



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3A: Unit 3: Lesson 1**

## **Reading Editorials, Part I: Determining Authors' Opinions**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an editorial stating my opinion about which simple machine benefits people the most in their everyday lives. (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 editorial.
- I can form an opinion about simple machines for my editorial.

**Ongoing Assessment**

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



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader/Writer: Chalk Talk: What Do We Know about Simple Machines? (10 minutes)</li><li>B. Introducing the Performance Task and Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Characteristics of Opinions (15 minutes)</li><li>B. First Read of an Editorial: Reading for the Gist (10 minutes)</li><li>C. Second Read of an Editorial: Finding the Opinion (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Forming an Opinion on Simple Machines (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread the text "No More Junk in Our Schools." Underline three statements that support the author's opinion that junk food should be removed from school vending machines.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this unit, students will read editorials to examine how authors use reasons and evidence to support their points (RI.4.8). They also will use these editorials as mentor texts for their own editorial writing for this module's performance task (W.4.1). Many lessons in the first half of this unit focus on both of these standards.</li><li>• The performance task is introduced to students in this lesson using the Simple Machine Editorial rubric. This document has both the prompt and learning targets for the performance task, as well as a blank table for creating the rubric with students. Over the course of this unit, students will define the criteria for success for each target on the rubric.</li><li>• Co-constructing the rubric based on the learning targets gives students a clear picture of 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.</li><li>• Also in this lesson, students write a short summary of the text. This is a review from Modules 1 and 2 (see Module 2, Unit 2, Lesson 1).</li><li>• In advance: Prepare for Simple Machines Chalk Talk charts by titling four pieces of chart paper:<ul style="list-style-type: none"><li>* What We Know about <u>Inclined Planes</u></li><li>* What We Know about <u>Levers</u></li><li>* What We Know about <u>Pulleys</u></li><li>* What We Know about <u>Wheels and Axles</u></li></ul></li><li>• Place one chart in each corner of the room.</li><li>• See the directions for the chalk talk in the supporting materials and record them on the board or chart paper to post for students at the beginning of this lesson.</li><li>• Review:<ul style="list-style-type: none"><li>• Chalk Talk protocol (Appendix)</li><li>• Four Corners strategy (Appendix).</li></ul></li></ul>



Lesson Vocabulary	Materials
editorial, opinion, best, worst, most, least, prettier, coldest	<ul style="list-style-type: none"><li>• Simple Machines Science journal (each student's from Unit 2)</li><li>• Chart paper for Chalk Talk Directions (or write these on the board)</li><li>• Chart paper for Simple Machines Chalk Talk charts (four)</li><li>• Markers (one per student)</li><li>• Document camera</li><li>• Simple Machine Editorial rubric</li><li>• Exploring Opinions as Readers and Writers anchor chart (from Unit 1, Lesson 4)</li><li>• Opinion strips</li><li>• No More Junk in Our Schools (one per student)</li><li>• Note cards (one per student for exit ticket)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader/Writer: Chalk Talk: What Do We Know about Simple Machines? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on completing the End of Unit 2 Assessment and building expertise on simple machines. Explain that as they begin this final unit of the module, they will have an opportunity to share their expertise as writers. Let them know that today the first thing they will do is take stock of their collective knowledge about simple machines by participating in a chalk talk (introduced in Module 1, Unit 2).</li><li>• Be sure students have their <b>Simple Machines Science journal</b>. Point out and review the <b>Chalk Talk directions</b> recorded on the board (or chart paper). Show the class where you have posted the <b>Simple Machines Chalk Talk charts</b> in the four corners of the room.</li><li>• Read the title of each chart aloud to students:<ul style="list-style-type: none"><li>* What We Know about Inclined Planes</li><li>* What We Know about Levers</li><li>* What We Know about Pulleys</li><li>* What We Know about Wheels and Axles</li></ul></li><li>• Tell them that you would like them to follow the directions for a chalk talk to add their thinking to each chart. Tell students that they should try to write something they know from their reading or research on each chart and to reference their science journals. Distribute a <b>marker</b> to each member of the class, reminding them that a chalk talk is a silent activity, and allow students to visit and add to charts.</li><li>• Give students 5 minutes to visit each chart and record. Look for students to record key concepts about each simple machine. Specifically, look for them to describe how each simple machine makes work easier by reducing effort but how there is a trade-off of increased distance.</li><li>• Gather students together and tell them that they will revisit these charts at the end of the lesson. Collect or have them put away their science journals.</li></ul>	<ul style="list-style-type: none"><li>• If you would like to track students' thinking on the Chalk Talk charts, consider assigning students different-colored markers.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Introducing the Performance Task and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Using the <b>document camera</b>, display the <b>Simple Machine Editorial rubric</b>. Read the performance task description at the top of the rubric to students. Ask them to turn to a partner and share what they think they will be doing or questions they have. Have pairs share out.</li><li>• Read the learning target below the performance task: “I can write an editorial stating my opinion about which simple machine benefits people the most in their everyday lives.” Explain that the class will focus on this learning target for the rest of this unit. Circle the words <i>editorial</i> and <i>opinion</i>. Remind students that they discussed the meaning of the word <i>opinion</i> in the beginning of Unit 1 and they will review the definition of this word and add to it in this lesson.</li><li>• Explain that an <i>editorial</i> is a type of writing that shares the author’s opinion on a topic and that editorials are often found in newspapers or magazines. Tell students that today they will learn more about both of these words to help them prepare for their performance task.</li><li>• Post and read out loud the supporting learning targets:<ul style="list-style-type: none"><li>– “I can determine an author’s opinion in a text.”</li><li>– “I can write a gist statement about an editorial.”</li><li>– “I can form an opinion about simple machines for my editorial.”</li></ul></li><li>• Ask students to turn to a partner and tell them what they think the class will be reading today to help them accomplish these targets. Have pairs share out. Listen for: “We will read an editorial,” or “We will read opinions.”</li><li>• Explain that the class will examine opinions and read an example of an editorial for this lesson. Then they will be asked to form an opinion on which simple machine (posted on the chalk talk charts: inclined plane, levers, pulleys, or wheels and axles) is the most helpful.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Characteristics of Opinions (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Exploring Opinions as Readers and Writers anchor chart</b> (from Unit 1, Lesson 4). 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.”</li><li>• Explain that another way to explain <i>opinion</i> is “someone’s point of view on a topic.” Add this note to the anchor chart next to the definition.</li><li>• Tell students that you have some statements about various topics that you would like them to discuss with one another to determine whether each statement is an opinion or not.</li><li>• Explain that for each topic (dancing, flowers, etc.), there are two statements. Distribute <b>opinion strips</b> and give students a minute to read them.</li><li>• Then tell students that 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 3 minutes to mix and mingle and find their partner. Circulate and assist as necessary.</li><li>• Once students have found their partners, focus their attention and prompt them:<ul style="list-style-type: none"><li>* “Which of your statements is most likely an opinion? How do you know?”</li></ul></li><li>• Give pairs a few minutes to discuss, then gather them together as a whole group asking partners to stick together.</li><li>• Draw a simple T-chart on the board titled: Opinion: Yes or No. Ask a pair to share out their statements and their thinking.</li><li>• Have the class indicate whether they agree or disagree with a thumbs-up or thumbs-down.</li><li>• Record each statement onto the T-chart. Ask pairs to share until all statements have been shared and voted on.</li><li>• Ask students to examine the “Yes” side of the T-chart and share what they notice with their partner.</li><li>• Cold call a few students to share what their partner said. Point out the following common characteristics of opinions and record onto the Exploring Opinions as Readers and Writers anchor chart.</li></ul>	<ul style="list-style-type: none"><li>• To further support level 1 ELL students, consider partnering them with a student who speaks their L1 or provide them with a translation of their quote from Google Translate.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Characteristics of Opinions:<ul style="list-style-type: none"><li>Often use words like “best” or “worst” (additional examples: “most” and “least”)</li><li>Often use endings like -er or -est</li><li>Can be reasonably debated or argued</li><li>A differing point of view could be stated</li></ul></li></ul>	<ul style="list-style-type: none"><li></li></ul>
<p><b>B. First Read of an Editorial: Reading for the Gist (10 minutes)</b></p> <ul style="list-style-type: none"><li>Tell students that now that they know some characteristics of opinions, they are ready to take a look at an editorial and identify evidence for an opinion in the author's writing. Explain that as with any complex text, first they will be reading for the gist, or what the article is about. Tell students that 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 to them. 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.</li><li>Distribute the text “<b>No More Junk in Our Schools.</b>” Ask students to read along silently as you read it aloud.</li><li>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.</li><li>Ask for volunteers to read their gist statements. Listen for: “This article is about how the author thinks vending machines should be taken out of schools,” or “This article tells reasons why vending machines should not be in schools.”</li></ul>	<ul style="list-style-type: none"><li>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: “What does the author want removed from schools?” and “Why does the author think vending machines in schools are not a good idea?”</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>C. Second Read of an Editorial: Finding the Opinion (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Using the document camera, display the text and zoom in on the first paragraph. Ask students to reread this paragraph with a partner and locate the sentence that most clearly states the author's opinion. Remind them to use the Exploring Opinions as Readers and Writers anchor chart as a resource.</li><li>• Cold call a pair to share their thinking. Listen for students to point out the following sentence:<ul style="list-style-type: none"><li>– “The best thing schools can do to help their students eat healthier is to get rid of their vending machines.”</li></ul></li><li>• Explain that this sentence most clearly states the author's opinion about vending machines in schools, which is the topic of the article.</li><li>• Distribute <b>note cards</b> for the exit ticket.<ul style="list-style-type: none"><li>* Ask students to write this sentence on the note card: “The best thing schools can do to help their students eat healthier is to get rid of their vending machines.”</li><li>* Ask them to explain in writing why this statement is an opinion.</li></ul></li><li>• Allow them to use the 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"><li>– “I can determine an author's opinion in a text.”</li></ul></li><li>• Ask students to hold on to their text for homework.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Forming an Opinion on Simple Machines (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have determined the characteristics of opinions, it is time to form their own opinion about which simple machine is the most helpful in daily life.</li><li>• First reread the top of the Simple Machines Editorial rubric to students. Ask them to look at the chart paper posted in four corners of the room. Explain that they will now take a quick tour of each corner to review the statements written during the chalk talk at the beginning of the lesson.</li><li>• Give directions for Four Corners:<ol style="list-style-type: none"><li>1. Read each chart and decide which simple machine you feel is the most helpful in our daily lives.</li><li>2. Count off from one to four. Divide into your number grouping and each group go stand by one of the four charts.</li><li>3. With your group, take 5 minutes to circulate and read all the charts.</li><li>4. On your own, decide which simple machine you think is the most helpful and move to the corresponding corner.</li><li>5. Once you are in the corner you chose, turn to a partner in that corner and explain:<ul style="list-style-type: none"><li>* "Why did you choose this particular simple machine as the most helpful in daily life?"</li></ul></li></ol></li><li>• Have a few pairs share out their reasons. Record students' simple machine choice for grouping in future lessons.</li></ul>	<ul style="list-style-type: none"><li>• Depending on your classroom space, you may decide to give a signal for students to switch to the next poster. This may be necessary in a crowded space.</li><li>• Do not worry if students are not evenly split between each simple machine. This will not affect grouping for future lessons.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the text "No More Junk in Our Schools." Underline three statements that support the author's opinion that junk food should be removed from school vending machines.</li></ul> <p><i>Note: Ensure that students have a way to organize their texts and writing materials for this unit. Giving students a writing folder will help them to hold on to the editorial texts they will read and analyze in the first half of the unit and later use as mentor texts for their writing in the last half. The folder will also be a place where students can keep their plans, drafts, and revisions throughout the unit.</i></p>	



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## Supporting Materials



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## Chalk Talk Directions

**Teacher Directions:** Write the following directions on the board or on chart paper for students.

**Chalk Talk Directions:** Do the following silently:

1. Go to a chart and read the question at the top.
2. Read any comments that have been written by others.
3. Think about what response you would like to write or add.
4. Wait for an opening, then write your response. (Don't crowd or push.)
5. Move on to the next chart, then repeat the steps above.



Simple Machine Editorial Rubric

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:** 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
<b>Ideas</b>			
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)			
<b>Word Choice</b>			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
<b>Organization</b>			
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)			



Simple Machine Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Conventions</b>			
I can use conventions to send a clear message to my reader. (L.4.2)			



Opinion Strips

**Teacher Directions:**

- Make enough copies for each student to have an A or B strip. (ie. For 25 students make 5 copies of the strips below).
- Then cut apart so that students have either an A or B.
- 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. José is the best dancer in class.

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B. José is in a dance class.

A. Winter is coldest in the north.

---

B. Winter is the worst season.

A. Roses are prettier than daisies.

---

B. Roses and daisies are flowers.

A. We should go to school in the summer.

---

B. We are in school now.

A. I think Anna is the fastest runner.

---

B. Anna won the race.





**“No More Junk in Our Schools”**

The best thing schools can do to help their students eat healthier is to get rid of their vending machines. Most of these machines sell junk food. There are vending machines in most middle schools and high schools. There are even some in elementary schools. There are lots of reasons to get rid of these machines, but here are a few of the most convincing.

The most important reason is that it is unhealthy for kids to eat a lot of sweet, fatty, and salty foods. Vending machines usually sell food like soda, chips, and candy. These are very unhealthy foods. Eating a lot of these foods can cause kids to health problems like heart disease and diabetes. These are all deadly diseases.

Another good reason vending machines should be ditched is that they advertise unhealthy food to kids. Food and beverage companies are making money from selling junk food in schools, and the health of students is suffering. This is wrong. In fact, the doctors at the American Academy of Pediatrics say there should be a ban on advertising unhealthy food to kids.

Finally, junk food distracts from learning. Eating foods high in sugar can cause kids to become tired, and tired kids have trouble focusing.

Removing vending machines from schools is the healthiest choice we can make for our students.

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**Sources**

American Academy of Pediatrics, <http://www2.aap.org/obesity/about.html>

Don't Market Junk Food to Kids, Doctors Say, by Sharon Bernstein, June 27th, 2011, Los Angeles Times, [http://latimesblogs.latimes.com/money\\_co/2011/06/junk-food-marketing-kids-doctors.html](http://latimesblogs.latimes.com/money_co/2011/06/junk-food-marketing-kids-doctors.html)

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