articulating reasons that support their claims.</p>	<p>Provide additional frames to give students practice writing a thesis statement.</p> <p> I think living in the West in the 1800s (would/would not) be enjoyable because _____.</p> <p>Guide students to choose “would” or “would not,” and then complete their thesis statements with reasons that support their claims.</p>
<p>Not Yet Students are not able to construct a complete thesis sentence using the frames in the task.</p>	<p>Focus on the elements of a thesis by offering this equation:</p> <p> Topic + Claim + Reasons = Thesis Statement</p> <p>Label these elements in Item 2 as you complete it as a class.</p>
<p>On Track Students are able write effective thesis statements that state a claim and preview reasons to support the claim.</p>	

WHOLE GROUP

WRAP UP

Reflect

Guide students to share their responses to the Wrap Up question with a partner.

 **What is one question you still have after our lesson today?**

 **One question I still have is _____.**