



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3B: Unit 3: Lesson 8**

## **Revising for Organization: Grouping Reasons with Related Evidence**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can create an organizational structure in which I group together related ideas. (W.4.1a)</p> <p>I can identify reasons that support my opinion. (W.4.1b)</p> |  |
| Supporting Learning Targets   | Ongoing Assessment   |
| <ul style="list-style-type: none"><li>• I can use historically accurate reasons and evidence to support my opinion about the American Revolution.</li><li>• I can group together reasons with related evidence in my broadside.</li></ul>                                 | <ul style="list-style-type: none"><li>• Revised American Revolution broadside drafts</li></ul> |



| Agenda   | Teaching Notes   |
|--|--|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)</li><li>B. Independent Practice (15 minutes)</li><li>C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• This lesson is similar to Lessons 5 and 6. The students examine the Quaker broadside: final draft for how authors write effectively. They will then apply what they learn to their own writing. In this lesson, students examine the mentor text for how reasons and evidence are grouped to support an opinion about the American Revolution.</li><li>• Writing partners for this unit were established in Lesson 6.</li><li>• Beginning with this lesson, students revise their work using different colored pencils for each focus of the American Revolution Broadside rubric. See materials list for the color used in this lesson.</li><li>• In this lesson, the class analyzes the revisions made to the body paragraphs of the Quaker Broadside: final draft. Consider supplying copies of the Grouping Reasons with Related Evidence anchor chart for students to reference and keep in their writing folders.</li><li>• Throughout this unit, students read a series of mentor texts, which are model texts written by real authors that students examine to see strong examples of writing craft. In this unit, students analyze the Quaker broadside. For more information on mentor texts, read <i>Study Driven</i> by Katie Wood Ray.</li><li>• A new supporting material is included at the end of this lesson—the Quaker broadside: final draft (annotated revisions). This is for teacher reference and shows the changes made to the first draft, which is analyzed in Lessons 8 and 9. The Quaker broadside: final draft (annotated revisions) is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for grouping related reasons and evidence and using historically accurate vocabulary have been bolded and underlined.</li><li>• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to <a href="http://EngageNY.org">EngageNY.org</a> or <a href="http://commoncoresuccess.elschools.org">commoncoresuccess.elschools.org</a> and search for 4<sup>th</sup> grade, Module 3B, Unit 3 lessons.</li></ul> |



| Agenda | Teaching Notes (continued)   |
|--------|--|
|        | <ul style="list-style-type: none"> <li>• In advance:               <ul style="list-style-type: none"> <li>– Prepare the Grouping Reasons with Related Evidence anchor chart.</li> <li>– Enlarge the body paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Time A.</li> <li>– Review the Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)</li> <li>– Post: Learning targets.</li> </ul> </li> </ul> |

| Lesson Vocabulary  | Materials  |
|--|--|
| <p>support, related; Patriots, Loyalists, declare, loyalty, revolution</p> | <ul style="list-style-type: none"> <li>• American Revolution Broadside rubric (from Lesson 5; one per student and one to display)</li> <li>• Quaker Broadside: final draft (from Lesson 5)</li> <li>• Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)</li> <li>• Document camera</li> <li>• Equity sticks</li> <li>• Grouping Reasons with Related Evidence anchor chart (new; co-created during Work Time A)</li> <li>• American Revolution Broadside drafts (from Lesson 7; one per student)</li> <li>• American Revolution Broadside graphic organizer (from Lesson 6; one per student)</li> <li>• American Revolution Broadside graphic organizer: Quaker model (from Lesson 5; one to display)</li> <li>• Blue colored pencil (one per student)</li> <li>• American Revolution Broadside Rubric chart (from Lesson 6)</li> <li>• Writing folder (from Lesson 2)</li> </ul> |



| Opening   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Engaging the Writer: Reviewing the American Revolution Broadside Rubric/Reviewing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out their copies of the <b>American Revolution Broadside rubric</b> and look at the fifth row, with the target:<ul style="list-style-type: none"><li>* “I can group together reasons with related evidence in my broadside.”</li></ul></li><li>• Invite students to turn and talk about what this should look like in their writing. Listen for responses like: “The facts and details I included support one of my reasons for my opinion.”</li><li>• Validate this thinking and explain that in today’s lesson, they will work with their writing partner to revise their drafts, making sure their reasons follow their claims, and that their facts and details support their reasons.</li><li>• Invite the students to read the learning targets:<ul style="list-style-type: none"><li>* “I can use historically accurate reasons and evidence to support my opinion about the American Revolution.”</li><li>* “I can group together reasons with related evidence in my broadside.”</li></ul></li><li>• Ask them if there are any words or phrases they think are important or unfamiliar to them. They may identify the following words:<ul style="list-style-type: none"><li>– <i>support</i> = to give evidence for</li><li>– <i>related</i> = connected</li></ul></li><li>• Write the synonyms about the word/phrases and ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand some but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.</li></ul> | <ul style="list-style-type: none"><li>• Deconstructing unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will learn in the lesson.</li></ul> |



| Work Time  | Meeting Students' Needs  |
|--|--|
| <p><b>A. Examining Models: Grouping Reasons with Related Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Refer to the <b>Quaker Broadside: final draft (annotated revisions for Reasons, Evidence, and Historically Accurate Vocabulary; for teacher reference)</b> to help you to guide this portion of the lesson.</li> <li>Ask students to get out their copy of the <b>Quaker Broadside: final draft</b>. Project the first paragraph using a <b>document camera</b>. Remind students that they should be familiar with this broadside; they've been working with it since Lesson 4. (Note: If your students need to review the text before proceeding with this lesson, briefly read it aloud as they follow along.)</li> <li>Read the first paragraph aloud and ask the class to find the author's opinion statement. Ask them to turn and tell their partner and then underline it. Students should identify: "It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers" as the opinion statement. Use <b>equity sticks</b> to call on a student to share the author's opinion of the American Revolution.</li> <li>Next, read the second paragraph aloud and ask the class to think about what reason the author identified to support his opinion. Invite students to turn and talk with their partner, circling the reason. Use equity sticks to call on a student to share the author's first reason.</li> <li>Ask students: <ul style="list-style-type: none"> <li>* "What do you notice about the reason in this paragraph?" Listen for students to notice that the reason supports the opinion shared in the first paragraph.</li> </ul> </li> <li>Ask the class to turn and talk about how the author designed the organization of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as: <ul style="list-style-type: none"> <li>– "The author started by telling us his first reason that supports his opinion in the first sentence," and</li> <li>– "Then he shared some facts and details."</li> </ul> </li> <li>Ask students: <ul style="list-style-type: none"> <li>* "What do you notice about the facts and details in this paragraph?" Listen for students to notice that the facts and details connect to the reason shared in this paragraph.</li> </ul> </li> <li>Remind students that the reasons in their writing should support their opinion, and that the facts and details they use should relate to each reason.</li> </ul> | <ul style="list-style-type: none"> <li>Consider partnering an ELL with one who speaks the same L1 for discussion of complex content. Alternatively, partner a more advanced ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.</li> </ul> |



| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"><li>• Display the <b>Grouping Reasons with Related Evidence anchor chart</b> and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none"><li>– Paragraph 2:<ul style="list-style-type: none"><li>• Begins by stating a reason that supports the opinion</li><li>• Details/facts relate to the reason</li></ul></li></ul></li><li>• Post a copy of the first paragraph in the right-hand column.</li><li>• Repeat this process with the third paragraph of the Quaker broadside: final draft.</li><li>• Document their observations on the chart by writing in the left-hand column:<ul style="list-style-type: none"><li>– Paragraph 3:<ul style="list-style-type: none"><li>• Begins by sharing a new reason that supports the opinion</li><li>• Gives only new details/facts from the research notes that relate to this reason</li></ul></li></ul></li></ul> |                         |



| Work Time (continued)  | Meeting Students' Needs   |
|--|---|
| <p><b>B. Independent Practice (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to review their <b>American Revolution broadside drafts</b> and <b>American Revolution broadside graphic organizers</b> and revise their body paragraphs. Remind them that they will not rewrite the entire broadside. They will just make notes of their revisions directly on their drafts, on the lines they skipped when they wrote their drafts, using their <b>blue colored pencil</b>.</li> <li>• Give the students 15 minutes to revise their body paragraphs, making sure that the opinions, reasons, and evidence are well organized and solidly connected. As the students work, circulate to assist as needed. Encourage students to think about the criteria for grouping reasons and evidence as they work. Prompt students if necessary by asking questions like: “Does this reason support your opinion?” or “Does your evidence relate to the reason presented in this paragraph?”</li> </ul>   | <ul style="list-style-type: none"> <li>• During independent work, the teacher can support students with special needs or ELLs as needed. It’s okay to let them experience productive struggle with the task, as successful completion after considerable effort builds both stamina and confidence. Pull students into a small group or work with them one on one if they refuse to work independently due to frustration.</li> </ul> |
| <p><b>C. Revising Broadside for Historically Accurate Vocabulary (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that when writing about evidence and reasons, it is important to use words that will make your broadside more historically accurate. Have the class brainstorm vocabulary that might be useful in talking about the American Revolution. Encourage students to look back through the texts they have read to generate a list of words like: <i>Patriots, Loyalists, declare, loyalty, revolution</i>.</li> <li>• Ask students to use the list to underline any historically accurate words they have already used in their drafts. Explain that the goal is to use at least four historically accurate words in the broadside. This may mean replacing or adding some words as they revise.</li> <li>• Give students least 10 minutes to revise their drafts with historically accurate vocabulary. Circulate and assist as needed.</li> <li>• When students have finished, help the class add historically accurate vocabulary criteria on the <b>American Revolution Broadside Rubric chart</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• To further support students consider modeling how to revise for historically accurate vocabulary with the Quaker Broadside first draft from Lesson 7 and the Quaker Broadside: final draft (annotated revisions for Historically Accurate Vocabulary in green; for teacher reference) in the supporting materials of this lesson.</li> </ul>   |



| Closing and Assessment   | Meeting Students' Needs |
|--|-------------------------|
| <p><b>A. Share (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the second learning target to themselves:<ul style="list-style-type: none"><li>* “I can give kind and helpful feedback to my writing partner.”</li></ul></li><li>• Ask them what it means to “give helpful feedback.” Call on one or two students to share their thinking. Listen for: “It’s ideas that will help make my writing better,” or “It’s not ‘That’s really good.’ Because that doesn’t help me know what I need to do to make it better. I need specific ideas to help me.”</li><li>• Ask students to sit with their writing partner to share their revisions and give helpful feedback.</li><li>• Invite students to put their drafts and materials in their <b>writing folder</b>.</li></ul> |                         |
| Homework   | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul>   |                         |



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## Supporting Materials



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Grouping Reasons with Related Evidence Anchor Chart  
(For Teacher Reference)

1. **Each reason supports the opinion:** something that proves your point
2. **Evidence relates to the reason:** facts and details connect to the reason

| Description of Reasons and Evidence | Example from a Text We Have Read |
|-------------------------------------|----------------------------------|
|                                     |                                  |

Quaker Broadside: Final Draft

Annotated Revisions for Reasons, Evidence, and Historically Accurate Vocabulary  
(For Teacher Reference)

**Teaching Note:** The colors below indicate the revisions made to the Quaker broadside: first draft.

- Blue: reasons and evidence
- Green: historically accurate vocabulary
- Red: introduction and conclusion

*The changes examined in this lesson, revisions for reasons and evidence and historically accurate vocabulary, are underlined.*

Violence is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. **It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.**

~~One of our beliefs is living a simple life. One of our beliefs is to treat everyone equally.~~  
**We believe in simple worship, honesty, and equality.** Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. ~~Do not take an oath for the Patriot cause!~~ Paying taxes that go towards the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest then taking an oath isn't necessary. We know it means you may be fined, put into prison, or called Loyalists and traitors. It goes against everything we believe in. Do not do it!

**Demonstrate your beliefs and stay out of the war!**