



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 5

Preparing to Write: Identifying Characteristics of Editorials and Determining Reasons to Support Our Opinions about Simple Machines



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

- I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)
- I can recall information that is important to a topic. (W.4.8)
- I can sort my notes into categories. (W.4.8)
- I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can identify the characteristics of an editorial.
- I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.
- I can identify which reasons are supported by the text and which are supported by my observations.
- I can effectively collaborate with my Simple Machine Expert Group.

Ongoing Assessment

- Simple Machine Opinion charts (one for each simple machine studied: wedge [for modeling], inclined plane, lever, pulley, and wheel)



Identifying Characteristics of Editorials and Determining Reasons to Support Our
Opinions about Simple Machines

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Characteristics of Editorials (15 minutes)B. Determining Reasons that Support Opinions: Guided Practice with the Wedge (15 minutes)C. Determining Reasons that Support Opinions: Simple Machine Expert Groups (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In the opening of this lesson, students are introduced to the prompt for the performance task. In advance, review the separate Performance Task document on EngageNY.org to fully envision the task students are heading toward.• Brief direct instruction is provided to help students understand the word “campaign,” which is crucial for them to understand for the purpose of the performance task. In advance, think of examples of campaigns that your specific student population may be familiar with, in case they need more direct instruction as you discuss the performance task.• In advance: Review the choice students have made about which simple machine they will write their editorial on. In this lesson, students will form their Simple Machine Expert Groups (of four students studying the same simple machine). They will collaborate to support one another as they prepare and plan for their writing in the next two lessons. (You may decide to strategically group students based on academic or behavioral needs or have students self-select their groups.)• Prepare a blank Editorial Characteristics and Planning anchor chart (see supporting materials for both blank and complete versions) to capture students’ comments in this lesson. Leave some space in each box to fill in during Lesson 6 (when you will model planning of an editorial about the wedge; see teaching note).• Prepare blank Simple Machine T-charts (see supporting materials) for each Simple Machine Expert Group.• Prepare the Simple Machine T-chart (see Wedge Model in supporting materials).• Review: Fist to Five strategy (Appendix).



Identifying Characteristics of Editorials and Determining Reasons to Support Our
Opinions about Simple Machines

Lesson Vocabulary	Materials
campaign, characteristics, editorials, evidence, scientific, opinion, observations, effectively, collaborate; wedge, work, force, effort, inclined plane, lever, pulley, wheel and axle	<ul style="list-style-type: none">• Simple Machine Editorial rubric (one for display on document camera)• Document camera• Chart paper for new anchor chart: Editorial Characteristics and Planning (see supporting materials for examples of blank and complete versions of this chart)• “No More Junk in Our Schools” (one to display, from Lesson 1)• “Who Cares about Polar Bears?” (one to display, from Lesson 2)• <i>Simple Machines: Forces in Action</i> by Buffy Silverman (one text for each student and one for modeling)• Simple Machines science journal (each student’s, from Unit 2)• Simple Machine T-Chart (wedge model, one for modeling for students; see supporting materials for an example to prepare beforehand and what it should look like after modeling)• Chart paper for new anchor chart: Simple Machine T-Charts (one chart for each group of three or four students; see supporting materials for an example)• Markers (one for each expert group)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Explain to students that now that they have closely read and analyzed some editorials, they are ready to prepare for writing their own editorials about simple machines. Display the top half of page 1 on the Simple Machines Editorial rubric using the document camera. Review the following prompt and learning target with students: “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.” Explain that a <i>campaign</i> is a set of decisions and activities people take for a particular purpose. Ask the students to turn and talk: <ul style="list-style-type: none"> * “What is a type of campaign you know about?” Listen for comments like: “The presidential campaign” or “A campaign to raise money for a special cause.” Provide examples as needed to clarify this key academic vocabulary word. Post and read aloud the main long-term learning target for the performance task: <ul style="list-style-type: none"> – “I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. Explain that today’s learning targets will help students make progress toward this bigger target of their performance task. Post and read the day’s learning targets: <ul style="list-style-type: none"> – “I can identify the characteristics of an editorial.” – “I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.” – “I can identify which reasons are supported by the text and which are supported by my observations.” – “I can effectively collaborate with my Simple Machine Expert Group.” Address the first three targets by reviewing (one at a time) the words <i>characteristics</i>, <i>editorial</i>, <i>evidence</i>, <i>scientific</i>, <i>opinion</i>, and <i>observations</i>. Have students discuss the meaning of each target with a partner. Invite pairs to share out their thinking. Annotate the targets to help students clarify their meaning. 	<ul style="list-style-type: none"> Help students to connect their analysis of editorials (RI.4.8) to the performance task (W.4.1). While these standards are taught explicitly, they act to support students in reading like writers and writing like readers. Asking students to review classroom expectations and make suggestions for improvement helps them to monitor their behavior. Some students who struggle with group work may benefit from writing individualized goals and sharing them with their teacher and perhaps a trusted peer.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">For the fourth target, focus on the phrase <i>effectively collaborate</i>. Review with students the expectations for group work. Remind them that they have worked in expert groups before when they were studying their colonial trades. Help them to remember what worked well and what was a challenge. Let them know that you will be observing their performance with this target today and they will reflect on their progress at the end of the lesson.	
Work Time	Meeting Students' Needs
<p>A. Identifying Characteristics of Editorials (15 minutes)</p> <ul style="list-style-type: none">Post the blank Editorial Characteristics and Planning chart (see supporting materials for examples of blank and complete version of this chart). Point out the prompt at the top of the chart: "Editorials are..." Tell students that they have now read two editorials closely and can probably describe them well.Ask them to turn to a partner and respond to the question:<ul style="list-style-type: none">* "What is an <i>editorial</i>?"Have pairs share their thinking. On the chart, write something such as the following to summarize students' comments:Editorials are...<ul style="list-style-type: none">— A form of writing often found in newspapers, magazines, or blogs that shares the author's opinion on a topic.Next, point out the section below, labeled "Editorials have..." with the graphic organizer below. Tell students that you would like them to take a look at both editorials to see what they have in common. Tell them that they will pay particular attention to what each paragraph contains.Using the document camera, display the texts "Who Cares about Polar Bears?" and "No More Junk in Our Schools" side by side and zoom in on the first paragraph. Reread each introduction and give students an example similar to the following: "I notice that in the first paragraph of both of these editorials the author shares the topic of the editorial, polar bears and vending machines in schools. There is also a little background information, where polar bears live and what vending machines sell."	<ul style="list-style-type: none">To further support students in their analysis of editorials, you may want to have students get out their own copy of the texts as well as displaying them on the document camera.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that the class will now fill in the graphic organizer with students' comments to explain the organization of editorials. (See teaching note: Be sure that when you add students' comments below, you leave some space within each box. You will fill in these spaces during Lesson 6 when you model planning of an editorial about wedges.)• On the graphic organizer write the word "Introduction" at the top of the first box on the left. Then add the following below (note: leave the last bullet blank for students to help fill in):• An introduction paragraph that:<ul style="list-style-type: none">– States the topic– Shares background information• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What other characteristics should be written in the introduction box?"• Have pairs share their ideas. Listen for students to say: "The opinion is shared," or "The author's opinion is shared." Record: "States the author's opinion" for the last bullet.• Next, point out the boxes in the middle of the graphic organizer. Explain that these middle boxes (which represent the body paragraphs) are each likely to have a similar structure. One at a time, zoom in on the second paragraph of each of the two editorials. Read each paragraph aloud as students read along silently. Ask students to turn and talk:<ul style="list-style-type: none">* "What characteristics do these two paragraphs have in common?"* "What kind of information does each of these paragraphs include?"• Have pairs share out. Students should be quick to note that each body paragraph contains reasons and evidence.• On the anchor chart, in the first box of the middle three boxes, write: Detail paragraphs that share:<ul style="list-style-type: none">– Reasons: WHY an author has an opinion– Evidence: HOW an author supports their reasons with facts or details• Explain that this is true for all remaining paragraphs in the two articles. (The difference between the two is that one author provides three reasons while the other provides two.)	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Move on to the last paragraph in each text, which corresponds to the last box on the graphic organizer. Read each conclusion, one at a time, as students read along silently. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What do the concluding paragraphs of both editorials have in common?” * “What should we write in the final box in the graphic organizer on the anchor chart?” • Have pairs share. Listen for them to note: “The author shares their opinion again.” • Record the following in the last box of the graphic organizer: A conclusion paragraph that: <ul style="list-style-type: none"> – Summarizes the author’s opinion • Review all the characteristics of editorials that students have identified. Then help students see how this relates to their own writing task. First, point to the first box on the chart; Explain to students that they have already formed their opinion about which simple machine is the most helpful. Pointing to the middle boxes, tell students that their next step will be to determine reasons and evidence for that opinion. 	
<p>B. Determining Reasons that Support Opinions: Guided Practice with the Wedge (15 minutes)</p> <ul style="list-style-type: none"> • Tell the class that writers get their ideas from many places: their imaginations, research, and observations of the world around them. • Remind students that during Module 2, when they wrote their historical fiction, they did significant research about Colonial America to support their writing. In this module they have researched and observed simple machines through reading and experimenting. Tell them that now that they know about the topic, and also know what editorials are and how they are structured, they are well prepared to begin writing. • Tell students they will begin the writing process by reviewing the text and their notes. Gather students together in a whole group. Distribute the text <i>Simple Machines: Forces in Action</i> and ask them to get out their Simple Machines Science Journals. Tell them that they will be working with their expert groups in a moment to prepare reasons for the opinions in their editorials, but first you would like them to help you think of some more reasons based on the text. • Post the Simple Machine T-chart (wedge model) where it is visible to all students. Tell students that you would like them to help you prepare to write your editorial. 	<ul style="list-style-type: none"> • If needed, modify Work Time B to include more explicit modeling and think aloud about how the text can support the reasons listed in the model.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that you have a few reasons you think wedges are the <u>most</u> helpful simple machine in daily life. Point out the reasons that you recorded on the T-chart:<ul style="list-style-type: none">– Many of my garden tools are wedges.– Wedges are easy to use.• Explain that both of these reasons are just your observations. Tell students that you know that good writers typically don't use just their observations to support their points; they also use text-based research. Explain that you would like their help thinking of reasons that are based on details in the text <i>Simple Machines: Forces in Action</i>, because you would like your editorial to be scientifically accurate.• Using the document camera, display pages 12–13 of <i>Simple Machines: Forces in Action</i>. Think aloud: "I'm going to reread the section of this text on wedges to see if we can come up with some more reasons for my opinion that are based on details from this text." Ask students to turn to these pages in their texts so they can read silently along with you.• Read page 12 aloud slowly. Ask students to turn to a partner and discuss this question:<ul style="list-style-type: none">* "Based on evidence from the text, what is another reason you could use to support your opinion that wedges are the most helpful simple machine?"• Have students share the reasons they came up with. Ask them to point out which details in the text support their reason. On the left side of the T-chart, add any reasons that are based on details from the text.• If students are having difficulty stating reasons based on the text, point out the last sentence in the first paragraph: "An axe and the tip of a nail are examples of wedges." Tell students that the text names these tools as wedges and you are thinking that one good reason that wedges are the best is that they can be used to help build a house.• Add the following reasons to the chart on the left-hand side:<ul style="list-style-type: none">– You need wedges (saws and nails) to build a house.• Next, read page 13 of the text aloud slowly as students read along silently. Ask students to think and then talk with a partner:<ul style="list-style-type: none">* "Based on evidence from the text, what is another reason that you could use to support your opinion that wedges are the most helpful simple machine?"• Listen for students to mention knives for cutting food and teeth for biting into things.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have students share the reasons they have come up with and ask them to point out which details in the text support their reason. On the left side of the T-chart, add any reasons that are based on details from the text.• Be sure the following reasons are added to the T-chart:<ul style="list-style-type: none">– Wedges (knives) help you cut your food.– Wedges are found in nature (teeth).• Next demonstrate how to use the right side of the T-chart to label each reason as “observable fact” or “text research.” Label the first two reasons as “observable facts” on the right-hand column of the T-chart. Explain that the first is labeled an “observable fact” because it is something anyone could observe in the world around them. Tell them that the second reason is an observation you recorded in your notes during the experiment with wedges in Unit 2.• Explain that the other reasons can be directly supported by evidence in the text. Label the remaining reasons as “supported by the text.” Ask students to notice how many of your reasons are supported by the text. Explain that this is important because your editorial must be <i>scientifically</i> accurate.• Thank students for helping you to prepare for your writing. Tell them that it is now their turn to prepare: they will go through a similar process to create a T-chart of reasons for their opinion on simple machines.	



Work Time (continued)	Meeting Students' Needs
<p>C. Determining Reasons that Support Opinions: Simple Machine Expert Groups (20 minutes)</p> <ul style="list-style-type: none">• Tell students that in a moment, they will work with their expert groups to do what you just modeled for the simple machine they have been studying. Post and review the following directions:<ol style="list-style-type: none">1. Select a recorder.2. Add your simple machine to the top of your group's T-chart.3. List all group members' reasons (from homework).4. Review notes on your simple machine in your Simple Machines Science Journal.5. Add any more reasons.6. Reread the section of the text about your group's simple machine.7. Add any more reasons.8. Determine whether reasons listed are "observable fact" or can be "supported by the text," and label each. (Remember, most of your reasons should be supported by the text.)• Ask students to bring their copy of the text <i>Simple Machines: Forces in Action</i> and their Simple Machines science journal and go meet with their Simple Machine Expert Group. Before groups begin their work, remind them that the groups around them will be reading and will need to focus. Ask all groups to work using quiet voices. Distribute a blank Simple Machine T-chart and a marker for each group.• Circulate and support groups as necessary. Be sure that most of the reasons students are recording on their charts can be directly supported by the text. Prompt students to point out which details in the text support their reasons.	<ul style="list-style-type: none">• To further support some students, you may decide to type and print these directions for groups or individuals to reference as they work.• Observe students' progress toward the target, "I can effectively collaborate with my Simple Machine Expert Group," and make notes about one thing the class is doing well and one thing they need to work on. You will share these observations in the closing of this lesson.



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the day's learning targets:<ul style="list-style-type: none">– “I can identify the characteristics of an editorial.”– “I can create reasons for my opinion on simple machines based on scientific text, my notes, and my observations.”– “I can identify which reasons are supported by the text and which are supported by my observations.”– “I can effectively collaborate with my Simple Machine Expert Group.”• Ask students to show a Fist to Five for each of the targets: zero (fist), meaning far from the target, to five (five fingers), having solidly met the target. Make any observations of the results for each. For example: “I see a lot of 5s for the second target and I noticed that all the T-charts have many reasons listed, so it looks like we did well with that.”• Be sure to observe the results for the last target and add your observations from expert group work time. Let students know what they did well and what they could improve on. If time permits, ask students for additional positive feedback for their work today, or suggestions for how the class could work even better in their expert groups in the future.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Hold on to the groups' Simple Machines T charts to use in Lesson 6. Students will be working more individually, but will need to refer to these charts as they begin to plan their editorials.</i></p>	



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Supporting Materials



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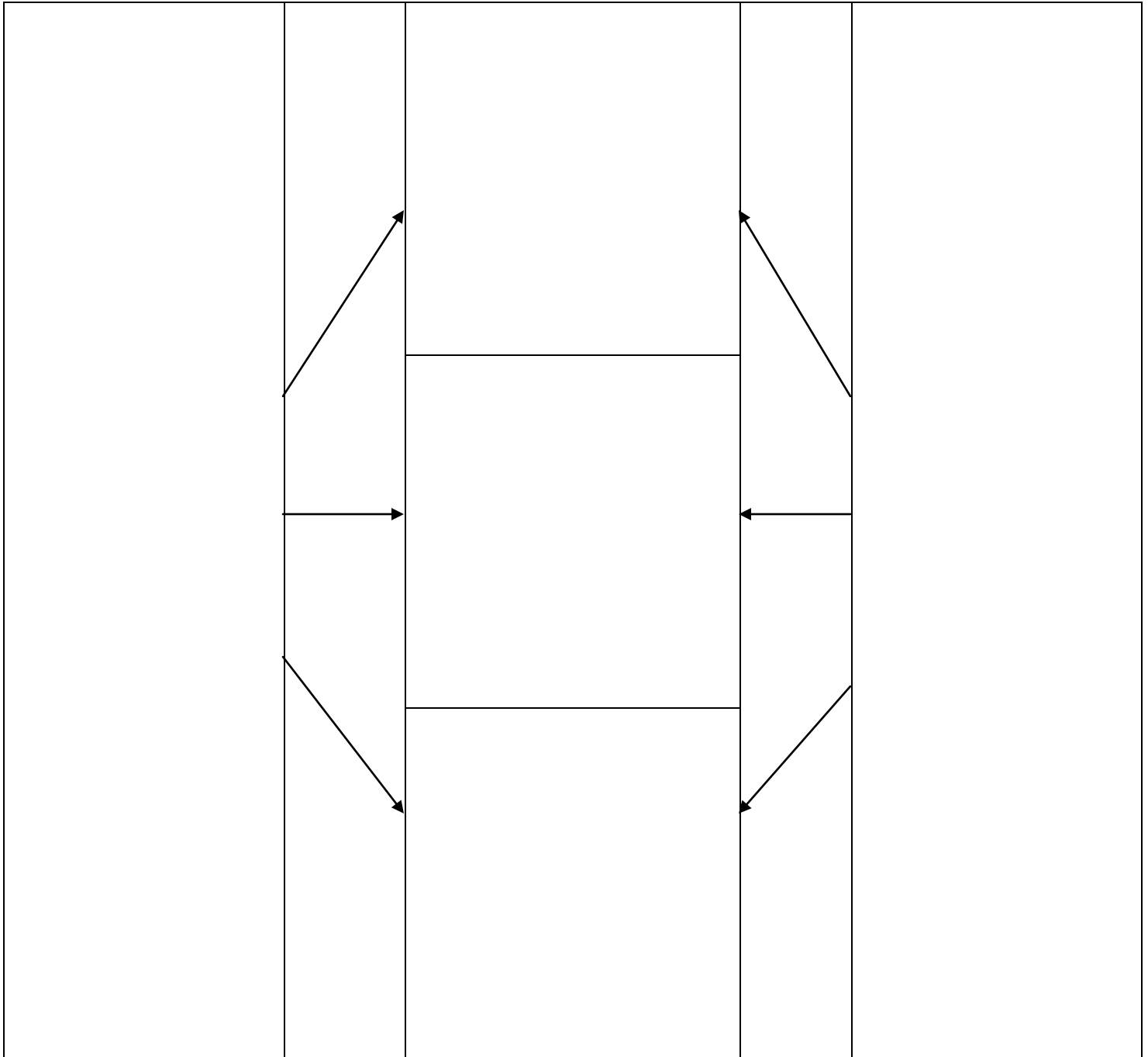
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Editorial Characteristics and Planning Anchor Chart
(Blank Chart, for Teacher Reference)

Editorials are...

Editorials have...



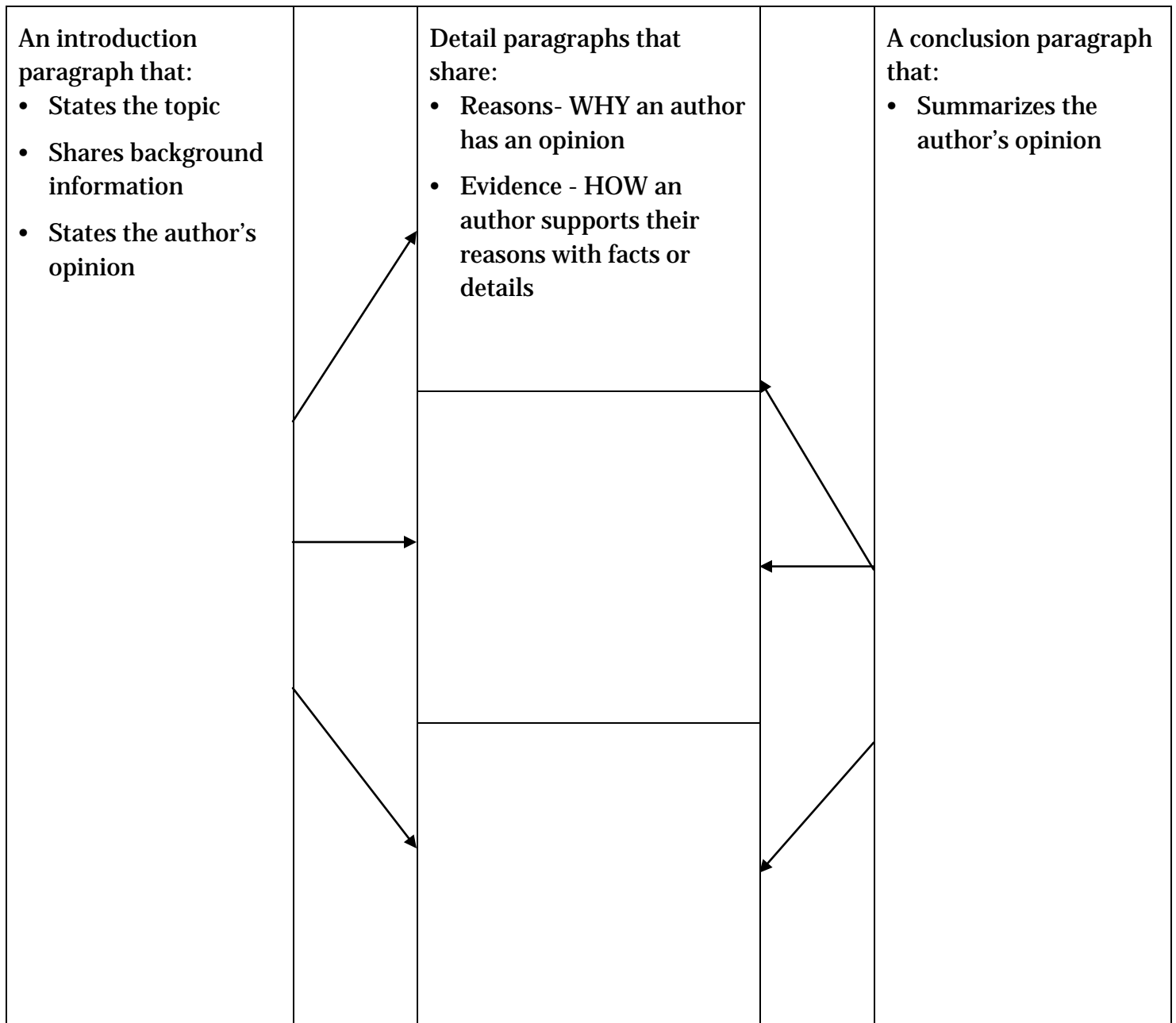


Editorial Characteristics and Planning Anchor Chart
(Completed Chart, for Teacher Reference)

Editorials are...

A form of writing often found in newspapers and magazines that shares the author's opinion on a topic

Editorials have...



*Example of an Editorial Planning graphic organizer complete with characteristics of editorials
(determined by students in this lesson)*



Simple Machine T-Chart (Wedge Model)

Prepare this version of the T-chart for modeling in this lesson.

Opinion: The _____ helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”

Simple Machine T-Chart (Wedge Model):

Prepare this version of the T-chart for modeling in this lesson.

Opinion: The wedge _____ helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”
<ul style="list-style-type: none">• Many of my garden tools are wedges.• Wedges are easy to use	



Simple Machine T-Chart (Wedge Model)

Simple Machine T-Chart (after modeling):

The Wedge Model should look something like this at the end of the guided practice.

Opinion: The wedge helps people the most in their daily lives.

Reasons for this opinion	“Observable Fact” OR “Supported by the Text”
<ul style="list-style-type: none">• Many of my garden tools are wedges.• Wedges are easy to use• You couldn’t build a house without wedges (saws and nails).• You couldn’t cut your food without wedges (knives).• Wedges are found in nature (teeth).	<ul style="list-style-type: none">• Observable Fact• Observable Fact• Supported by the Text • Supported by the Text• Supported by the Text