



Opinion of a Topic

Dear Parents,

This unit will focus on writing an opinion of a topic. When fifth graders tackle opinion writing, they'll employ engaging strategies to captivate their readers while clearly stating their opinions from the outset. Organizing information effectively, the students will support their opinions with well-articulated reasons and evidence, demonstrating an awareness of their audience's perspective. Using transition words, phrases, and clauses, they'll seamlessly connect their reasons, guiding the reader through their argument with ease. Finally, the class will conclude with a paragraph that restates their opinion, leaving a lasting impression and reinforcing their main point. Through this process, the students will not only refine their writing skills but also learn the importance of persuasive communication and audience awareness.

Ideas for Home Support

As your child practices writing an opinion paper at school you might consider practicing at home with the following ideas:

- Have your child conduct opinion polls among family members or friends on various topics. They can ask questions like "Which is better: reading or watching movies?" or "Should students have more or less homework?"
- Help your child write an opinion letter to the editorial section of the newspaper. Find a topic they care about and write a letter to the editor.
- Provide magazines, newspapers, and art supplies, and ask your child to create a collage that represents their opinion on a particular topic. Encourage them to include images, words, and phrases that reflect their thoughts and feelings.
- Divide the family into teams and hold a debate tournament where each team argues for or against different opinion statements. Assign a moderator to keep the discussion organized and fair.

Thank you for all your support!

Sincerely,

Opinion of a Topic Rubric 5th Grade

Genre Chart Opinion: Opinion of a Topic	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Uses an engaging introduction that states a clear opinion	Introduction uses a strategy that is creative and makes a clear opinion statement	Introduction uses an engaging strategy that makes a clear opinion statement	Attempts an engaging strategy in the introduction and an opinion statement but they are not clear	Introduction does not use an engagement strategy and has no clear opinion
Organizes information to support the opinion	All paragraphs are organized and purposeful to address and the opinion	Paragraphs are organized to support the opinion	Not all paragraphs support the opinion	Paragraphs are not organized well
Supports the opinion with reasons and evidence	Gives several well written reasons for the opinion	Gives more than one reason for the opinion	Reasons do not support the opinion	Does not give a reason for the opinion
Shows an awareness of the audience	Uses a formal voice and has a clearly written body paragraph that addresses a reader concern	Uses a formal voice and addresses a reader concern	Voice is mostly formal and reader concerns are partially addressed	The formal voice is not clear and not reader concern addressed
Uses transition words, phrases, and clauses to connect reasons	Transitions are creative and use words and phrases	Transitions use both words and phrases	Transitions are common and only one word	No transitions are used
Ends with paragraph that restates the opinion	Ends with a creative restatement of the opinion	Ends with a restatement of the opinion	Ends with a concluding sentence but it does not restate the opinion	Does not have an ending sentence
Correct conventions support the meaning	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that it is hard to read

Opinion Research Questions

1. Should parents be required to volunteer at school?
2. Should bottled water be banned?
3. Should skateboarding be banned in public areas?
4. Should schools start later in the morning?
5. Which is better, recess before or after lunch?
6. Should schools only serve organic foods?
7. Should students be able to use cell phones at school at any time?
8. Is homework beneficial or should it be abolished?
9. Is it important for students to learn a musical instrument?
10. Is it better for students to have a long summer break or more frequent, shorter breaks throughout the school year?

Opinion Point of View

Name: _____

Opinion Question: _____

	Point of View #1:	Point of View #2:
What do they think?		
Why do they think that?		

Opinion Point of View Model

Name: _____

Opinion Question: Should schools ban bagged lunches from home?

	Point of View #1: Bagged lunches should be banned	Point of View #2: Bagged lunches should not be banned
What do they think?	Students should eat healthy school food instead of bagged lunches filled with chips and soda.	Parents should be able to stay what their kids can and cannot eat.
Why do they think that?	Studies show that more students eat vegetables and drink milk when they eat school lunches. Some parents can't afford healthy lunches. Some parents don't know their kids are eating junk food at school.	Some kids don't like the food in the cafeteria and choose to eat nothing. Parents should be the ones to make the choice about what their kids eat. Kids who aren't on free or reduced lunch have to pay for a meal that they may or may not eat.

Opinion of a Topic Organizer Model

Name _____ Date _____

Opinion Statement: Students should go to bed at 8:00, so they get plenty of rest for school.

<p>Reason 1</p> <p>Students need to be well-rested so they can do their best at school.</p>	<p>Evidence:</p> <p>School is challenging. New things to learn. Can't think clearly when over tired</p> <p>Is it a strong reason? Yes - all parents have experience with how they feel and cannot think clearly when they are tired</p>
<p>Reason 2</p> <p>Students are active so they need rest to keep up with active play.</p>	<p>Evidence:</p> <p>They play at recess and PE. Need to have fun at recess.</p> <p>Is it a strong reason? Yes, people are not active when they are tired.</p>
<p>Reason 3 -</p> <p>Students can get up easier in the morning.</p>	<p>Evidence:</p> <p>It helps make the morning calmer at home. No rushing. Time to organize</p> <p>Is it a strong reason? Yes, parents like it when kids take care of their own needs. And they do not have to argue to get the kids out of bed.</p>
<p>Restate the opinion:</p> <p>Students should go to bed by 8:00 to be rested for school.</p>	

Opinion of a Topic Organizer

Name _____ Date _____

Opinion Statement: _____

Reason 1	Evidence:
	Is it a strong reason?
Reason 2	Evidence:
	Is it a strong reason?
Reason 3	Evidence:
	Is it a strong reason?
Restate the opinion:	

Website Evaluation

Name: _____ Date: _____

Website #1: _____ Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? Can you easily move from page to page? _____

Are there any broken links? Are there mistakes in spelling or word usage? _____

Do you think this site is suitable for research? Why? or Why not? _____

Teacher Crash Course on the Web

URL

The URL lets the reader know the producer of the site and its purpose. Here is a list of the most common URLs and their affiliations.

.gov	Government agency
.net	Internet Service Provider
.com	Commercial site
.edu	Higher education
.mil	Military site
.org	Organization; may be charitable, religious or a lobbying group

Purpose of the Site

Helping students identify the purpose of the website allows them the opportunity to think critically about the information they are receiving. If a Website's main objective is to persuade (whether an advertisement or a cause) then students should approach the information with the understanding that there may be little objectivity and the information could be one sided.

Authority and Credibility

Identifying the author and their credentials is necessary. If a website does not identify an author and provides no way to contact someone, the information on the site is questionable. Another red flag is a website that has not been updated in years.

Objectivity

Identifying the objectivity of authors is important. It will affect how students think about and understand the information they are reading. A good example of contrasting opinions is political sites. Understanding who runs the site will determine the political leaning of the site.

Design and Content

The design and content can be a telling sign that the website is not fully reliable. If the site has spelling errors, low-quality pictures, broken links, or takes an extremely long time to load, it is a good indicator of questionable information.

Opinion of a Topic Organizer Model
Earrings, by Judith Voist

Name _____ Date _____

Opinion Statement: _____

Reason 1	Evidence: Is it a strong reason?
Reason 2	Evidence: Is it a strong reason?
Reason 3	Evidence: Is it a strong reason?
Restate the opinion:	

Opinion of a Topic Organizer Model

Earrings, by Judith Voist

Name _____ Date _____

Opinion Statement: I want them. I need them. I love them. I've got to have them. My mom and my dad won't let me have them. Earrings! Beautiful earrings for pierced ears.

<p>Reason 1</p> <p>Most women have them.</p>	<p>Evidence:</p> <p>Most women do have earrings.</p> <p>Is it a strong reason? Maybe. They might say that she can wait until she is older.</p>
<p>Reason 2</p> <p>She is the only girl she knows that doesn't have her ears pierced.</p>	<p>Evidence:</p> <p>Many younger girls do get their ears pierced and some even have them pierced as a baby.</p> <p>Is it a strong reason? No. Parents rarely fall for the "but all my friends are doing it argument".</p>
<p>Reason 3</p> <p>If she had earrings she would do more chores.</p>	<p>Evidence:</p> <p>There is no real connection between earrings and chores, but if she is trustworthy they may trust her word</p> <p>Is it a strong reason? Yes. If she shows she is responsible, maybe they will let her get earrings.</p>
<p>Restate the opinion: I cross-my-heart promise that they'll never hear it again, the minute they decide I'm old enough for earrings, beautiful earrings.</p>	

Engaging Introductions Model

Shocking Statement

No chips or soda allowed! Some schools have passed rules that ban students from bringing their own lunches because school lunches are healthier. But not all parents agree. Bagged lunches should not be banned from schools; parents should be able to decide what is good for their kids and shouldn't have to pay for food their child may or may not eat.

List

Soda? No. Chips? No. Choice? No. Some schools have passed rules that ban students from bringing their own lunches because school lunches are healthier. But not all parents agree. Bagged lunches should not be banned from schools; parents should be able to decide what is good for their kids and shouldn't have to pay for food their child may or may not eat.

Quote

"We should bring our own lunch!" chant students from Little Village Academy in Chicago (Eng and Hood). Some schools have passed rules that ban students from bringing their own lunches because school lunches are healthier. But not all parents agree. Bagged lunches should not be banned from schools; parents should be able to decide what is good for their kids and shouldn't have to pay for food their child may or may not eat.

Annotations

Engaging Strategy is in bolded red

Facts are in green

Opinion statement is in red

Opinion of a Topic Model

"We should bring our own lunch!" chant students from Little Village Academy in Chicago (Eng and Hood). Some schools have passed rules that ban students from bringing their own lunches because school lunches are healthier. But not all parents agree. Bagged lunches should not be banned from schools, parents should be able to decide what is good for their kids and shouldn't have to pay for food their child may or may not eat.

First of all, parents should be the ones to decide what their kids eat. Parents are responsible for their kids. So, parents should be the ones who decide what a child eats for lunch. Justin Wilson, a researcher for consumer freedom says "This is such a fundamental infringement on parental responsibility" ("A Chicago School's 'Nanny State'"). In other words, it is a parent's responsibility to ensure their kids have healthy food. Parents also know what their kids like to eat.

If bagged lunches are banned, then everyone must incur the cost and eat school food or go hungry. Some kids are really picky and refuse to eat certain foods. One parent, Erika Martinez, agrees. She said, "Some of the kids don't like the food at our school...it would be a good idea if they could bring their lunch so they could at least eat something" (Eng and Hood). Some parents have to pay up to \$4.25 per day for a lunch that their child won't eat. And then the student goes hungry. It would be better for students to eat something, even if it isn't the healthiest choice. Otherwise they will be hungry all day.

Some might argue that some parents don't have enough money for healthy lunches. And some parents don't pay enough attention to what their kids eat. A good compromise might be to allow students to bring their own lunch but ban sodas, cookies, or candy while at school. This way students can still bring food they like, and schools can make sure kids aren't getting excessive sugar during school hours. Additionally, parents who need assistance can get healthy meals for their kids through free or reduced lunches.

In conclusion, bagged lunches should not be banned. Parents and students should have the choice about what foods they eat and what foods they don't eat. Families shouldn't have to pay for meals their children won't eat. The best schools can do is educate both parents and students about healthy food choices and hope they listen.

Cited Works

Eng, Monica, and Joel Hood. "Chicago School Bans Some Lunches Brought from home."

Chicago Tribune. Chicago Tribune News, 11 Apr. 2011. Web 05 July 2013.

Staff, Week. "A Chicago School's 'Nanny State' Ban on Bagged Lunches - The Week." The Week

Magazine, n.d. Web. 05 July 2013

Opinion of a Topic Model Annotated

"We should bring our own lunch!" chant students from Little Village Academy in **Chicago (Eng and Hood)**. Some schools have passed rules that ban students from bringing their own lunches because school lunches are healthier. But not all parents agree. **Bagged lunches should not be banned from schools, parents should be able to decide what is good for their kids and shouldn't have to pay for food their child may or may not eat.**

First of all, parents should be the ones to decide what their kids eat. **Parents are responsible for their kids**. So, parents should be the ones that decide what a child eats for lunch. ***Justin Wilson**, a researcher for consumer freedom says **"This is such a fundamental infringement on parental responsibility"** ("A Chicago School's 'Nanny State'"). **In other words**, it is a **parent's responsibility to ensure their kids have healthy food**. Parents also know what their kids like to eat.

If bagged lunches are banned, then **everyone must incur the cost** and eat school food or go hungry. Some kids are really **picky and refuse to eat certain foods**. One parent, Erika Martinez, agrees. She said, **"Some of the kids don't like the food at our school...it would be a good idea if they could bring their lunch so they could at least eat something"** (Eng and Hood). Some parents have to pay up to \$4.25 per day for a lunch that their child won't eat. And then the student goes hungry. It would be better for students to eat something, even if it isn't the healthiest choice. Otherwise they will be hungry all day.

Some might argue that some parents don't have enough money for healthy lunches. And some parents don't pay enough attention to what their kids eat. **A good compromise might be to allow students to bring their own lunch but ban *sodas, cookies, or candy while at school**. This way students can still bring food they like, and schools can make sure kids aren't getting excessive sugar during school hours. **Additionally**, parents who need assistance can get healthy meals for their kids through free or reduced lunches.

In conclusion, bagged lunches should not be banned. Parents and students should have the choice about what foods they eat and what foods they don't eat. Families shouldn't have to pay for meals their children won't eat. The best schools can do is educate both parents and students about healthy food choices and hope they listen.

Annotations

Engaging strategy with the clear opinion is in red and underlined

Reasons and evidence for the opinion are in green

Audience awareness is in purple

Transition words and phrases are in orange

Restatement of the opinion is in red

Convention edits are in black

***Edits related to the Writing Warm-Up are in black with an asterisk**

Formal vs Informal Voice

Hey guys, have you ever thought about how awesome it is to bring your own lunch to school? I mean, who doesn't love having their favorite sandwich or snack from home? Some schools are talking about banning bagged lunches and only letting us eat what they serve in the cafeteria. But seriously, that's not cool! Bringing our own lunches from home gives us a choice, and it's way more fun to eat something we like. Plus, some of us have special diets or food allergies, and bringing our own lunch helps us stay safe and healthy. Let's keep the freedom to pack our own lunches and enjoy our favorite foods at school!

It is important to consider the significant implications of prohibiting bagged lunches within schools. Such a decision would greatly limit the autonomy of students and their families in selecting and preparing meals according to their preferences and dietary needs. By maintaining the option for students to bring their lunches from home, schools uphold principles of choice, diversity, and individualized nutrition. Additionally, this practice fosters a sense of responsibility and independence among students as they learn to make informed decisions about their dietary habits. It also ensures that students with specific dietary requirements or food allergies can safely consume meals that align with their health needs. Therefore, preserving the allowance for bagged lunches is essential in promoting a supportive and inclusive environment for all students.

Name _____ Date _____

Formal vs Informal Voice Practice

Read each sentence and indicate if it's formal or informal. Note keywords that helped you decide.

Sentence	Formal or Informal	Key words
1. Implementing a policy that restricts students from bringing homemade meals to school poses significant implications for dietary autonomy and nutritional diversity.		
2. So, the school's thinking of banning homemade lunches, which is kinda crazy if you ask me.		
3. The decision to disallow bagged lunches warrants careful consideration of the varied dietary requirements and preferences among students.		
4. Let's be real here - bringing your own lunch from home is way better than being stuck with mystery meat sandwiches from the cafeteria every day!		
5. Like, seriously, who wants to eat cafeteria food every single day? Not me, that's for sure!		
6. Preserving the option for students to bring bagged lunches contributes to fostering a conducive and inclusive educational environment.		

Clause Resource Page

The following are descriptions and examples of ways clauses are used as transitions in sentences. Underline the clause in each example.

1. **On the other hand:** This transitional clause is used to introduce a contrasting idea or perspective.

- "I enjoy playing basketball; on the other hand, my brother prefers soccer."

2. **In addition:** This transitional clause is used to add more information or another point related to the previous one.

- "I finished my homework early; in addition, I cleaned my room."

3. **However:** This transitional clause is used to introduce a contrasting idea or to indicate a shift in the argument.

- "I wanted to go to the park; however, it started raining, so we stayed indoors."

4. **Furthermore:** This transitional clause is used to add more information or evidence to support the previous point.

- "She loves to paint; furthermore, she is taking art classes to improve her skills."

5. **For example:** This transitional clause is used to introduce an example that supports or elaborates on the previous point.

- "I love to read; for example, I recently finished a thrilling adventure story."

Creating Citations

Documenting your sources means giving credit to the people or places where you found information

How to Cite a Source in a Paragraph

1. If there is one author, use the authors last name and page number where the quote was found.
 - a. (Lee 128)
2. If there are two or three authors, place all the author's last names in the parentheses with the page number.
 - a. (Robbins, Hale and Hawn 77)
3. If there is no author identified, substitute the title in its place.
 - a. ("A Chicago School's Nanny State")

How to Cite a Source at the End of a Paper (MLA format)

Print Sources (books, magazines etc.)

Last name, first name. "Title of Article." *Book Title*. Editor. Edition. Volume. Place of publication: Publisher, Date. Type of publication

Lee, Harper. *To Kill a Mockingbird*. Philadelphia: Lippincott, 1960 Print.

Websites

Last name, first name. "Title of Article." *Web Site*. Editor. Site Publisher or N>p., Date of Publication or n.d. Medium of publication. Date of access. <URL>

Sutton, Betty, et al. "1800-1810." *19th Century Cultural History*. Lone Star College-Kingwood Library, 2003. Web 28 July 2013 <<http://www.lscklibrary.edu/century>>

Revision: Opinion of a Topic

5th Grade

Name _____ Date _____

Peer #1 _____ Peer #2 _____

Peer 1	Peer 2	Genre Chart
		Uses an engaging introduction that states a clear opinion Suggestions:
		Organizes information to support the opinion Suggestions:
		Supports the opinion with reasons and evidence Suggestions:
		Shows an awareness of the audience Suggestions:
		Uses transition words, phrases, and clauses to connect reasons Suggestions:
		Ends with a paragraph that restates the opinion Suggestions:

Peer #1 Rubric Score _____

Peer #2 Rubric Score _____

Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1	Peer 2	
_____	_____	1. Paper includes name, date, and title
_____	_____	2. Correct punctuation in each sentence
_____	_____	3. Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4. Correct spelling, including No Excuse Words
_____	_____	5. Paragraph is indented
_____	_____	6. Citation are appropriately punctuated
_____	_____	7. _____

(Grammar focus for the class)



Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1	Peer 2	
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_____	_____	2. Correct punctuation in each sentence
_____	_____	3. Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4. Correct spelling, including No Excuse Words
_____	_____	5. Paragraph is indented
_____	_____	6. Citations are appropriately punctuated
_____	_____	7. _____

(Grammar focus for the class)