



The CLAVES Curriculum

Unit 2: Rights and Freedoms Writing Lesson 1

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Unit Writing Prompt	Write an op-ed about something unfair that is important to you. For example: <ul style="list-style-type: none"> Your opinion about whether animals should be held in captivity (as pets or in zoos). Your opinion on whether we should protest unfair treatment of workers Your opinion on something else that is important to you 	
Lesson Objectives	<ul style="list-style-type: none"> Explore the structure of an op-ed Understand the role of transition words in an op-ed structure 	
Materials	Teacher	Students
	<input type="checkbox"/> Cycle 3 Powerpoint	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	<p>Open Cycle 3 powerpoint</p> <p>SAY:</p> <p>SLIDE 1: <i>Today we are going to start focusing on writing an op-ed.</i></p> <p>SLIDE 2: <i>An op-ed is an essay you write about an opinion you have about an important issue. An op-ed is usually written to a news website or a newspaper, so lots of people read about what you think.</i></p> <p><i>Over the next three days, we are going to write an op-ed about something unfair that is important to you. For today, we'll explore the parts of a good op-ed. Then, we'll spend the next two days writing our own op-eds.</i></p>
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Reading and Embedded Language (10 min)	<p>Guided reading and noticing language</p> <p>Continue with Cycle 3 powerpoint</p> <p>SAY:</p> <p>SLIDE 3: <i>Together, we're going to read an op-ed written by a 5th grader about why they think getting grades is a complicated issue, and what they think about whether schools should give out grades or not.</i></p> <p>SLIDE 4: Read aloud the op-ed on Slide 4. After reading, solicit discussion about its language and structure.</p> <p>SAY:</p> <p><i>What are the arguments the student makes for and against giving grades in school?</i></p> <p><i>What is the student's opinion about whether schools should give grades?</i></p>
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	<p><i>Do you agree with this student? What kind of language does the student use that makes the op-ed convincing to you?</i></p>
<p>Deconstruct Mentor Text</p> <p>(18 min)</p>	<p>Introduce Op-Ed Parts</p> <p>After the brief discussion above, move forward in the powerpoint to break down the mentor text.</p> <p>SAY:</p> <ul style="list-style-type: none">● SLIDE 5: <i>There are the 6 main parts of this op-ed that we will look at today. Each part has its own color.</i> <p>Briefly review each term per the definitions on the slide.</p> <p>Deconstruct Mentor Text</p> <p>With SLIDE 5 visible to students,</p> <p>SAY:</p> <ul style="list-style-type: none">● <i>Turn to page 2 in your workbooks , work with a partner, take 5 minutes to notice some of the different parts of the essay. Look for introduction, opinion, arguments, counterarguments, evidence, conclusion, transitions words. Use the definitions on the computer screen.</i> <p>After 5 minutes, solicit noticings of students. Then,</p> <p>SAY:</p> <ul style="list-style-type: none">● <i>Nice job everyone. Now let's go through the different parts of this op-ed</i>● SLIDE 6: <i>Here is the op-ed in color showing each of the 6 parts.</i>● SLIDE 7: <i>First, let's look at how the student wrote an engaging introduction. What do these two paragraphs try to do ?</i> (NOTE: Catch readers' attention and introduce the primary focus of the op-ed)● SLIDE 8: <i>Here, the student is giving their opinion about the debate.</i>● SLIDES 9-10: Review the counterarguments and arguments in the op-ed, per the powerpoint. NOTE: In this op-ed the counterarguments come first, and then the student makes their argument.● SLIDE 11: Review the conclusion per the powerpoint. <p>NOTE: Throughout slides 6-11 that [transition words] are bracketed and in bold. Ask how these words are helping the reader understand the student's opinion and reasons.</p> <p>Review of Op-Ed Parts</p> <p>Move through Slides 13-20 to point out where each of the op-ed parts are in the essay.</p>
<p>Closing</p> <p>(1 min)</p>	<p>Move to Slide 21 of the powerpoint</p> <p>SAY:</p> <p><i>Nice job everyone! Next time we'll start writing our own op-eds. You should be thinking about what you want to write about. You can write an op-ed about: 1) whether animals should be held in captivity (as pets or in zoos); 2) whether and how we should protest unfair treatment of workers; or 3) your opinion on something else that is important to you.</i></p>



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Unit 2: Rights and Freedoms Writing Lesson 2

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Unit Writing Prompt	Write an op-ed about something unfair that is important to you. For example: <ul style="list-style-type: none"> • Your opinion about whether animals should be held in captivity (as pets or in zoos). • Your opinion on whether we should protest unfair treatment of workers • Your opinion on something else that is important to you 	
Lesson Objective	<ul style="list-style-type: none"> • Activate background knowledge from Unit 2 • Decide on op-ed topic • Begin drafting op-ed 	
Materials	Teacher	Students
	<input type="checkbox"/> Facilitate writing	<input type="checkbox"/> Student workbooks for Cycles 1, 2, & 3

Pre-writing discussion (10 min)	<p>Determine Writing Topic</p> <p>Open Cycle 3 powerpoint to Slide 21</p> <p>SAY:</p> <ul style="list-style-type: none"> • <i>First, we need to decide which essay you want to write. Each person can choose their own topic.</i> <p>Allow students to decide. Once the topics are settled:</p> <p>Review Notes from Previous Cycles</p> <p>SAY:</p> <p><i>If you are going to write about animal rights, look through your Ivan student workbook and review your notes to think about:</i></p> <ul style="list-style-type: none"> • <i>What are some problems related to animals that you think are unfair?</i> • <i>What is your opinion?</i> • <i>What will you write about?</i> <p><i>If you are going to write about workers' rights, look through your Joelito student workbook and review your notes to think about:</i></p> <ul style="list-style-type: none"> • <i>What are some issues you understand about workers' rights?</i> • <i>What is your opinion?</i> • <i>What will you write about?</i> <p><i>If you are going to write about something different than animal rights or workers' rights, think about</i></p> <ul style="list-style-type: none"> • <i>What is the issue that is important to you?</i> • <i>What is your opinion?</i> • <i>What will you write about?</i>
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<p>Drafting (20 min)</p>	<p>Ideating and Drafting</p> <ul style="list-style-type: none">Briefly review writing rubric with students on p. 4 of the graphic organizer. Note that it now includes counterarguments as well as arguments. <p>NOTE: It is not necessary to produce counter arguments if students are not ready, or if they have difficulties generating them.</p> <ul style="list-style-type: none">Provide each student with the graphic organizer, A (scaffolded, pp. 5-6 in Workbook) or B (unscaffolded, pp. 7-8 in Workbook) appropriate to their writing needs. Ask students to take a stance and work to address the components of Op-ed writing discussed in the previous lessons (p. 3 in Student Workbook), and as outlined in the CLAVES Writing Rubric (p. 4 of the Student Workbook). Observe students and address issues as they come up. <p>NOTE: Teachers can work with students/groups to use either Graphic Organizer A (scaffolded) or Graphic Organizer B (unscaffolded) to draft their argumentative essays.</p>
<p>Closing</p>	<p>Close lesson: <i>Great work! We'll keep going with our writing next time.</i></p>



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Unit 2: Rights and Freedoms Writing Lesson 3

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Unit Writing Prompt	Write an op-ed about something unfair that is important to you. For example: <ul style="list-style-type: none"> Your opinion about whether animals should be held in captivity (as pets or in zoos). Your opinion on whether we should protest unfair treatment of workers Your opinion on something else that is important to you 	
Lesson Objective	<ul style="list-style-type: none"> Continue writing, editing, and revising 	
Materials	Teacher	Students
	<input type="checkbox"/> Facilitate writing	<input type="checkbox"/> Student Workbook for writing

Introduce Lesson (1 min)	Introduce Lesson: SAY: <i>Today we will continue finishing up our Op-Ed essays and then we will use the writing rubric as a tool to revise our argumentative essays.</i>
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Finishing up writing (18 min)	Continue finishing up writing: <ul style="list-style-type: none"> Ask students to continue writing For students who finish their writing, review the writing they drafted as a group, in pairs, or individually; and revise their writing through looking at each section in the writing rubric (p. 4 of the Student Workbook).
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Group sharing (11 min)	<p>NOTE: These are options to choose among. If more time is needed for finishing up writing, skip this and allow students more composing time.</p> <p>Whole-group sharing</p> <ul style="list-style-type: none"> Ask and individual students to read their essay aloud to the group and discuss using the CLAVES Writing Rubric: Ask students to share the different vocabulary, word parts, pronouns, and verb tenses from CLAVES that they used in their writing. <p>Peer editing</p> <ul style="list-style-type: none"> Have students work in pairs to review each other's essays using the rubric and discuss places for revision. <p>Publishing</p> <ul style="list-style-type: none"> Have students transfer their revised writing in the graphic organizer to a new blank paper as their final product.
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Closing (1 min)	Close lesson: <i>Great work everyone! We are done with Unit 2! Next we'll move on to Unit 3 which is about race, language, and identity.</i>
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