

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p><u>Questions to Focus Learning</u></p> <p>How does a logical argument help support a point of view? Writers use persuasive techniques and logical arguments to support their point of view.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know a written opinion piece expresses a point of view supported by reasons and information. I know reasons are logical arguments drawn from facts that support the author's opinion. I know authors write opinion pieces express a specific point of view and show why that point of view is valid. I know there are opposing views to any argument.</p> <p><i>Reasoning Targets</i></p> <p>I can determine relevant reasons and information to support my point of view. I can group reasons and information together in a logical way. I can identify possible opposing point of view to my argument.</p> <p><i>Product Targets</i></p> <p>I can compose a written opinion using reason and evidence to strengthen my point of view.</p> <p><u>Vocabulary</u></p> <p>argument judgment opinion perspective persuasive techniques point of view reasons</p>

Teacher Tips

[Performance Task](#) - This packet contains two units designed to support students' journeys towards proficiency in reading and analyzing nonfiction texts, integrating information across multiple texts, and writing argument essays based on their research. The task included asks each student to read and watch several nonfiction texts that give information about an issue and to take a side on that issue in the form of an argument essay, drawing on the provided texts for support.

[ELA - Language and Writing Crosswalk - Fifth Grade](#) - Document that depicts the possible connections between the Common Core Writing Standards and the Common Core Language Standards.

[Prompt](#) - Opinion writing prompt (Chores)

[Annotated Writing Samples](#) - Opinion writing prompt (Chores)

[Prompt](#) - Opinion writing prompt (Fundraiser)

[Annotated Writing Samples](#) - Opinion writing prompt (Fundraiser)

In the book entitled [Places I Never Meant To Be: Original Stories By Censored Writers](#) Judy Blume asked prominent authors whose writing has been censored or challenged to contribute an original story to a collection that will benefit the National Coalition Against Censorship. The response was overwhelming and the results are simply extraordinary. The main characters of these stories find themselves in places they never meant to be: trapped in a basement with a vengeful cheerleader; transfixed by a fire that may have been lit by a teenager; terrified on the baseball field by a sadistic coach.

The suggestion is to read an essay and review it to write an opinion piece on the topic or text.

[Censorship: A Personal View](#) by Judy Blume relates the author's view on how censorship has personally affected her and why she is involved in the organization National Coalition Against Censorship. She begins with her childhood when she was first exposed to censorship and continues with her career as an author who has experienced censorship in her writing as well as had many of her books banned from libraries. She includes her views on how censorship affects the materials we read and why groups battle over it. She concludes her essay with information on what readers can do to become involved in the fight against censorship.

Vertical Progression

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.5.1](#)