

	DAY 1 Opinion Essay Pre-Assessment
Common Core Objective(s)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Essential Question “Big Idea”	What is Opinion Writing?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	Intended Student Learning Outcomes: Students will participate in a cold-write of an opinion essay.
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizers • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols
Materials / Resources	<ul style="list-style-type: none"> • Writing Paper • iPads, if students are accustomed to writing essays in this way • MELD Diagnostic Screener
Instructional Strategies:	<p>Lesson Sequence:</p> <p>Whole Group: Opinion Essay Cold-Write</p> <p>Writing Prompt: Everyone has a favorite food. Think about something you like to eat more than anything else. Write an essay that tells what your favorite food is. Include reasons that explain why it is your favorite.</p> <ol style="list-style-type: none"> 1. Read the Writing Prompt aloud to students. 2. Ensure they understand what the task is asking them to do. 3. Use an appropriate Discussion Protocol to allow students to discuss their favorite foods, providing some reasons, with a partner. <ul style="list-style-type: none"> ○ Whole Group Option: Whip Around ○ Small Group Option: Think-Pair-Share <i>or</i> Give One, Get One <p>Independent Work:</p> <ol style="list-style-type: none"> 4. Provide paper for students to independently brainstorm/create a graphic organizer to plan their writing. 5. Inform students that they should complete their essays independently. 6. The cold write should be completed in one MELD class session. <p>Grammar Pre-Assessment</p> <p>MELD Diagnostic Tool: If you haven’t already done so, administer the MELD Diagnostic Tool to students in order to pre-assess the Language Rules that will need to be targeted during Grammar Mini-Lessons during this unit of study.</p> <ol style="list-style-type: none"> 7. Whole Group Option: Conduct a Dictation Lesson in which you read each sentence on the Diagnostic Tool to students aloud, and they have to write down what they hear. <ul style="list-style-type: none"> ○ Be sure to correctly enunciate the words in each sentence using natural, Standard English prosody and intonation.

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	<ul style="list-style-type: none"> ○ Inform students that you will only read each sentence twice. ○ You should review these yourself. They will provide you with insight into the spelling, capitalization, punctuation, and Home Language proficiencies of your students—guiding your instruction for the Grammar Mini-Lessons to take place during this unit of study. <p>Small Group Option: Conduct the MELD Diagnostic orally, one student at a time.</p>
Formative Assessment	Teachers will use students’ essays to assess students’ abilities and needs, using this information to guide their instruction throughout this unit of study.
Differentiation:	Teachers will use the results of the Pre-Assessment to determine the types of differentiation that will be required throughout this unit of study.

	DAY 2 Opinion vs. Arguable Claim
Common Core Objective(s)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Essential Question “Big Idea”	What is the difference between an opinion and an arguable claim?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	Intended Student Learning Outcomes: Students will understand how to make a claim and support it with reasons.
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizers • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ul style="list-style-type: none"> • Writing Paper • iPads, if students are accustomed to writing essays in this way • Supplemental Materials PowerPoint Day 2
Instructional Strategies:	<p>Opinion Writing Focus: Students will understand that a good claim is specific. It makes a focused argument (MTV’s popularity is waning because it no longer plays music videos) rather than a general one (MTV sucks).</p> <p>Notes for Teacher</p> <p>What are the differences? —An arguable claim is supported by evidence, which can be debated/challenged. Opinion is supported by more opinion (and ultimately you end up with something along the lines of “Well, just because, okay?”). —A claim can be substantiated with research, evidence, testimony, and academic reasoning. —Remember that not all claims are created equal, and though a claim may be arguable, the best claims are focused and specific</p> <p>Lesson Sequence: Whole Group: 1. Have students participate in appropriate Participation and Discussion</p>

Protocols to help them understand the difference between stating an opinion and making a claim.

Students should understand that an opinion is the way you think or feel about something.

2. Use an appropriate Discussion Protocol to allow students to discuss their opinions about their favorite foods, games, TV shows, etc. with a partner.
 - **Whole Group Option:** Whip Around
 - **Small Group Option:** Think-Pair-Share **or** Give One, Get One

When making a claim, the author states his or her opinion, and then provides evidence to support the claim in an attempt to persuade others to agree with the claim. The reasons given can include examples and information to support his reasons, perhaps from a text, his knowledge, or his life.

3. The class should construct one or more claims using the box and bullets graphic organizer.

1. State your claim. • "I think ..."

2. Tell your reader why your claim is true.

- "One reason I think ... is because ..."
- "Another reason I think ... is because ..."
- "The final reason I think ... is because ..."

Boxes and Bullets

Main Idea:
Supporting Details: <ul style="list-style-type: none"> • • •

4. **Opinion vs. Arguable Claim**

- Wrap up the lesson by presenting the class with the following opinions and claims.

Opinions:

- Twinkies are delicious.
- I like dance music.
- I think playing dodgeball is better than jumping rope.

Claims:

- Twinkies taste better than other snack cakes because of their texture, their creamy filling, and their golden appearance.
- Dance music has become popular because the clear, fast beats respond to the dancers' need to move quickly.
- Playing dodgeball is more fun than jumping rope because it involves more people, includes running and jumping, and forces you to think quickly

- Use an appropriate Participation Protocol to have students determine whether the sentence presented to the class represents an Opinion or a Claim.
- Encourage students to explain their thinking

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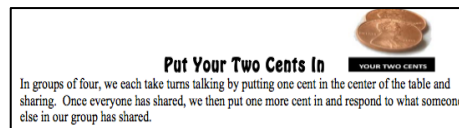
	<p>Grammar Mini-Lesson (10 – 15 minutes)</p> <p>Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lessons.</p> <ol style="list-style-type: none"> You can use the California Treasures' Writing and Grammar Intervention Guide's Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language You may find that you need to begin with Lesson 6: Subject-Verb Agreement
Formative Assessment	The Lesson Wrap Up

	DAY 3 Make a Claim and Support it with Reasons
Common Core Objective(s)	<p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
Essential Question "Big Idea"	How can I respectfully agree or disagree with someone's opinion about a claim that is different than my own?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will make a claim and support it with reasons.</p> <p>Students will follow agreed-upon rules for the Discussion Protocol "Put Your Two Cents In" as they respond to the other's claims and the reasons others provide in support of their claims.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<p>Use of Advanced Graphic Organizer</p> <p>Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols</p> <p>Academic Vocabulary Development</p>
Materials / Resources	<ol style="list-style-type: none"> Coins for use during Discussion Protocol iPads, if students are accustomed to writing essays in this way
Instructional Strategies:	<p>Opinion Writing Focus: Students will make a claim on a topic and support it with reasons.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <ol style="list-style-type: none"> Review what it means to make a claim as opposed to simply stating an opinion. You can refer back to the claim the class created whole-group in yesterday's lesson. <p>When making a claim, the author states his or her opinion, and then provides evidence to support the claim in an attempt to persuade others to agree with the claim.</p>

Small Group:

Teach “Put Your Two Cents In” Discussion Protocol:

3. Students will practice this new Discussion Protocol because it provides students with individual opportunities to state their ideas, but requires other participants to listen in to order to be able to respond to them.
 - Break students into groups of four to practice this Discussion Protocol.
 - Distribute fake coins, or any other kind of “Talking Chip” for students to use as they practice this Discussion Protocol.
 - First, practice using this protocol with generic topics that all students will have an opinion on such as: “What’s your favorite thing to do at recess?” “Where is your favorite place to go?” or “What’s your favorite thing to eat for breakfast?”
 - Students can be provided with Opinion sentence starters as they both share their own opinions and respond to those of others in their group.
 - Once students are comfortable using this protocol, inform them that they will use this protocol to practice: stating a claim, providing reasons with examples to support the claim and respectfully responding to other’s opinions as they state their claims.
 - Instruct students in groups to state a claim as their answer to a posed question.
 - This means they will have to state an opinion and provide a reason to support their opinion.



4. Pose the following question to the class using the picture provided:
“Food for thought: Would you try eating an insect that was prepared to be eaten?”



- Have students use the “Put Your Two Cents In” Discussion Protocol to discuss their ideas, using reasons to explain their thinking.
- You can switch the groups so that students can share their opinions with a different set of people.

Individual Activity:

5. Students should complete their own Box and Bullets graphic organizer to make a claim about the topic of being willing to try an insect that was prepared to be eaten.
6. The reasons given can include examples and information to support his reasons, perhaps from a text, his knowledge, or his life.

Claim: State your Opinion
Support your Opinion with Reasons
Reason 1
• Example to support this reason
• Example of information that can be used to support this reason
Reason 2
•
•
Reason 3
•
•
Restate your Opinion
•

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	<p>7. Encourage students to use complete sentences as they write.</p> <p>Grammar Mini-Lesson (10 – 15 minutes)</p> <p>7. You can use the California Treasures’ Writing and Grammar Intervention Guide’s Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language</p> <p>8. Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you’ll address during your grammar mini-lessons.</p>
Formative Assessment	Students’ individual graphic organizers. Use these sentences to determine the topic for tomorrow’s Grammar Mini-Lesson.
Differentiation	You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson

	DAY 4 Conduct a Close Read and Annotate Text
Common Core Objective(s)	<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
Essential Question “Big Idea”	<p>How do I conduct a Close Read of a text?</p> <p>How do I annotate text?</p>
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will learn how to conduct a Close Read of a piece of informational text..</p> <p>Students will learn how to use Post-Its and underlining to annotate informational text.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizer • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ul style="list-style-type: none"> • Copies of Mentor Texts for students to follow along with • Post-Its • Pens or highlighters if you prefer students use them to annotate text with • iPads, if students are accustomed to annotating text in this way
Instructional Strategies:	<p>Reading Comprehension Focus: Students will analyze an Opinion Writing Mentor text in order to understand how the main ideas and details presented in the text help them understand the opinion being presented by the author.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <p>1. Introduce the concept of Close Read to students in the way that you think they will understand.</p>

- Inform students that in today's lesson, they will focus on the quality of the reasons and examples they should use to support their claims when they begin to approach their own Opinion Writing.
- They will do this by analyzing Mentor text in the form of reasons and examples collected by a student just like them, modeling what their own notes should look like when collecting reasons and examples to support a claim.
- They will also practice collecting their own reasons and examples from a Mentor Text in the form of Opinion Writing.

close reading steps

1st Read:

- What is the main topic or idea being presented?
- What is the author's purpose in sharing these ideas?

2nd Read:

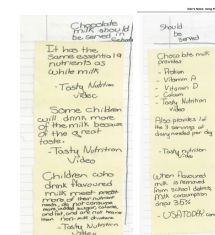
- How does the author feel about the topic or idea?
- What words or phrases does the author use to convey his or her point of view?

3rd Read:

- How does the author's point of view influence how the topic is described?

2. Conduct a Close Read of a student's notes collected from multiple sources to support her claim that chocolate milk is good for students.

- Inform students that these Post-It notes represent notes the student collected while reading different informational texts, and watching a video, about whether or not chocolate milk should be served in schools.
- Let students know that these kinds of notes represent the kinds of information, facts, and details they should be collecting and using to support their claims in opinion writing.
- Allow students to read the Post-It notes silently.
- Read each Post-it not aloud to students. The students should follow along with the teacher (silently).
- As you read each note written by the student, use appropriate Participation and Discussion Protocols to help the students understand:
 - What is this text telling us?
 - What are the main ideas being presented in the text?
 - Why did the author include these facts and/or details?
 - How do they support her claim that chocolate milk should be served in schools?
- Students may use the annotation device you each them (underlining highlighting, or writing on Post-Its) to find the answers to the questions posed during the close read.



Small Group Option:

- Students may work with a partner to use the annotation strategies learned whole class on one half of the student's notes provided.

Grammar Mini-Lesson (10 – 15 minutes)

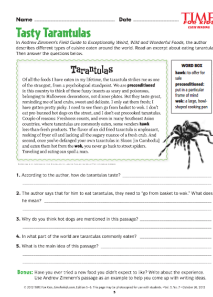
Proofreading

3. Use the Writing Samples collected at the close of yesterday's lesson to lift some sentences that can be used for a Proofreading Mini-Lesson.
4. Make sure that the sentences lifted from the students' writing all demonstrate similar capitalization, spelling, or punctuation errors.
5. Do not use examples of Home Language during a Proofreading lesson, those are to be used during a Revision lesson.

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Formative Assessment	Students' annotated work samples. They can be used to assess students' ability to identify the information requested in when a question was posed by the teacher.
Differentiation	You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson

	DAY 5 Conduct a Close Read and Annotate Text
Common Core Objective(s)	<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
Essential Question "Big Idea"	<p>How do I conduct a Close Read of a text?</p> <p>How do I annotate text?</p>
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will learn how to conduct a Close Read of a piece of informational text..</p> <p>Students will learn how to use Post-Its and underlining to annotate informational text.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizer • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ul style="list-style-type: none"> • Copies of Mentor Texts for students to follow along with • Post-Its • Pens or highlighters if you prefer students use them to annotate text with • iPads, if students are accustomed to annotating text in this way
Instructional Strategies:	<p>Reading Comprehension Focus: Students will analyze an Opinion Writing Mentor text in order to understand how the main ideas and details presented in the text help them understand the opinion being presented by the author.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <ol style="list-style-type: none"> Review the concept of Close Read and annotating text with to students. Inform students that in today's lesson, they will conduct a Close Read and annotate a an example of opinion writing (Mentor Text) related to a claim they had to consider a few days ago: <p>"Food for thought: Would you try eating an insect that was prepared to be eaten?"</p> Conduct a Close Read of "Tasty Tarantulas" with students. <ul style="list-style-type: none"> ○ Distribute a copy of article to students. ○ Distribute the materials they will use to annotate text: pens, highlighters, or Post-Its. ○ Teacher reads passage aloud to students. Students



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	<p>should follow along with teacher (silently). Stop to ask questions, using appropriate Participation and Discussion Protocols to ensure that students understand the text.</p> <ul style="list-style-type: none"> ○ The text contains comprehension questions that can be answered using the information contained in the text. ○ Pose each comprehension question to the class, and teach them an annotation strategy to use as they go back into the text to find the answer to each question. <ul style="list-style-type: none"> ▪ Pose each question to the class, and engage them in Academic Talk designed to help them determine which information in the text should be annotated in order to correctly answer the question. ▪ Students can be taught to highlight, underline, or write in the margins to answer the question posed to the class. ▪ This should be modeled whole group for the first three questions, and then students can work in partnerships to annotate the text to find the answers for the remaining questions. <p>Small Group:</p> <p>4. Students will work in partnerships, or small groups, to organize the notes taken during the whole group conversation into a Box and Bullets graphic organizer.</p> <ul style="list-style-type: none"> ○ Students should be prompted to ensure that they organize the notes collected during the whole group Close Read in a way that shows an understanding of the opinion the author conveyed in the text. <p>Grammar Mini-Lesson (10 – 15 minutes)</p> <p>Proofreading</p> <ul style="list-style-type: none"> 5. Use the Writing Samples collected at the close of yesterday’s lesson to lift some sentences that can be used for a Proofreading Mini-Lesson. 6. Make sure that the sentences lifted from the students’ writing all demonstrate similar capitalization, spelling, or punctuation errors. 7. Do not use examples of Home Language during a proofreading lesson, those are to be used during a Revision lesson
Formative Assessment	Students’ small group work samples. They can be used to assess students’ ability to organize the information collected during the Close Read to support a claim.
Differentiation	You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson



Claim: State your Opinion
Support your Opinion with Reasons
Reason 1:
• Example:
• Example:
Reason 2:
• Example:
• Example:
Reason 3:
• Example:
• Example:
Restate your Opinion
•

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