



EXPEDITIONARY
LEARNING

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

Reading Opinion Pieces, Part I: Determining Authors' Opinions



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 a broadside stating my opinion about the American Revolution. (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 opinion piece.

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of Opinion (10 minutes)B. First Read of an Opinion Letter: Reading for the Gist (15 minutes)C. Second Read of an Opinion Letter: Finding the Opinion (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Identifying Opinion in a Broadside (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread William Barton's opinion letter. Underline three statements that support William's opinion of the American Revolution.	<ul style="list-style-type: none">• In this unit, students complete their performance task for the module, a broadside expressing an opinion about the Revolutionary War. A broadside is a type of flyer/poster that was commonly used during the Revolutionary time period to communicate ideas, news, and opinions with a public audience. During this unit students will examine broadsides from the Revolutionary war era to learn about their purpose and format. They also will study opinion writing through mentor texts to learn how to write an opinion based on reasons and evidence.• This lesson launches students into their performance task by having them read an opinion letter written from the perspective of the main character, William Barton, from the play <i>Divided Loyalties</i> (read in Unit 2). Students will learn how authors support their points through reasons and evidence (RI.4.8) by reading these texts and then will reread these same letters as mentor texts later in the unit as they work to craft their own opinion pieces for their performance task, an American Revolution Broadside (W.4.1).• Ensure that students have a way to organize their texts and writing materials for this unit. See Unit 3 overview for details.• In advance:<ul style="list-style-type: none">– Prepare the Exploring Opinions as Readers and Writers anchor chart (see supporting materials).– Prepare the sentence strips.– Post: Learning targets



Lesson Vocabulary	Materials
opinion, best, worst, most, least	<ul style="list-style-type: none">• <i>Divided Loyalties</i> (book; distributed in Unit 2; one per student and one to display)• Entrance ticket (one per student and one to display)• Exploring Opinions as Readers and Writers anchor chart (new; teacher created)• Sentence strips: Is this an Opinion? (one strip per student)• William Barton's opinion letter (one per student and enough excerpts cut out for one quote per student)• Document camera• Exit ticket (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader/Writer: Entrance Ticket: Identifying Opinion from <i>Divided Loyalties</i> (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the End of Unit 2 Assessment and building expertise on the American Revolution. Explain that as they begin this final unit of the module, they will have an opportunity to share their expertise as writers through opinion writing. Let them know that over the next few lessons, they will explore some examples of opinion writing. Today, they use an excerpt from <i>Divided Loyalties</i> to identify an opinion in writing. They will identify Mary Barton's opinion of William fighting in the Patriot army.• Have students turn to page 38 in <i>Divided Loyalties</i> OR pass out the excerpt and entrance ticket.• Read the excerpt aloud while students follow along. Ask them to independently read and then complete the entrance ticket.• Collect students' entrance tickets to be used as an informal pre-assessment of students' understanding of opinion writing.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud to students:<ul style="list-style-type: none">* "I can determine an author's opinion in a text."* "I can write a gist statement about an opinion piece."• Underline the word <i>opinion</i> and ask students to turn to a partner and respond to the following prompt:<ul style="list-style-type: none">* What does the word opinion mean? How can you tell when a statement is an opinion?• Cold call a few pairs to share their responses. Listen for students to explain that someone's opinion is something they believe or think about something.• Remind students that through out the module you have been thinking about the different perspectives on the American Revolution and how these perspectives lead to different opinions about the war. Tell students that they will dig a little deeper into the idea of opinions and how they can be expressed in writing during this unit.	



Work Time	Meeting Students' Needs
<p>A. Characteristics of Opinion (10 minutes)</p> <ul style="list-style-type: none">• Post the Exploring Opinions as Readers and Writers anchor chart. 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.”• Tell students that you have some statements about various topics they can 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 one sentence strip to each student and give students 1 minute to read their strip.• Tell them 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 time to mix and mingle and share their sentence strips until they find a partner with a sentence on a similar topic (ex. A. Winter is cold in the north/ B. Winter is the worst season). Circulate and assist as necessary until all students have found a partner with a sentence strip on a similar topic.• Once students have found 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 by using a thumbs up, or disagree by using a 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; record them onto the Exploring Opinions as Readers and Writers anchor chart: Characteristics of Opinions:<ul style="list-style-type: none">– A way of thinking about something– A belief– A judgment; can be debated or argued– A differing point of view could be stated	<ul style="list-style-type: none">• To further support 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
<p>B. First Read of an Opinion Letter: Reading for the Gist (15 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 opinion letter and identify evidence for an opinion in the author's writing. Explain that as with any complex text, first they will read for the gist, or what the text is about. Tell students 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. 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 William Barton's opinion letter. Ask students to read along silently as you read 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 letter tells reasons why William felt he had to join the Patriot army."	<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: "Why does William think fighting in the Patriot army is a good idea?"
<p>C. Second Read of an Opinion Letter: Finding the Opinion (10 minutes)</p> <ul style="list-style-type: none">• Using the document camera, display the letter and zoom in on the first paragraph. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states William'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">– "Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain."• Explain that this sentence most clearly states William's opinion about the American Revolution, which is the topic of the letter. Invite students to underline this sentence on their letters.• Ask:<ul style="list-style-type: none">* "How do you know this statement is an opinion?"• Listen for responses like:<ul style="list-style-type: none">– "It says what William thinks and believes about the American Revolution," or– "Someone could disagree or have a different point of view."	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Identifying Opinion in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket.• Allow students to use the Exploring Opinions as Readers and Writers 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 onto their text for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread William Barton's opinion letter. Underline three statements that support William's opinion about the American Revolution.	<ul style="list-style-type: none">• Students who struggled to identify the opinion in William Barton's letter may struggle with this homework. Consider pulling these students together for a guided practice finding one statement that supports the opinion prior to sending this task home for homework.



EXPEDITIONARY
LEARNING

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

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.



Entrance Ticket

Describe what Mary Barton's opinion is of William leaving to join the fighting.

How do you know that this is how she feels? What evidence in the text shows that this is Mary Barton's opinion?



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

Teacher Directions: Write the following at the top of a piece of chart paper:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone; this thinking can be based on facts, feelings, experience, or a combination of all three



Sentence Strips: Is This an Opinion?

Teacher Directions:

- Make enough copies for each student to have an A or B strip (i.e., for 25 students, make five copies of the strips below).
- Cut strips apart so that students have either an A or B strip.
- 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. Recess is an important part of the school day.

B. We have recess every day at our school.

A. Winter is cold in the north.

B. Winter is the worst season.

A. Everyone should play a sport.

B. In our school, some students play basketball.

A. Students will be better readers if they go to school in the summer.

B. Some schools have summer sessions.

A. I think Anna is the fastest runner in our class.

B. Anna won the race.





William Barton's Opinion Letter

January 1777

Dear Father,

I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day's training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.

You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The King sends his own governors to rule us and we have no representatives in the British Parliament. British soldiers watch our every move, and have even killed innocent people. The British soldiers sent here threaten, not protect, us. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory.

I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,

William Barton



Exit Ticket

Directions: Choose one of the quotes from our mentor text broadside below. Highlight words that express *opinion* in that excerpt:

“... gloriously fighting in the cause of liberty and country”

OR

“All of the colonies are firm and unshaken in their attachment to the common cause of America, and they are now ready, with their lives and fortunes, to assist us in defeating the cruel enemy.”

What is this author’s opinion about the American Revolution?