



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 9

Revising for Organization: Interesting Introductions and Convincing Conclusions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can introduce the topic of my opinion piece. (W.4.1a)</p> <p>I can construct a concluding statement or section for my opinion piece. (W.4.1d)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an introduction that states my opinion clearly.• I can develop a conclusion that summarizes the Patriot point of view in my broadside.	<ul style="list-style-type: none">• Revised American Revolution broadside draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes)B. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Examining Models of Effective Introductions (10 minutes)B. Guided Practice Writing Different Types of Introductions (10 minutes)C. Examining Models of Effective Broadside Conclusions (10 minutes)D. Guided Practice Writing Different Types of Conclusions (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Revise your introduction and conclusion.	<ul style="list-style-type: none">• This lesson is very similar to the format of Lesson 8. Students examine a mentor text for how authors effectively write introductions that catch the reader's attention and make them want to read more and conclusions that wrap up the piece and leave the reader with a final thought. They then apply what they learn to their own writing.• Writing partners for this unit were established in Lesson 5.• In this lesson, the class analyzes the revisions made to the introduction and conclusion of the Quaker Broadside: first draft Consider supplying copies of the Interesting Introductions and Convincing Conclusions anchor charts for students to reference and keep in their writing folders.• Recreate the Bold Beginnings anchor chart from Module 2, Unit 3, Lesson 12.• As in Lesson 8, the Quaker broadside: final draft (annotated revisions) has been included at the end of this lesson. This is for teacher reference and shows the changes made to the first draft which are analyzed in Lessons 8 and 9. It is color-coded using the same colors students use when revising their own drafts. The revisions analyzed in this lesson for effective introductions and conclusions have been bolded and underlined.• 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 EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 3B, Unit 3 lessons.• In advance:<ul style="list-style-type: none">– Enlarge the introduction and conclusion paragraphs from the Quaker broadside: final draft to be posted on the class anchor chart during Work Times A and C.– Prepare the new anchor charts: Interesting Introductions and Convincing Conclusions (see supporting materials).– Review the Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference)– Post: Learning targets.



Lesson Vocabulary	Materials
introduction, conclusion, states, summarizes	<ul style="list-style-type: none">• Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12)• Convincing Conclusions anchor chart (new; co-created in Work Time C)• Equity sticks• Quaker Broadside: final draft (from Lesson 5)• Quaker Broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference)• Document camera• Interesting Introductions anchor chart (for teacher reference; new; co-created in Work Time A)• Quaker Broadside: first draft (from Lesson 7)• American Revolution Broadside Rubric chart (from Lesson 6)• Writing folder (from Lesson 2)• Interesting Introductions and Convincing Conclusions Reference Sheet (one per student)



Opening	Meeting Students' Needs
<p>A. Criteria for Effective Introductions and Conclusions in a Broadside (10 minutes)</p> <ul style="list-style-type: none">• Remind students about all the revisions they went through with their historical fiction narratives in Module 2A or their Choose Your Own Adventure narratives in Module 2B. Two of the criteria they focused on were how to write effective beginnings that grab the reader and conclusions that leave the reader with a sense of completeness. Explain that today they will create an <i>introduction</i> and <i>conclusion</i> for their broadsides, much as they did with their narratives.• Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the Bold Beginnings anchor chart (from Module 2, Unit 3, Lesson 12):<ul style="list-style-type: none">– Catches the reader's attention: hooks a reader into wanting to read more– Makes the reader want to read more: gets your reader curious about what's coming next– Is appropriate to purpose and audience: makes the reader feel your piece will be an interesting experience and worth his/her time• In narratives, we call the beginning of a piece "the beginning." In opinion writing, we call the beginning "an introduction." It's similar but has different purposes and audiences. Explain that in all writing, the author must make sure the text begins in a way that is appropriate for the audience and grabs readers' attention, making them want to read more.• Display the Convincing Conclusions anchor chart. Explain that an effective concluding statement in an opinion piece is similar to a conclusion in a narrative. It helps wraps up the piece and leaves the reader with a final thought. If a writer left their broadside without a concluding sentence, the writing would end suddenly and leave the reader without a sense of completeness.	<ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them access to important information as they work independently.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets:<ul style="list-style-type: none">* “I can write an introduction that states my opinion clearly.”* “I can develop a conclusion that summarizes the Patriot point of view in my broadside.”• Ask them to turn and talk with a shoulder partner about what the word <i>states</i> means in the first learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means to explain what our opinion is.”• Next, ask students to turn and talk about what <i>summarizes</i> means in the second learning target. Use equity sticks to cold call two or three students to share what they discussed with their partner. Listen for comments like: “It means we’ll take everything we said about our opinion in our broadside and explain it again but not as detailed.”• Explain that today they will work with a partner to write an introduction and conclusion for their broadsides.	



Work Time	Meeting Students' Needs
<p>A. Examining Models of Effective Introductions (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copy of the Quaker broadside: final draft. Project the first paragraph using a document camera. Remind them that they should be familiar with this broadside; they've worked 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.)• Read the first paragraph aloud and ask the class to think about how the author designed the introduction so it grabbed the reader's attention. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the paragraph. Use equity sticks to cold call one or two students. You should hear responses such as: "She started by telling us about the sides of the American Revolution," and "The author ended by telling us her opinion in the last sentence."• Display the Interesting Introductions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Introductions:<ul style="list-style-type: none">• Begin by explaining a bit about the American Revolution• State opinion of the American Revolution• Post a copy of the introduction paragraph in the right-hand column.	<ul style="list-style-type: none">• 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.
<p>B. Guided Practice Writing Different Types of Introductions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using the document camera. Explain that in this first draft of the broadside, the introduction needed some revisions before it became the final version they are familiar with.• Read the draft aloud. As a class, brainstorm what revisions were made to the introduction so the context is given first and followed with the author's opinion, just like the final model on the class chart.• Use the Quaker broadside: final draft (annotated revisions for effective introductions and conclusions; for teacher reference) to guide your work in this portion of the lesson.• Annotate the first draft of the Quaker model showing the changes made to the introduction.• Point out the following:<ul style="list-style-type: none">– The opinion statement was moved to the end after context was given.– The paragraph was confusing with the opinion sentence at the beginning.	



Work Time (continued)	Meeting Students' Needs
<p>C. Examining Models of Effective Broadside Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Now, project the last sentence of the Quaker Broadside: final draft.• Read the last sentence aloud and ask students to think about how the author designed the conclusion statement so it summarizes the topic and restates the opinion for the reader. Ask them to turn and tell their partner what they think the author did—how the author designed the flow of the sentence. Use equity sticks to cold call one or two students. You should hear responses such as: “The author restated her opinion that you should stay out of the war,” and “She started by reminding us of her reasons and then stated her opinion.”• Display the Convincing Conclusions anchor chart and document students' observations by writing the following in the left-hand column:<ul style="list-style-type: none">– Conclusions:<ul style="list-style-type: none">• Begin by summing up reasons• Restate opinion• Post a copy of the conclusion statement in the right-hand column.• Ask students to turn to a shoulder partner. Tell them to think about another way an author could write a conclusion statement that would give the reader a sense of completeness.• Invite partnerships to turn to another pair of students nearby and share their thinking. Once the foursome has a collective understanding of how a conclusion might summarize the author's thinking for the reader, ask them all to raise their hands so they form a silent “tepee” of hands. When all groups have their hands up, ask one person from each group to share. You should hear responses such as: “The author could summarize the facts first and then restate the opinion,” or “The author could end with a question that would make readers keep thinking after they're finished reading.”• Document their observations on the chart by writing in the left-hand column.	



Work Time (continued)	Meeting Students' Needs
<p>D. Guided Practice Writing Different Types of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Display the Quaker Broadside: first draft using a document camera. Remind the class that this is the first draft of the broadside. Explain that the conclusion also needed some revisions before it became the final version they are familiar with.• Read the conclusion statement aloud. As a class, brainstorm what revisions were made to the conclusion so the reasons are summarized and followed by the opinion, just like the final model on the class chart.• Annotate the Quaker Broadside: first draft showing the changes that were made to the conclusion statement. Be sure to point out that the draft concluding statement just restated the opinion—it did not summarize the reasons.• Remind students that before a writer settles on one conclusion, he or she will often write several versions of them. Now ask students to talk with the same foursome of peers they worked with just a short time ago about other ways to write a conclusion.• Give the students 2 to 3 minutes to discuss options for how another conclusion might be written.• Call on one or two groups to share their ideas. Choose one to write beneath the first conclusion.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">As a class, add introduction criteria to the American Revolution Broadside Rubric chart using the Interesting Introductions anchor chart to clarify the meaning of the following learning target on the rubric:<ul style="list-style-type: none">* "I can write an introduction in my editorial that states my opinion clearly."Next, as a class, add conclusion criteria using the Convincing Conclusions anchor chart to clarify the meaning of the following learning target:<ul style="list-style-type: none">* "I can develop a conclusion that summarizes the Patriot point of view in my broadside."Invite students to put their drafts and materials in their writing folder.Explain to students that for homework, they will be revising their drafts for effective introductions and conclusions. Distribute the Interesting Introductions and Convincing Conclusions Reference Sheets and explain to students that it has the same information as the anchor charts they created earlier in the lesson. Tell students they should refer to this while they revise their drafts so they remember what to include in their introductions and conclusions.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Revise your introduction and conclusion.	



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Supporting Materials



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Convincing Conclusions Anchor Chart
(For Teacher Reference)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.

Description of Conclusion	Example from a Text We Have Read



Interesting Introductions Anchor Chart
(For Teacher Reference)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Description of Introduction	Example from a Text We Have Read



Quaker Broadside: Final Draft

Annotated Revisions for Effective Introductions and Conclusions
(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 effective introductions and conclusions, 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!



Interesting Introductions and Convincing Conclusions Reference Sheet

Your introduction should catch the reader's attention and make them want to keep reading.

- **Catches the reader's attention:** something that hooks a reader into wanting to read more
- **Makes the reader want to read more:** something that makes your reader curious about what's coming next
- **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth his or her time

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**—but don't just state it again word for word from your introduction.
- **Summarize the reasons for your opinion**—and make connections between these reasons.