



EXPEDITIONARY  
LEARNING

# **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"><li>• I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.</li><li>• I can plan, draft, and revise an editorial in the course of two lessons.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 3 Assessment Part I: Planning and Drafting an Editorial</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (50 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Preparing for End of Unit 3 Assessment Part II (5 minutes)</li></ol></li><li>Homework</li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li></ul>

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



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the following learning targets:<ul style="list-style-type: none"><li>– “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.”</li><li>– “I can plan, draft, and revise an editorial in the course of two lessons.”</li></ul></li><li>• 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.</li><li>• Ask students to mix and mingle and discuss the following question with at least two people:<ul style="list-style-type: none"><li>* “What will you have to do differently as an editorial writer for this assessment?”</li></ul></li><li>• 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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment Part I: Planning and Drafting an Editorial (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students gather their materials:<ul style="list-style-type: none"><li>– <b>Simple Machine Science journals</b></li><li>– <b>Simple Machines: Forces in Action</b></li><li>– pencil and <b>lined paper</b></li></ul></li><li>• 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.</li><li>• Distribute the <b>Simple Machines Editorial rubric</b>. 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.</li><li>• Distribute the <b>End of Unit 3 Assessment Part I: Planning and Drafting an Editorial</b>. Give students time to read it silently. Address any clarifying questions.</li><li>• Ask students to begin. Help them keep pace:<ul style="list-style-type: none"><li>* Give students about 5 minutes to read the directions and the prompt.</li><li>* Give them about 20 minutes to plan using their graphic organizer, science journal notes, and the text.</li><li>* Give them the remaining 25 minutes to write their drafts.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the adjustments, accommodations, or extended time for this assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Preparing for End of Unit 3 Assessment Part II (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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"><li>* “As a writer, what is going well for you so far in this assessment?”</li><li>* “What are your next steps?”</li></ul></li><li>• 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.”</li></ul>	<ul style="list-style-type: none"><li>• Consider giving your students a sentence frame for this discussion: “So far in my writing, I _____. Next I will _____.”</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul> <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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## Supporting Materials



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

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**Name:**

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**Date:**

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