



The CLAVES Curriculum

Unit 2: Rights and Freedoms

Cycle 3: 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 that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> • Whether animals should be held in captivity (as pets or in zoos). • Whether we should protest the unfair treatment of workers. • Your opinion on something else that is important to you. 	
Lesson 1 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
	☐ Cycle 3 Powerpoint	☐ Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u></p> <p><i>Over the next three days, we are going to write an op-ed about something unfair that is important to you. 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> <p>Open Cycle 3 Powerpoint.</p> <ul style="list-style-type: none"> • SLIDE 1: <i>Today we are going to start focusing on writing an op-ed.</i> • SLIDE 2: <i>An op-ed is an essay about an opinion you have on an important issue. An op-ed is usually written to a news website or a newspaper, so lots of people can read about what you think.</i>
---------------------------------	---

Reading and Embedded Language (10 min)	<p><u>Guided Reading and Noticing Language</u></p> <p>Continue with Cycle 3 Powerpoint.</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> ○ Read aloud the op-ed. After reading, solicit discussion about its language and structure. <p><u>Post-Reading Discussion</u></p> <p>Ask the following questions to prompt discussion:</p> <ul style="list-style-type: none"> • <i>What are the arguments the student makes <u>for</u> and <u>against</u> giving grades in school?</i> • <i>What is the student's opinion about whether schools should give grades?</i> • <i>Do you agree with this student?</i>
---	---



The CLAVES Curriculum

	<ul style="list-style-type: none"> • <i>What kind of language does the student use that makes the op-ed convincing to you?</i>
<p>Deconstruct Mentor Text (18 min)</p>	<p><u>Deconstruct Mentor Text</u></p> <p>After the brief discussion above, move forward in the Powerpoint to deconstruct the mentor text.</p> <ul style="list-style-type: none"> • SLIDE 4: <i>There are the 6 main parts of this op-ed that we will look at today. Each part is highlighted in their own colors.</i> <ul style="list-style-type: none"> ○ Briefly review each term using the definitions on the slide as a guide. ○ Turn to p. 4 in your Student Workbooks. ○ Work with a partner and take 5 minutes to notice some of the different parts of the essay. Look for introduction, opinion, arguments, counterarguments, evidence, conclusion, and transitions words. Show definitions on the screen. <p>After 5 minutes:</p> <ul style="list-style-type: none"> • Nice job everyone! Now let's go through the different parts of this op-ed. • SLIDE 5: <i>Here is the op-ed showing each of the 6 parts highlighted in different colors.</i> • SLIDE 6: <i>First, let's look at how the student wrote an engaging introduction. What do these two paragraphs try to do?</i> <ul style="list-style-type: none"> ○ RESPONSE: To catch readers' attention and introduce the primary focus of the op-ed. • SLIDE 7: <i>Here, the student is giving their opinion about the debate.</i> • SLIDES 8-9: Review the counterarguments and arguments in the op-ed, per the powerpoint. <ul style="list-style-type: none"> ○ NOTE: In this op-ed, the counterarguments come first, BEFORE the student makes their argument. • SLIDE 10: Review the conclusion per the powerpoint. <p>NOTE: Throughout SLIDES 5-10, [transition words] are bracketed and in bold. Ask students how these words help readers to understand the author's opinion and reasons.</p> <p><u>Review Parts of the Op-Ed</u></p> <p>Move through SLIDES 12-19 to identify where each part of the op-ed can be found in the essay.</p>
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u></p> <p><i>Nice job everyone! Next time we'll start writing our own op-eds. You should be thinking about what topic 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>



The CLAVES Curriculum

Unit 2: Rights and Freedoms

Cycle 3: 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 that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> • Whether animals should be held in captivity (as pets or in zoos). • Whether we should protest the unfair treatment of workers. • Your opinion on something else that is important to you. 	
Lesson 2 Objectives	<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"/> Student workbooks for Cycles 1, 2, & 3

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Pre-writing discussion (10 min)	<p><u>Determine Writing Topic</u></p> <p>Open Cycle 3 Powerpoint to SLIDE 20</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> • Give students some time to decide their topic. <p><u>Review Notes from Previous Cycles</u></p> <p>Begin the review once students have settled on their topics.</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 these questions:</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 these questions:</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 these questions:</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>
--	--



The CLAVES Curriculum

<p>Drafting (20 min)</p>	<p><u>Ideating and Drafting</u></p> <p>Briefly review the writing rubric with students (p. 5 of Student Workbooks). Note that it now includes counter-arguments as well as arguments.</p> <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; p. 6-7 in Student Workbook) or B (unscaffolded; p. 8-9 in Student 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. 4 in Student Workbook), and as outlined in the CLAVES Writing Rubric (p. 5 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>Wrap Up (1 min)</p>	<p><u>Close Lesson</u></p> <p><i>Great work! We'll keep going with our writing next time.</i></p>



The CLAVES Curriculum

Unit 2: Rights and Freedoms

Cycle 3: 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 that presents your opinion about something unfair that is important to you: <ul style="list-style-type: none"> • Whether animals should be held in captivity (as pets or in zoos). • Whether we should protest the unfair treatment of workers. • Your opinion on something else that is important to you. 	
Lesson 3 Objective	<ul style="list-style-type: none"> • Continue writing, editing, and revising. 	
Materials	Teacher	Students
		<input type="checkbox"/> Student Workbook for writing

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u> <i>Today we will continue finishing up our op-ed essays and use the writing rubric as a tool to revise them.</i></p>
---------------------------------	---

Finishing up writing (18 min)	<p><u>Continue Finishing Up Writing</u> Give students time to continue writing their op-ed essays.</p> <ul style="list-style-type: none"> • For students who finished writing, review their draft as a group, in pairs, or individually. • Look at each section of the writing rubric (p. 5 of Student Workbook) to guide revision of students' writing.
Group sharing (11 min)	<p>NOTE: Skip the following if students need more time to finish writing. Otherwise, choose from the options below.</p> <p>Whole-group sharing:</p> <ul style="list-style-type: none"> • Invite students to individually read their essay aloud to the group. Then discuss it using the CLAVES writing rubric (p. 5 of Student Workbook). • Ask students to share the vocabulary, word parts, pronouns, and verb tenses from CLAVES that they used in their writing. <p>Peer editing: In pairs, have students review each other's essays using the writing rubric (p. 5 of Student Workbook). Then, ask them to discuss areas for revision.</p> <p>Publishing a final product: Have students transfer their revised writing in the Graphic Organizer to a new blank paper.</p>



The CLAVES Curriculum

Wrap Up
(1 min)

Close Lesson

Great work everyone! We are done with Unit 2! Next we'll move on to Unit 3 which is about race, language, and identity.