



Lesson 4

Take Action- Writing Persuasively

Planning a Commentary: Determining Opinion & Tone

Objectives

After this lesson, students will be able to:

- Experiment using various tones and craft moves

Overview/Purpose:

Students make initial plans for their commentary, determining a statement of opinion, and selecting a tone before making an outline for the piece.

Guiding Questions:

- How can making some decisions about opinion and tone help us prepare to write our commentaries?

Recommended Time:

45 - 90 minutes

Common Core State Standards:

[CCSS.ELA-LITERACY.CCRA.R.1](#)

[CCSS.ELA-LITERACY.CCRA.R.2](#)

[CCSS.ELA-LITERACY.CCRA.R.4](#)

[CCSS.ELA-LITERACY.CCRA.R.5](#)

[CCSS.ELA-LITERACY.CCRA.R.6](#)

Materials:

Commentary Packet that contains the following:

1. Reading/Research: Writing Commentaries handout
2. Copies of the following commentaries and/or appropriate substitutes:

[“Starve, Get Aid, Repeat”](#) by Craig and Marc Kielburger

[“Put Your Money Where Your Mouths Are”](#) by Nick Kristof

[“‘Kyleigh’s Law’ is not the Answer for Connecticut’s Young Drivers”](#) by Brian Koonz

Technology Required:

None



Lesson 4

Take Action- Writing Persuasively

Planning a Commentary: Determining Opinion & Tone

Lesson Design:

- Explain that commentary writers, like writers of all genres, make some decisions before drafting.
- By the end of class, students will be required to turn-in an index card with their name, the topic for their commentary, and a statement that clearly expresses their opinion about the topic and what tone they intend to use in their writing.
- Model for students how you would determine these things for yourself. Show how you would experiment crafting an opinion statement and try writing in various tones.
- Students use the remaining time writing to make these decisions for themselves.
- Collect index cards at the end of class, reading them to determine who is ready for the next step.