



EXPEDITIONARY
LEARNING

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

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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">Opening<ol style="list-style-type: none">Engaging the Writer: Anticipating the Learning Targets on the Rubric (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Planning an Editorial: Guided Practice with the Wedge (20 minutes)Planning an Editorial: Independent Practice (20 minutes)Closing and Assessment<ol style="list-style-type: none">Simple Machine Rubric: Adding Criteria for Success (10 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 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
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



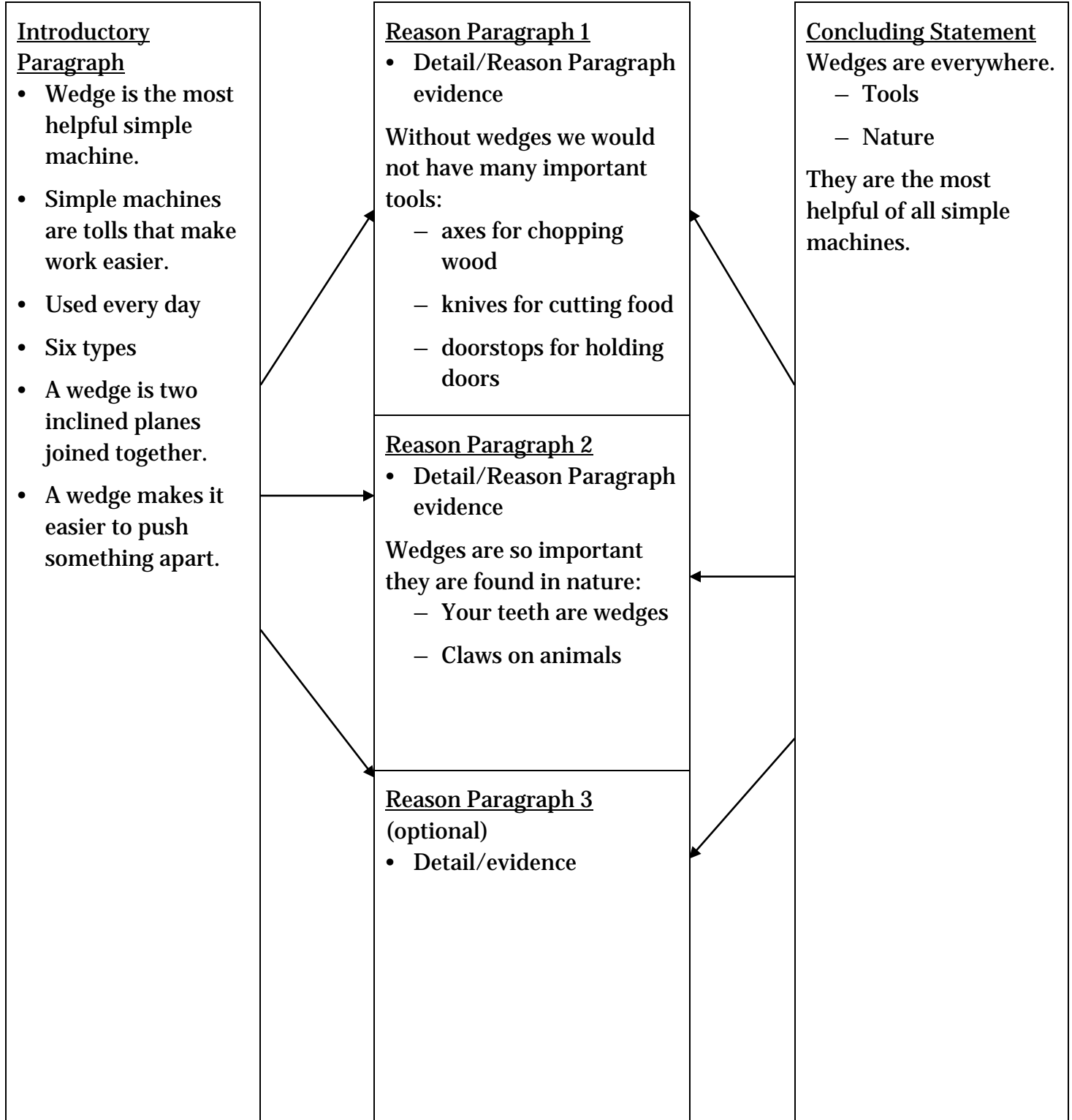
Simple Machines Editorial Rubric

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	