

4th-5th
GRADE

UPPER ELEMENTARY

OPINION WRITING UNIT

FIFTH-GRADE OPINION WRITING STANDARDS

REASONS AND INFORMATION

OPINIONS AND REASONS

W.5.1
Write of view

FOURTH-GRADE OPINION WRITING STANDARDS

WRITING ST

OPINION WRITING ROUGH DRAFT

COLLECTING, RANKING,

INFORM

SESSION ONE: INTRODUCTION TO OPINION WRITING

SESSION THREE: COLLECTING, SORTING, AND RANKING REASONS AND INFORMATION

FOURTH GRADE

FIFTH GRADE

CREATING A THESIS STATEMENT

WHAT IS A THESIS STATEMENT?

- A one-sentence claim you are making about a topic or text. Usually the last sentence of your introduction.
- It tells the reader what your essay will be about and directs them to your main reasons.
- It tells your opinion on the topic and what you're going to prove in the essay.
- It describes ways in which you will support and develop your claim.

GOOD EXAMPLES

- The four-day school week is beneficial for students, families, and schools because it saves schools money, students and teachers get to spend more time with their families, and it highlights the fact that the purpose of school isn't just about student achievement.

NOT SO GOOD EXAMPLES

- TOO GENERAL OR BROAD:** Four-day school weeks are good.
- ASKING A QUESTION:** Should all schools convert to a four-day week?
- Cliche:** Time wasted with family isn't wasted time at all.
- ANNOUNCEMENT:** "In this paper I will..."

QUESTIONS TO ANSWER TO DEVELOP A THESIS STATEMENT:

- What is your topic or text?
- What is your stance or claim?
- What is your rationale for this stance?
- What counterclaim or opposing view will you acknowledge to justify your stance?

THESIS FORMULA:

Topic + claim + because, <reason 1> + <reason 2> + <reason 3>.
EXAMPLE: College students should be encouraged to pursue a degree in science because it's a growing field, there are many job options, and the salaries are high.

THESIS FORMULA WITH COUNTERCLAIM:

Counterclaim + counterclaim + topic + claim + because, <reason 1> + <reason 2> + <reason 3>.

Some people think that any bachelor's degree is beneficial to college students should be encouraged to pursue a degree in science because it's a growing field, there are many job options, and the salaries are high.

HOW TO DEBATE EFFECTIVELY

BEFORE THE DEBATE: PREPARING YOUR IDEAS

KNOW YOUR OPINION	CHOOSE YOUR STRONGEST REASONS	MATCH YOUR REASONS WITH INFORMATION	REVIEW YOUR NOTES
Be clear about what you believe. You should be able to say your opinion in one sentence.	Pick the reasons that best support your opinion. You do not need to use every reason you wrote down.	Facts Details from the article Examples or explanations	Highlight or star your best evidence. Be ready to explain why it supports your opinion.

DURING THE DEBATE: SPEAKING EFFECTIVELY

START CLEARLY	GIVE A REASON	SUPPORT YOUR REASON WITH INFORMATION	SUPPORT YOUR REASON WITH INFORMATION
<ul style="list-style-type: none"> Begin with your opinion. Example: "I believe because..." 	<ul style="list-style-type: none"> Explain one reason at a time. Don't rush—clarity matters more than speed. 	<ul style="list-style-type: none"> Use facts, details, or examples from the text. Explain how the information proves your point. 	<ul style="list-style-type: none"> Listen carefully to what they say. You may agree, disagree, or add a different idea. Stay respectful and focused on the topic.

DURING THE DEBATE: LISTENING EFFECTIVELY AND RESPONDING

LISTENING EFFECTIVELY	PREPARING A RESPONSE	WRAPPING UP YOUR THINKING
<ul style="list-style-type: none"> Look at the speaker. Do not interrupt. Take notes on strong ideas you hear. Think about how you might respond. 	<ul style="list-style-type: none"> Look back at your notes or the article. Find: <ul style="list-style-type: none"> Stronger evidence A clearer explanation A response to your partner's idea Decide what you want to say next. 	<ul style="list-style-type: none"> A strong closing should: <ul style="list-style-type: none"> Restate your opinion. Summarize your main reasons. Leave your listener with a final thought.



DEBATE EXPECTATIONS

WHAT GOOD DEBATERS DO

- Listen respectfully
- Use evidence, not just opinions
- Speak clearly and stay on topic
- Respond to ideas, not people
- Stay calm and respectful
- Be open to hearing different viewpoints

REMEMBER

- Debating is not about winning. It's about:
 - Thinking clearly
 - Explaining your ideas
 - Using reasons and information
 - Preparing to become a stronger writer

HOW TO CRAFT AN OPINION ESSAY

SELECT A TOPIC

Make sure your topic is neither too broad, nor too limited. When taking a position with an opinion, while not always possible or necessary, being passionate about the topic will help.

TAKE A POSITION

What opinion do you want to make known? Why do you hold this opinion? Try to articulate your thoughts and reasoning clearly before you begin writing.

CREATE A THESIS STATEMENT OR CENTRAL CLAIM

Your thesis must be an opinion that states your reasons for your belief. It is your "main claim" that you will prove with supporting reasons and information. It should be an opinion that people could disagree with and argue with.

USE LOGICAL REASONS + LINKING WORDS

Your logical reasons can be thought of as the main points supporting your opinion and will make up your essay's body paragraphs. Often, your reasons are the answer to the question "Why do you think that?" An easy way to see them as "because" phrases. You must use linking words like *therefore*, *consequently*, and *specifically*.

USE CLEAR AND CONVINCING

Strong opinions consist of clear information. Good information is found in various sources.

FINISH WITH A STRONG

You must provide a conclusion related to your opinion to wrap up your opinion.

PRINT AND
DIGITAL



AN UPPER ELEMENTARY

DEBATE AND OPINION WRITING UNIT

This flexible unit gives students the tools they need to craft clear, well-supported opinion essays—moving beyond simple “I think” responses into arguments with structure, reasoning, and evidence. With step-by-step modeling, scaffolded writing lessons, and mentor text examples, students learn how to form strong opinions, develop logical reasons, and support their thinking with relevant information. Whether you’re introducing opinion writing, revisiting it mid-year, or preparing students for polished final drafts, this unit meets them where they are and pushes their thinking and writing further.

- ✓ **16 step-by-step teacher lesson plans**
- ✓ **16 teacher PDF and Google Slides presentations** (opinions vs. facts, writing thesis statements, collecting and ranking evidence, debate and discussion, body paragraphs, linking words, counterarguments, conclusions, revising, and more)
- ✓ **Fully scaffolded writing practice** with modeled examples
- ✓ **Mentor text studies, graphic organizers, and interactive notebook pages**
- ✓ **Built-in opinion reference booklet** for student use
- ✓ **Rubrics, checklists, and writing conference tools** for self-, peer-, and teacher feedback
- ✓ **Teacher answer keys, sample passages, and flexible pacing guides**
- ✓ **100% digital and print** student notebooks and teaching slides

PRINT AND
DIGITAL



ELEMENTARY OPINION WRITING UNIT

This **Opinion Writing Unit** gives students the scaffolds, models, and strategies they need to move beyond simple “I think” responses into clear, well-supported opinion essays. Through engaging lessons, mentor text studies, and structured writing practice, students learn how to form strong opinions, develop logical reasons, and support their thinking with relevant evidence. With step-by-step guidance, they’ll gain confidence as writers who can explain their ideas clearly, respond to opposing viewpoints, and write with purpose.

★ Here’s what they’ll learn:

- **Opinion Structure:** Understand the purpose and structure of an opinion essay
- **Stating a Clear Opinion (Thesis):** Write focused opinion statements that introduce a topic and position
- **Developing Strong Reasons:** Generate logical reasons that support a central claim
- **Using Evidence:** Support opinions with facts, examples, and details from texts
- **Linking Words & Transitions:** Connect opinions and reasons clearly for coherence
- **Counterarguments:** Acknowledge opposing viewpoints and clarify thinking
- **Body Paragraphs:** Organize writing so each paragraph supports one main reason
- **Strong Conclusions:** Restate opinions and synthesize key reasons
- **Revising & Editing:** Strengthen ideas through revision and polish conventions
- **Publishing:** Prepare polished final drafts for authentic sharing

📖 Why this works:

This unit transforms opinion writing into a clear, approachable thinking process. Students don’t just answer a question—they learn how to take a position, organize their ideas, and support their thinking with evidence. Reluctant writers gain the confidence to explain what they believe and why, while advanced writers strengthen their reasoning through structured revision, debate, and reflection.

💡 Perfect for:

- Teachers who want a step-by-step opinion writing sequence that's ready to use.
- Students who need structured guidance for turning thoughts into organized arguments.
- Any upper elementary ELA class working on opinion, argument, or persuasive writing..

TEACHERS LIKE YOU HAVE SAID...



"I absolutely love every resource I buy from Martina. The layout is easy to follow, it correlates with her other resources, and **has everything you need in it. The standards are aligned with every lesson, suggested responses are included, clear procedures, learning objectives, and so much more.**" – Julie N.



"This is an amazing resource and is well worth the price. It is so robust. I started with the text structures and objective summaries lessons, and students were very engaged." – Jill P.



"SUCH a valuable resource! There's so much here, and it's all appropriate for my state's learning targets. **Many of my students wrote really impressive narratives, thanks to the help of this resource!**" –Amy G.



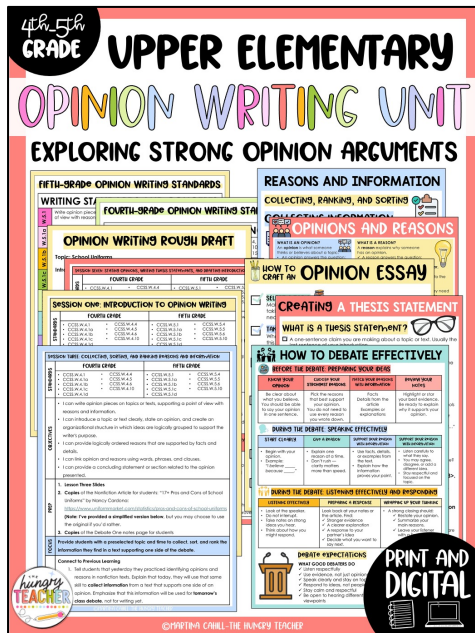
"This resource has made teaching narrative writing to my middle schoolers a breeze! **I love how each day is laid out and set up so students learn a little bit about narrative writing and build their own narratives step-by-step.** I made a couple of changes to some of the mentor text examples, as I am using this in conjunction with literature circle novels, and I wanted it to match what my students are currently reading. Overall, I have felt so organized using this, and most importantly, my students have been engaged!" –Samantha S.



"This was one of the first products of yours that I have purchased, and I'm SO beyond glad that I did. **I love everything about it-- ESPECIALLY how you've included the lesson plans, and examples of completed work. I've never been more pleased with a TPT purchase in my life. Thank you!**"
– Insightfully Designed Academics

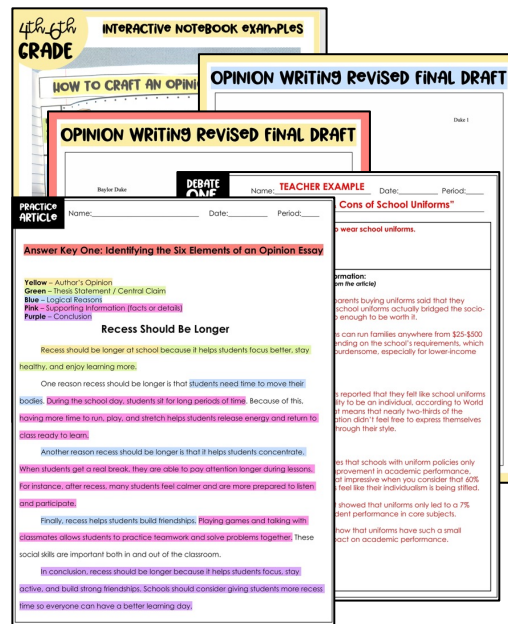


"I love these units! **They are so easy to use in the classroom and making planning and teaching an absolute breeze.**"
— Carley L.



NARRATIVE WRITING UNIT

Includes lesson plans, interactive notebook lessons, lesson materials, full size reference materials, and graphic organizers.

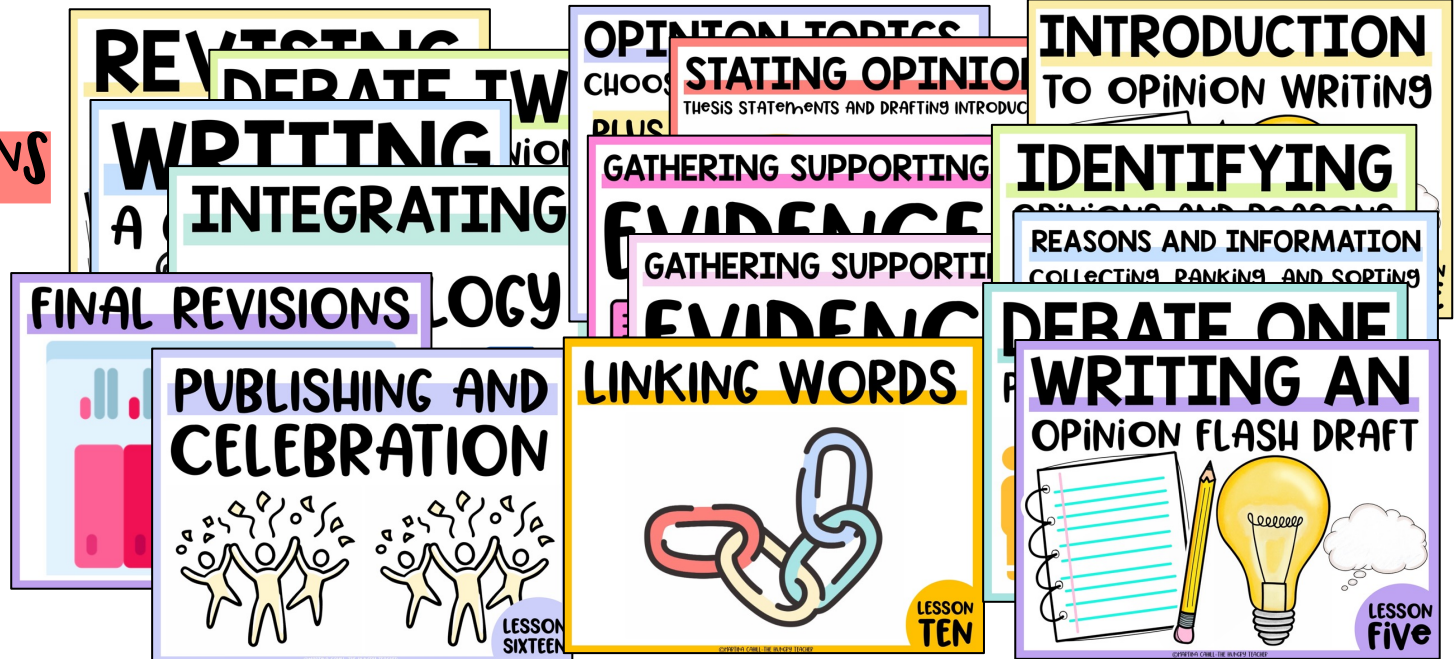


TEACHER KEYS, EXAMPLES, AND GUIDES

The teacher examples have all notes, outlines, drafts, examples, and essays. All of these are in the lesson plans and in the slides to display to students as well.

LESSON PRESENTATIONS

PDF + Google Slides lesson presentations for every lesson to display for students while taking notes or learning opinion writing skills.



WEEK THREE AND FOUR			
DAY	LESSONS	OTHER RESOURCES	ZIP FILE TITLE
11	Reviewing Rough Drafts	1. Lesson Eleven Slides 2. Return Student Thesis Statement as well as their Body Paragraphs	
12	LESSONS	OTHER RESOURCES	ZIP FILE TITLE
13	1. Introduction to Opinion Writing	1. Lesson One Slides 2. Copies of the interactive notes on how to craft an opinion 3. Copies of the flow to craft an opinion 4. Copies of the example opinion	
14	2. Options and Reasons	1. Lesson Two Slides 2. Copies of the interactive notes on how to craft an opinion 3. Copies of the flow to craft an opinion 4. Copies of the example opinion	
15	3. Collecting, Sorting, and Ranking Relevant and Information	1. Lesson Three Slides 2. Copies of the interactive notes on how to craft an opinion 3. Copies of the flow to craft an opinion 4. Copies of the example opinion	
16	4. Debate: Reasoning Options	1. Lesson Four Slides 2. Copies of the interactive notes on how to craft an opinion 3. Copies of the flow to craft an opinion 4. Copies of the example opinion	
	5. Final Draft One	1. Lesson Five Slides 2. Copies of the interactive notes on how to craft an opinion 3. Copies of the flow to craft an opinion 4. Copies of the example opinion	

OPINION WRITING UNIT											
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
Introduction to Opinion Writing	Options and Reasons	Collecting, Sorting, and Ranking Relevant and Information	Debate: Presenting Options	Flash Draft One		Writing Thesis Statement and Drafting Introductions	Gathering Supporting Evidence	Drafting Opinion Paragraphs	Using Linking Words	Final Revisions	
DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	DAY 18	DAY 19	DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
Revising First Drafts	Second Debate: Switching Sides	Writing Conclusions	Integrating Technology	Final Revisions							
DAY 25	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30	DAY 31	DAY 32	DAY 33	DAY 34	DAY 35	DAY 36
Publishing Final Drafts	Writing Celebration										

PACING GUIDES

Breaks down the daily lesson plans, prep you'll need to do, materials or articles you will need, and reading and writing standards.

STUDENT REFERENCE PAGES

DIGITAL RESOURCES

INDIVIDUAL STUDENT CHECKLIST			
DATE	SCORE	NOTES	GRADE
1	2	3	4
5	4	3	2
6	4	3	2
7	4	3	2
8	4	3	2
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99	4	3	2
100	4	3	2

EDITABLE RESPONSE RUBRICS

Editable and differentiated opinion writing rubrics.

PRINT AND DIGITAL

16 LESSON PLANS

FOURTH-GRADE OPINION WRITING STANDARDS

FIFTH-GRADE OPINION WRITING STANDARDS

WRITING STANDARDS AND CONCEPTS

PRINTFRIENDLY CHROME EXTENSION:

This argumentative unit links to a variety of articles online. If students are not accessing the articles online, you will likely want to print them.

OPINION WRITING TIPS

While I never want to reduce writing instruction to "teaching the test," I do believe it's important to give students authentic practice with opinion writing tasks that reflect what they may encounter on standardized assessments. When students understand the structure and expectations of opinion prompts, they not only feel more confident on test day but also become clearer, more intentional writers in everyday classroom writing.

NOTE TO TEACHER

This unit is designed to help upper elementary ELA students (grades 4-5) learn how to write clear, organized, and well-supported opinion essays. While Common Core and state standards require students to write opinion pieces, my goal was not to turn

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PAGE	DAY	LESSONS AND CONCEPTS
3		Note to Teachers + Helpful Implementation Information
7		Helpful Note for this Unit: PrintFriendly + Accessing the Articles Online
9		Digital Links
10		Opinion Writing CCSS Standard Alignment
12	1	Mini Lesson: Introduction to Opinion Writing
29	2	Mini Lesson: Opinions and Reasons
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SESSION ONE: INTRODUCTION TO OPINION WRITING

FOURTH GRADE FIFTH GRADE

SESSION TWO: OPINIONS AND REASONS

FOURTH GRADE FIFTH GRADE

SESSION THREE: COLLECTING, SORTING, AND RANKING REASONS AND INFORMATION

FOURTH GRADE FIFTH GRADE

SESSION FOUR: DEBATE - PRESENTING OPINIONS

FOURTH GRADE FIFTH GRADE

SESSION FIVE: FLASH DRAFT ONE

FOURTH GRADE FIFTH GRADE

SESSION SIX: CREDIBLE SOURCES + CHOOSING AND RESEARCHING TOPICS

FOURTH GRADE FIFTH GRADE

SESSION SEVEN: STATING OPINIONS, WRITING THESIS STATEMENTS, AND DRAFTING INTRODUCTIONS

FOURTH GRADE FIFTH GRADE

SESSION EIGHT: GATHERING SUPPORTING EVIDENCE

FOURTH GRADE FIFTH GRADE

SESSION NINE: DRAFTING OPINION PARAGRAPHS

FOURTH GRADE FIFTH GRADE

SESSION TEN: USING LINKING WORDS

FOURTH GRADE FIFTH GRADE

SESSION ELEVEN: REVISING FIRST DRAFTS

FOURTH GRADE FIFTH GRADE

SESSION TWELVE: SECOND DEBATE - SWITCHING SIDES

FOURTH GRADE FIFTH GRADE

SESSION THIRTEEN: WRITING CONCLUSIONS

FOURTH GRADE FIFTH GRADE

SESSION FOURTEEN: INTEGRATING TECHNOLOGY

FOURTH GRADE FIFTH GRADE

SESSION FIFTEEN: FINAL REVISIONS

FOURTH GRADE FIFTH GRADE

SESSION SIXTEEN: PUBLISHING AND CELEBRATION

FOURTH GRADE FIFTH GRADE

SESSION SEVEN: STATING OPINIONS, WRITING THESIS STATEMENTS, AND DRAFTING INTRODUCTIONS

FOURTH GRADE FIFTH GRADE

SESSION EIGHT: GATHERING SUPPORTING EVIDENCE

FOURTH GRADE FIFTH GRADE

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FOURTH GRADE FIFTH GRADE

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FOURTH GRADE FIFTH GRADE

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FOURTH GRADE FIFTH GRADE

SESSION TWELVE: SECOND DEBATE - SWITCHING SIDES

FOURTH GRADE FIFTH GRADE

SESSION THIRTEEN: WRITING CONCLUSIONS

FOURTH GRADE FIFTH GRADE

SESSION FOURTEEN: INTEGRATING TECHNOLOGY

FOURTH GRADE FIFTH GRADE

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EXAMPLE OF A LESSON PLAN AND RESOURCES

DEBATE TWO
 Name: **TEACHER EXAMPLE** Date: _____ Period: _____
 Article: "If You Think Kids Are Eating Mostly Junk Food, A New Study Finds You're Right"
 • NPR.com: Xcairel Nunez, August 11, 2021
 • <https://www.npr.org/2021/08/11/1026816658/study-us>

DEBATE TWO
 Name: _____ Date: _____ Period: _____
 Article: _____

Position: The _____
 put into food

✓ Encourage use of evidence
 ✓ Prompt clear explanations
 ✓ Support students who need help getting started

Evidence Check + Refocus
 1. Pause the debate halfway through.

Prepare for the Debate
 1. Pass out the Debate Two notes page.
 2. Instruct students to:
 ✓ Write their assigned (opposite) position at the top

2. Remind students:
 ✓ Each speaker will have **30-60 seconds**
 ✓ Everyone should be following along with their notes
 ✓ Listening is part of the debate skill

Introduce the Topic and Positions

Session Twelve: Second Debate - Switching Sides

	FOURTH GRADE	FIFTH GRADE
STANDARDS	• CCSS.W.4.1 • CCSS.W.4.1a • CCSS.W.4.1b • CCSS.W.4.1c • CCSS.W.4.1d	• CCSS.W.4.4 • CCSS.W.4.5 • CCSS.W.4.6 • CCSS.W.4.7 • CCSS.W.4.8
OBJECTIVES	• I can write opinion pieces on topics or texts, supporting a point of view with reasons and information. • I can introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • I can provide logically ordered reasons that are supported by facts and details. • I can link opinion and reasons using words, phrases, and clauses. • I can provide a concluding statement or section related to the opinion presented.	• CCSS.W.5.1 • CCSS.W.5.1a • CCSS.W.5.1b • CCSS.W.5.1c • CCSS.W.5.1d • CCSS.W.5.1e • CCSS.W.5.1f • CCSS.W.5.1g • CCSS.W.5.1h • CCSS.W.5.1i • CCSS.W.5.1j • CCSS.W.5.1k • CCSS.W.5.1l • CCSS.W.5.1m • CCSS.W.5.1n • CCSS.W.5.1o • CCSS.W.5.1p • CCSS.W.5.1q • CCSS.W.5.1r • CCSS.W.5.1s • CCSS.W.5.1t • CCSS.W.5.1u • CCSS.W.5.1v • CCSS.W.5.1w • CCSS.W.5.1x • CCSS.W.5.1y • CCSS.W.5.1z
PREP	1. Lesson Twelve Slides 2. Copies of the Debate Two page for students 3. Copies of the Nonfiction Article - "What is the Right Age for a Kid to Get a Cell Phone" by Aparnaa Mandar Bhichu: https://www.edweek.org/leadership/what-is-the-right-age-for-a-kid-to-get-a-cellphone/2022/06 (Note: Free articles are limited on this site - I recommend printing the first time you view it or picking a different article.) 4. Check access to the video - "The Great Chocolate Milk Debate of 2023" by Bethlehem Schools: https://www.youtube.com/watch?v=mi2oXk2AQA (This is optional - just to show a different way to organize the debate.) 5. Have a copy of the debate rules that you came up with in lesson three displayed somewhere in the room	
FOCUS	Have students prepare for and participate in a structured debate where they must argue the opposing viewpoint.	

HOW TO DEBATE EFFECTIVELY
BEFORE THE DEBATE: PREPARING YOUR IDEAS

KNOW YOUR OPINION	CHOOSE YOUR STRONGEST REASONS	MATCH YOUR REASONS WITH INFORMATION	REVIEW YOUR NOTES
Be clear about what you believe. You should be able to say your opinion in one sentence.	Pick the reasons that best support your opinion. You do not need to use every reason.	Facts: Details from the article. Examples or explanations.	Highlight or star your best evidence. Be ready to explain why it supports your opinion.

HOW TO DEBATE EFFECTIVELY
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HOW TO DEBATE EFFECTIVELY
DURING THE DEBATE: SPEAKING EFFECTIVELY

START CLEARLY	GIVE A REASON	SUPPORT YOUR REASON WITH INFORMATION	SUPPORT YOUR REASON WITH INFORMATION
Begin with your opinion. Example: "I believe... because..."			

DEBATE FORMATION
 1. **How We Sit**
 ✓ Students will sit across from someone who is defending the opposite position.
 ✓ One side of the room is **Position One**.
 ✓ The other side of the room is **Position Two**.

TEACHER GUIDE: CONDUCTING DEBATES
Debate Format: Taking Turns

- How We Sit**
 • Students will sit across from someone who is defending the opposite position.
 • One side of the room is **Position One**.
 • The other side of the room is **Position Two**.
 • Each student should be facing a partner who disagrees with them.
- How the Debate Works**
 • Students will debate **one pair at a time**.
 • Each pair will take turns while the rest of the class listens and takes notes.
- Speaking Order**
 - Round 1
 - Student 1 (Position One) speaks for **30-60 seconds**.
 - Student 13 (Position Two) responds for **30-60 seconds**.
 - Round 2
 - Student 2 speaks.
 - Student 14 responds.
 - This continues until all pairs have had a turn:
 - 3 and 15
 - 4 and 16
 - 5 and 17
 - 6 and 18
 - 7 and 19
 - 8 and 20
 - 9 and 21
 - 10 and 22
 - 11 and 23
 - 12 and 24
- Expectations While Listening**
 • All students should have their notes in front of them.
 • While others are debating, students should:
 - Write down strong reasons they hear
 - Add new evidence to their notes
 - Prepare ideas for when it's their turn to speak
- Midway Pause (Optional)**
 • Halfway through the debate, pause for a short break.
 • Students may:
 - Whisper with someone on their side
 - Share strong arguments they've heard
 - Add or revise their notes
- Teacher Tip**
 • Encourage students to **respond to what they hear**, not just repeat their prepared notes.
 • Remind them that listening is part of the debate skill.

TELL ME HOW TO DEBATE
DEBATE FORMATION: STEP 4/5 (all)
 4. Expectations While Listening
 • All students should have their notes in front of them.

DEBATE FORMATION: STEP 3/5
 2. How the Debate Works
 • Students will debate **one pair at a time**.

DEBATE FORMATION: STEP 2/5
 1. How We Sit
 • Students will sit across from someone who is defending the opposite position.

DEBATE FORMATION: STEP 1/5
 1. How We Sit
 • Students will sit across from someone who is defending the opposite position.

EdWeek.org: "What is the Right Age for a Kid to Get a Cell Phone?"
<https://www.edweek.org/leadership/what-is-the-right-age-for-a-kid-to-get-a-cellphone/2022/06>

DURING THE DEBATE: LISTENING EFFECTIVELY AND RESPONDING

LISTENING EFFECTIVELY	PREPARE TO RESPOND	DURING THE DEBATE: SPEAKING EFFECTIVELY
Look at the speaker.	Look back at your notes.	START
		GIVE A REASON
		SUPPORT YOUR REASON WITH INFORMATION

BEFORE THE DEBATE: PREPARING YOUR IDEAS

KNOW YOUR OPINION	CHOOSE YOUR STRONGEST REASONS	MATCH YOUR REASONS WITH INFORMATION	REVIEW YOUR NOTES
Be clear about what you believe. You should be able to say your opinion in one sentence.	Pick the reasons that best support your opinion. You do not need to use every reason you wrote down.	Facts: Details from the article. Examples or explanations.	Highlight or star your best evidence. Be ready to explain why it supports your opinion.

EXAMPLE VIDEO
 "The Great Chocolate Milk Debate of 2023" by Bethlehem Schools
<https://www.youtube.com/watch?v=mi2oXk2AQA>

Each lesson plan includes a section for the standards, objective, preparation, learning period, and closing. It also includes any student materials, reference sheets, teacher examples, and answer keys.

The lesson's teaching slides have everything you need to teach the lesson: teaching slides, examples, and concept breakdowns.

EXAMPLE OF LESSON SEVEN'S SLIDES

STATING OPINION



AGENDA

CREATING A THESIS STATEMENT

WHAT IS A THESIS STATEMENT?

A one-sentence claim

WHAT IS A THESIS STATEMENT?

It tells the reader your opinion on the topic and what you will argue.

WHAT IS A THESIS STATEMENT?

It tells your opinion on the topic and what you will argue.

WHAT IS A THESIS STATEMENT?

It describes the topic which you will argue.

QUESTIONS TO ANSWER TO DEVELOP A THESIS STATEMENT

1. What is your topic or text?
2. What is your stance or claim?
3. What is your rationale for the claim?

GOOD EXAMPLE ONE

GOOD EXAMPLE ONE

The four-day school week is beneficial for students, families, and the community.

GOOD EXAMPLE TWO

Public schools should have year-round schools. Year-round schools are linked to increased student achievement, can reduce teacher burn-out, and are more cost-effective with parent involvement in scheduling.

GOOD EXAMPLE THREE

While some critics would argue that homelessness is only solvable by the homeless themselves, the truth is that providing housing, employment, and health care to homeless individuals can help solve homelessness in the United States.

NOT SO GOOD EXAMPLE ONE

TOO GENERAL OR BROAD:

NOT SO GOOD EXAMPLE TWO

ASKING A QUESTION:

NOT SO GOOD EXAMPLE THREE

NOT SO GOOD EXAMPLE FOUR

ANNOUNCEMENT:

DIRECTIONS:

INTRODUCTION

AN OPINION INTRODUCTION SHOULD:

1. Hook or provide context
2. Provide general opinion
3. Name the issue
4. Orient the reader to your thesis

THESIS FORMULA

Topic + claim + because, <reason 1> + <reason 2> + <reason 3>

EXAMPLE: College students should be encouraged to pursue a degree in science because it's a growing field, there are many job options, and there are high salaries.

TOMORROW...

You will complete your introduction for the...

ANY VOLUNTEERS?

We like...

DIRECTIONS:

1. Using your thesis statement and the information you found on your topic, write an introduction to your paper.
2. Switch to peer review to see if you can improve your introduction.

INTRODUCTION

Introductions should have at least three main parts:

INTRODUCTION

EXAMPLE

WAYS TO PROVIDE CONTEXT IN AN INTRODUCTION

EXPLAINING HISTORICAL CONTEXT

- The issue of... first arose...
- The issue of... has a long history, but to sum it up...
- Not everyone will be familiar with the issue of...

DESCRIBING CURRENT SIGNIFICANCE

- In some parts of the world, there is a dispute over...
- The issue of... came to the attention of the world when...
- Recently, the case of... has drawn attention to...

GIVING MULTIPLE PERSPECTIVES

- The issue of... is complicated because there are points for... and also against...
- For some, such as... the issue of... has important significance....

TEACHING SLIDES INCLUDED FOR ALL 16 LESSONS

INTRODUCTION TO OPINION WRITING

IDENTIFYING OPINIONS AND REASONS

REASONS AND INFORMATION

DEBATE ONE

PRESENTING OPINION

WRITING AN OPINION FLASH DRAFT

REVISING FIRST DRAFTS

DEBATE TWO

PRESENTING OPINIONS

WRITING A CONCLUSION

LESSON THIRTEEN

INTEGRATING OPINION TOPICS

CHOOSING AND RESEARCHING

STATING OPINIONS

THESIS STATEMENTS AND DRAFTING INTRODUCTIONS

GATHERING SUPPORTING EVIDENCE

GATHERING SUPPORTING EVIDENCE

LESSON EIGHT

LINKING WORDS

FINAL REVISIONS

PUBLISHING AND CELEBRATION

LESSON SIXTEEN

ESSAY EXAMPLE

HER KEY

Yellow – Author's Opinion
Green – Thesis Statement / Central Claim

Recess Should Be Longer
Recess should be longer at school because it helps students focus better, stay healthy, and enjoy healthy, and enjoy learning more.
One reason recess should be longer is that students are tired from their school loads. During the school day, students sit for long periods of time, which makes them tired. Having more time to run, play, and stretch helps students feel better and more ready to learn.
Another reason recess should be longer is that

PRACTICE

Practice identifying the parts of an essay.

6. FINISH WITH A STRONG CONCLUSION

- ☒ You must provide a concluding statement or paragraph restating your opinion in your essay.

5. USE CLEAR & CONVINCING INFORMATION

- ☐ Strong opinions consist of logical reasons supported by evidence.

4. USE LOGICAL REASONS & LINKING WORDS

- ☒ Your logical reasons can be thought of as the main points supporting your opinion and making up your essay's body paragraphs.
- ☒ Often, your reasons are the answers to the questions: "Why?" and "How?"

3. CREATE A THESIS STATEMENT OR CENTRAL CLAIM

- ☐ Your thesis must be an opinion that states your reasons for your belief.
- ☐ It is your "main claim" that you will support with supporting reasons and evidence.

2. TAKE A POSITION

- ☐ What opinion do you want to make known?
- ☐ Why do you hold this opinion?

1. SELECT A TOPIC

- ☐ Make sure your topic is neither too broad, nor too limited.

When taking a position with an opinion, while not always possible

HOW TO CRAFT AN OPINION ESSAY

INTRODUCTION TO OPINION WRITING

LESSON ONE

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STUDENT REFERENCE PAGES AND BOOKLET

TYPING YOUR ESSAY IN GOOGLE DOCS

EDITING VS. REVISING

WRITING A CONCLUSION

AN OPINION ESSAY CONCLUSION:

RELEVANT INFORMATION

WRITING AN INTRODUCTION

AN OPINION ESSAY INTRODUCTION SHOULD:

CREDIBLE SOURCES

CREDIBLE SOURCES CHECKLIST

REASONS AND INFORMATION

HOW TO CRAFT AN OPINION ESSAY

SELECT A TOPIC

TAKE A POSITION

CREATE A THESIS STATEMENT OR CENTRAL CLAIM

USE LOGICAL REASONS + LINKING WORDS

USE CLEAR AND CONVINCING INFORMATION

FINISH WITH A STRONG CONCLUSION

EDITING VS. REVISING

CAPITALIZATION

ADD OR REMOVE

LINKING WORDS

LINKING WORDS:

WRITING STRONG BODY PARAGRAPHS

WRITING STRONG BODY PARAGRAPHS

CREATING A THESIS STATEMENT

WHAT IS A THESIS STATEMENT?

HOW TO DEBATE EFFECTIVELY

BEFORE THE DEBATE: PREPARING YOUR IDEAS

KNOW YOUR OPINION

CHOOSE YOUR STRONGEST REASONS

MATCH YOUR REASONS WITH INFORMATION

REVIEW YOUR NOTES

OPINIONS AND REASONS

WHAT IS AN OPINION?

WHAT IS A REASON?

REASONS AND INFORMATION YOU CAN USE

FACTS

EXAMPLES

PERSONAL EXPERIENCE

LOGICAL REASONS

EVIDENCE OR AUTHORITY

THESIS STATEMENT

EFFECTIVELY

CREDIBLE

OPINION REFERENCE BOOKLET

COMES IN SIX DIFFERENT VERSIONS:

1. Tabbed mini-page in full-color
2. Tabbed mini-page in black and white
3. Non-tabbed mini-page in full-color
4. Non-tabbed mini-page in black and white
5. Full-page in full-color
6. Full-page black and white

DIGITAL STUDENT NOTEBOOK AND GOOGLE TEACHING SLIDES INCLUDED

OPINION DIGITAL NB 4-5

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6 LESSON ONE

7 HOW TO WRITE AN OPINION ESSAY

8 CRAFTING AN OPINION ESSAY







9

10 LESSON TWO

11 OPINIONS AND REASONS

CRAFTING AN OPINION ESSAY

QUICK NOTES

ELEMENT	EXPLANATION
SELECT A TOPIC 	
TAKE A POSITION 	
CREATE A THESIS STATEMENT OR CENTRAL CLAIM 	
USE LOGICAL REASONS AND LINKING WORDS 	
USE CLEAR AND CONVINCING INFORMATION 	
FINISH WITH A STRONG CONCLUSION 	

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LESSON 1 SLIDES

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I. SELECT A TOPIC

- ☒ Make sure your topic is neither too broad, nor too limited.
- ☒ When taking a position with an opinion, while not always possible or necessary, being passionate about the topic will help.



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LESSON 1 SLIDES

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ESSAY EXAMPLE

Yellow – Author's Opinion

Green – Thesis Statement / Central Claim

Blue – Logical Reasons

Pink – Supporting Information (facts or details)

Purple – Conclusion

Recess Should Be Longer

Recess should be longer at school because it helps students focus better, stay healthy, and enjoy learning more.

One reason recess should be longer is that students need time to move their bodies. During the school day, students sit for long periods of time. Because of this, having more time to run, play, and stretch helps students release energy and return to class ready to learn.

Another reason recess should be longer is that it helps students concentrate. When students get a real break, they are able to pay attention longer during lessons. For instance, after recess, many students feel calmer and are more prepared to listen and participate.

Finally, recess helps students build friendships. Playing games and talking with classmates allows students to practice teamwork and solve problems together. These social skills are important both in and out of the classroom.

In conclusion, recess should be longer because it helps students focus, stay active, and build strong friendships. Schools should consider giving students more recess time so everyone can have a better learning day.

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THANK YOU SO MUCH!



FOR TEACHING IDEAS, FREEBIES, AND OTHER FUN STUFF CHECK OUT
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