



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"><li>• I can write a gist statement about an editorial.</li><li>• I can determine an author's opinion in an editorial.</li><li>• I can explain how authors support their opinions with reasons and evidence.</li></ul>	<ul style="list-style-type: none"><li>• Exploring Opinions as Readers and Writers anchor chart</li><li>• Reading and Analyzing an Editorial graphic organizer</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Sharing Homework: Mix and Mingle (5 minutes)</li><li>B. Review Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reviewing the Text “No More Junk in Our Schools”: Recording the Gist and Opinion (5 minutes)</li><li>B. Rereading the Text to Determine Reasons and Evidence: Guided Practice, Partner Work, and Sharing (30 minutes)</li></ol></li><li>3. <b>Closing and Assessment</b><ol style="list-style-type: none"><li>A. Exit Ticket: Finding Reasons and Evidence in the Text (5 minutes)</li><li>B. Preparing for Homework: Reading Another Editorial for Gist (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread the article “Who Cares about Polar Bears?” and answer Questions 1 and 2 in your graphic organizer.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• Consider supplying a copy of the Exploring Opinions as Readers and Writers anchor chart for students to keep in their writing folders for reference.</li><li>• 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.</li><li>• 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.</li></ul>



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



Opening	Meeting Students' Needs
<p><b>A. Sharing Homework: Mix and Mingle (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Exploring Opinions as Readers and Writers anchor chart</b> (added to in Lesson 1). Have students take out the text “<b>No More Junk in Our Schools</b>” from their homework from the night before. Tell the class:</li><li>• “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.”</li><li>• Give directions:<ol style="list-style-type: none"><li>1. Use the anchor chart to justify what you underlined in the text so you can share this reasoning with your classmates.</li><li>2. Focus on the characteristics of opinions listed on the anchor chart added in the previous lesson:<ul style="list-style-type: none"><li>– Often use words such as “best” or “worst” (additional examples: “most” or “least”)</li><li>– Often use endings like -er or -est</li><li>– Can be reasonably debated or argued</li><li>– A differing point of view could be stated</li></ul></li><li>3. Mix and mingle: share the opinions you found in the text and how you identified them as opinions.</li></ol></li><li>• 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"><li>* “Were the opinions you recorded the same as or different from those of your classmates’ opinions?”</li><li>* “How did you identify the statement you underlined as an opinion?”</li></ul></li><li>• 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.</li><li>• Have students hold onto their text, as they will need them for the rest of this lesson.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Post and read aloud the following learning targets:<ul style="list-style-type: none"><li>– “I can write a gist statement about an editorial.”</li><li>– “I can determine an author’s opinion in an editorial.”</li></ul></li><li>• 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.</li><li>• Post and read the third learning target:<ul style="list-style-type: none"><li>– “I can explain how authors support their opinions with reasons and evidence.”</li></ul></li><li>• Ask students to Think-Pair-Share on important words they notice in the target and what this learning target means to them.</li><li>• 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>.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reviewing the Text “No More Junk in Our Schools”: Recording the Gist and Opinion (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Next, distribute the <b>Reading and Analyzing an Editorial graphic organizer</b> (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 <b>document camera</b>. Point out Question 1 on the graphic organizer:<ol style="list-style-type: none"><li>1. What is the topic? What is the gist of this editorial?</li></ol></li><li>• 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.</li><li>• Point out Question 2 on the graphic organizer:<ol style="list-style-type: none"><li>2. What is the author’s opinion on this topic (WHAT the author believes)?</li></ol></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Rereading the Text to Determine Reasons and Evidence (30 minutes)</b></p> <p><b>Guided Practice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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:</li><li>• “Authors support their <i>opinions</i> (WHAT they believe) with <i>reasons</i> (WHY they believe).”</li><li>• Point out Question 3 in the graphic organizer:<ol style="list-style-type: none"><li>3. What are the reasons and evidence the author uses to support this opinion?</li></ol></li><li>• Put a box around the word <i>reasons</i> and give students the following directions:</li><li>• With your partner:<ol style="list-style-type: none"><li>1. Reread the second paragraph of the text.</li><li>2. Find a sentence that you think is the author’s reason.</li><li>3. Be prepared to share your sentence and why you think it is the reason. (Use details in the text to support your thinking.)</li></ol></li><li>• Give students 5 minutes to complete the above steps with their partner.</li><li>• 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.</li><li>• 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.</li><li>• 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.”</li></ul>	<ul style="list-style-type: none"><li>• During guided practice, determine which, if any, students should be pulled into a small group supported by the teacher during the partner work.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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..."</li></ul> <p><b>Partner Work (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <p><b>Sharing and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Have pairs group with another pair and share their reasons and evidence. Ask groups to discuss the following:<ul style="list-style-type: none"><li>* "What information should we add about reasons and evidence to the Exploring Opinions as Readers and Writers anchor chart?"</li></ul></li><li>• 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.</li></ul>	



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



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Finding Reasons and Evidence in the Text (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Give them 5 minutes to read and record.</li><li>• 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 <b>writing folders</b>.</li></ul>	
<p><b>B. Preparing for Homework: Reading another Editorial for Gist (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the text “<b>Who Cares about Polar Bears?</b>” 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.</li><li>• 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.</li><li>• 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.</li><li>• Finally, distribute another copy of the <b>Reading and Analyzing an Editorial graphic organizer</b> (one per student) for students to use in their homework.</li></ul>	<ul style="list-style-type: none"><li>• 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.”</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Reread the article “Who Cares about Polar Bears?” and answer Questions 1 and 2 in your graphic organizer.</li></ul> <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>	



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## 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?

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

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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.

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