



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Overview



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Unit 3: Culminating Project: Sharing Opinions: The Most Helpful Simple Machine

In this unit students will use their research on simple machines to form an opinion and write an editorial. This editorial will state the student's opinion on which simple machine he or she believes helps people the most. Students will read and analyze two editorials as mentor texts in order to study author's craft, specifically how to identify opinions in writing and how authors use reasons with evidence to support their opinions. Students will then plan for their editorials by revisiting their

notes in their Simple Machine science journals and the central text *Simple Machines: Forces in Action* by Buffy Silverman to develop reasons for their opinions and gather evidence to support these reasons. Students will then draft their editorials and revise their work based on a series of lessons in which students examine the characteristics of opinion writing.

Guiding Questions And Big Ideas

- **How do simple machines affect our lives?**
- **How do readers and writers form and support opinions?**
- *Simple machines affect force, effort, and work.*



Mid-Unit 3 Assessment	<p>Reading and Answering Questions about Editorials</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.8 and RI.4.4. Learning targets are: “I can explain how an author uses reasons and evidence to support particular points in a text,” and “I can determine the meaning of academic words or phrases in an informational text.” Students will read and answer questions about an opinion piece—an editorial—with a particular focus on author’s craft. They will then answer text-dependent multiple choice and short answer questions.</p>
End of Unit 3 Assessment	<p>(Part I) Planning and Drafting an Editorial (Part II) Revising to Create a Polished Editorial</p> <p>This two-part assessment centers on standard NYSP12 ELA CCLS W.4.1: “I can write an opinion piece that supports a point of view with reasons and information.” In this on-demand assessment, students will select another simple machine (different from that on their performance task) to write an editorial about why this new simple machine could be the most helpful in daily life. In Part I, students will select their new simple machine and plan for their writing by rereading the text <i>Simple Machines: Forces in Action</i> by Buffy Silverman and revisiting notes in their Simple Machines science journals to develop reasons for their opinion and gather evidence to support these reasons. Then they will complete a draft of their editorial. In Part II, students will revise to create a polished editorial based on the Simple Machine Editorial rubric created in this module.</p>



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Science Core Curriculum

- Science Learning Standard 4: The Physical Setting
 - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Key Idea 5
 - Energy and matter interact through forces that result in changes in motion.

Central Texts

1. Buffy Silverman, *Simple Machines: Forces in Action*, Do It Yourself series (New York: Heinemann, 2009); ISBN: 978-1-4329-2317-4
2. Expeditionary Learning, “No More Junk in Our Schools,” written for instructional purposes.
3. Expeditionary Learning, “Who Cares about Polar Bears?” written for instructional purposes.



This unit is approximately 3-4 weeks or 17-19 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading Editorials, Part I: Determining Authors' Opinions	<ul style="list-style-type: none"> I can write an editorial stating my opinion about which simple machine benefits people the most in their everyday lives. (W.4.1) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> I can determine an author's opinion in a text. I can write a gist statement about an editorial. I can form an opinion about simple machines for my editorial. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart (added notes) 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart (from Unit 1, Lesson 4) Simple Machines Chalk Talk charts Chalk Talk protocol
Lesson 2	Reading Editorials, Part II: How Authors Support Their Opinions with Reasons and Evidence	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> I can write a gist statement about an editorial. I can determine an author's opinion in an editorial. I can explain how authors support their opinions with reasons and evidence. 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers anchor chart Reading and Analyzing an Editorial graphic organizer 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers (added to)
Lesson 3	Reading as Writers: Identifying Characteristics of Editorials	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) 	<ul style="list-style-type: none"> I can explain how authors support their opinions with reasons and evidence. 	<ul style="list-style-type: none"> Entrance/exit ticket 	<ul style="list-style-type: none"> Exploring Opinions as Readers and Writers (Added to) Back-to-Back and Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4*	Mid-Unit Assessment: Reading and Answering Questions about Editorials	<ul style="list-style-type: none"> I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) 	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support an opinion. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Reading and Answering Questions about Editorials Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Concentric Circles
Lesson 5	Preparing to Write: Identifying Characteristics of Editorials and Determining Reasons to Support Our Opinions about Simple Machines	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can identify the characteristics of an editorial. I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations. I can identify which reasons are supported by the text and which are supported by my observations. I can effectively collaborate with my Simple Machine Expert Group. 	<ul style="list-style-type: none"> Simple Machine Opinion charts (one for each simple machine studied: wedge [for modeling], inclined plane, lever, pulley, and wheel) 	<ul style="list-style-type: none"> Editorial Characteristics and Planning chart Simple Machine T-charts Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 3)
Lesson 6	Planning to Write Editorials: Grouping Reasons with Evidence That Supports My Opinion	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8) 	<ul style="list-style-type: none"> I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. I can group together reasons with related evidence in my editorial. 	<ul style="list-style-type: none"> Simple Machine Editorial graphic organizer Simple Machines Editorial rubric 	<ul style="list-style-type: none"> Simple Machine Editorial rubric chart Exploring Opinions as Readers and Writers anchor chart (from Lesson 3) Editorial Characteristics and Planning chart (from Lesson 5) Simple Machine T-charts Mix and Mingle protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Drafting an Editorial about a Simple Machine	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) <ul style="list-style-type: none"> I can group together reasons with related evidence in my editorial. I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) 	<ul style="list-style-type: none"> I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. I can group together reasons with related evidence in my editorial. I can give kind, helpful, and specific feedback to my critique partner. 	<ul style="list-style-type: none"> Simple Machine Editorial graphic organizers Drafts of Simple Machine Editorials 	<ul style="list-style-type: none"> Critique Protocol anchor chart Editorial Characteristics and Planning chart (review) Simple Machines rubric anchor chart Peer Critique protocol
Lesson 8	Revising for Ideas: Interesting Introductions	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write an introduction in my editorial that explains simple machines and states my opinion clearly. I can give kind and helpful feedback to my writing partner. 	<ul style="list-style-type: none"> List of Introductions 	<ul style="list-style-type: none"> Interesting Introductions Bold Beginnings (review from Module 2, Unit 3, Lesson 12) Simple Machines Editorial rubric chart (added to)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Revising for Word Choice: Scientifically Accurate Vocabulary	<ul style="list-style-type: none"> I can express ideas using carefully chosen words. (L.4.3) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) 	<ul style="list-style-type: none"> I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. 	<ul style="list-style-type: none"> List of key vocabulary words Revised draft Exit ticket 	<ul style="list-style-type: none"> Simple Machines Editorial rubric chart (added to)
Lesson 10	Peer Critique: Scientific Accuracy of Ideas and Vocabulary	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my writing partner. I can critique the ideas of my writing partner's editorial for scientific accuracy. 	<ul style="list-style-type: none"> Feedback and reflection notes 	<ul style="list-style-type: none"> Steps for Revising My Editorial anchor chart Critique Protocol anchor chart (review) Simple Machine Editorial Rubric chart (review) Peer Critique protocol
Lesson 11	Revising for Organization: Catchy Conclusions	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can develop a conclusion that summarizes my point of view about simple machines in my editorial. I can give specific, kind, and helpful feedback to my writing partner. 	<ul style="list-style-type: none"> List of conclusions 	<ul style="list-style-type: none"> Peer Critique Norms (review from Module 2, Unit 3)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Revising for Sentence Fluency: Compound Sentences	<ul style="list-style-type: none"> I can use conventions to send a clear message to my reader. (L.4.2) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion. I can give kind and helpful feedback to my writing partner. 	<ul style="list-style-type: none"> Revised drafts 	<ul style="list-style-type: none"> Compound Sentences Simple Machines Editorial rubric chart (added to)
Lesson 13	Reviewing Conventions and Editing Peers' Editorials	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3) 	<ul style="list-style-type: none"> I can check my peers' work for correct capitalization. I can check my peers' work for correct spelling. I can check my peers' work for correct punctuation at the end of sentences. I can check my peers' work for complete sentences. 	<ul style="list-style-type: none"> Conventions anchor charts Simple Machine Editorials (second drafts annotated for edits) Exit tickets 	<ul style="list-style-type: none"> Simple Machines rubric anchor chart (added to) Chalk Talk protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Publishing Simple Machine Editorials	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2) With support, I can use technology to publish a piece of writing. (W.4.6) 	<ul style="list-style-type: none"> I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. I can correct conventions based on editing notes in my editorial and online reference resources. I can publish a typed version of my simple machine editorial. 	<ul style="list-style-type: none"> Simple Machine Editorial (final copy) 	<ul style="list-style-type: none"> Steps for Publishing My Editorial chart Simple Machines rubric anchor chart (reviewed)
Lesson 15	End of Unit Assessment Part I: Planning and Drafting an Editorial	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) 	<ul style="list-style-type: none"> I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. I can plan, draft, and revise an editorial in the course of two lessons. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Part I: Planning and Drafting an Editorial 	
Lesson 16	End of Unit Assessment Part II: Revising to Create a Polished Editorial and Author's Chair Celebration	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) 	<ul style="list-style-type: none"> I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. I can plan, draft, and revise an editorial in the course of two lessons. I can listen as my peers share their writing and give specific praise for their work. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Author's Chair Celebration



Optional: Experts, Fieldwork, And Service

Experts:

- Ask an editor of a local newspaper or magazine to talk with the students about how editorials fit in their publication. Invite a local newspaper journalist to speak to students about how editorials are written.

Fieldwork:

- Visit the local offices of the local newspaper and get a tour of the facilities to track how articles go from drafting to publication.

Service:

- N/A

Optional: Extensions

- Create a simple machines magazine with articles on how they work and how to use them. Ask the art teacher to help students craft diagrams of their simple machines to add to the articles.

Preparation and Materials

- As in previous modules, students revise their work using different-colored pencils for each focus. This begins in Lesson 8. Students will need the following colors: red, orange, green, blue, purple.



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Grade 4: Module 3A: Unit 3:

Recommended Texts



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Unit 3 focuses on simple machines and how those machines are used in modern life. The list below includes texts with a range of Lexile text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 740L)			
<i>Bicycle Book</i>	Gail Gibbons (author)	Informational	530
<i>Construction Toys</i>	Wendy Sadler (author)	Informational	670
<i>The Inventions of Eli Whitney: The Cotton Gin</i>	Holly Cefrey (author)	Informational	725*

*Lexile based on a conversion from Accelerated Reading level;

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740-1010L)			
<i>The History of Everyday Life</i>	Elaine Landau (author)	Informational	760*
<i>The Bicycle</i>	Larry Hills (author)	Informational	775*
<i>Household Inventions: From Toilets to Toasters</i>	Natalie Lunis (author)	Informational	840
<i>How Do Hybrid Cars Work?</i>	Richard Hantula (author)	Informational	840*
<i>So You Want to Be an Inventor?</i>	Judith St. George (author)	Informational	840
<i>Reinvent the Wheel: Make Classic Inventions, Discover Your Problem-Solving Genius, and Take the Inventor's Challenge</i>	Ruth Kassinger (author)	Informational	890*
<i>Inventors Who Changed the World</i>	Angela Royston (author)	Informational	900*
<i>The Chinese Thought of It: Amazing Inventions and Innovations</i>	Ting-xing Ye (author)	Informational	910*
Lexile text measures above band level (over 1010L)			
<i>Whose Idea Was That? Inventions that Changed Our Lives</i>	David Ellyard (author)	Informational	1010*
<i>Gadgets and Inventions</i>	Neil Morris (author)	Informational	1060
<i>Mighty Machines</i>	Ian Graham (author)	Informational	1080

*Lexile based on a conversion from Accelerated Reading level.



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Grade 4: Module 3A: Unit 3: Lesson 1

Reading Editorials, Part I: Determining Authors' Opinions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an editorial stating my opinion about which simple machine benefits people the most in their everyday lives. (W.4.1)
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)

Supporting Learning Targets

- I can determine an author's opinion in a text.
- I can write a gist statement about an editorial.
- I can form an opinion about simple machines for my editorial.

Ongoing Assessment

- Exploring Opinions as Readers and Writers anchor chart (added notes)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader/Writer: Chalk Talk: What Do We Know about Simple Machines? (10 minutes)B. Introducing the Performance Task and Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of Opinions (15 minutes)B. First Read of an Editorial: Reading for the Gist (10 minutes)C. Second Read of an Editorial: Finding the Opinion (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Forming an Opinion on Simple Machines (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread the text "No More Junk in Our Schools." Underline three statements that support the author's opinion that junk food should be removed from school vending machines.	<ul style="list-style-type: none">• In this unit, students will read editorials to examine how authors use reasons and evidence to support their points (RI.4.8). They also will use these editorials as mentor texts for their own editorial writing for this module's performance task (W.4.1). Many lessons in the first half of this unit focus on both of these standards.• The performance task is introduced to students in this lesson using the Simple Machine Editorial rubric. This document has both the prompt and learning targets for the performance task, as well as a blank table for creating the rubric with students. Over the course of this unit, students will define the criteria for success for each target on the rubric.• Co-constructing the rubric based on the learning targets gives students a clear picture of what meeting these targets will look like as they write their editorials. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, but it supports struggling learners the most.• Also in this lesson, students write a short summary of the text. This is a review from Modules 1 and 2 (see Module 2, Unit 2, Lesson 1).• In advance: Prepare for Simple Machines Chalk Talk charts by titling four pieces of chart paper:<ul style="list-style-type: none">* What We Know about <u>Inclined Planes</u>* What We Know about <u>Levers</u>* What We Know about <u>Pulleys</u>* What We Know about <u>Wheels and Axles</u>• Place one chart in each corner of the room.• See the directions for the chalk talk in the supporting materials and record them on the board or chart paper to post for students at the beginning of this lesson.• Review:<ul style="list-style-type: none">• Chalk Talk protocol (Appendix)• Four Corners strategy (Appendix).



Lesson Vocabulary	Materials
editorial, opinion, best, worst, most, least, prettier, coldest	<ul style="list-style-type: none">• Simple Machines Science journal (each student's from Unit 2)• Chart paper for Chalk Talk Directions (or write these on the board)• Chart paper for Simple Machines Chalk Talk charts (four)• Markers (one per student)• Document camera• Simple Machine Editorial rubric• Exploring Opinions as Readers and Writers anchor chart (from Unit 1, Lesson 4)• Opinion strips• No More Junk in Our Schools (one per student)• Note cards (one per student for exit ticket)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader/Writer: Chalk Talk: What Do We Know about Simple Machines? (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the End of Unit 2 Assessment and building expertise on simple machines. Explain that as they begin this final unit of the module, they will have an opportunity to share their expertise as writers. Let them know that today the first thing they will do is take stock of their collective knowledge about simple machines by participating in a chalk talk (introduced in Module 1, Unit 2).• Be sure students have their Simple Machines Science journal. Point out and review the Chalk Talk directions recorded on the board (or chart paper). Show the class where you have posted the Simple Machines Chalk Talk charts in the four corners of the room.• Read the title of each chart aloud to students:<ul style="list-style-type: none">* What We Know about Inclined Planes* What We Know about Levers* What We Know about Pulleys* What We Know about Wheels and Axles• Tell them that you would like them to follow the directions for a chalk talk to add their thinking to each chart. Tell students that they should try to write something they know from their reading or research on each chart and to reference their science journals. Distribute a marker to each member of the class, reminding them that a chalk talk is a silent activity, and allow students to visit and add to charts.• Give students 5 minutes to visit each chart and record. Look for students to record key concepts about each simple machine. Specifically, look for them to describe how each simple machine makes work easier by reducing effort but how there is a trade-off of increased distance.• Gather students together and tell them that they will revisit these charts at the end of the lesson. Collect or have them put away their science journals.	<ul style="list-style-type: none">• If you would like to track students' thinking on the Chalk Talk charts, consider assigning students different-colored markers.



Opening (continued)	Meeting Students' Needs
<p>B. Introducing the Performance Task and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Using the document camera, display the Simple Machine Editorial rubric. Read the performance task description at the top of the rubric to students. Ask them to turn to a partner and share what they think they will be doing or questions they have. Have pairs share out.• Read the learning target below the performance task: “I can write an editorial stating my opinion about which simple machine benefits people the most in their everyday lives.” Explain that the class will focus on this learning target for the rest of this unit. Circle the words <i>editorial</i> and <i>opinion</i>. Remind students that they discussed the meaning of the word <i>opinion</i> in the beginning of Unit 1 and they will review the definition of this word and add to it in this lesson.• Explain that an <i>editorial</i> is a type of writing that shares the author’s opinion on a topic and that editorials are often found in newspapers or magazines. Tell students that today they will learn more about both of these words to help them prepare for their performance task.• Post and read out loud the supporting learning targets:<ul style="list-style-type: none">– “I can determine an author’s opinion in a text.”– “I can write a gist statement about an editorial.”– “I can form an opinion about simple machines for my editorial.”• Ask students to turn to a partner and tell them what they think the class will be reading today to help them accomplish these targets. Have pairs share out. Listen for: “We will read an editorial,” or “We will read opinions.”• Explain that the class will examine opinions and read an example of an editorial for this lesson. Then they will be asked to form an opinion on which simple machine (posted on the chalk talk charts: inclined plane, levers, pulleys, or wheels and axles) is the most helpful.	



Work Time	Meeting Students' Needs
<p>A. Characteristics of Opinions (15 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart (from Unit 1, Lesson 4). Review the definition of <i>opinion</i> written on the top of the chart. “Opinion: what a person thinks about something or someone. This thinking can be based on facts, feelings, experience, or a combination of all three.”• Explain that another way to explain <i>opinion</i> is “someone’s point of view on a topic.” Add this note to the anchor chart next to the definition.• Tell students that you have some statements about various topics that you would like them to discuss with one another to determine whether each statement is an opinion or not.• Explain that for each topic (dancing, flowers, etc.), there are two statements. Distribute opinion strips and give students a minute to read them.• Then tell students that they will “mix and mingle,” reading their statements aloud to one another until they have found someone with a statement on the same topic. Give students 3 minutes to mix and mingle and find their partner. Circulate and assist as necessary.• Once students have found their partners, focus their attention and prompt them:<ul style="list-style-type: none">* “Which of your statements is most likely an opinion? How do you know?”• Give pairs a few minutes to discuss, then gather them together as a whole group asking partners to stick together.• Draw a simple T-chart on the board titled: Opinion: Yes or No. Ask a pair to share out their statements and their thinking.• Have the class indicate whether they agree or disagree with a thumbs-up or thumbs-down.• Record each statement onto the T-chart. Ask pairs to share until all statements have been shared and voted on.• Ask students to examine the “Yes” side of the T-chart and share what they notice with their partner.• Cold call a few students to share what their partner said. Point out the following common characteristics of opinions and record onto the Exploring Opinions as Readers and Writers anchor chart.	<ul style="list-style-type: none">• To further support level 1 ELL students, consider partnering them with a student who speaks their L1 or provide them with a translation of their quote from Google Translate.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Characteristics of Opinions:<ul style="list-style-type: none">Often use words like “best” or “worst” (additional examples: “most” and “least”)Often use endings like -er or -estCan be reasonably debated or arguedA differing point of view could be stated	<ul style="list-style-type: none">
<p>B. First Read of an Editorial: Reading for the Gist (10 minutes)</p> <ul style="list-style-type: none">Tell students that now that they know some characteristics of opinions, they are ready to take a look at an editorial and identify evidence for an opinion in the author's writing. Explain that as with any complex text, first they will be reading for the gist, or what the article is about. Tell students that you would like them to annotate the text, by writing the gist in the margin at the bottom of the text after you have read it aloud to them. Remind students that the gist is a short (20 words or less) statement of what a text is mostly about. It should describe the main idea and include evidence from the text to support it.Distribute the text “No More Junk in Our Schools.” Ask students to read along silently as you read it aloud.Ask students to take 5 minutes to reread the text and write the gist at the bottom of the page. Circulate and support as necessary.Ask for volunteers to read their gist statements. Listen for: “This article is about how the author thinks vending machines should be taken out of schools,” or “This article tells reasons why vending machines should not be in schools.”	<ul style="list-style-type: none">Consider pulling a small group or conferring with students who struggle to read grade-level text. Another strategy is to provide text-dependent questions that support them in comprehending the text. For example: “What does the author want removed from schools?” and “Why does the author think vending machines in schools are not a good idea?”



Work Time (continued)	Meeting Students' Needs
<p>C. Second Read of an Editorial: Finding the Opinion (10 minutes)</p> <ul style="list-style-type: none">• Using the document camera, display the text and zoom in on the first paragraph. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states the author's opinion. Remind them to use the Exploring Opinions as Readers and Writers anchor chart as a resource.• Cold call a pair to share their thinking. Listen for students to point out the following sentence:<ul style="list-style-type: none">– “The best thing schools can do to help their students eat healthier is to get rid of their vending machines.”• Explain that this sentence most clearly states the author's opinion about vending machines in schools, which is the topic of the article.• Distribute note cards for the exit ticket.<ul style="list-style-type: none">* Ask students to write this sentence on the note card: “The best thing schools can do to help their students eat healthier is to get rid of their vending machines.”* Ask them to explain in writing why this statement is an opinion.• Allow them to use the anchor chart as a resource. Collect exit tickets and use them as a formative assessment for the learning target:<ul style="list-style-type: none">– “I can determine an author's opinion in a text.”• Ask students to hold on to their text for homework.	



Closing and Assessment	Meeting Students' Needs
<p>A. Forming an Opinion on Simple Machines (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have determined the characteristics of opinions, it is time to form their own opinion about which simple machine is the most helpful in daily life.• First reread the top of the Simple Machines Editorial rubric to students. Ask them to look at the chart paper posted in four corners of the room. Explain that they will now take a quick tour of each corner to review the statements written during the chalk talk at the beginning of the lesson.• Give directions for Four Corners:<ol style="list-style-type: none">1. Read each chart and decide which simple machine you feel is the most helpful in our daily lives.2. Count off from one to four. Divide into your number grouping and each group go stand by one of the four charts.3. With your group, take 5 minutes to circulate and read all the charts.4. On your own, decide which simple machine you think is the most helpful and move to the corresponding corner.5. Once you are in the corner you chose, turn to a partner in that corner and explain:<ul style="list-style-type: none">* "Why did you choose this particular simple machine as the most helpful in daily life?"• Have a few pairs share out their reasons. Record students' simple machine choice for grouping in future lessons.	<ul style="list-style-type: none">• Depending on your classroom space, you may decide to give a signal for students to switch to the next poster. This may be necessary in a crowded space.• Do not worry if students are not evenly split between each simple machine. This will not affect grouping for future lessons.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the text "No More Junk in Our Schools." Underline three statements that support the author's opinion that junk food should be removed from school vending machines. <p><i>Note: Ensure that students have a way to organize their texts and writing materials for this unit. Giving students a writing folder will help them to hold on to the editorial texts they will read and analyze in the first half of the unit and later use as mentor texts for their writing in the last half. The folder will also be a place where students can keep their plans, drafts, and revisions throughout the unit.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 1

Supporting Materials



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Chalk Talk Directions

Teacher Directions: Write the following directions on the board or on chart paper for students.

Chalk Talk Directions: Do the following silently:

1. Go to a chart and read the question at the top.
2. Read any comments that have been written by others.
3. Think about what response you would like to write or add.
4. Wait for an opening, then write your response. (Don't crowd or push.)
5. Move on to the next chart, then repeat the steps above.



Simple Machine Editorial Rubric

A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they've decided to hold a "Campaign for Simple Machines." Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month's magazine.

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			



Simple Machine Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			



Opinion Strips

Teacher Directions:

- Make enough copies for each student to have an A or B strip. (ie. For 25 students make 5 copies of the strips below).
- Then cut apart so that students have either an A or B.
- Students will have to find a partner with a statement that is similar to theirs to compare and decide which is most likely an opinion.

A. José is the best dancer in class.

B. José is in a dance class.

A. Winter is coldest in the north.

B. Winter is the worst season.

A. Roses are prettier than daisies.

B. Roses and daisies are flowers.

A. We should go to school in the summer.

B. We are in school now.

A. I think Anna is the fastest runner.

B. Anna won the race.





“No More Junk in Our Schools”

The best thing schools can do to help their students eat healthier is to get rid of their vending machines. Most of these machines sell junk food. There are vending machines in most middle schools and high schools. There are even some in elementary schools. There are lots of reasons to get rid of these machines, but here are a few of the most convincing.

The most important reason is that it is unhealthy for kids to eat a lot of sweet, fatty, and salty foods. Vending machines usually sell food like soda, chips, and candy. These are very unhealthy foods. Eating a lot of these foods can cause kids to health problems like heart disease and diabetes. These are all deadly diseases.

Another good reason vending machines should be ditched is that they advertise unhealthy food to kids. Food and beverage companies are making money from selling junk food in schools, and the health of students is suffering. This is wrong. In fact, the doctors at the American Academy of Pediatrics say there should be a ban on advertising unhealthy food to kids.

Finally, junk food distracts from learning. Eating foods high in sugar can cause kids to become tired, and tired kids have trouble focusing.

Removing vending machines from schools is the healthiest choice we can make for our students.

Lexile 980

Written by Expeditionary Learning for Instructional Purposes

Sources

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EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 2

Reading Editorials, Part II: How Authors Support Their Opinions with Reasons and Evidence



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a gist statement about an editorial.• I can determine an author's opinion in an editorial.• I can explain how authors support their opinions with reasons and evidence.	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart• Reading and Analyzing an Editorial graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework: Mix and Mingle (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing the Text “No More Junk in Our Schools”: Recording the Gist and Opinion (5 minutes)B. Rereading the Text to Determine Reasons and Evidence: Guided Practice, Partner Work, and Sharing (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Finding Reasons and Evidence in the Text (5 minutes)B. Preparing for Homework: Reading Another Editorial for Gist (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread the article “Who Cares about Polar Bears?” and answer Questions 1 and 2 in your graphic organizer.	<ul style="list-style-type: none">• As noted in Lesson 1, in this unit students will read editorials to examine how authors use reasons and evidence to support their points (RI.4.8). They will also use these editorials as mentor texts for their own editorial writing (W.4.1) for this module’s performance task. You will notice that many lessons in this unit’s first half focus on these two standards.• Consider supplying a copy of the Exploring Opinions as Readers and Writers anchor chart for students to keep in their writing folders for reference.• In advance: Ensure that students have a way to organize their texts and writing materials for this unit (i.e., a writing folder). Students will use this folder to contain the texts and graphic organizers from the first half of the unit and later their editorial plans, drafts, and revisions.• Review students’ exit tickets from Lesson 1 to determine whether to spend more instructional time during Part A of Work Time. Based on the needs of your students, determine whether to do a “think-aloud” about determining the author’s opinion in the introductory paragraph of the text.



Lesson Vocabulary	Materials
opinions, reasons, evidence	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 1; see example in supporting materials)• “No More Junk in Our Schools” (from Lesson 1; one per student)• Reading and Analyzing an Editorial graphic organizer (two per student; one to use in class as a recording form and exit ticket, and the second for homework)• Document camera• Writing folder (for each student to organize texts, graphic organizers, and writing materials for this unit)• “Who Cares about Polar Bears?” (one per student, for homework)



Opening	Meeting Students' Needs
<p>A. Sharing Homework: Mix and Mingle (5 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 1). Have students take out the text “No More Junk in Our Schools” from their homework from the night before. Tell the class:• “Reread the text ‘No More Junk in Our Schools’ and look for more opinion statements. Underline and annotate in the margin why you think the sentence you underlined is the author’s opinion.”• Give directions:<ol style="list-style-type: none">1. Use the anchor chart to justify what you underlined in the text so you can share this reasoning with your classmates.2. Focus on the characteristics of opinions listed on the anchor chart added in the previous lesson:<ul style="list-style-type: none">– Often use words such as “best” or “worst” (additional examples: “most” or “least”)– Often use endings like -er or -est– Can be reasonably debated or argued– A differing point of view could be stated3. Mix and mingle: share the opinions you found in the text and how you identified them as opinions.• Give students a few minutes to mingle and share with one or two peers. Gather students back to sit whole group. Ask:<ul style="list-style-type: none">* “Were the opinions you recorded the same as or different from those of your classmates’ opinions?”* “How did you identify the statement you underlined as an opinion?”• Cold call a few students to share what they underlined and why they think these statements are opinions. Discuss with the class and clarify misunderstandings as necessary.• Have students hold onto their text, as they will need them for the rest of this lesson.	<ul style="list-style-type: none">• For students who need further support reading grade-level text or are in need of a visual, consider using a document camera to display students’ text when they are called to share their work with the whole group.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that yesterday they focused on defining and identifying opinions. They also formed an opinion about which simple machine helps the most in daily life. Tell students that to further prepare to write their own editorial, they will have to examine editorials more closely.• Post and read aloud the following learning targets:<ul style="list-style-type: none">– “I can write a gist statement about an editorial.”– “I can determine an author’s opinion in an editorial.”• Students should notice that these targets are a repeat from the previous lesson. Have them give you a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of these targets. Clarify if necessary.• Post and read the third learning target:<ul style="list-style-type: none">– “I can explain how authors support their opinions with reasons and evidence.”• Ask students to Think-Pair-Share on important words they notice in the target and what this learning target means to them.• Ask a few pairs to share their thinking. Be sure to point out the following words: <i>opinions</i>, <i>reasons</i>, and <i>evidence</i>.• Remind students that yesterday they defined what an <i>opinion</i> is and how to determine one when they are reading. Explain that today they will focus on the reasons authors give for their opinions, or why they believe what they believe.• Explain that they will also examine how authors use evidence (facts, observations, or details) to support their reasoning. Let students know that they will be rereading the editorial “No More Junk Food in Our Schools” to analyze how authors do this.	<ul style="list-style-type: none">• For students limited in their English language or oral skills, consider allowing them to do a quick sketch of what the learning target means to them before the Think-Pair-Share.



Work Time	Meeting Students' Needs
<p>A. Reviewing the Text “No More Junk in Our Schools”: Recording the Gist and Opinion (5 minutes)</p> <ul style="list-style-type: none">• Place students with a partner for review, rereading, and discussion of this text. They will remain working with this partner for most of the lesson.• Next, distribute the Reading and Analyzing an Editorial graphic organizer (one per student). Students should still have their text “No More Junk Food in Our Schools.” Have students record their names and title of the editorial. Display the graphic organizer using a document camera. Point out Question 1 on the graphic organizer:<ol style="list-style-type: none">1. What is the topic? What is the gist of this editorial?• Ask a few volunteers to share the gist statement they wrote on the bottom of their text in Lesson 1. If necessary, clarify the gist with the class. Tell students that in a moment they will record their gist again on the graphic organizer.• Point out Question 2 on the graphic organizer:<ol style="list-style-type: none">2. What is the author’s opinion on this topic (WHAT the author believes)?• Remind students that yesterday they identified the author’s opinion in the introductory paragraph and wrote it on an exit ticket. Display the text and zoom in on the first paragraph.• Ask students to turn to their partner and share which sentence in the first paragraph of the editorial states the author’s opinion on vending machines in schools. Remind them to refer to the Characteristics of Opinions listed on the anchor chart as they share.• Cold call a pair to share their response. Students should identify the first sentence in the text as the author’s stated opinion: “The best thing schools can do to help their students eat healthier is to get rid of their vending machines.” Listen for them to comment on the use of <i>best</i> as a key word in identifying this as opinion. Help students notice that there could be a different/opposing point of view on the issue of whether we should have vending machines in schools.• Once students are clear on the gist and the author’s opinion, ask them to record their responses for both Questions 1 and 2 of the graphic organizer. Model this as necessary using a document camera and a copy of the graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading the Text to Determine Reasons and Evidence (30 minutes)</p> <p>Guided Practice (10 minutes)</p> <ul style="list-style-type: none">• Refer to the Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 1). Explain to students that authors often use reasons and evidence to support a point they want to make, or in the case of editorials, their opinion on a topic. Explain that a <i>reason</i> is an explanation for why an author thinks something is true. It is why they believe what they believe. Add the following to the Exploring Opinions as Readers and Writers anchor chart:• “Authors support their <i>opinions</i> (WHAT they believe) with <i>reasons</i> (WHY they believe).”• Point out Question 3 in the graphic organizer:<ol style="list-style-type: none">3. What are the reasons and evidence the author uses to support this opinion?• Put a box around the word <i>reasons</i> and give students the following directions:• With your partner:<ol style="list-style-type: none">1. Reread the second paragraph of the text.2. Find a sentence that you think is the author’s reason.3. Be prepared to share your sentence and why you think it is the reason. (Use details in the text to support your thinking.)• Give students 5 minutes to complete the above steps with their partner.• Cold call pairs to share the sentence they identified and why they identified it as the reason. This should be fairly simple for students as the sentence states explicitly that it is a reason: “The most important reason is that it is unhealthy for kids to eat a lot of sweet, fatty, and salty foods.” Ask students to write the latter half of the sentence “...it is unhealthy for kids to eat a lot of sweet, fatty, and salty foods” as the first reason on their graphic organizer.• Next, reread Question 3 on the graphic organizer. Ask students to focus on the word <i>evidence</i>. Remind them that this word means facts or details listed in the text that support the reason stated. Tell students that <i>evidence</i> is HOW authors support their reasons with facts and details.• Model with a think-aloud like the following: “So, if the reason stated is that it is unhealthy to eat sweet, fatty, and salty foods, then I should find some details or facts that support this reason in the paragraph.”	<ul style="list-style-type: none">• During guided practice, determine which, if any, students should be pulled into a small group supported by the teacher during the partner work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Continue modeling: Read the second paragraph aloud to students and point out the second sentence: "Vending machines usually sell food like soda, chips, and candy." Explain that this sentence is a fact that supports the author's reason. Let them know that it is likely that some facts have been researched by the author, but others will be common knowledge.• On your graphic organizer, model writing this evidence under the recorded reason. Ask students to record the evidence along with you on their own graphic organizers.• Ask students to work with their partners to reread this paragraph and find another sentence that contains evidence that supports the author's reason. After a minute or so, have pairs share their sentences. Listen for students to share: "...these foods can cause kids to have health problems..." <p>Partner Work (10 minutes)</p> <ul style="list-style-type: none">• Once you feel students are ready to identify reasons and evidence with their partner, have them analyze the third paragraph in the text, which starts, "Another good reason..." and ends "...ban on advertising unhealthy food to kids." They should record their reasons and evidence in the bulleted section of the graphic organizer.• Give them 10 minutes to do this. Circulate and support partners as necessary or pull a small group to continue with another round of guided practice. <p>Sharing and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Have pairs group with another pair and share their reasons and evidence. Ask groups to discuss the following:<ul style="list-style-type: none">* "What information should we add about reasons and evidence to the Exploring Opinions as Readers and Writers anchor chart?"• Give groups 5 minutes to share and discuss. Circulate to listen to discussion and note any groups that could be selected to share with the whole group about the discussion question. Also note any misconceptions that should be cleared up during the whole group debrief.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask one or two groups to share their reason and evidence from the third paragraph. Listen for students to share the following reason:<ul style="list-style-type: none">– Vending machines advertise unhealthy foods to kids.• Listen for the following evidence:<ul style="list-style-type: none">– Companies are making money selling unhealthy food.– Doctors say there should be a ban on advertising unhealthy food to kids.• Ask a few groups to share their thoughts on the discussion question. Listen for students to explain that “<i>reasons</i> are WHY an author has an opinion” and “<i>evidence</i> is HOW authors support their reasons.” Add the following to the anchor chart:• Opinions are supported by:<ul style="list-style-type: none">– <u>Reasons</u>: WHY an author has a particular opinion.– WITH– <u>Evidence</u>: HOW authors support their reasons with facts or details (based on research and/or observations).• Point out that the facts or details used by authors can be from research or observation. Add this note after the explanation of evidence.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Finding Reasons and Evidence in the Text (5 minutes)</p> <ul style="list-style-type: none">• Tell students that you would now like to see if they can find reasons and evidence in the text on their own. Explain that you would like them to independently read and record the reason and evidence stated in the fourth paragraph starting, “Finally...” and ending “...have trouble focusing.” Tell them that this will be their exit ticket for today.• Give them 5 minutes to read and record.• Collect their Reading and Analyzing an Editorial graphic organizers to help determine any instructional adjustments to the next lesson (where they will read and analyze a second editorial). Have students put the text “No More Junk in Our Schools” into their writing folders.	
<p>B. Preparing for Homework: Reading another Editorial for Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute the text “Who Cares about Polar Bears?” Explain that the class will analyze this next editorial to help them explain how authors use reasons and evidence to support their opinions. Tell students that today you will read the text aloud to help them get the gist, tonight they will reread the text and answer Questions 1 and 2 on the graphic organizer, and tomorrow they will read the text a third time to find the author’s reasons and evidence.• Tell students that this text will likely seem more complex, because it contains some scientific concepts. Reassure them that it is okay if they do not fully understand the text after you have read it aloud and that they will be able to confirm their answers to Questions 1 and 2 on the graphic organizer in class tomorrow.• Read the text aloud as students follow along in their own copies. Afterward, have them turn to a partner and discuss what they think the article is mostly about.• Finally, distribute another copy of the Reading and Analyzing an Editorial graphic organizer (one per student) for students to use in their homework.	<ul style="list-style-type: none">• For students who struggle to read grade-level texts, consider allowing them to have an adult at home read the text aloud to them. You can also provide further support by adding text-dependent questions or excerpts from the text to their graphic organizer. For example, an additional scaffold for Question 2 on the graphic organizer could be the following: In the first paragraph, the author shares his or her opinion about polar bears. Based on the following sentences from the text, what is the author’s opinion? “So who should care about the polar bear? We all should.”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread the article “Who Cares about Polar Bears?” and answer Questions 1 and 2 in your graphic organizer. <p><i>Note: Use students' the Reading and Analyzing an Editorial graphic organizers distributed at the beginning of this lesson to determine student progress toward the following learning target: “I can explain how authors support their opinions with reasons and evidence.” Use this information to inform differentiation for the next lesson.</i></p>	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 2

Supporting Materials



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Exploring Opinions as Readers and Writers Anchor Chart
(Example for Teacher Reference)

Opinion: What a person thinks about something or someone. This thinking can be based on facts, feelings, or experience—or a combination of all three.

*Someone's point-of-view on a topic.

Characteristics of Opinions:

- Often use words like best or worst (additional examples: most/least)
- Often use endings like *–er* or *–est*
- Can be reasonably debated or argued
- A differing point-of-view could be stated



Reading and Analyzing an Editorial Graphic Organizer

Name: _____

Date: _____

Title of the Editorial: _____

1. What is the topic? What is the gist of this editorial?

2. What is the author's opinion on this topic (WHAT the author believes)?

3. What are the reasons and evidence the author uses to support this opinion?

(List the reasons and their supporting evidence from the text: you may not need to use all the spaces below.)

Reason ('WHY' the author believes an opinion):



Reading and Analyzing an Editorial Graphic Organizer

Evidence (facts, details, information):

Evidence:



Reading and Analyzing an Editorial Graphic Organizer

Reason:

Evidence:

Evidence:

Reason:

Evidence:

Evidence:



Who Cares about Polar Bears?

Polar bears are bears that live in the arctic, and they depend on the sea ice for their survival. In the last several years the sea ice in the arctic has been melting at an alarming rate. If this continues, it could mean the end of the polar bear. So, should we care about the survival of the polar bear? Yes we should! Here are some good reasons.

First, the polar bear could become extinct, like the dinosaurs. Polar bears are considered a “threatened species.” According to the Endangered Species Act, this means that the polar bear is close to becoming an endangered species. An endangered species is an animal that is close to becoming extinct. Once an animal is extinct, it can no longer be found in the wild. It would be really sad to only see stuffed polar bears in museums.

Additionally, the melting arctic ice cap not only threatens the polar bear, it also threaten us. As the arctic ice melts, the sea level rises around the world, and a rising sea level can cause flooding. Millions of Americans live along the coast, and they are in danger. Cities like New Orleans, New York, and Miami could see an increase in flooding. Both polar bears and humans are affected by the problem of melting sea ice.

So, should we care about the polar bear? Absolutely, because caring about the polar bear is not only a compassionate thing to do, it is in our best interest too. If polar bears die out, it means our world is in a lot of trouble. It also means that more species are in danger, too.

Lexile 990

Written by Expeditionary Learning for Instructional Purposes

Sources:

U.S. Fish & Wildlife Service: Listing a Species as Threatened or Endangered Section 4 of the Endangered Species

Act <http://www.fws.gov/endangered/esa-library/pdf/listing.pdf>

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<http://nationalzoo.si.edu/Publications/Zoogoer/2009/1/PolarBear.cfm>

Rising Sea Levels Seen as Threat to Coastal U.S. by Justin Gillis, New York Times, March 13, 2012,

<http://www.nytimes.com/2012/03/14/science/earth/study-rising-sea-levels-a-risk-to-coastal-states.html>



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 3

Reading as Writers: Identifying Characteristics of Editorials



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can explain how authors support their opinions with reasons and evidence.	<ul style="list-style-type: none">Entrance/Exit Ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing the Learning Target: Entrance Ticket (10 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Homework: Sharing the Gist and Opinion (10 minutes)B. Rereading the Text to Determine Reasons and Evidence (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief/Exit Ticket (5 minutes)B. Preparing for the Mid-Unit Assessment (10 minutes)4. Homework<ol style="list-style-type: none">A. Review your study guide for tomorrow's assessment. Then reflect on the following question: How will analyzing editorials help you prepare to write your own? Be prepared to share your explanation tomorrow.	<ul style="list-style-type: none">• In advance: Review students' exit tickets: Reading and Analyzing an Editorial graphic organizers used with the text "No More Junk in Our Schools" from Lesson 2 (last section after Question 3 on the Reading and Analyzing an Editorial graphic organizer) to determine whether any students should be pulled into a small group supported by the teacher during Part B of Work Time.• As with Lesson 2, adjust the pacing for Part B of Work Time based on how much support your students need.• Review the directions for the Back-to-Back and Face-to-Face Protocol (see Appendix 1).• If you provided students a copy of the Exploring Opinions and Reasons anchor chart in Lesson 2, encourage them to add to it (see example for teacher reference).



Lesson Vocabulary	Materials
opinions, reasons, evidence, characteristics, editorials (review); survival, threatened, extinct	<ul style="list-style-type: none">• Entrance/exit ticket (one per student)• Reading and Analyzing an Editorial graphic organizer (two per student - (1) exit ticket from Lesson 2 (2) student copies from Lesson 2 homework)• Writing folders• “Who Cares about Polar Bears?” text (from Lesson 2 homework)• Document camera• Reading and Analyzing an Editorial graphic organizer (one blank copy for modeling)• Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 2)• Sheet of notebook paper (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target: Entrance Ticket (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will use an “entrance ticket” to start the lesson; this will help them to think about their learning from the previous lesson and prepare them for today’s learning. They will come back to this at the end of class to reflect on what they have learned. Distribute the entrance/exit ticket to students.• Focus the class on the learning target at the top of the entrance/exit ticket, and read it aloud as students read along silently: “I can explain how authors support their opinions with reasons and evidence.” Read aloud the discussion question underneath: “How do reasons and evidence help an author support their opinion?”• Tell students that they will reflect on the learning target in writing and then discuss the question with a partner. Point out the “First, I’m thinking ...” and “Now I’m thinking ...” sections of the ticket.• Tell students that in order to notice their progress toward this target, they will discuss and reflect on their learning at both the beginning and end of this lesson. This also will help them prepare for their upcoming assessment, during which they will read and analyze an editorial and answer questions about the author’s opinion and how the author uses reasons and evidence.• Give students a few minutes to reflect and record their thinking about the discussion question in the “First I’m thinking ...” section. Once students have recorded their thoughts, review the Back-to-Back and Face-to-Face protocol directions (see supporting materials).• Ask students to bring their entrance tickets for sharing and to find a partner to stand back-to-back with. Once students are organized, cue them to turn face-to-face and share what they have written and discuss the question on their entrance ticket. Circulate and listen to gauge students’ understanding of the learning target.• Collect the entrance tickets for quick review and hold on to them to redistribute at the end of this lesson.	<ul style="list-style-type: none">• Using entrance tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson. Pairing entrance tickets with exit tickets allows teachers and students to track progress from the beginning to the end of the lesson.



Work Time	Meeting Students' Needs
<p>A. Reviewing Homework: Sharing the Gist and Opinion (10 minutes)</p> <ul style="list-style-type: none">• Distribute students' completed Reading and Analyzing an Editorial graphic organizer (exit ticket from Lesson 2). Ask students to put this in their writing folder for safekeeping.• Ask students to get out their "Who Cares about Polar Bears?" text and their Reading and Analyzing an Editorial graphic organizer from last night's homework.• Have students share answers to Question 1 from their homework with a partner. Ask them to listen closely to their partner's answer, as they may be asked to share it with the rest of the class.• Ask for a few pairs to share their partner's answer. Listen for the following gist: "This article is about how people should be concerned about polar bears becoming extinct because of global warming." Help students to generate this short gist statement of the article if they are struggling to do so independently. Reassure them that this was a complex text and they will understand it more as they read it more closely today.• Using a document camera, display your blank copy of the Reading and Analyzing an Editorial graphic organizer. Model for students: Based on the class' discussion, write a gist statement. Encourage students to add or revise their gist statements if necessary.• Display the "Who Cares about Polar Bears?" text and zoom in on the first paragraph. Then ask partners to share their answers to Question 2 on their graphic organizers and find where in the first paragraph of the text a reader can find this opinion stated.• Ask a few pairs to share the opinion they recorded and point out where this opinion can be found in the text. Listen for the students to say that the author's opinion is that "people should care about polar bear's survival." They should point out the following sentences in the text: "So, should we care about the survival of the polar bear? Yes, we should!"• Prompt students with the following question:<ul style="list-style-type: none">* "How did you determine the author's opinion?"• Encourage them to reference the text and Exploring Opinions as Readers and Writers anchor chart for characteristics of opinions. They should key into the word <i>should</i> in the text.	<ul style="list-style-type: none">• Consider adding a think-aloud with more explicit modeling to further support students if they are having trouble getting the gist of this article.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that this word is a directive; it is used by the author to tell the reader what to do or think. This is one way of stating an opinion. Add the following bullet to the Characteristics of Opinions in the Exploring Opinions as Readers and Writers anchor chart.<ul style="list-style-type: none">* Often use words like <i>should</i> or <i>shouldn't</i>.• Then add the author's opinion "People should care about the survival of the polar bear" to Question 2 on your displayed Reading and Analyzing an Editorial graphic organizer. Allow students to once again add to or revise their own graphic organizers (if necessary).	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading the Text to Determine Reasons and Evidence (25 minutes) Guided Practice (10 minutes):</p> <ul style="list-style-type: none"> Explain to students that now that they have the gist and have identified the author's opinion on the topic, they will analyze the text to see what reasons and evidence the author uses to support that opinion. Be sure the text is still displayed using the document camera and that students have their own copy of the text in front of them. Ask students to read along silently as you read the second paragraph aloud to them. Consider pausing during your read-aloud to clarify the following vocabulary and context clues that help the reader to determine their meaning: <i>survival</i>, <i>threatened</i>, and <i>extinct</i>. Afterward, ask students to turn to a partner and share a gist statement for the paragraph ("What is the main idea for this paragraph?"). Ask a few pairs to share their gist statements. Listen for students to say: "The polar bear is a threatened species" or "The polar bear is in danger of becoming extinct." Bring students' attention back to the text and point out the first sentence: "First, the polar bear could become extinct..." Explain that this is the first reason the author uses to support his or her opinion that people should care about the polar bear. Explain to students that in editorials, the main idea (or gist) of paragraphs following the introduction often share the <i>reasons</i> that authors will use to support their opinions. Add: "The polar bear could become extinct" under the first section for Question 3 on the graphic organizer. Have students record this reason on their own graphic organizer. Tell students that their next task is to find the <i>evidence</i> the author uses to support his/her reason. Give students 5 minutes to reread the paragraph and underline any sentences or phrases they feel are evidence. Remind them to be selective; otherwise they may end up underlining the entire paragraph. Have pairs share out the evidence they have selected. Listen for students to reference the following phrases in the text: "Polar bears are considered a 'threatened species'" or "Once an animal is extinct, it can no longer be found in the wild." Ask students to notice that not every sentence in the paragraph is evidence. Record the evidence on your graphic organizer and ask students to copy it as well. Write in note form: <ul style="list-style-type: none"> – Polar bears are a threatened species. – Extinct species are not found in the wild. 	<ul style="list-style-type: none"> Determining which sentences or phrases from the text most clearly state the evidence or details used by the author can be difficult for students. If you find students struggling to pull this evidence out of the text, consider explicitly modeling with a think-aloud that allows students to understand the process of selectively choosing evidence or details to underline. It is important for students to be able to identify reasons and evidence independently so that they can explain how it supports the author's opinion. Students will be asked to do this independently on the mid-unit assessment in Lesson 6. If you have students who are continuing to struggle with this, consider pulling them into a small group or having them work with a partner during this portion of the lesson.



Work Time (continued)	Meeting Students' Needs
<p>Independent Practice (15 minutes):</p> <ul style="list-style-type: none">• Tell students that now you would like them to do this on their own. Review the steps that you took when modeling:<ol style="list-style-type: none">1. Rereading for the gist to identify the reason2. Reading and underlining to find evidence3. Recording on the graphic organizer• Once you feel students are ready to identify reasons and evidence, have them analyze the third paragraph in the text, which starts “Additionally, the melting Arctic ice...” and ends “...the problem of melting sea ice.” They should record their reasons and evidence in the bulleted section of the graphic organizer.• Give them 10 minutes to do this. Circulate and support as necessary and/or pull a small group for more guided practice.• After students have recorded the reason and evidence for paragraph 3, cold call a few to share out the reason. Listen for:<ul style="list-style-type: none">– “Melting sea ice is a problem for the polar bear and humans.”– “If the polar bear’s ice melts, it will cause problems for humans too.”• Allow students to add to or revise on their own graphic organizers if necessary.• Repeat the above process for determining the evidence. When students share, listen for them to provide the following evidence from the text:<ul style="list-style-type: none">– “Melting sea ice causes rising sea levels.”– “Americans who live on the coast could see more flooding.”• Allow students to add to or revise their own graphic organizers if necessary. Ask students to put the “Who Cares about Polar Bears?” text in their writing folders and collect their now completed Reading and Analyzing an Editorial graphic organizer as a formative assessment of the day’s learning target.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief/Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Ask students to arrange themselves for the Back-to-Back and Face-to-Face protocol. Prompt them to think about the following question: <ul style="list-style-type: none"> * “How does using reasons and evidence help support an author’s opinion?” Give them a minute to think before cuing them to turn face-to-face. Redistribute the entrance/exit ticket from the beginning of this lesson and ask students to complete the last portion, “Now, I’m thinking...” Collect for reviewing students’ progress toward the learning target. 	<ul style="list-style-type: none"> To further support students in their analysis of editorials, you may want to provide students with their own copy of the texts as well as displaying them on the document camera.
<p>B. Preparing for the Mid-Unit Assessment: (10 minutes)</p> <ul style="list-style-type: none"> Tell students that on the upcoming mid-unit assessment, they will get to demonstrate their progress toward the following learning target: <ul style="list-style-type: none"> – “I can explain how authors support their opinions with reasons and evidence.” Review the Exploring Opinions as Readers and Writers anchor chart. Remind students that after closely reading and analyzing editorials, they now know what an opinion is, how to identify one in an author’s writing, and how authors support their opinions with reasons and evidence. Ask students to make a copy of this anchor chart on notebook paper to use as a study guide for their homework (see supporting materials for an example of a finished Exploring Opinions as Readers and Writers form). Tell them that for their assessment, they will read an editorial and identify the opinion as well as the author’s reasons and evidence used to support that opinion. Reassure students that there are no tricks with this assessment. They will be using the same process they have used over the past several days to closely read an editorial and answer questions. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Review your study guide for tomorrow’s assessment. Then reflect on the following question: How will analyzing editorials help you prepare to write your own? Be prepared to share your explanation tomorrow. 	



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Grade 4: Module 3A: Unit 3: Lesson 3

Supporting Materials



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Entrance/Exit Ticket

Name:

Date:

Learning Target: I can explain how authors support their opinions with reasons and evidence.

How do reasons and evidence help an author support their opinion?

First, I'm thinking

Now I'm thinking



Exploring Opinions as Readers and Writers anchor chart
(Example for Teacher Reference)

This anchor chart was added to in Lesson 2. At the start of this lesson (Lesson 3), the chart should contain the following:

Exploring Opinions as Readers and Writers

Opinion: What a person thinks about something or someone. This thinking can be based on facts, feelings, or experience—or a combination of all three.

- * Someone's point of view on a topic

Characteristics of Opinions:

- * Often use words like “best” or “worst” (additional examples: “most” or “least”)
- * Often use endings like *-er* or *-est*
- * Can be reasonably debated or argued
- * A differing point of view could be stated

Opinions are supported by:

Reasons: WHY an author has a particular opinion.

WITH

- * Evidence: HOW authors support their reasons with facts or details (based on research and/or observations)



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment: Reading and Answering Questions about Editorials



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can explain how an author uses reasons and evidence to support an opinion.	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Reading and Answering Questions about EditorialsTracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets (5 minutes)Reviewing Characteristics of Editorials (10 minutes)Work Time<ol style="list-style-type: none">Mid-Unit Assessment: Reading and Answering Questions about Editorials (40 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking Progress (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">The mid-unit assessment gauges students' ability to read and analyze opinion writing (aligned with RI.4.8). For this assessment, students read and answer questions about an opinion piece—an editorial—with a particular focus on author's craft. Note that for teachers to assess students' ability to read and analyze a text on their own, the editorial is about a new topic (not simple machines). Thus, students must base their answers on their understanding of the text itself, rather than on background knowledge the class built together about simple machines.Consider students who need testing accommodations: extra time, separate location, scribe, etc.Review: Concentric Circles protocol (Appendix).

Lesson Vocabulary	Materials
summarize, editorial, reasons, evidence, opinion	<ul style="list-style-type: none">Reading and Analyzing an Editorial graphic organizer (from Lesson 3 to hand back to students)Writing folderExploring Opinions as Readers and Writers anchor chart (added to in Lesson 2)Mid-Unit 3 Assessment: Reading and Answering Questions about EditorialsTracking My Progress, Mid-Unit 3 recording form



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Distribute students' completed Reading and Analyzing an Editorial graphic organizer (from Lesson 3). Ask students to put this in their writing folder for safekeeping.• Post and read the following learning target:<ul style="list-style-type: none">– “I can explain how an author uses reasons and evidence to support an opinion.”• Tell students that today they will complete an assessment based on this learning target. Remind them that they have been making progress toward this target for the past several days. Reassure students that for the assessment they will not be doing anything new.• Ask students turn to a partner and describe what this target means to them and what they anticipate for the assessment. Have a few pairs share out.• Explain that they will be reading an editorial and answering questions that focus on these learning targets. Tell them that they will do a round of Concentric Circles to prepare their brains for the assessment.	<ul style="list-style-type: none">• Consider providing copies of Questions for Concentric Circles (in supporting materials) to students who struggle with auditory processing.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Characteristics of Editorials (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework: “Review your study guide for tomorrow’s assessment. Then reflect on the following question: How will analyzing editorials help you prepare to write your own? Be prepared to share your explanation tomorrow.”• Remind students of the Concentric Circles protocol directions.<ol style="list-style-type: none">1. Find a partner and number off 1s and 2s.2. Form two circles: 1s form an inner circle (shoulder-to-shoulder) facing out, and 2s stand in front of their partners.3. Listen for the teacher to give a prompt for discussion.4. Discuss the prompt with your partner.5. When the cue is given by the teacher, follow the instructions for moving to your next discussion partner.• During the protocol, listen for students to mention notes from the Exploring Opinions as Readers and Writers anchor chart.• Ask students to talk with their partner about the following question:<ul style="list-style-type: none">* “What is an opinion, and how do you determine one as a reader?”• Give students 1 minute to discuss.• Then ask students in the inner circle to move two partners to the left and greet their new partner. Ask them to discuss the following question:<ul style="list-style-type: none">* “What are reasons and evidence, and how do authors use them?”• Give students 1 minute to discuss.• Gather students back together. Post the Exploring Opinions as Readers and Writers anchor chart. Review the chart as necessary based on what you heard students share during Concentric Circles.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Reading and Answering Questions about Editorials (40 minutes)</p> <ul style="list-style-type: none">• Ask students to move back to their seats to prepare for the assessment. Distribute the Mid-Unit 3 Assessment: Reading and Answering Questions about Editorials. Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment and clarify if needed.• Ask students to begin. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• Tell students who finish early that they can continue with their independent reading.	<ul style="list-style-type: none">• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.
Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form and ask students to take some time to reflect on their conversations during Concentric Circles and their experience with the assessment, then to fill out the tracking sheet. Collect the Tracking My Progress sheets for additional assessment information on the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Be sure that students hold on to the editorial texts from the first half of this unit in their writing folders. They will continue to reference them as mentor texts as they learn how to write their own editorials about simple machines.</i></p>	



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Grade 4: Module 3A: Unit 3: Lesson 4

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Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Name:

Date:

Directions: Read the editorial below and answer the questions that follow.

Uniforms in Schools?

Across the country more schools are thinking about school uniforms. A uniform is special set of clothes worn by all members of a group. Many of us are familiar with the uniforms. Police officers, fire fighters, and mail carriers wear uniforms. How about uniforms on students though? Well, many schools think it is a great idea, and I agree.

The best reason for schools to adopt uniforms is that they improve behavior. Students who wear uniforms are less likely to cause trouble. They are more likely to focus on their learning. Students may be less likely to bully each other about clothes too. One school district in Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms.

Another reason school uniforms are a good idea, is that they improve school spirit. Sports teams all wear the same uniform, so why not students? When students are all wearing their school insignia, or symbol, they can feel like members of a team. They won't feel left out because they don't have the best shoes or the latest fashion. Uniforms make students feel like they belong.

Some people think school uniforms mean less rights for students, but I disagree. If school uniforms can improve students' behavior and help them to belong, then school uniforms are a good idea.

Lexile 880

Written by Expeditionary Learning for instructional purposes

Sources:

"Public School Uniform Statistics," available at www.educationbug.org/a/public-school-uniform-statistics.html.

Anne Svensen, "School Uniforms Pros and Cons," available at

<http://school.familyeducation.com/educational-philosophy/individuality/38676.html>.

Grace Chen, "Public School Uniforms: The Pros and Cons for Your Child," available at www.publicschoolreview.com/articles/16.

"School Uniforms and Dress Codes," National Association of Elementary School Principals, available at www.naesp.org/ContentLoad.do?contentId=67.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this editorial is about.

2. Which of the following statements best describes the author's opinion?

- A. School uniforms work best in big cities.
- B. School uniforms are bad for students.
- C. School uniforms are good for schools.
- D. School uniforms are similar to other uniforms.

3. Which line from the text best supports the answer to question 2 above?

- A. "...Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms."
- B. "Some people think school uniforms mean less rights for students, but I disagree."
- C. "Well, many schools think it is a great idea, and I agree."
- D. "Sports teams all wear the same uniform, so why not students?"

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

4. Read the line from the text and answer the question that follows:

“The best reason for schools to adopt uniforms is that they improve behavior.” How does this reason support the author’s opinion?

- A. It explains how uniforms look.
- B. It explains how uniforms benefit students.
- C. It explains how uniforms are used.
- D. It explains how uniforms make schools more fun.

5. Which evidence from the text is used to support the reason in question 4? “The best reason for schools to adopt uniforms is that they improve behavior.”

- A. “Police officers, fire fighters, and mail carriers wear uniforms.”
- B. “...school suspensions dropped by 90 percent after adopting school uniforms.”
- C. “Uniforms make students feel like they belong.”
- D. “Some people think school uniforms mean fewer rights for students...”

6. Another reason the author uses to support his/her opinion about school uniforms is: **“they improve school spirit.”** Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

7. Which sentence uses the word *uniform* with the same meaning as the text?
- A. The buildings in the city were all very *uniform*.
 - B. The worker wore a *uniform* with brown pants and a blue shirt.
 - C. The car moved at a *uniform* speed.
 - D. The baseball player had a *uniform* swing.
8. Which word below has a similar meaning to the word *improve* as it is used in the following line from the text: “uniforms can improve students’ behavior”?
- A. better
 - B. worsen
 - C. impact
 - D. increase
9. Which line from the text helps you to infer the meaning of the word *improve*?
- A. “Students may be less likely to bully each other about clothes too.”
 - B. “...students feel like they belong.”
 - C. “...students are all wearing their school insignia...”
 - D. “Students who wear uniforms are less likely to cause trouble.”

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this editorial is about.

Possible Answer: This editorial is about uniforms in schools. The author thinks that students should wear uniforms to schools because it makes their behavior better and gives them school spirit.

2. Which of the following statements best describes the author's opinion?
- A. School uniforms work best in big cities.
 - B. School uniforms are bad for students.
 - C. **School uniforms are good for schools.**
 - D. School uniforms are similar to other uniforms.
3. Which line from the text best supports the answer to question 2 above?
- A. "...Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms."
 - B. "Some people think school uniforms mean less rights for students, but I disagree."
 - C. **"Well, many schools think it is a great idea, and I agree."**
 - D. "Sports teams all wear the same uniform, so why not students?"

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

4. Read the line from the text and answer the question that follows:

“The best reason for schools to adopt uniforms is that they improve behavior.” How does this reason support the author’s opinion?

- A. It explains how uniforms look.
- B. It explains how uniforms benefit students.**
- C. It explains how uniforms are used.
- D. It explains how uniforms make schools more fun.

5. Which evidence from the text is used to support the reason in question 4? “The best reason for schools to adopt uniforms is that they improve behavior.”

- A. “Police officers, fire fighters, and mail carriers wear uniforms.”
- B. “...school suspensions dropped by 90 percent after adopting school uniforms.”**
- C. “Uniforms make students feel like they belong.”
- D. “Some people think school uniforms mean fewer rights for students...”

6. Another reason the author uses to support his/her opinion about school uniforms is: **“they improve school spirit.”** Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Possible Answer: The editorial says that sports teams all wear the same uniform, so why not students. I think this supports the author’s reason that uniforms improve school spirit, because in sports when you are on the same team you support each other. If students wore uniforms they might support each other like a team.



Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

7. Which sentence uses the word *uniform* with the same meaning as the text?
- A. The buildings in the city were all very *uniform*.
 - B. **The worker wore a *uniform* with brown pants and a blue shirt.**
 - C. The car moved at a *uniform* speed.
 - D. The baseball player had a *uniform* swing.
8. Which word below has a similar meaning to the word *improve* as it is used in the following line from the text: “uniforms can improve students’ behavior”?
- A. **better**
 - B. worsen
 - C. impact
 - D. increase
9. Which line from the text helps you to infer the meaning of the word *improve*?
- A. “Students may be less likely to bully each other about clothes too.”
 - B. “...students feel like they belong.”
 - C. “...students are all wearing their school insignia...”
 - D. **“Students who wear uniforms are less likely to cause trouble.”**



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can explain how an author uses reasons and evidence to support particular an opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



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Grade 4: Module 3A: Unit 3: Lesson 5

Preparing to Write: Identifying Characteristics of Editorials and Determining Reasons to Support Our Opinions about Simple Machines



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
- I can recall information that is important to a topic. (W.4.8)
- I can sort my notes into categories. (W.4.8)
- I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can identify the characteristics of an editorial.
- I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.
- I can identify which reasons are supported by the text and which are supported by my observations.
- I can effectively collaborate with my Simple Machine Expert Group.

Ongoing Assessment

- Simple Machine Opinion charts (one for each simple machine studied: wedge [for modeling], inclined plane, lever, pulley, and wheel)



Identifying Characteristics of Editorials and Determining Reasons to Support Our
Opinions about Simple Machines

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Characteristics of Editorials (15 minutes)B. Determining Reasons that Support Opinions: Guided Practice with the Wedge (15 minutes)C. Determining Reasons that Support Opinions: Simple Machine Expert Groups (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In the opening of this lesson, students are introduced to the prompt for the performance task. In advance, review the separate Performance Task document on EngageNY.org to fully envision the task students are heading toward.• Brief direct instruction is provided to help students understand the word “campaign,” which is crucial for them to understand for the purpose of the performance task. In advance, think of examples of campaigns that your specific student population may be familiar with, in case they need more direct instruction as you discuss the performance task.• In advance: Review the choice students have made about which simple machine they will write their editorial on. In this lesson, students will form their Simple Machine Expert Groups (of four students studying the same simple machine). They will collaborate to support one another as they prepare and plan for their writing in the next two lessons. (You may decide to strategically group students based on academic or behavioral needs or have students self-select their groups.)• Prepare a blank Editorial Characteristics and Planning anchor chart (see supporting materials for both blank and complete versions) to capture students’ comments in this lesson. Leave some space in each box to fill in during Lesson 6 (when you will model planning of an editorial about the wedge; see teaching note).• Prepare blank Simple Machine T-charts (see supporting materials) for each Simple Machine Expert Group.• Prepare the Simple Machine T-chart (see Wedge Model in supporting materials).• Review: Fist to Five strategy (Appendix).



Identifying Characteristics of Editorials and Determining Reasons to Support Our
Opinions about Simple Machines

Lesson Vocabulary	Materials
campaign, characteristics, editorials, evidence, scientific, opinion, observations, effectively, collaborate; wedge, work, force, effort, inclined plane, lever, pulley, wheel and axle	<ul style="list-style-type: none">• Simple Machine Editorial rubric (one for display on document camera)• Document camera• Chart paper for new anchor chart: Editorial Characteristics and Planning (see supporting materials for examples of blank and complete versions of this chart)• “No More Junk in Our Schools” (one to display, from Lesson 1)• “Who Cares about Polar Bears?” (one to display, from Lesson 2)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman (one text for each student and one for modeling)• Simple Machines science journal (each student’s, from Unit 2)• Simple Machine T-Chart (wedge model, one for modeling for students; see supporting materials for an example to prepare beforehand and what it should look like after modeling)• Chart paper for new anchor chart: Simple Machine T-Charts (one chart for each group of three or four students; see supporting materials for an example)• Markers (one for each expert group)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Explain to students that now that they have closely read and analyzed some editorials, they are ready to prepare for writing their own editorials about simple machines. Display the top half of page 1 on the Simple Machines Editorial rubric using the document camera. Review the following prompt and learning target with students: “A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they’ve decided to hold a ‘Campaign for Simple Machines.’ Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month’s magazine.” Explain that a <i>campaign</i> is a set of decisions and activities people take for a particular purpose. Ask the students to turn and talk: <ul style="list-style-type: none"> * “What is a type of campaign you know about?” Listen for comments like: “The presidential campaign” or “A campaign to raise money for a special cause.” Provide examples as needed to clarify this key academic vocabulary word. Post and read aloud the main long-term learning target for the performance task: <ul style="list-style-type: none"> – “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. Explain that today’s learning targets will help students make progress toward this bigger target of their performance task. Post and read the day’s learning targets: <ul style="list-style-type: none"> – “I can identify the characteristics of an editorial.” – “I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.” – “I can identify which reasons are supported by the text and which are supported by my observations.” – “I can effectively collaborate with my Simple Machine Expert Group.” Address the first three targets by reviewing (one at a time) the words <i>characteristics</i>, <i>editorial</i>, <i>evidence</i>, <i>scientific</i>, <i>opinion</i>, and <i>observations</i>. Have students discuss the meaning of each target with a partner. Invite pairs to share out their thinking. Annotate the targets to help students clarify their meaning. 	<ul style="list-style-type: none"> Help students to connect their analysis of editorials (RI.4.8) to the performance task (W.4.1). While these standards are taught explicitly, they act to support students in reading like writers and writing like readers. Asking students to review classroom expectations and make suggestions for improvement helps them to monitor their behavior. Some students who struggle with group work may benefit from writing individualized goals and sharing them with their teacher and perhaps a trusted peer.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">For the fourth target, focus on the phrase <i>effectively collaborate</i>. Review with students the expectations for group work. Remind them that they have worked in expert groups before when they were studying their colonial trades. Help them to remember what worked well and what was a challenge. Let them know that you will be observing their performance with this target today and they will reflect on their progress at the end of the lesson.	
Work Time	Meeting Students' Needs
<p>A. Identifying Characteristics of Editorials (15 minutes)</p> <ul style="list-style-type: none">Post the blank Editorial Characteristics and Planning chart (see supporting materials for examples of blank and complete version of this chart). Point out the prompt at the top of the chart: "Editorials are..." Tell students that they have now read two editorials closely and can probably describe them well.Ask them to turn to a partner and respond to the question:<ul style="list-style-type: none">* "What is an <i>editorial</i>?"Have pairs share their thinking. On the chart, write something such as the following to summarize students' comments:Editorials are...<ul style="list-style-type: none">— A form of writing often found in newspapers, magazines, or blogs that shares the author's opinion on a topic.Next, point out the section below, labeled "Editorials have..." with the graphic organizer below. Tell students that you would like them to take a look at both editorials to see what they have in common. Tell them that they will pay particular attention to what each paragraph contains.Using the document camera, display the texts "Who Cares about Polar Bears?" and "No More Junk in Our Schools" side by side and zoom in on the first paragraph. Reread each introduction and give students an example similar to the following: "I notice that in the first paragraph of both of these editorials the author shares the topic of the editorial, polar bears and vending machines in schools. There is also a little background information, where polar bears live and what vending machines sell."	<ul style="list-style-type: none">To further support students in their analysis of editorials, you may want to have students get out their own copy of the texts as well as displaying them on the document camera.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that the class will now fill in the graphic organizer with students' comments to explain the organization of editorials. (See teaching note: Be sure that when you add students' comments below, you leave some space within each box. You will fill in these spaces during Lesson 6 when you model planning of an editorial about wedges.)• On the graphic organizer write the word "Introduction" at the top of the first box on the left. Then add the following below (note: leave the last bullet blank for students to help fill in):• An introduction paragraph that:<ul style="list-style-type: none">– States the topic– Shares background information• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What other characteristics should be written in the introduction box?"• Have pairs share their ideas. Listen for students to say: "The opinion is shared," or "The author's opinion is shared." Record: "States the author's opinion" for the last bullet.• Next, point out the boxes in the middle of the graphic organizer. Explain that these middle boxes (which represent the body paragraphs) are each likely to have a similar structure. One at a time, zoom in on the second paragraph of each of the two editorials. Read each paragraph aloud as students read along silently. Ask students to turn and talk:<ul style="list-style-type: none">* "What characteristics do these two paragraphs have in common?"* "What kind of information does each of these paragraphs include?"• Have pairs share out. Students should be quick to note that each body paragraph contains reasons and evidence.• On the anchor chart, in the first box of the middle three boxes, write: Detail paragraphs that share:<ul style="list-style-type: none">– Reasons: WHY an author has an opinion– Evidence: HOW an author supports their reasons with facts or details• Explain that this is true for all remaining paragraphs in the two articles. (The difference between the two is that one author provides three reasons while the other provides two.)	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Move on to the last paragraph in each text, which corresponds to the last box on the graphic organizer. Read each conclusion, one at a time, as students read along silently. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What do the concluding paragraphs of both editorials have in common?” * “What should we write in the final box in the graphic organizer on the anchor chart?” • Have pairs share. Listen for them to note: “The author shares their opinion again.” • Record the following in the last box of the graphic organizer: A conclusion paragraph that: <ul style="list-style-type: none"> – Summarizes the author’s opinion • Review all the characteristics of editorials that students have identified. Then help students see how this relates to their own writing task. First, point to the first box on the chart; Explain to students that they have already formed their opinion about which simple machine is the most helpful. Pointing to the middle boxes, tell students that their next step will be to determine reasons and evidence for that opinion. 	
<p>B. Determining Reasons that Support Opinions: Guided Practice with the Wedge (15 minutes)</p> <ul style="list-style-type: none"> • Tell the class that writers get their ideas from many places: their imaginations, research, and observations of the world around them. • Remind students that during Module 2, when they wrote their historical fiction, they did significant research about Colonial America to support their writing. In this module they have researched and observed simple machines through reading and experimenting. Tell them that now that they know about the topic, and also know what editorials are and how they are structured, they are well prepared to begin writing. • Tell students they will begin the writing process by reviewing the text and their notes. Gather students together in a whole group. Distribute the text <i>Simple Machines: Forces in Action</i> and ask them to get out their Simple Machines Science Journals. Tell them that they will be working with their expert groups in a moment to prepare reasons for the opinions in their editorials, but first you would like them to help you think of some more reasons based on the text. • Post the Simple Machine T-chart (wedge model) where it is visible to all students. Tell students that you would like them to help you prepare to write your editorial. 	<ul style="list-style-type: none"> • If needed, modify Work Time B to include more explicit modeling and think aloud about how the text can support the reasons listed in the model.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that you have a few reasons you think wedges are the <u>most</u> helpful simple machine in daily life. Point out the reasons that you recorded on the T-chart:<ul style="list-style-type: none">– Many of my garden tools are wedges.– Wedges are easy to use.• Explain that both of these reasons are just your observations. Tell students that you know that good writers typically don't use just their observations to support their points; they also use text-based research. Explain that you would like their help thinking of reasons that are based on details in the text <i>Simple Machines: Forces in Action</i>, because you would like your editorial to be scientifically accurate.• Using the document camera, display pages 12–13 of <i>Simple Machines: Forces in Action</i>. Think aloud: "I'm going to reread the section of this text on wedges to see if we can come up with some more reasons for my opinion that are based on details from this text." Ask students to turn to these pages in their texts so they can read silently along with you.• Read page 12 aloud slowly. Ask students to turn to a partner and discuss this question:<ul style="list-style-type: none">* "Based on evidence from the text, what is another reason you could use to support your opinion that wedges are the most helpful simple machine?"• Have students share the reasons they came up with. Ask them to point out which details in the text support their reason. On the left side of the T-chart, add any reasons that are based on details from the text.• If students are having difficulty stating reasons based on the text, point out the last sentence in the first paragraph: "An axe and the tip of a nail are examples of wedges." Tell students that the text names these tools as wedges and you are thinking that one good reason that wedges are the best is that they can be used to help build a house.• Add the following reasons to the chart on the left-hand side:<ul style="list-style-type: none">– You need wedges (saws and nails) to build a house.• Next, read page 13 of the text aloud slowly as students read along silently. Ask students to think and then talk with a partner:<ul style="list-style-type: none">* "Based on evidence from the text, what is another reason that you could use to support your opinion that wedges are the most helpful simple machine?"• Listen for students to mention knives for cutting food and teeth for biting into things.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have students share the reasons they have come up with and ask them to point out which details in the text support their reason. On the left side of the T-chart, add any reasons that are based on details from the text.• Be sure the following reasons are added to the T-chart:<ul style="list-style-type: none">– Wedges (knives) help you cut your food.– Wedges are found in nature (teeth).• Next demonstrate how to use the right side of the T-chart to label each reason as “observable fact” or “text research.” Label the first two reasons as “observable facts” on the right-hand column of the T-chart. Explain that the first is labeled an “observable fact” because it is something anyone could observe in the world around them. Tell them that the second reason is an observation you recorded in your notes during the experiment with wedges in Unit 2.• Explain that the other reasons can be directly supported by evidence in the text. Label the remaining reasons as “supported by the text.” Ask students to notice how many of your reasons are supported by the text. Explain that this is important because your editorial must be <i>scientifically</i> accurate.• Thank students for helping you to prepare for your writing. Tell them that it is now their turn to prepare: they will go through a similar process to create a T-chart of reasons for their opinion on simple machines.	



Work Time (continued)	Meeting Students' Needs
<p>C. Determining Reasons that Support Opinions: Simple Machine Expert Groups (20 minutes)</p> <ul style="list-style-type: none">• Tell students that in a moment, they will work with their expert groups to do what you just modeled for the simple machine they have been studying. Post and review the following directions:<ol style="list-style-type: none">1. Select a recorder.2. Add your simple machine to the top of your group's T-chart.3. List all group members' reasons (from homework).4. Review notes on your simple machine in your Simple Machines Science Journal.5. Add any more reasons.6. Reread the section of the text about your group's simple machine.7. Add any more reasons.8. Determine whether reasons listed are "observable fact" or can be "supported by the text," and label each. (Remember, most of your reasons should be supported by the text.)• Ask students to bring their copy of the text <i>Simple Machines: Forces in Action</i> and their Simple Machines science journal and go meet with their Simple Machine Expert Group. Before groups begin their work, remind them that the groups around them will be reading and will need to focus. Ask all groups to work using quiet voices. Distribute a blank Simple Machine T-chart and a marker for each group.• Circulate and support groups as necessary. Be sure that most of the reasons students are recording on their charts can be directly supported by the text. Prompt students to point out which details in the text support their reasons.	<ul style="list-style-type: none">• To further support some students, you may decide to type and print these directions for groups or individuals to reference as they work.• Observe students' progress toward the target, "I can effectively collaborate with my Simple Machine Expert Group," and make notes about one thing the class is doing well and one thing they need to work on. You will share these observations in the closing of this lesson.



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the day's learning targets:<ul style="list-style-type: none">– “I can identify the characteristics of an editorial.”– “I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.”– “I can identify which reasons are supported by the text and which are supported by my observations.”– “I can effectively collaborate with my Simple Machine Expert Group.”• Ask students to show a Fist to Five for each of the targets: zero (fist), meaning far from the target, to five (five fingers), having solidly met the target. Make any observations of the results for each. For example: “I see a lot of 5s for the second target and I noticed that all the T-charts have many reasons listed, so it looks like we did well with that.”• Be sure to observe the results for the last target and add your observations from expert group work time. Let students know what they did well and what they could improve on. If time permits, ask students for additional positive feedback for their work today, or suggestions for how the class could work even better in their expert groups in the future.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Hold on to the groups' Simple Machines T charts to use in Lesson 6. Students will be working more individually, but will need to refer to these charts as they begin to plan their editorials.</i></p>	



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 5

Supporting Materials



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Editorials have...

The diagram illustrates a four-bar linkage mechanism. It features four vertical bars of equal height, connected by four horizontal links. The top and bottom horizontal links are longer than the middle two. Arrows on the vertical bars indicate a clockwise rotational motion. The mechanism is shown in a central position, with the links forming a square shape.

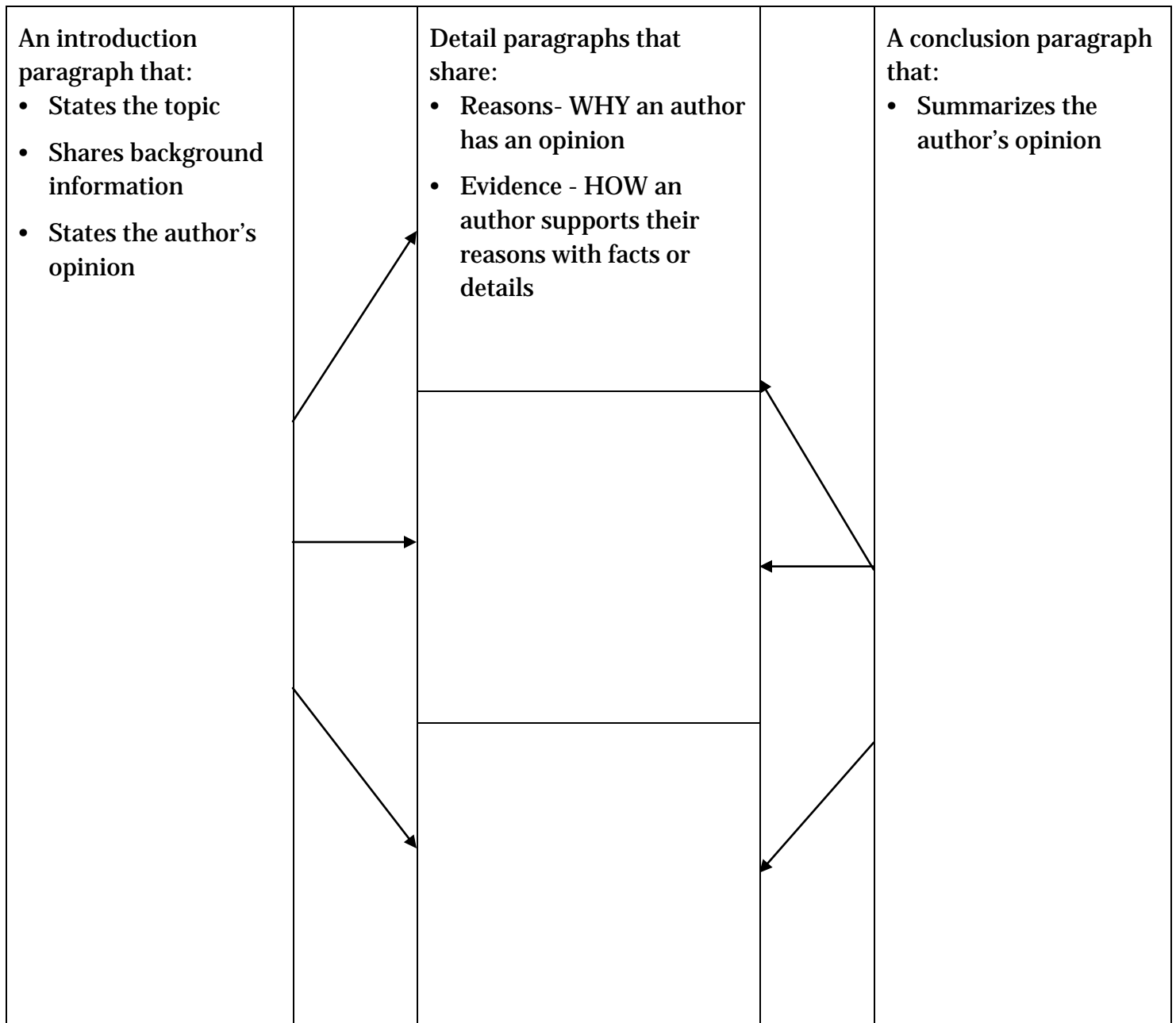


Editorial Characteristics and Planning Anchor Chart
(Completed Chart, for Teacher Reference)

Editorials are...

A form of writing often found in newspapers and magazines that shares the author's opinion on a topic

Editorials have...



*Example of an Editorial Planning graphic organizer complete with characteristics of editorials
(determined by students in this lesson)*



Simple Machine T-Chart (Wedge Model)

Prepare this version of the T-chart for modeling in this lesson.

Opinion: The _____ helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”

Simple Machine T-Chart (Wedge Model):

Prepare this version of the T-chart for modeling in this lesson.

Opinion: The wedge _____ helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”
<ul style="list-style-type: none">• Many of my garden tools are wedges.• Wedges are easy to use	



Simple Machine T-Chart (Wedge Model)

Simple Machine T-Chart (after modeling):

The Wedge Model should look something like this at the end of the guided practice.

Opinion: The wedge helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”
<ul style="list-style-type: none">• Many of my garden tools are wedges.• Wedges are easy to use• You couldn’t build a house without wedges (saws and nails).• You couldn’t cut your food without wedges (knives).• Wedges are found in nature (teeth).	<ul style="list-style-type: none">• Observable Fact• Observable Fact• Supported by the Text• Supported by the Text• Supported by the Text• Supported by the Text



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 6

Planning to Write Editorials: Grouping Reasons with Evidence That Supports My Opinion



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can recall information that is important to a topic. (W.4.8) I can sort my notes into categories. (W.4.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.• I can group together reasons with related evidence in my editorial.	<ul style="list-style-type: none">• Simple Machine Editorial graphic organizer• Simple Machines Editorial rubric



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Anticipating the Learning Targets on the Rubric (5 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Planning an Editorial: Guided Practice with the Wedge (20 minutes)B. Planning an Editorial: Independent Practice (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Simple Machine Rubric: Adding Criteria for Success (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This portion of the unit begins the writing process for the performance task. Be sure that students have a system for organizing their writing resources (Simple Machines science journal and text <i>Simple Machines: Forces in Action</i>), graphic organizers, and drafts.• In this lesson students will refer to many anchor charts during the Opening and Work Time. In advance, read through the lesson to visualize how various charts are used, and organize accordingly.• Post the Simple Machines T-charts around the room so students can view them during Work Time B.• Prepare a larger version of the Simple Machine Editorial rubric on chart paper. You will add criteria for success toward the performance task on this chart.• Co-constructing the rubric based on the learning targets outlined from the standards allows students to clearly picture what meeting these targets will look like as they write their editorials. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, but it supports struggling learners the most.• Review students' choice of simple machine and pair them with a writing partner who has chosen the same simple machine. They will work with this partner in a series of critique and feedback sessions to help revise their writing. It is important that student pairs focus on the same simple machine, as the end of unit assessment will require them to choose another simple machine and write an on-demand editorial.• Review: Mix and Mingle (Appendix).



Lesson Vocabulary	Materials
scientifically accurate (review) opinion, reasons, evidence	<ul style="list-style-type: none">• Document camera• Simple Machines Editorial rubric (one to display)• Exploring Opinions as Readers and Writers anchor chart (from Lesson 3)• Editorial Characteristics and Planning chart (from Lesson 5)• Simple Machines T-chart (wedge model, from Lesson 5)• Simple Machines Editorial graphic organizer (wedge model, one copy for teacher reference)• Sticky note (one per student)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman (one text for each student and one for modeling)• Simple Machines science journal (each students', from Unit 2)• Simple Machines T-charts (one chart for each group of three or four, from Lesson 5)• Simple Machines Editorial graphic organizer (one per student)• Writing folders



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Anticipating the Learning Targets on the Rubric (5 minutes)</p> <ul style="list-style-type: none">Using a document camera, display the top half of the Simple Machine Editorial rubric.Review the writing prompt and learning target with the class:<ul style="list-style-type: none">“A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they’ve decided to hold a ‘Campaign for Simple Machines.’ Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month’s magazine.”Learning target on the rubric:<ul style="list-style-type: none">* “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”Remind students that they have become experts on simple machines and over the past several days have learned a lot about how authors support their opinions with reasons and evidence. Post the Exploring Opinions as Readers and Writers anchor chart (from Lesson 3) and Editorial Characteristics and Planning chart (from Lesson 5).Prompt students to “mix and mingle” on the following:* “Given what we know about opinions and editorials, what would you expect to see for learning targets on the bottom half of this rubric?”Circulate and listen as members of the class discuss the prompt. Listen for them to say things such as: “I think one of the learning targets will be about writing an introduction that has the opinion about simple machines,” or “There will be a learning target about using evidence to support our reasons.”Ask students to return to their seats. Focus them on the Simple Machine Editorial rubric chart. Ask students to give you a thumbs-up if they anticipated a target as you read each target aloud.Read the targets in the criteria for success table on the rubric one at a time. Notice which targets students anticipated and which may need more clarification in upcoming lessons.	<ul style="list-style-type: none">Co-constructing the rubric based on the learning targets allows students to clearly picture what meeting these targets will look like as they write their editorials.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will focus on two of these targets. Point out the following learning targets under the Ideas and Organization sections on the chart:<ul style="list-style-type: none">– “I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.”– “I can group together reasons with related evidence in my editorial.”• Discuss the phrase <i>scientifically accurate</i>. Explain to the class that this concept is similar to the phrase <i>historically accurate</i>, which was used when students wrote historical fiction in Module 2. Ask students to share with a partner what they think this phrase means. Cold call pairs to share. Listen for explanations like: “It means the science has to be right,” or “Our reasons and evidence will have to be based on our simple machine research.” Clarify this target as necessary.• For the second target, ask students,<ul style="list-style-type: none">* “What do you think it means to ‘group reasons with related evidence?’”• Have students turn and talk once again. Listen for explanations like: “It means our evidence has to match our reasons.”• Tell students that today’s lesson will help them clarify these targets further so that they can add criteria for success to the rubric.	



Work Time	Meeting Students' Needs
<p>A. Planning an Editorial: Guided Practice with the Wedge (20 minutes)</p> <ul style="list-style-type: none">• Post the Simple Machine T-chart (wedge model) next to the Editorial Characteristics and Planning chart. Tell students that you would like their help planning your editorial. Use the characteristics outlined on the Editorial Characteristics and Planning chart to guide your modeling (see the Simple Machine Editorial graphic organizer [wedge model] in the supporting materials as an example).• Before beginning your modeling, do the following<ul style="list-style-type: none">– Distribute 1 sticky note to each student.– Distribute the text <i>Simple Machines: Forces in Action</i>– Have students get out their Simple Machines science journal.– Group students with a writing partner who is writing about the same simple machine (ideally from the same expert group.) Students will continue to work with their writing partner for critique and feedback throughout the module.• Model as follows: Tell students that you have already formed the opinion that “the wedge is the most helpful simple machine.” Record this as a note in the Introduction box.• Explain that you also know that you have to give your readers some background information about what simple machines are and how the wedge works. Tell them you know that it is important for this information to be <i>scientifically accurate</i>.• Ask students to work with their partner to help you with this by doing the following:<ol style="list-style-type: none">1. In your Simple Machines science journal, review your notes about simple machines (pages 8 and 9) and your vocabulary section.2. On a sticky note, jot down information about simple machines you think we should add to the Introduction about wedges.• Give students a few minutes to look over their notes, discuss, and record with their partners.• Then ask pairs to share out their suggestions. Listen for students to suggest: “Simple machines make work easier by reducing effort,” “There are six simple machines,” or “There is a trade-off when using simple machines: less effort equals greater distance.”	<ul style="list-style-type: none">• During the guided practice, be sure to note which students are struggling. This can help you determine with whom to confer during the independent practice (Work Time Part B).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add suggestions that are scientifically accurate to the Introduction box. Additionally, add the following specifically about wedges:<ul style="list-style-type: none">– A wedge is two inclined planes joined together.– A wedge makes it easier to push something apart.• Tell students that these are the details specifically about wedges from your notes.• Thank students for their help. Then point to the posted Simple Machine Editorial graphic organizer (wedge model). Explain to the class that your next step is to determine which reasons and evidence you would like to include in your editorial.• Tell students that you have selected two reasons from the chart. Explain that one of them was a combination of reasons you noticed on the chart: Wedges are used to make many important tools. Record this in the first box in the middle of your Editorial Characteristics and Planning chart. Explain that this reason is a combination of all the reasons that mention tools on the Simple Machine T-chart (wedge model).• In the next box below, record the following reason: “Wedges are found in nature.” Tell them that you picked this reason straight from the chart because you thought it was unique to wedges.• Tell students that now that you have your reasons, you will have to go back to your notes and the text <i>Simple Machines: Forces in Action</i> to find some evidence. Remind them that it is okay to have some observations as evidence, but in order to ensure that their evidence is scientifically accurate, it should be based on their research (science journal notes and the text).• Ask students to help you find some evidence for your first reason, “Wedges are used in many important tools.” Have them turn to page 12 in their text and read only the first paragraph with their partner, looking for evidence to support your reason.• Cold call a few pairs to share. Students should notice that both the axe and nail are tools mentioned as examples of wedges. Add this evidence to your planning chart.• Help students think about how evidence must match up with a specific reason by providing a counterexample. Point out the sentence: “A wedge is wide at one end and thin at the other.” Ask partners to discuss:<ul style="list-style-type: none">* “Could this sentence be used as evidence to support my reason? Why or why not?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students discuss briefly, cold call a few more pairs to share their thinking. Explain that while this sentence might be good evidence for another reason (wedges are nice-looking and simple), it does not fit with your reason. Tell them that it is important for them to group reasons with evidence that is related (or supports them); otherwise their editorials will not make sense to the reader.• Thank the students for their assistance. Tell them that you will continue to gather evidence that is related to your reasons and add notes for your concluding paragraph. Quickly review what this paragraph should include (a summary of the author's opinion), then ask students for a thumbs-up if they feel ready to plan their own editorials or thumbs-down if they need you to clarify how to use the graphic organizer.• Clarify as necessary or decide which students you will confer with during the independent practice based on this information.	
<p>B. Planning an Editorial: Independent Practice (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that now they will plan their editorials using their own graphic organizers. They will do this individually but should continue to sit next to their partner, so that they can support each other as needed. Be sure the Simple Machines T-charts are posted where students can see them and reference them during their work and that students have their text and journals for gathering evidence.• Distribute a Simple Machines Editorial graphic organizer to each student. Circulate and support as needed. As students finish planning, have them put their materials away in their writing folders.	<ul style="list-style-type: none">• Students will be using their science journals and the text to select evidence. If some students struggle in managing these materials, consider marking the sections of the text and their journals where they should focus to gather evidence. This can be done ahead of time for select students or as needed when you confer.



Closing and Assessment	Meeting Students' Needs
<p>A. Simple Machine Rubric: Adding Criteria for Success (10 minutes)</p> <ul style="list-style-type: none">• Gather students together and focus them on the Simple Machine Editorial rubric chart again. Ask the class to reread the first learning target for the day: "I can use scientifically accurate reasons and evidence to support my opinion about a simple machine."• Ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none">* "What will it look like if we meet this target in our editorials?" Listen for comments like: "We will use information from our research for our reasons and evidence," or "We will pick reasons that can be supported by evidence from our notes or the text."• Add something like the following to the "Meets" column of the rubric next to this learning target:<ul style="list-style-type: none">– All reasons are supported by evidence from our class research on simple machines (<i>Simple Machines: Forces in Action</i> and our Simple Machines science journals).• For the Partially Meets column, you can add the above with the word Some instead of All. For Does Not Meet, add No instead of All. This will hold true for each of the learning targets for which you create criteria on the rubric for the rest of the unit.• Repeat a similar process with the day's second learning target: "I can group together reasons with related evidence in my editorial."<ul style="list-style-type: none">– All reasons are supported by evidence (examples, details, and facts) that is directly related to the reasons. Example: Reason: Wedges are used in lots of tools. Evidence: An axe and nail are examples.• Tell students that at the start of the next lesson, they will get feedback on their plans from their writing partners based on these criteria. Then they will write a draft of their editorials.	<ul style="list-style-type: none">• Consider adding models with examples of "Meets" or "Does not Meet" to the rubric or beside it. Using models can further clarify for students what it means to meet the learning target.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Add the rest of the planning notes to the Editorial Characteristics and Planning chart (see supporting materials in this lesson) to prepare for Lesson 7.</i></p>	<ul style="list-style-type: none">• An alternative to having students finish this planning at home is to give them additional designated time at some point during the school day.



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 6

Supporting Materials



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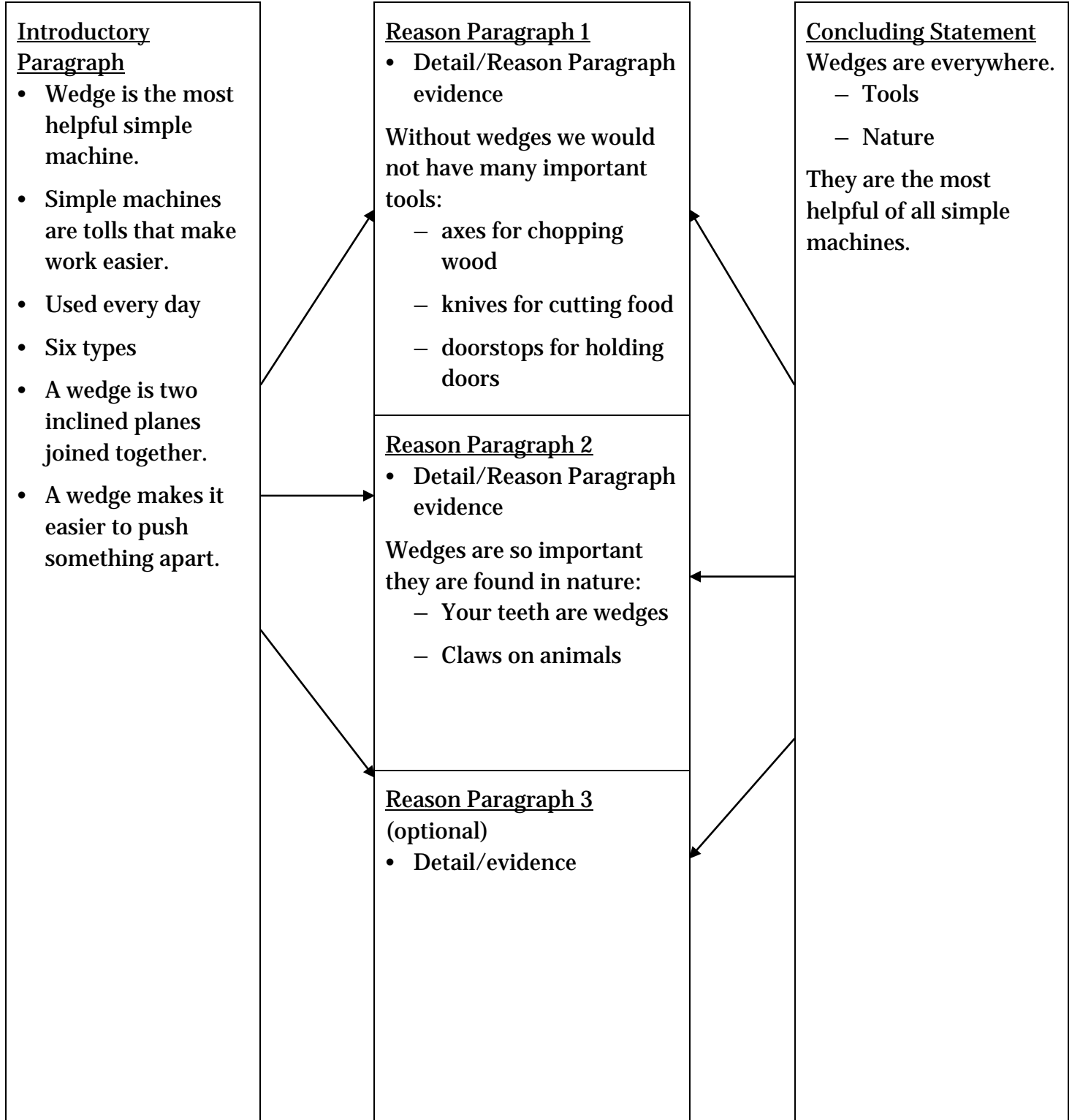
Simple Machines Editorial Rubric

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			



Simple Machines Editorial Graphic Organizer
(Wedge Model- for teacher reference)





Simple Machines Editorial Graphic Organizer
(Blank student version)

<u>Introductory Paragraph</u> <ul style="list-style-type: none">• States point of view• Description of simple machines in our world <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Description of simple machines in our world• States point of view	<u>Reason Paragraph 1</u> <ul style="list-style-type: none">• Detail/Reason Paragraph evidence	<u>Concluding Statement</u>
	<u>Reason Paragraph 2</u> <ul style="list-style-type: none">• Detail/Reason Paragraph evidence	
	<u>Reason Paragraph 3 (optional)</u> <ul style="list-style-type: none">• Detail/evidence	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 7

Drafting an Editorial about a Simple Machine



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)

- a. I can group together reasons with related evidence in my editorial.
- b. I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.

I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

I can effectively participate in a conversation with my peers and adults. (SL.4.1)

Supporting Learning Targets

- I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.
- I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.
- I can group together reasons with related evidence in my editorial.
- I can give kind, helpful, and specific feedback to my critique partner.

Ongoing Assessment

- Simple Machine Editorial graphic organizers
- Drafts of Simple Machine Editorials



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Peer Critique on Plans: Focused on Scientific Accuracy and Grouping Reasons and Evidence (15 minutes)B. Reviewing Characteristics of Editorials and Strong Paragraphs (5 minutes)C. Drafting Simple Machine Editorials (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing and Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students write their first draft of their Simple Machine editorials. They receive feedback on scientific accuracy and the grouping of reasons and evidence in their graphic organizers from a peer and then proceed to draft. Decide whether students will be drafting on the computer or on paper.• Note that Lesson 14 is dedicated to having students publish their work in a computer lab. The lessons that lead up to this lesson assume that this drafting will be done with pencil and paper. However, if you have students word-process throughout the drafting process, they will have to print off a draft for critique, feedback, and annotating revisions. See lesson notes throughout the rest of the unit to prepare accordingly.• In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials or use the version created in Module 2A, Unit 3, Lesson 7).• Review: Peer Critique protocol (Appendix 1).



Lesson Vocabulary	Materials
editorial, opinion, specific, critique, scientifically accurate, reasons, evidence	<ul style="list-style-type: none">• Equity sticks• Critique Protocol Norms anchor chart (from Module 2A, Unit 3, Lesson 7, or see supporting materials to model to create)• Simple Machines Editorial graphic organizer (students' copies, from Lesson 6)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman• Simple Machines Science journals (students' copies)• Editorial Characteristics and Planning chart (with the wedge model from Lesson 6)• Notebook paper or computers for drafting (enough for each student)• Writing folders• Index cards (standard size, one per student for an exit ticket)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning targets:<ul style="list-style-type: none">– “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”– “I can use scientifically accurate reasons and evidence to support my opinion about a simple machine.”– “I can group together reasons with related evidence in my editorial.”– “I can give kind, helpful, and specific feedback to my critique partner.”• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking. Then cold call students using the equity sticks.• All of these targets should be familiar to students. They have been focused on the first three targets for the past several lessons. The last is a target used for critique sessions in Modules 1 and 2. Have students share what they recall about this target. Clarify as needed and explain that the class will review the critique process more thoroughly in a moment.	



Work Time	Meeting Students' Needs
<p>A. Peer Critique on Plans: Focused on Scientific Accuracy and Grouping Reasons and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Review the main components of a successful critique on the Critique Protocol Norms anchor chart (see teaching notes and supporting materials of this lesson for preparing this anchor chart).<ul style="list-style-type: none">– Be kind– Be specific– Be helpful– Participate• Tell students that today they are going to critique their writing partner's editorial plans to help them prepare for writing their first draft. Tell them they will focus their feedback using the Simple Machines Editorial Rubric anchor chart.• Explain that for today their feedback will focus only on learning targets 2 and 4 from the rubric: "I can use scientifically accurate reasons and evidence to support my opinion about a simple machine," and "I can group together reasons with related evidence in my editorial."• Review the criteria for Meets on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.• Ask students to get out their Simple Machines Editorial graphic organizer, the text <i>Simple Machines: Forces in Action</i>, and their Simple Machines Science journals. Place students with their writing partners (established in Lesson 6). Explain that they will have 5 minutes apiece to critique and take notes. Tell the class that those being critiqued should make notes about changes or revisions directly on their graphic organizers. Circulate and support partnerships in keeping their critique kind and focused.	<ul style="list-style-type: none">• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.• Students should be comfortable with the routine of peer critique from their experiences in Modules 1 and 2. However, you may consider modeling with your wedge plans from the Editorial Characteristics and Planning chart in Lesson 6, if you feel that your students need more practice with peer critique before working with a partner.



Work Time (continued)	Meeting Students' Needs
<p>B. Reviewing Characteristics of Editorials and Strong Paragraphs (5 minutes)</p> <ul style="list-style-type: none">• Post the Editorial Characteristics and Planning chart (with the wedge model) next to the Simple Machines Editorial rubric chart and gather students back together in front.• Ask the class to examine your editorial plans for the wedge. Briefly review the following with students:<ul style="list-style-type: none">* “How many paragraphs do you have planned?”* “What should each paragraph contain, based on your plans and what you know about the characteristics of editorials?”* “What are the features of a strong paragraph?” (topic sentence, details, and concluding sentence)	<ul style="list-style-type: none">• If your class needs more explicit instruction on paragraph writing, expand this area of the lesson to include more modeling with the wedge editorial. Another option is to pull a small group during Work Time Part C to provide more direct support with the drafting process.
<p>C. Drafting Simple Machine Editorials (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they are about to complete a first draft editorial and that it does not have to be perfect. Students should reference the rubric when drafting, but shouldn't worry about meeting every learning target at this point. Request that they pay special attention to learning targets 2 and 4 from the rubric and use their partner's feedback to guide the drafting process.• Students should spend the next 25 minutes writing their first drafts. Circulate and support as needed. Be sure to confer with students you observed struggling in Lesson 6. Help students to focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. Remind them that they will edit for these toward the end of the writing process.• After 25 minutes, have students put their drafts and materials in their writing folders.	<ul style="list-style-type: none">•



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Explain to students that it has been a while since they participated in a critique session and that they may feel the class is a bit rusty. Tell them that today for an exit ticket you would like them to reflect on this learning target alone, so that they can set goals for their next critique session.• Distribute an index card for the exit ticket and ask students to do the following:<ul style="list-style-type: none">* On the front of the card, record your name at the top and write the learning target: "I can give kind, helpful, and specific feedback to my critique partner."* On the front of the card, write a personal reflection: "Did you meet the learning target? What is your evidence?"* On the back, write a class evaluation: "How did the class do with giving kind, helpful, and specific feedback? What is your evidence?"	<ul style="list-style-type: none">• For students who struggle with following multiple step directions, consider displaying these directions using a document camera or SmartBoard. Another option is to type up these instructions for students to have in hand.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' Simple Machine Editorial drafts and give specific feedback on the following learning targets on the rubric: "I can use scientifically accurate reasons and evidence to support my opinion about a simple machine" and "I can group together reasons with related evidence in my editorial."</i></p> <p><i>Consider writing your feedback on sticky notes instead of directly on students' papers. This will allow them space for their own annotations during the revision process and is respectful of their work as a writer. Students will be able to revise based on your feedback and that of their peers the next time they draft.</i></p>	<ul style="list-style-type: none">•



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Grade 4: Module 3A: Unit 3: Lesson 7

Supporting Materials



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Critique Protocol Norms

Be Kind: Treat others with dignity and respect.

Be Specific: Focus on why something is good or what, particularly, needs improvement.

Be Helpful: The goal is to help everyone improve his or her work.

Participate: Support one another. Your feedback is valued!

Directions

1. Author and listener: Review area of critique focus from the rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback
5. Author: Says, "Thank you for _____. My next step will be _____."
6. Switch roles and repeat



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 8

Revising for Ideas: Interesting Introductions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write an introduction in my editorial that explains simple machines and states my opinion clearly.
- I can give kind and helpful feedback to my writing partner.

Ongoing Assessment

- List of Introductions



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging Readers and Writers (5 minutes)Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Criteria for Effective Introductions in an Editorial (5 minutes)Examining Models of Effective Editorial Beginnings (10 minutes)Guided Practice Writing Different Types of Introductions (10 minutes)Independent Practice on Writing Introductions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing and Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">This lesson is very similar to the format in Module 2, Unit 3, Lesson 11. The students examine mentor texts for how authors write effectively. They will then apply what they learn to their own writing.Writing partners for this unit were established in Lesson 7.In this lesson, the class will help the teacher to revise the introductions of the Model Wedge Editorial (see supporting materials of this lesson). There are examples of possible revised introduction paragraphs in the supporting materials.The task of writing two different introductions may be difficult for students. This part of the lesson may require additional teacher support.Beginning with this lesson, students will revise their work using different-colored pencils for each focus. See materials lists for colors used in Lessons 8–12.Consider supplying copies of the Interesting Introductions anchor chart for students to reference and keep in their writing folders.In advance: Enlarge the introduction paragraphs from “No More Junk in Our Schools” and “Who Cares about Polar Bears?” editorials to be posted on the class anchor chart during Work Time B.Recreate the Bold Beginnings anchor chart from Module 2, Unit 3, Lesson 12.



Lesson Vocabulary	Materials
states, opinion, introduction	<ul style="list-style-type: none">• Equity sticks• Bold Beginnings anchor chart (from Module 2A, Unit 3, Lesson 12)• “No More Junk in Our Schools” editorial (from Lesson 1; one per student and one to project)• Document camera• Interesting Introductions anchor chart (new; teacher-created)• “Who Cares About Polar Bears?” editorial (from Lesson 2; one per student and one to project)• Model Wedge Editorial• Simple Machine Editorials (drafts from Lesson 7)• Red colored pencil (one per student)• Simple Machine Editorial rubric chart (from Lesson 6)



Opening	Meeting Students' Needs
<p>A. Engaging Readers and Writers (5 minutes)</p> <ul style="list-style-type: none">• Ask students what they think is most important about a book or other piece of writing in grabbing the reader's attention. Ask them to think first, then turn and talk to a shoulder partner. Use equity sticks to cold call on one or two students. You should hear responses such as: "The way a story begins is important because it's the first thing a reader reads," and "It should make the reader want to read more."• Validate this thinking and explain that in today's lesson they are going to write different beginnings for their editorials on simple machines, much as they did in Module 2 when they were writing their historical fiction narrative about their colonial tradesperson.	<ul style="list-style-type: none">• Deconstructing the unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will be learning in the lesson.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the first learning target: "I can write an introduction in my editorial that explains simple machines and states my opinion clearly." Ask them if there are any words or phrases that they think are important or just unfamiliar to them. They may identify the following words:<ul style="list-style-type: none">– states = explains– opinion = a point of view (what a person thinks about a topic)• Write the synonyms about the word/phrases and ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand some but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.	<ul style="list-style-type: none">•



Work Time	Meeting Students' Needs
<p>A. Criteria for Effective Introductions in an Editorial (5 minutes)</p> <ul style="list-style-type: none">• Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12):<ul style="list-style-type: none">– Catches the reader's attention: hooks a reader into wanting to read more– Makes the reader want to read more: gets your reader curious about what's coming next– Is appropriate to purpose and audience: makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his/her time.• In narratives we call the beginning of a piece "the beginning." In editorials we call the beginning "an introduction." It's similar but has different purposes and audiences. Explain that in all writing, the author must make sure that the text begins in a way that is appropriate for the audience and grabs readers' attention and makes them want to read more.	<ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them access to important information as they work independently.



Work Time (continued)	Meeting Students' Needs
<p>B. Examining Models of Effective Editorial Beginnings (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of “No More Junk in our Schools.” Project the first paragraph using a document camera. Remind students that they should be familiar with this editorial because they read it in Lesson 3 when they were learning about the characteristics of an editorial. (Note: If you feel that your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)• Read the first paragraph aloud and ask the class to think about how the author designed the introduction so that it grabbed the reader’s attention about the topic. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call on one or two students. You should hear responses such as: “The author started by telling us her opinion in the first sentence,” and “She started by telling us her opinion and then stated some facts about vending machines to back up what she thinks.”• Display the Interesting Introductions anchor chart and document students’ observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Introduction 1:<ul style="list-style-type: none">• Begin by stating opinion• Description/facts of vending machines• Post a copy of the introduction paragraph in the right-hand column.• Ask students to get out their copy of the “Who Cares about Polar Bears?” and project the first paragraph. Again, remind the students that they should be familiar with this editorial because they read it in Lesson 3 when they were learning about the characteristics of an editorial. (Note: If you feel that your students need to review the text before proceeding, briefly read the text aloud as they follow along.)• Ask the students to turn to a shoulder partner. Ask them to read the first paragraph aloud together. After they’ve read it, ask them to discuss how they think this editorial begins. Is it the same as the first one? Is it different?	<ul style="list-style-type: none">• Throughout this unit, students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of editorials. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite partnerships to find another partnership to share their thinking. Once the foursome has a collective understanding of how the introduction was designed to grab a reader's attention, ask them all to raise their hands so that they form a silent "tepee" of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses like: "This one doesn't state the opinion until the end of the paragraph," or "The author describes what polar bears are first, then tells their opinion about who should care about them."• Document their observations on the chart by writing in the left-hand column:<ul style="list-style-type: none">– Introduction 2:<ul style="list-style-type: none">• Begins by describing the topic• States opinion• Post a copy of the introduction paragraph in the right-hand column.	
<p>C. Guided Practice Writing Different Types of Introductions (10 minutes)</p> <ul style="list-style-type: none">• Display the Model Wedge Editorial (see supporting materials) using a document camera. Tell the class that this is your first draft of an editorial about how the wedge helps people the most in daily life. Explain that you know your introduction needs some revision and that you would like their help.• Read the draft aloud. As a class, brainstorm how to revise the introduction so that the opinion is stated first and is followed with a description of the wedge, just like Introduction 1 on the class chart.• Write this introduction on chart paper for students to see, or write them on a plain piece of paper to display on the document camera (see supporting materials for examples).• Remind students that before a writer settles on one beginning, he or she will often write several different ones. Ask them to meet in the same groups of four that they worked with earlier to talk about how an introduction might sound if they wrote it like Introduction 2 from the class chart.• Give the students 2 to 3 minutes to discuss options for how the introduction might be written.• Call on one or two groups to share their ideas. Choose one to write beneath the first introduction.	



Work Time (continued)	Meeting Students' Needs
<p>D. Independent Practice on Writing Introductions (20 minutes)</p> <ul style="list-style-type: none">• Direct students to review the Simple Machine Editorials (drafts from Lesson 7) and write two different introductions, just like you did as a class with the wedge. Remind them that they will not rewrite the entire editorial. They will just write the introductions on a separate piece of paper.• Give the students 20 minutes to write their two introductions. As the students work, circulate to assist as needed. Encourage students to think about the criteria for interesting introductions as they work. Reassure students that it is not essential to have two different introductions, but that trying to figure out different ways to start their editorial will expand their skills as writers.	<ul style="list-style-type: none">• During independent work, the teacher can support students with special needs or ELLs as needed. It's okay to let them struggle with the task, as successful completion after considerable effort builds both stamina and confidence.
Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the second learning target to themselves: "I can give kind and helpful feedback to my writing partner." Ask them what it means to "give helpful feedback." Call on one or two students to briefly share their thinking. Listen for: "It's ideas that will help make my writing better," or "It's not 'That's really good.' Because that doesn't help me know what I need to do to make it better. I need specific ideas to help me."• Ask students to sit with their writing partner to share their introductions and to give helpful feedback. Together, they should choose which one fits best with the editorial. Students should circle it with a red colored pencil.• As a class, add introduction criteria to the Simple Machines Editorial rubric chart (from Lesson 6) using the Interesting Introductions anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">– "I can write an introduction in my editorial that explains simple machines and states my opinion clearly."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 8

Supporting Materials



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Interesting Introductions Anchor Chart

(Sample for Teacher Reference; create this on chart paper in advance)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Description of Introduction	Example from a Text We Have Read

Model Wedge Editorial

Wedges are Wonderful

Simple machines are tools that make work easier. Wedges are the most helpful of all simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.



Examples of Revised Introductions for Model Wedge Editorial

Example 1:

Simple machines are tools that make work easier. They are great for moving something with less effort, but there is a trade-off, distance. One simple machine is the wedge. Wedges are skinny at one end and wide at the other. You can push the skinny end of a wedge into something to split it apart or hold it in place. The wedge is the most helpful of all simple machines. Here's why.

Example 2:

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 9

Revising for Word Choice: Scientifically Accurate Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can express ideas using carefully chosen words. (L.4.3)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

Supporting Learning Targets

- I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.

Ongoing Assessment

- List of key vocabulary words
- Revised draft
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Identifying Scientific Vocabulary from Research (15 minutes)Guided Practice: Revising Editorials for Scientifically Accurate Vocabulary (10 minutes)Independent Practice: Revising Editorials for Scientifically Accurate Vocabulary (15 minutes)Adding to the Rubric (5 minutes)Closing and Assessment<ol style="list-style-type: none">Share (5 minutes)Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">Beginning with Lesson 8, students are revising their work using different-colored pencils for each focus. In this lesson, you use an orange-colored pencil as you work with scientifically accurate vocabulary during the modeling.In this lesson the class helps the teacher to revise the introductions of the Model Wedge Editorial (see supporting materials) for use of scientifically accurate vocabulary.In advance: List each of the following vocabulary words on a sticky note for modeling during Work Time: <i>effort, work, increase, decrease, distance, narrow, wide</i>.



Lesson Vocabulary	Materials
scientifically accurate descriptions, effort, work, increase, decrease, distance	<ul style="list-style-type: none">• Simple Machines Science journal (one for modeling and students' copies, from Unit 2)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman (one per student)• Sticky notes with the following vocabulary listed: <i>effort, work, increase, decrease, distance, narrow, wide</i> (for modeling)• Sticky notes (one or two per student)• Model Wedge Editorial (with revised introduction; see supporting materials)• Document camera• Colored pencil (orange; one for teacher modeling)• Simple Machines Editorial rubric chart (added to in Lesson 8)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Review Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning target:<ul style="list-style-type: none">– I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.”• Ask:<ul style="list-style-type: none">* “Based on the targets, what will we be working on today?”* “What skills and knowledge will we have at the end of the lesson?”• Invite students to discuss with a peer.• Help students connect the idea that they will use their research on their simple machine and the vocabulary section of their science journal to include words that describe their simple machine in their editorial. Clarify the phrase <i>scientifically accurate descriptions</i>: Any descriptions of how their simple machines look and work should include correct scientific words or phrases based on evidence from text and observations.	



Work Time	Meeting Students' Needs
<p>A. Identifying Scientific Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Simple Machines Science journals and turn to the vocabulary section (pages 2–7). Distribute <i>Simple Machines: Forces in Action</i> and ask students to locate the pages for their simple machine. (This provides a good way to reinforce how to use a table of contents.) Distribute sticky notes to each student.• Tell students that in a moment, they will review the vocabulary words and definitions they have in their science journals and the information on their simple machines in the text.• Briefly model for students, showing them a few of your sticky notes with your own list of words that describe the wedge from the vocabulary section of your science journal as well as from the text.• Clarify directions as needed. Then give students about 10 minutes to list the words that describe their simple machine on their sticky notes (one word per note).• Refocus students whole group. Show them your full list of words related to wedges. Ask if they have any other suggestions that you might have missed.	<ul style="list-style-type: none">• For students who struggle with vocabulary, consider giving extended time for selecting scientific vocabulary from their Simple Machines science journals or pulling a small group for guided practice.



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Revising Editorials for Scientifically Accurate Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Project the draft Model Wedge Editorial (with revised introduction) on a document camera or written on chart paper from Lesson 8.• Tell the class that you have chosen your introduction and today you will be reading your editorial with the new conclusion so that you can revise it and the rest of your editorial for scientifically accurate vocabulary.• Invite the students to follow along as you read aloud the Model Wedge Editorial, looking for words you have identified that are already in your draft. (These words are in bold in the model in the supporting materials.) Circle these words with an orange colored pencil and check them off the vocabulary list you have written on your sticky note for modeling (with the following vocabulary listed: <i>effort, work, increase, decrease, distance, narrow, wide</i>).• Tell students that now you would like their help in looking for ways to add or replace words in your editorial with the remaining words on your sticky note (<i>increase, decrease, narrow, wide</i>) so that it will be more scientifically accurate.• Zoom in on the revised introduction and first reason paragraphs of your Editorial Wedge Model (with revised introduction; see supporting materials in this lesson). Be sure your sticky note with vocabulary is also displayed.• Ask students to listen for words that could be replaced with scientific vocabulary from your list when you reread. Ask them to give a thumbs-up when they hear a word that could be replaced. Reread the introduction. Call on students holding a thumbs-up, and listen for suggestions such as:<ul style="list-style-type: none">– “Use <i>increase</i> instead of <i>longer</i>.”– “Use <i>narrow</i> instead of <i>skinny</i>.”• Check these words off the list on your sticky note. Now tell students that you think you might be able to add one more word from your sticky note (<i>decrease</i>) to the end of the second paragraph. Reread the last sentence in that paragraph: “Wedges make jobs easier to do.” Ask students if they can think of a way to change this sentence to add the word <i>decrease</i>. Listen for suggestions like:<ul style="list-style-type: none">– “You could change, ‘Wedges make jobs easier to do’ to ‘Wedges decrease the effort it takes to do simple jobs.’”• If students are unclear about how this might be done, model using the suggestion above.	<ul style="list-style-type: none">• For students who struggle to incorporate newly learned vocabulary into their writing, consider pulling a small group during independent practice or allowing students to work with a partner during this time.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Revising Editorials for Scientifically Accurate Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Thank students for helping you start to make your editorial more scientifically accurate. Tell them that now it is their turn to revise. Explain that they should try to use as many of the words on their list as makes sense, but not to force-fit words. Point out that you never used the word <i>wide</i> in your editorial because it did not really fit.• Tell students that there are some words that really should be in their editorials, though. Encourage them to include: <i>effort</i>, <i>work</i>, <i>increase</i>, <i>decrease</i>, and <i>distance</i>.• Ask students to follow this process with their editorials:<ol style="list-style-type: none">1. Read your draft and look for words from your list that are already in your draft. Check these off your list.2. Read the draft again, this time looking for words that could either be added or replaced to make the editorial more scientifically accurate.• Give them at least 15 minutes to revise their drafts with scientifically accurate vocabulary. Circulate and assist as needed.	
<p>D. Adding to the Rubric (5 minutes)</p> <ul style="list-style-type: none">• Explain to the students that they need to add scientifically accurate vocabulary criteria on the Simple Machines Editorial Rubric chart. Based on they revisions to their writing today, what do they feel meeting this learning target looks like?<ul style="list-style-type: none">– “I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial.”• Clarify the meaning of the learning target on the rubric.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to find a partner who is not writing about the same simple machine. Ask them to tell their partner if they met the learning target or not and then share evidence from their writing.	<ul style="list-style-type: none">• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute an index card to each student and have them record their name and respond to the following:<ul style="list-style-type: none">* (Front) Did you meet the learning target? What is your evidence?* (Back) What are you most proud of as a writer today? Why?• "I am most proud of _____ because _____."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' annotated drafts for vocabulary additions; use this information to determine which students may need more support in incorporating scientific vocabulary into their editorial. Consider pulling a small group for more direct instruction.</i></p> <p><i>Students will need their drafts back for Lesson 10 for peer critique. You do not need to grade their drafts between Lessons 9 and 10, since the purpose of the peer critique is for students to give one another authentic feedback. But review their drafts to notice patterns of strength or concern you may want to alert students to for their peer critique.</i></p>	<ul style="list-style-type: none">• For ELLs or those who struggle with writing, consider reviewing their drafts to give specific positive feedback and to suggest a focus area for their work with peers during this lesson. Pose a focus question for them for their revision, to guide them to use their peer support most strategically.



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Grade 4: Module 3A: Unit 3: Lesson 9

Supporting Materials



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Model Wedge Editorial

Wedges are Wonderful

Wedges are a simple machine that make **work** easier. They are the most helpful of all simple machines. Simple machines help us move things with less **effort** over a longer **distance**. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.



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Grade 4: Module 3A: Unit 3: Lesson 10

Peer Critique: Scientific Accuracy of Ideas and Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can give kind, helpful, and specific feedback to my writing partner.
- I can critique the ideas of my writing partner's editorial for scientific accuracy.

Ongoing Assessment

- Feedback and reflection notes



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Simple Critique Protocol (10 minutes)B. Peer Critique of Drafts for Ideas (25 minutes)C. Annotating Drafts for Revision (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Beginning with Lesson 8, students have been revising their work using different-colored pencils for each focus. In the current lesson, students use green pencils.• Review: Peer Critique protocol (Appendix 1), Critique Protocol anchor chart (from Lesson 7), and Review Peer Critique Norms (Module 2A, Unit 3, Lesson 7)

Lesson Vocabulary	Materials
specific, revision, critique, feedback	<ul style="list-style-type: none">• Equity sticks• Critique Protocol Norms anchor chart (from Lesson 7)• Simple Machines Editorial rubric chart (from Lesson 9)• Editorial Feedback recording form (one per student)• Green pencils (one per student)• Steps for Revising My Editorial anchor chart• Index card (one per student)



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique the ideas of my writing partner’s editorial for scientific accuracy.”• Ask students what they know already about these targets. Give them a chance to talk with a partner about their thinking, then cold call students using the equity sticks. Students may recall the critique process from Modules 1 and 2. Have them share what they recall.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the words <i>specific</i>, <i>critique</i>, and <i>scientific accuracy</i> (scientifically accurate ideas and vocabulary based on evidence from text and observations) as you clarify the meaning of the targets with students.	



Work Time	Meeting Students' Needs
<p>A. Reviewing Simple Critique Protocol (10 minutes)</p> <ul style="list-style-type: none">Review the main components of a successful critique on the Critique Protocol Norms anchor chart (see teaching notes and supporting materials of this lesson for preparing this anchor chart). Remind students that they created the same anchor chart in Module 2, Unit 3 when they were writing their historical fiction narratives.Remind the students of the non-negotiables before they begin this process. The following four points are crucial for success:<ul style="list-style-type: none"><u>Be kind</u>: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.<u>Be specific</u>: Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.<u>Be helpful</u>: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.<u>Participate</u>: Peer critique is a process to support one another, and your feedback is valued!Tell students that today they are going to listen to their partners read their editorial drafts. Tell them they will focus their feedback using the Simple Machines Editorial rubric chart (added to in Lesson 9).Explain that for today their feedback will focus only on the Ideas and Word Choice portions of the rubric. Review the criteria for Meets on the rubric. Students will focus mainly on the scientific accuracy of scientific concepts as well as scientific vocabulary as they describe their simple machine and how it’s used to help make people’s lives better.Remind students that in order for this feedback to be helpful they should only focus on this specific area. Pointing out misspelled words or incorrect punctuation will not be helpful at this point. That will be saved for the final editing.	<ul style="list-style-type: none">Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.If you feel that your students need more practice with peer critique before working with a partner, consider using the model paragraph from the wedge editorial.



Work Time (continued)	Meeting Students' Needs
<p>B. Peer Critique of Drafts for Ideas (25 minutes)</p> <ul style="list-style-type: none">• Partner students with others who have written about the same simple machine if possible.• Distribute the students' editorial drafts and the Editorial Feedback recording form. Remind students that this is where they will record their partner's feedback on their work and their next steps.• Have students read the directions then restate in their own words to a partner:<ol style="list-style-type: none">1. Author and listener: Review area of critique focus from rubric2. Author: Reads his or her piece3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."4. Author: Records feedback5. Author: Says, "Thank you for _____. My next step will be _____."6. Switch roles and repeat• Address any clarifying questions, and then have students begin.• Circulate to support students with the critique process, helping them to follow the protocol and focus their feedback using the rubric's Ideas and Word Choice sections.	<ul style="list-style-type: none">• If students are using a computer, they will still make revisions on a printout of their drafts until they are ready to complete a second draft.• For each revision of students' drafts, a different colored pencil will be used to annotate in this unit. This will allow students to keep track of the focus of each revision. A different color will be used in subsequent lessons for each type of revision (e.g., ideas, organization).• To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this note-taking technique.



Work Time (continued)	Meeting Students' Needs
<p>C. Annotating Drafts for Revision (15 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their workspace. Be sure that every student has a green pencil. Post the Steps for Revising My Editorial anchor chart:<ol style="list-style-type: none">1. Choose the correct colored pencil. Today's color is _____.2. Decide where you will add a revision note based on feedback or new learning.3. Write your revision note in the space above the sentence you want to change.4. Read through your entire editorial and continue to record your revision notes.5. Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their drafts using the green pencils today. (This step in the anchor chart will vary from day to day depending on the color used for revisions. See the teaching notes of each subsequent lesson.)• Explain to students that since they skipped lines when they wrote the drafts, you would like them to write notes telling what they will add or change in a given part of their editorial on these blank lines. When they have a sentence they would like to add to or change, they can make a note on the above blank line. Remind them that this will allow them to read and easily reread their drafts and note changes at the same time without erasing or crossing things out.• Give students 15 minutes to add revision notes to their drafts. Circulate to confer and support as needed.• Once students have recorded their revisions, have them organize their writing materials. Explain that they will use these and need to keep them with their draft and recording form as they continue to move through the writing process through the following week.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Ask them to assess themselves on the learning targets: "I can give kind, helpful, and specific feedback to my critique partner," and "I can critique the ideas of my writing partner's editorial for scientific accuracy."• Distribute an index card and have them record their name and respond to the following:<ul style="list-style-type: none">* (Front) "Did you meet the learning targets? What is your evidence?"* (Back) "How did critique help you to improve your writing? What is your evidence?"	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 10

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Critique Protocol Norms Anchor Chart

(Teacher directions: *Copy the following text onto a large piece of chart paper for all students to see.*)

Critique Protocol Norms

Be kind: Treat others with dignity and respect.

Be specific: Focus on *why* something is good or what, particularly, needs improvement.

Be helpful: The goal is to help everyone improve their work.

Participate: Support each other. Your feedback is valued!

Directions:

1. Author and listener: Review area of critique focus from rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback
5. Author: Says, "Thank you for _____. My next step will be _____."
6. Switch roles and repeat



Editorial Feedback Recording Form (front)

Name: _____

Date:	Partner:
Focus of Critique:	
My partner liked...	
My partner suggested...	
My next step(s)...	



Editorial Feedback Recording Form (back)

Date:	Partner:
Focus of Critique:	
My partner liked...	
My partner suggested...	
My next step(s)...	



Steps for Revising My Editorial Anchor Chart

(Teacher directions: Copy the text below onto a large chart paper for all students to see.)

Steps for Revising My Editorial:

1. Choose the correct colored pencil. Today's color is _____.
2. Decide where you will add a revision note based on feedback or new learning.
3. Write your revision note in the space above the sentence you want to change.
4. Read through your entire editorial and continue to record your revision notes.
5. Review your revision notes to be sure they make sense.



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 11

Revising for Organization: Catchy Conclusions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can develop a conclusion that summarizes my point of view about simple machines in my editorial.
- I can give specific, kind, and helpful feedback to my writing partner.

Ongoing Assessment

- List of conclusions



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging Readers and Writers (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Criteria for Effective Conclusions in an Editorial (5 minutes)B. Examining Models of Effective Editorial Conclusions (10 minutes)C. Guided Practice Writing Different Types of Conclusions (10 minutes)D. Independent Practice on Writing Conclusions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (5 minutes)B. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson's format resembles that of Lesson 8, with a focus on conclusions rather than introductions. The students examine a mentor text ("Who Cares about Polar Bears?") for how authors write a conclusion effectively in editorials. Students will then apply what they learn to their own writing.• The purpose of writing two conclusions is to help students build flexibility as writers. This task may be difficult for students. They may need additional support with writing two catchy conclusions.• Writing partners for this unit were established in Lesson 7.• In this lesson, the class helps the teacher to revise the conclusion of the Model Wedge Editorial. Examples of possible revised conclusions are provided (see supporting materials).• In advance: Prepare a new anchor chart: Catchy Conclusions (see materials).• Review: Peer Critique Norms (Lesson 10).



Lesson Vocabulary	Materials
None	<ul style="list-style-type: none">• Equity sticks• Chart paper for new anchor chart: Catchy Conclusions (see sample in supporting materials: two points listed at the top and a T-chart under it).• Writing folders• Mentor text from previous lessons: “Who Cares about Polar Bears?”• Model Wedge Editorial (see supporting materials)• Document camera• Students’ draft Simple Machines Editorials• Blue pencil (one per student)• Simple Machines Editorial rubric chart

Opening	Meeting Students’ Needs
<p>A. Engaging Readers and Writers (5 minutes)</p> <ul style="list-style-type: none">• Remind students about all the revisions they went through with their historical fiction narratives in Module 2. One of the criteria they focused on was how to write effective conclusions that leave the writer with a sense of completeness. Explain that today they will be creating a conclusion for their editorials, much as they did with their narratives.	<ul style="list-style-type: none">• Deconstructing the unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand what they will be learning in the lesson.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the learning targets:<ul style="list-style-type: none">– “I can develop a conclusion that summarizes my point of view about simple machines in my editorial.”– “I can give specific, kind, and helpful feedback to my writing partner.”• Ask them to turn and talk with a shoulder partner about what the word <i>summarizes</i> means in the first learning target. Use equity sticks to cold call on two or three students to share what they discussed with their partner. Listen for comments like: “It means that we’ll take everything we said about our simple machine and explain it again but not as detailed.”• Explain that after they have a chance to write a couple of different kinds of conclusions for their editorials, they will give and receive brief feedback from their writing partner on which one works best with the rest of their editorial.	
Work Time	Meeting Students' Needs
<p>A. Criteria for Effective Conclusions in an Editorial (5 minutes)</p> <ul style="list-style-type: none">• Display the Catchy Conclusions anchor chart. Explain that an effective concluding statement in an editorial is similar to a conclusion in a narrative. It helps wraps up an editorial and leaves the reader with a final thought. If a writer left their editorial without a concluding sentence, the writing would end suddenly and leave the reader without a sense of completeness.	



Work Time (continued)	Meeting Students' Needs
<p>B. Examining Models of Effective Editorial Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their writing folders and their copy of the text “Who Cares about Polar Bears?” and project the last paragraph. Remind members of the class that they should be familiar with the content because they have already read this text throughout this unit.• Read the last paragraph aloud and ask students to think about how the author designed the conclusion so that it summarizes the topic and restates the opinion for the reader. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call on one or two students. You should hear responses such as: “The author restated her opinion that polar bears are important to our environment,” and “She started by reminding us of her opinion and then stated some facts about polar bears to back up what she thinks.”• Display the Catchy Conclusions anchor chart and document students’ observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Polar Bears:<ul style="list-style-type: none">• Begin by stating opinion• Description/facts of polar bears and environment• Post a copy of the conclusion paragraph in the right-hand column.• Ask students to turn to a shoulder partner. Tell them to think about another way an author could write a conclusion paragraph that would give the reader a sense of completeness.• Invite partnerships to find another pair and share their thinking. Once the foursome has a collective understanding of how a conclusion might summarize the author’s thinking for the reader, ask them all to raise their hands so that they form a silent “tepee” of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses such as: “The author could summarize the facts first and then restate the opinion,” or “The author could end with a question that would make readers keep thinking after they’re finished reading.”• Document their observations on the chart by writing in the left-hand column.	<ul style="list-style-type: none">• Throughout this unit, students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of editorials. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.• Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.



Work Time (continued)	Meeting Students' Needs
<p>C. Guided Practice Writing Different Types of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Display the Model Wedge Editorial (see supporting materials) using a document camera. Tell students that you know your conclusion needs some revision and that you would like their help.• Read the draft aloud. As a class, brainstorm how to revise the conclusion so that the opinion is stated first and is followed by a summary of the wedge, just like the polar bear editorial. Write this conclusion on chart paper for students to see, or write it on a plain piece of paper to display on the document camera (see supporting materials for examples).• Remind students that just as when they wrote their introductions, before a writer settles on one conclusion, he or she will often write several versions of them. Now ask students to talk with the same foursome of peers they worked with just a short time ago about other ways to write a conclusion.• Give the students 2 to 3 minutes to discuss options for how another conclusion might be written.• Call on one or two groups to share their ideas. Choose one to write beneath the first conclusion.	
<p>D. Independent Practice on Writing Conclusions (15 minutes)</p> <ul style="list-style-type: none">• Direct students to review their Simple Machines Editorial drafts and write two different versions of their conclusion, just like you did as a class with the wedge. Remind them that they will not rewrite the entire editorial. They will just write the conclusions on a separate piece of paper.• Allow 20 minutes for writing these two conclusions. As the students work, circulate to assist as needed. Encourage them to think about the criteria for catchy conclusions as they work.	<ul style="list-style-type: none">• During independent work, the teacher can support ELLs or students with special needs as needed. Just be sure to let them struggle a certain amount with the task, as successful completion after considerable effort builds both stamina and confidence.



Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the second learning target to themselves: "I can give kind and helpful feedback to my writing partner." Ask them what it means to "give helpful feedback." Call on one or two students to briefly share their thinking. Listen for: "It's ideas that will help make my writing better," or "It's not 'That's really good.' Because that doesn't help me know what I need to do to make it better. I need specific ideas to help me."• Ask students to sit with their writing partner to share their conclusions and to give helpful feedback. Together, they should choose which one fits best with the editorial. Students should circle it with a blue pencil.	
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• As a class, add conclusion criteria to the Simple Machines Editorial rubric chart (from Lesson 6) using the Catchy Conclusions anchor chart to clarify the meaning of the following learning target:<ul style="list-style-type: none">– I can develop a conclusion that summarizes my point of view about simple machines in my editorial.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 11

Supporting Materials



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Catchy Conclusions Anchor Chart
(Sample for Teacher Reference)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word-for-word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.

Description of Conclusion	Example from a Text We Have Read



Model Wedge Editorial

Wedges are Wonderful

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over an increased distance. The wedge does this by pushing its narrow edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.



Example Conclusions for Model Wedge Editorial

Example 1

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.

Example 2

So are wedges the most helpful simple machine? I think so. Wedges are used to make lots of important tools. Nature even thinks they are helpful. Just take a bite out of an apple and you will see them at work. They are the most helpful of all simple machines.



Example Conclusions for Model Wedge Editorial
(Notes for Teacher)

Example 1

Wedges are everywhere. *(Introduction to the paragraph)* From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! *(Two detail sentences restating the reasons for the opinion)* They are the most helpful of all simple machines. *(Restatement of the opinion)*

Example 2

So are wedges the most helpful simple machine? *(Introduction to the paragraph)* I think so. *(Opinion)* Wedges are used to make lots of important tools. Nature even thinks they are helpful. Just take a bite out of an apple and you will see them at work. *(Three detail sentences restating the reasons for the opinion)* They are the most helpful of all simple machines. *(Restatement of the opinion)*



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 12

Revising for Sentence Fluency: Compound Sentences



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can use conventions to send a clear message to my reader. (L.4.2)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.
- I can give kind and helpful feedback to my writing partner.

Ongoing Assessment

- Revised drafts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging Readers and Writers (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Criteria for Writing Compound Sentences in an Editorial (10 minutes)B. Examining Models of Compound Sentences (15 minutes)C. Guided Practice Writing Compound Sentences (5 minutes)D. Independent Practice on Writing Compound Sentences (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Combine all of your revision notes and write a second draft of your editorial. Make sure to double-space so there will be room for any editing before you write the final draft.	<ul style="list-style-type: none">• Given the one-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction, and help students apply the conventions to their own authentic product.



Lesson Vocabulary	Materials
compound, conjunctions	<ul style="list-style-type: none">• Chart paper for new anchor chart: Compound Sentences• “No More Junk in Our Schools” and “Who Cares about Polar Bears?” editorials• Sticky notes• Model Wedge Editorial draft• Equity sticks• Purple pencils (one per student); purple marker (one for the teacher)



Opening	Meeting Students' Needs
<p>A. Engaging Readers and Writers (5 minutes)</p> <ul style="list-style-type: none">• Ask the students to name some things that help them enjoy reading informational texts. Have them turn and share with a shoulder partner. Ask several students to share their thinking. Listen for comments such as: “Interesting details,” “Sentences that flow make things easier to read,” or “Facts that make me want to learn more.”• Review that students have revised their editorials for more interesting introductions, scientifically accurate vocabulary, and catchy conclusions. Explain that today they will revise their writing one more time before putting all their revisions together in a second full draft and then edit it for conventions.	<ul style="list-style-type: none">• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity on which they are working.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the first learning target: “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.” Ask if there are any unfamiliar words. As students point out words, annotate the learning target with clarifying words or synonyms. For example:<ul style="list-style-type: none">* <i>link</i> = join together; connect* <i>conjunctions</i> = words that join two sentences, clauses, or phrases together• Explain that today’s learning will focus on how to join two simple sentences (complete sentences that have a noun and a verb) together to make longer compound sentences.	



Work Time	Meeting Students' Needs
<p>A. Criteria for Writing Compound Sentences in an Editorial (10 minutes)</p> <ul style="list-style-type: none">• Show students the following sentences and ask them to explain how they are changed from a to b:<ul style="list-style-type: none">a. Simple machines are everywhere. They help make people's lives easier.b. Simple machines are everywhere, and they help make people's lives easier.• Ask a few students to share their observations. Listen for comments like: "The two sentences are put together to make one sentence," or "Instead of two short sentences that talk about the same thing, there's one longer sentence."• Ask the students why an author might write a longer sentence rather than two shorter sentences. Listen for replies such as: "It sounds better," "It makes it easier to read," or "The sentence flows better when I read it."• Acknowledge that when two shorter sentences that describe the same thing are <i>linked</i> by a special word called a <i>conjunction</i>, a <i>compound sentence</i> is made. (Note: Some students may make the connection between compound sentences and compound words.)• Display the Compound Sentences anchor chart. Point out the conjunctions that link two simple sentences together.• Ask students to identify what the conjunction, or linking word, is in the second example sentence. Tell them to whisper their answer into their cupped hands, and on the count of three, whisper it as they fling it out to the universe. Count: "One, two, three!" You should hear students whispering: "And" or "but" etc.	<ul style="list-style-type: none">• For ELLs or students with visual impairments, consider typing up and making copies of the example sentences.



Work Time (continued)	Meeting Students' Needs
<p>B. Examining Models of Compound Sentences (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out the two mentor editorials, “No More Junk in Our Schools” and “Who Cares about Polar Bears?” Instruct them to reread “No More Junk in Our Schools” to look for compound sentences. As students identify compound sentences, list them on the anchor chart as examples in editorials.• Tell students to find a partner. Distribute sticky notes to each partnership. Now ask the students to reread “Who Cares about Polar Bears?” to find compound sentences. Tell them that when they find one, they should write it on a sticky note and underline the conjunction (make sure their names are on the sticky notes). When the partnerships are finished, ask one person from each pair to post the sticky note(s) on the class anchor chart. <p><i>Note: Use the sticky notes as a formative assessment of their ability to identify compound sentences and conjunctions.</i></p>	<ul style="list-style-type: none">• Providing models of expected work supports all learners but especially supports challenged learners.
<p>C. Guided Practice Writing Compound Sentences (5 minutes)</p> <ul style="list-style-type: none">• Invite the class to look at the Model Wedge Editorial draft as you read it aloud looking for simple sentences that could be combined into compound sentences. Ask students to touch their noses when you reach a point in the text where a compound sentence might be made.• Use equity sticks to cold call on students for revision suggestions. Using a purple marker, model how to revise the draft for compound sentences. (Link two sentences together with a line and write the conjunction above the line.) A possible compound sentence could be:<ul style="list-style-type: none">– Wedges are used every day. They make our lives easier.– Wedges are used every day, and they make our lives easier.– Claws help animals to defend themselves too. Even nature finds wedges helpful.– Claws help animals to defend themselves too, so even nature finds wedges helpful.	



Work Time (continued)	Meeting Students' Needs
<p>D. Independent Practice on Writing Compound Sentences (15 minutes)</p> <ul style="list-style-type: none">• Ask students to reread their editorial drafts and look for simple sentences that they could link together to make compound sentences. Remind them that the two sentences must describe the same topic in order to be linked.• Ask them to use their purple pencils to make these revisions. Give the students 20 minutes to revise their editorials for compound sentences.• Circulate and give support as needed. Encourage students to use a variety of conjunctions, not just “and.”	<ul style="list-style-type: none">• For ELLs and others who struggle with language, consider providing additional guided practice during this portion of the lesson. Alternatively, allowing students to work with a partner may provide the needed support.
Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Remind the class of the learning target: “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.”• Invite students to find a partner who is not writing about the same simple machine. Ask them to tell their partner if they met the learning target or not and share evidence from their writing.• As a class, add sentence fluency criteria to the Simple Machines Editorial rubric chart using the Compound Sentence anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">– “I can write sentences that link thoughts together with conjunctions to explain reasons that support my opinion.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Combine all of your revision notes and write a second draft of your editorial. Make sure to double-space so there will be room for any editing before you write the final draft.	



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 12

Supporting Materials



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Compound Sentences Anchor Chart

Definition: Compound sentences are two complete simple sentences on the same topic linked together by a conjunction. Compound sentences connect related ideas in writing and can help make the text easier to read fluently.

Conjunctions: *and, but, for, nor, or, so, yet*

Examples of compound sentences in editorials



Model Wedge Editorial

Wedges are Wonderful

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 13

Reviewing Conventions and Editing Peers' Editorials



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation at the end of sentences.• I can check my peers' work for complete sentences.	<ul style="list-style-type: none">• Conventions anchor charts• Simple Machine Editorials (second drafts annotated for edits)• Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer (2 minutes) B. Reviewing Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Chalk Talk (15 minutes) B. Modeling: Editing for Conventions (5 minutes) C. Editing Stations (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket (5 minutes) B. Completing Our Simple Machines Editorial Rubric (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading in your independent reading book for this unit at home. 	<ul style="list-style-type: none"> • This lesson is very similar to the editing lesson in Module 2A (Unit 3, Lesson 14). • In this lesson, students read one another's editorials to identify issues with writing conventions (spelling, punctuation, capitalization, and use of complete sentences). Students just note mistakes as they edit; they do not actually correct the errors. In the next lesson (Lesson 14), students will be given time to correct their own work. • Given the one-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction, and help students apply the conventions to their own authentic product. • In advance: Write a short "convention-less paragraph" with dialogue without proper conventions—incorrect spelling, lack of punctuation, and no capitalization—to display on an overhead or with a document camera. • Set up four stations with Convention Charts, markers, and colored pencils. Ideally each station will have enough room for about a quarter of your class to sit. Students should be able to see Convention Charts, access materials, and have a surface to write on (table/desks or clipboards). • Students again use colored pencils. In this lesson, a different color is used for each type of convention (for example, red pencils and markers for spelling, blue for punctuation, green for capitalization, and purple for incomplete sentences). • Having different colors at each station will help students to focus on editing for one convention at a time and recall what must be corrected when revising. Place matching colored pencils and markers at each station. • Post a chart paper at each station. On each chart, write the following questions in the designated color: * <ul style="list-style-type: none"> – How do I make sure my SPELLING is correct? – How do I know if I have a COMPLETE SENTENCE? – How do I know if my ENDING PUNCTUATION is correct? – How do I know if CAPITALIZATION in my writing is correct? • Review: Chalk Talk protocol (see Appendix 1).



Lesson Vocabulary	Materials
capitalization, punctuation, conventions, complete sentences (review)	<ul style="list-style-type: none">• Document camera• Convention-less paragraph (for teacher modeling)• Four pieces of chart paper for Conventions anchor charts prepared with questions (see teaching notes above)• Markers (several each of four different colors to match each chart; see teaching notes)• Colored pencils (four colors with each color enough for a quarter of your class; see teaching notes)• Index cards (3" x 5") for exit ticket (one per student)• Simple Machines Editorial rubric anchor chart (added to in Lesson 11)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (2 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult. Listen for students to notice that the reason your paragraph was unclear to them as readers was that there were no <i>conventions</i> used. Review with students that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Remind students that they have already focused on the conventions for writing complete sentences, but today they will review additional conventions and edit their writing so that it is clear and understandable to readers and ready for final publication.	<ul style="list-style-type: none">• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions.
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Introduce the supporting targets:<ul style="list-style-type: none">– I can check my peers' work for correct capitalization.– I can check my peers' work for correct spelling.– I can check my peers' work for correct punctuation at the end of sentences.– I can check my peers' work for complete sentences.• Tell students that they will be editing their editorials for the conventions listed in the supporting targets. Circle key words: <i>spelling, punctuation, capitalization, and complete sentences</i>. Clarify the meanings of these words or targets as needed.	



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Point out the four stations to students. Read the Convention anchor chart at each station:<ul style="list-style-type: none">– How do I make sure my SPELLING is correct?– How do I know if I have a COMPLETE SENTENCE?– How do I know if my ENDING PUNCTUATION is correct?– How do I know if my CAPITALIZATION is correct?• Tell students that they will be doing a chalk talk to share their thoughts on each question. Give brief directions:<ol style="list-style-type: none">1. Go to your assigned chart first.2. Read the question on the chart.3. Add your thoughts on the question to the chart using the markers at the station.4. Visit all charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.5. Once you have visited every chart, sit in your seat.• Give students time to visit each chart, read, and add their thoughts—about 10 minutes or less.• Focus students whole group. Revisit each chart with students. (Either gather all of the charts or circulate as a class to each chart so all students can see it.) Read a few responses from each chart, and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules and offer helpful hints with spelling. Tell students that they will use these convention anchor charts later this lesson.	<ul style="list-style-type: none">• Although students have experienced this protocol before, it could still be confusing for ELLs. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of shortened directions with visuals to help guide them.



Work Time (continued)	Meeting Students' Needs
<p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none">• Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see teaching notes, above). Be sure to model referring to the Convention anchor charts (posted at each station) as resources.• For example: Read the capitalization chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that one of the rules for capitalization is to be sure names of people or places are capitalized." Demonstrate fixing a mistake: "I see that I capitalized 'Machines,' but this is not a proper noun, so it shouldn't be capitalized. I am going to circle it with a colored pencil from the capitalization station."• Clarify as needed.	<ul style="list-style-type: none">• When you model editing for students, remember that you are just showing them how to identify and note mistakes, not revise them. They will have an opportunity to correct their mistakes in Lesson 14.• Be sure students are editing their drafts with their revised introduction and conclusion chosen in Lessons 8 and 11.
<p>C. Editing Stations (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to go to all four stations to get help from peers to improve the second draft of their Simple Machine Editorials. Divide the class into fourths to send a quarter of the students to each station, but be sure writing partners stay together.• Give directions:<ol style="list-style-type: none">1. Go to your assigned station with the second draft of your editorial.2. At that station, trade papers with your peer critique partner.3. Read your partner's draft (with new beginning and ending) and identify any convention mistakes related to the topic of that station's chart.4. When both partners are finished, move to the next station.5. Be sure to visit all four stations.• Circulate and confer with pairs who may need extra support. Every 5 minutes or so, remind students to rotate to another station. Pairs that finish early can begin revising and typing, if these facilities are available. Collect students' editorials to add further edits. Students will use these edits to correct their spelling, punctuation, capitalization, and incomplete sentences when they revise and publish in the next lesson.	<ul style="list-style-type: none">• In addition to the Convention anchor charts, a convention checklist can be prepared beforehand to support ELLs or students with special needs during editing.• Consider several options if students need more structured management of movement. Partners can raise their hands when they are done at a given station and check with you before they move on. Or students can remain in one place, and all materials can be available where they are working.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Gather students whole group and review the learning targets. Distribute index cards (one per student). Ask students to write their names at the top and do a “quick write” on the following questions:<ul style="list-style-type: none">* “How will this editing improve your editorials?”* “What made editing easy or difficult for you?”Have them share their answers with a partner, then collect the exit tickets for a formative assessment of the learning targets.	
<p>B. Completing Simple Machines Editorial Rubric (5 minutes)</p> <ul style="list-style-type: none">Ask students to help you add to the conventions criteria on the Simple Machines Editorial Rubric anchor chart based on their work today.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this unit at home. <p><i>Note: To prepare for Lesson 14, do the following:</i></p> <ol style="list-style-type: none">Edit students' editorial. Remember to add only those edits that pertain to the conventions discussed in class.Review the exit tickets to determine if any students need further support in the next lesson, where they will revise to correct their mistakes and publish their editorials.Type up the Simple Machines Editorial rubric anchor chart using the template in the supporting materials and make a copy for each student. <p><i>In Lesson 14, students will finalize their writing. If they did not type up their second drafts yet, consider giving them additional time to type their final copies before Lesson 14.</i></p>	



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 13

Supporting Materials



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Convention-less Paragraph

(Sample for Teacher Reference; use this or write your own convention-less paragraph for modeling)

i am very pleesed with how my class has learned so much about Simple Machines when we first started we new very little about Simple Machines but over the last several weeks we hav come very far another teacher asked how do your students know so much about how Simple Machines work and benefit us i told her they had become expert researchers threw reading and writing



Simple Machines Editorial Rubric

A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they've decided to hold a "Campaign for Simple Machines." Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month's magazine.

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			



Simple Machines Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 14

Publishing Simple Machines Editorials



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W4.1)

I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)

With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.
- I can correct conventions based on editing notes in my editorial and online reference resources.
- I can publish a typed version of my simple machine editorial.

Ongoing Assessment

- Simple Machine Editorial (final copy)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling: Using Technology to Publish (10 minutes)B. Independent Work and Conferring (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Prepare for your assessment by:<ol style="list-style-type: none">1. Reviewing the notes in your Simple Machines science journal.2. Thinking about the simple machines you researched but did not write about. Brainstorm some reasons that each of these simple machines could be considered “the most helpful.”3. Reviewing the Simple Machines Editorial rubric.	<ul style="list-style-type: none">• This lesson is very similar to Module 2A, Unit 3, Lesson 15.• This lesson is largely dependent on each student having access to a computer, online dictionary, and a printer. If students have already been able to type their second draft on the computer, the timing of this lesson will work well. If students have not yet started typing, consider giving them additional time to word-process their final copies.• If your class lacks sufficient technology, consider modifying this lesson to use standard print dictionaries and focus students on using neat handwriting to create a polished final copy of their editorials.• Students may need additional time for typing.• In advance: Prepare the Steps for Publishing My Editorial chart (see supporting materials).



Lesson Vocabulary	Materials
publish (review from Module 2A, Unit 3)	<ul style="list-style-type: none">• Teacher computer• LCD projector• Printer and printer paper• Online dictionaries www.dictionary.com or http://www.wordcentral.com/• Simple Machines Editorial rubric (completed in Lesson 13 and typed; one per student)• Prepared on chart paper: Steps for Publishing My Editorial chart (see supporting materials)• Computers for students (see teaching notes)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets. Circle the word <i>publish</i> and ask students to turn to a partner and share what they remember about this word and its meaning from writing their historical fiction narratives (Module 2A, Unit 3). Call on a few students to share their partner's thinking.• Ask:<ul style="list-style-type: none">* "What references can you use to check the meaning of this word?"• Some answers might include: dictionary, Google, peers, or the teacher. Tell them that today they will again practice using a computer as both a reference and to publish their editorials.	



Work Time	Meeting Students' Needs
<p>A. Modeling: Using Technology to Publish (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit where they can see the projection of your computer. Let them know that today is the day they prepare their work to make it public—in other words, to publish it. • Project the online dictionary www.dictionary.com or www.wordcentral.com. Tell students that you are going to use this online resource to check their thinking about the word <i>publish</i>. Type the word “publish” into one of the online dictionaries and read the definitions. Read the definition to the class and have students turn to a partner and explain what it means to <i>publish</i> something in their own words. Have a few pairs share their thinking. • Set purpose: Remind students that they will be sharing their published editorials with an audience, their classmates. Tell them that in order to publish their editorials, they need to be sure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will correct their conventions. • Demonstrate how to use the online dictionary for misspellings. Show students how to scroll down and check for possible correct spellings by checking the definitions. • Distribute the now typed version of the Simple Machines Editorial rubric. Explain to students that you have taken the rubric anchor chart and typed it up for their reference as they prepare to publish. • Post the Steps for Publishing My Editorial chart. <ol style="list-style-type: none"> 1. Read your draft and correct conventions based on editing notes. 2. Check your editorial one last time using the Simple Machines Editorial rubric. 3. Type up your draft to include all corrections and revisions. 	<ul style="list-style-type: none"> • If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order. • If possible, expand the audience to include others who are not a part of the class (i.e., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations in Lesson: Reflecting on Writing Editorials: Author's Chair in the teaching notes.
<p>B. Independent Work and Conferencing (40 minutes)</p> <ul style="list-style-type: none"> • Have students move to a computer to begin work following the Steps for Publishing My Editorial chart. • Confer with students as needed and when they decide they are finished. <p><i>Note: Ask students to add a footer to their paper with their full name. This avoids confusion when they print their papers.</i></p>	<ul style="list-style-type: none"> • Some students who have difficulty spelling may have a hard time finding the correct spellings for severely misspelled words. Keep these students in mind for conferring. • Depending on pace, students may need additional time for typing.



Publishing Simple Machines Editorials

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Review the learning targets. Tell them that in the next lesson, they will get to demonstrate their ability to write editorials in an on-demand assessment. This means they will take all of the skills and knowledge they have gained over the past several weeks to plan and write another editorial on a different simple machine. Instead of having several weeks to write and revise, they will be asked to do this in one class period.• Assure them that they are ready for this “on my own” assessment. They have just finished their editorials and now should be experts on this genre of writing. They will be able to use their Simple Machines science journals, the text <i>Simple Machines: Forces in Action</i>, and the Simple Machines Editorial rubric to help them.• Explain that in the lesson that follows the assessment, they will celebrate their learning as readers, researchers, and writers by sharing their published editorials in an activity called Author’s Chair Celebration. Tell them that they will be reading these published editorials to one another and reflecting on the writing process.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Prepare for your assessment by:<ol style="list-style-type: none">1. Reviewing the notes in your Simple Machines science journal.2. Thinking about the simple machines you researched but did not write about. Brainstorm some reasons that each of these simple machines could be considered “the most helpful.”3. Reviewing the Simple Machines Editorial rubric.	



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Grade 4: Module 3A: Unit 3: Lesson 14

Supporting Materials



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Steps for Publishing My Editorial Chart

(Directions for teacher: Prepare a chart paper with the following directions for students.)

Steps for Publishing My Editorial

1. Read your draft and correct conventions based on editing notes.
2. Check your editorial one last time using the Simple Machines Editorial Rubric.
3. Type up your draft to include the corrections and revisions.



EXPEDITIONARY
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Grade 4: Module 3A: Unit 3: Lesson 15

End of Unit Assessment Part I: Planning and Drafting an Editorial



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.• I can plan, draft, and revise an editorial in the course of two lessons.	<ul style="list-style-type: none">• End of Unit 3 Assessment Part I: Planning and Drafting an Editorial



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (50 minutes)Closing and Assessment<ol style="list-style-type: none">Preparing for End of Unit 3 Assessment Part II (5 minutes)Homework	<ul style="list-style-type: none">In this lesson, students will complete Part I of the end of unit assessment: Planning and Drafting an Editorial. To complete this on-demand writing assessment, students will be asked to select another simple machine to write an editorial about.In this portion of the assessment, they will develop reasons and gather evidence to plan for this new editorial by revisiting the notes in their Simple Machines science journals and the text <i>Simple Machines: Forces in Action</i> by Buffy Silverman. They will then draft their editorials using the Simple Machines Editorial rubric to guide their work.In the next lesson (Lesson 16), students will complete Part II of the assessment, where they will revise their drafts with a focus on conventions to create a polished final copy. This two-part assessment centers on W4.1.

Lesson Vocabulary	Materials
editorial, opinion, draft, revise (review)	<ul style="list-style-type: none">Simple Machines Science journals<i>Simple Machines: Forces in Action</i> by Buffy SilvermanPencils (one per student)Lined notebook paper (enough for each student's editorial draft)Simple Machines Editorial rubric (completed in Lesson 13)End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets:<ul style="list-style-type: none">– “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”– “I can plan, draft, and revise an editorial in the course of two lessons.”• Read these targets aloud to students. Explain that they are very familiar with the first target, but that the second is new. Explain to them that the second target means that they will be writing a new editorial on a different simple machine for their assessment, but that they will be planning and drafting today for Part I of the assessment and revising tomorrow for Part II.• Ask students to mix and mingle and discuss the following question with at least two people:<ul style="list-style-type: none">* “What will you have to do differently as an editorial writer for this assessment?”• Allow students a few minutes to discuss this question with peers. Ask a few members of the class to share out. Students will likely note that they do not have weeks to complete their editorial this time around. Remind them that they have built expertise on writing editorials and this assessment will give them the opportunity to demonstrate what they have learned as writers, but that they will have to pace themselves. Reassure students that you will help them to do this today and tomorrow.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (50 minutes)</p> <ul style="list-style-type: none">• Have students gather their materials:<ul style="list-style-type: none">– Simple Machine Science journals– Simple Machines: Forces in Action– pencil and lined paper• Ask students to think for a moment about the steps they took in crafting their first editorial. Explain that while they will not have weeks to plan, draft, and revise their work, they will have time to take each of these steps in the writing process over the next two days. Explain that today they will just focus on planning and drafting and tomorrow in Part II they will have time for revising to create a final copy.• Distribute the Simple Machines Editorial rubric. Tell students to refer to this rubric to ensure their editorial meets all the criteria. Remind them that the criteria that the class has built together will be the same criteria used to evaluate their assessments. Reassure them that this is good because they have built a lot of knowledge and skills as editorial writers over the past few weeks, and it is all captured on this rubric.• Distribute the End of Unit 3 Assessment Part I: Planning and Drafting an Editorial. Give students time to read it silently. Address any clarifying questions.• Ask students to begin. Help them keep pace:<ul style="list-style-type: none">* Give students about 5 minutes to read the directions and the prompt.* Give them about 20 minutes to plan using their graphic organizer, science journal notes, and the text.* Give them the remaining 25 minutes to write their drafts.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the adjustments, accommodations, or extended time for this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for End of Unit 3 Assessment Part II (5 minutes)</p> <ul style="list-style-type: none">• Gather students together as a whole group and have them mix and mingle again to discuss the following prompt:<ul style="list-style-type: none">* “As a writer, what is going well for you so far in this assessment?”* “What are your next steps?”• Listen for students to outline clear next steps, such as: “I came up with great reasons and evidence, and next I have to finish my conclusion then revise,” or “I finished my draft, and now I have to revise for conventions.”	<ul style="list-style-type: none">• Consider giving your students a sentence frame for this discussion: “So far in my writing, I _____. Next I will _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None <p><i>Note: Look through students' plans and drafts to determine whether more time will need to be provided for Lesson 16. Lesson 16 is designed to allow 25 more minutes for students to revise their drafts and finish the assessment. The last half of the lesson is an Author's Chair Celebration, where students will share their editorials from their performance task. This portion of the lesson can be moved to the next day if more time is required for students require more time to complete both parts of the assessment.</i></p>	



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Grade 4: Module 3A: Unit 3: Lesson 15

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End of Unit Assessment Part I:
Planning and Drafting an Editorial

Name:

Date:

Directions:

1. Read the prompt below.
2. Choose a different simple machine on which to write another editorial.
3. Review the Simple Machines Editorial rubric.
4. Plan your editorial using the graphic organizer below. Be sure to review your Simple Machines Science Journal and the text *Simple Machines: Forces in Action* to develop reasons and gather evidence.
5. Write a draft of your editorial on a separate sheet of lined paper.
6. If you finish early, hand in your plans and draft and choose a book from your independent reading.

Prompt:

After reading the first simple machine editorial you wrote, the local engineering magazine has asked you to write another editorial for their “Campaign for Simple Machines”. This time, they would like you to choose a different simple machine and write an editorial stating your opinion on how this simple machine helps people the most in their daily lives.



End of Unit Assessment Part I:
Simple Machines Editorial Graphic Organizer

<u>Introductory Paragraph</u> <ul style="list-style-type: none">• States point of view• Description of simple machines in our world <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Description of simple machines in our world• States point of view	<u>Reason Paragraph 1</u> <ul style="list-style-type: none">• Detail/Reason Paragraph evidence	<u>Concluding Statement</u>
	<u>Reason Paragraph 2</u> <ul style="list-style-type: none">• Detail/Reason Paragraph evidence	
	<u>Reason Paragraph 3 (optional)</u> <ul style="list-style-type: none">• Detail/evidence	



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Grade 4: Module 3A: Unit 3: Lesson 16

End of Unit Assessment Part II: Revising to Create a Polished Editorial and Author's Chair Celebration



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.• I can plan, draft, and revise an editorial in the course of two lessons.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial• Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment Part II: Revising to Create a Polished Editorial (25 minutes)B. Author's Chair Celebration (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework	<ul style="list-style-type: none">• In the first half of this lesson, students will complete their End of Unit Assessment Part II by revising their drafts from Part I. They will use the Simple Machines Editorial rubric as a guide and will be asked to pay particular focus to conventions in order to create a polished final editorial for the assessment.• In the last half of the lesson, students will celebrate their hard work writing editorials by sharing and reflecting in small groups. The Author's Chair Celebration anchor chart in the supporting materials of this lesson provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three with a mix of simple machines represented in each group. However, you may wish to consider extending this lesson to accommodate groups of four so all simple machines are represented in each group.• In advance: Prepare and review the Author's Chair Celebration anchor chart (see supporting materials)• Create groups of three or four students for sharing in the Author's Chair Celebration. Be sure that these groups have representation of different simple machine editorials.

Lesson Vocabulary	Materials
editorial, opinion, peers, praise (review)	<ul style="list-style-type: none">• Online or conventional print dictionaries (for each student)• Simple Machines Editorial rubric (one for each student; completed in Lesson 13 and used in the first half of this assessment in Lesson 15)• End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (students' plans and drafts from Lesson 15)• Chart paper for new anchor chart: Author's Chair Celebration• End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial (one per student; or displayed on the board)• Simple Machine Editorials (students' published copies from the module performance task)• Tracking My Progress, End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets:<ul style="list-style-type: none">– “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”– “I can plan, draft, and revise an editorial in the course of two lessons.”– “I can listen as my peers share their writing and give specific praise for their work.”• Read these targets aloud to students. Explain that today they will be completing Part II of the assessment and then they will participate in an Author's Chair Celebration to share their editorials. Let students know that they will revisit the third learning target once Part II of the assessment is over.• Explain that first they will complete Part II of the assessment, where they will finish their drafts (if necessary) and then revise for conventions to create a polished copy. Explain that this means they will have to read their drafts and edit for spelling, capitalization, punctuation, and complete sentences, then revise to make these corrections and create a polished (or corrected and neat) copy to complete the assessment. Tell them to use the Simple Machine Editorial rubric to check their drafts before they revise.	



Work Time	Meeting Students' Needs
<p>A. End-of-Unit Assessment Part II: Revising to Create a Polished Editorial (25 minutes)</p> <ul style="list-style-type: none">• Be sure students have prepared their space to complete End of Unit 3 Assessment Part II: Revising to Create a Polished Editorial. Explain the expectations for using or accessing the dictionary for their editing. Distribute the Simple Machines Editorial rubric (completed in Lesson 13 and used in Lesson 15) as well as students' plans and drafts from the End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (from Lesson 15).• Give students 25 minutes to complete their assessments. To help students pace themselves, let them know when they have 10 and 5 minutes left.• Collect students' editorial plans and drafts; have them keep their Simple Machines Editorials (polished copies) until after the Author's Chair Celebration.	<ul style="list-style-type: none">• For some students, this part of the assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Chair Celebration (25 minutes)</p> <ul style="list-style-type: none">• Gather students together as a whole group. Tell them that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1) and then writing historical fiction narratives (Module 2). Now they have also built expertise as writers of editorials. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.• Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain to the students that while they will not have to sign copies of their work, they will get to read their work to a small group.• Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will really just be focusing on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Split students into their groups (three or four students with a representation of editorials on different simple machines). Explain that they will have about 5 minutes for each person in the group to read, reflect, and receive praise.• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that students are taking turns about every 5 minutes. Write the following prompt on the board. If a group finishes early, have them discuss it:<ul style="list-style-type: none">* "How have we grown as writers since the beginning of the year?"• Collect students' Simple Machines Editorials (polished copies).	<ul style="list-style-type: none">• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all of their learning as readers and writers as they researched simple machines and wrote editorials. Comment that you are proud of the knowledge and skills they have built and would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing and collect as additional assessment information for students' progress toward the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 16

Supporting Materials



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End of Unit 3 Assessment Part II:
Revising to Create a Polished Editorial

Directions:

1. If your draft is not finished, finish writing it.
2. Review the Simple Machine Editorial rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your editorial to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished editorial).
7. If you finish early, choose a book from your independent reading and read quietly.



Simple Machines Editorial Rubric

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			



Author's Chair Celebration Anchor Chart
(For Teacher Reference)

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - * What are you most proud of in this piece?
 - * What was your biggest challenge, and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate one another on the publication of your work.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:
