



EXPEDITIONARY
LEARNING

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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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)