

Lesson 13: End of Unit 3 Assessment, Part II: Opinion Writing: Loyalist Broadside



CCS Standards

- **RI.4.9:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1c:** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9b:** Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- **SL.4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1e:** Form and use prepositional phrases.
- **L.4.1g:** Correctly use frequently confused words (e.g., *to, too, two; there, their*).



Daily Learning Targets

- I can revise my broadside for linking words and phrases, prepositional phrases, and frequently confused words. (W.4.1c, W.4.5, L.4.1e, L.4.1g)
- I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence. (RI.4.9, SL.4.1a)

Ongoing Assessment

- End of Unit 3 Assessment, Part II (W.4.1c, W.4.5, L.4.1e, L.4.1g)
- Preparing for a Text-Based Discussion: American Revolution note-catcher (RI.4.9, SL.4.1a)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. End of Unit 3 Assessment, Part II: Revising for Linking Words, Prepositional Phrases, and Frequently Confused Words (25 minutes)

B. Tracking Progress (10 minutes)

3. Closing and Assessment

A. Preparing for a Text-Based Discussion: The American Revolution (20 minutes)

4. Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students revise their broadside about the American Revolution from the Loyalist perspective for the end of unit assessment (W.4.1c, W.4.5, L.4.1e, L.4.1g).
- At the end of the lesson, students prepare for a text-based discussion about whether they would support the American Revolution if they lived during colonial times (RI.4.9, SL.4.1a). This is in preparation for the performance task in Lesson 15.
- In this lesson, students continue to focus on working to become effective learners by persevering through revising their writing for the end of unit assessment.

How it builds on previous work:

- In the second half of this unit, students have been analyzing opinion writing to draft their own opinion piece. This lesson continues those routines in an assessment.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may need the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the class, so as not to be distracting.
- For some students, this assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.
- Students may also need support completing their Preparing for a Text-Based Discussion: American Revolution note-catcher. Consider inviting students who might struggle with this to sit together in one teacher-guided group and work through completing each column with them.

Assessment guidance:

- Refer to Lesson 12 for guidance related to the End of Unit 3 Assessment.
- Collect students' Frequently Confused Words homework from Lesson 11. Refer to Frequently Confused Words (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students will review and select one of their two broadsides to publish.
- Students will participate in a text-based discussion about their opinion of the American Revolution in Lesson 15.

In advance:

- Prepare the End of Unit 3 Assessment (see Assessment Overview and Resources).
- Strategically pair students for work in the Closing.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.I.C.11, 4.II.A.1, and 4.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 7–11.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they've made learning English.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see the Meeting Students' Needs column).
- Allow students to review note-catchers, the Word Wall, their Vocabulary log, and other classroom resources.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned from previous lessons to set themselves up for success on the end of unit assessment.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students revise an opinion piece as Part II of the end of unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the end of unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider dividing the assessment into parts and offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- linking words and phrases, prepositional phrases, frequently confused words, text-based discussion (L)

Materials

- ✓ Frequently Confused Words (answers, for teacher reference)
- ✓ End of Unit 3 Assessment, Part II Prompt: Revising for Linking Words, Prepositional Phrases, and Frequently Confused Words (one per student; see Assessment Overview and Resources)
- ✓ Loyalist broadside (begun in Lesson 12; revised during Work Time A; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Opinion Writing (one per student)
- ✓ Sticky notes (one per student)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Preparing for a Text-Based Discussion: American Revolution note-catcher (one per student and one to display)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Preparing for a Text-Based Discussion: American Revolution note-catcher (example, for teacher reference)
- ✓ Patriots paragraph (from Unit 1, Lesson 6; one per student)
- ✓ Loyalists paragraph (from Unit 1, Lesson 4; one per student)

- ✓ Units 1–2 texts and note-catchers (one per student)
 - “Revolutionary War, Part I”
 - Close Reading Note-catcher: “Revolutionary War, Part I”
 - “Loyalists”
 - Research Note-catcher: Loyalists
 - “Revolutionary War, Part II”
 - Research Note-catcher: Patriots
 - “An Incomplete Revolution”
 - Text-Dependent Questions: “An Incomplete Revolution”
 - “American Indians and the American Revolution”
 - Close Reading Note-catcher: “American Indians and the American Revolution”

Opening

A. Reviewing Learning Targets (5 minutes)

- Collect the Frequently Confused Words homework from Lesson 11. Refer to **Frequently Confused Words (answers, for teacher reference)** as necessary.
- Direct students’ attention to the learning targets and read them aloud:
 - “I can revise my broadside for linking words and phrases, prepositional phrases, and frequently confused words.”
 - “I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence.”
- Remind students that they have seen the first learning target in previous lessons and review Vocabulary as needed: *linking words and phrases* (words and phrases that connect ideas), *prepositional phrases* (a group of words that describes the relationship between a noun or verb and another noun following the preposition), and *frequently confused words* (words that sound alike but have different meanings).
- Remind students that a *text-based discussion* is one in which the participants cite evidence from the text to support their ideas.

Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Invite students to share what they learned about prepositional phrases in previous lessons. (MMR, MME)
- For ELLS and students who may need additional support with comprehension and engagement (Working toward Same Learning Target) Invite students to discuss how they previously worked toward the first learning target. (MMR, MME)
- For ELLs: (Transparency) Ensure that the purpose of preparing for a text-based discussion is transparent.

Work Time

A. End of Unit 3 Assessment, Part II: Revising for Linking Words, Prepositional Phrases, and Frequently Confused Words (25 minutes)

- Distribute the **End of Unit 3 Assessment, Part II Prompt: Revising for Linking Words, Prepositional Phrases, and Frequently Confused Words** and students' **Loyalist broadside** from the previous lesson.
- Invite students to follow along, reading silently in their heads, while you read the directions for this part of the assessment aloud. Answer clarifying questions.
- Remind students that since this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart**, specifically on perseverance and what this looks and sounds like. Remind students that as they will revise their work independently for the assessment, they may need to practice perseverance.
- Invite students to begin this part of the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 20 minutes, refocus whole group. Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Consider offering supportive tools (e.g., pencil grip, slanted desk, or use of a word processor). (MMAE)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs and students who may need additional support with comprehension: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)

Work Time

B. Tracking Progress (10 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 3 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Opinion Writing**, and **sticky notes**.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.4.9
 - W.4.1a
 - W.4.1b
- Guide students through completing the recording form.

Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring their own learning: (Self-assessment) Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time. (MME)
- For students who may need additional support with motivation and sustained effort: Build an accepting and supportive environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Closing and Assessment

A. Preparing for a Text-Based Discussion: The American Revolution (20 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Focus students on the **Performance Task anchor chart** and briefly review it.
- Turn and Talk:
 - *“What are you going to do for the performance task?” (discuss whether we would have supported the American Revolution if we lived during colonial times)*
- Answer clarifying questions.
- Distribute and display the **Preparing for a Text-Based Discussion: American Revolution note-catcher**.
- Focus students on the big question at the top and point out that it is similar to the focus question for the broadsides they worked on throughout the unit:
 - “If you lived during colonial times, would you have supported the American Revolution? Why/why not?”
- Direct students’ attention to the **Discussion Norms anchor chart** and point out the bullet about preparing for a discussion.
- Tell students that this will be an important step as they prepare for the discussion for the performance task.
- Point out the Reasons column.
- Turn and Talk:
 - *“What might go in this column?” (reasons for supporting or not supporting the American Revolution)*
- Repeat this process with the Evidence column (evidence/details from the texts) and the Elaboration column (developing their ideas further; how the evidence supports the reason).
- Review the definition for *elaboration* as necessary (the act of developing or presenting an idea in detail).
- Model a think-aloud completing a row on the Preparing for a Text-Based Discussion: American Revolution note-catcher. Refer to the **Preparing for a Text-Based Discussion: American Revolution note-catcher (example, for teacher reference)** as necessary.
- Think-Pair-Share:
 - “Think back to what you know about the different perspectives of colonists during the American Revolution. Would you have supported it? Why/why not? What two reasons would you give?”

- Invite students to circle their response and to record their reasons on their note-catcher, referring to their **Patriots paragraph** and **Loyalists paragraph** from Unit 1 as needed.
- Invite students to retrieve their **Units 1-2 texts and note-catchers** and to add evidence from the texts to support their reasons and to elaborate on how that evidence supports their reasons. Students can work in pairs or on their own. Remind students that if they work in pairs, they may have differing ideas about whether to support the revolution.
- Circulate to support students as they write. Consider asking:
“How does that evidence support your reason?”
- After 15 minutes, refocus whole group.
- Tell students they will have this discussion in Lesson 15 as the final performance task.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they persevered during the assessment.

Meeting Students' Needs

- For students who may need additional support with metacognition as they reflect: Provide a visual reminder of the questions for focus. (Example: Display the questions on chart paper or sentence strips or offer an index card with the questions to individual students) (MMR)
- For ELLs: (Displaying Questions) Consider displaying questions for students to guide their thinking when completing the note-catcher.
- For ELLs: (Opinions/Reasons/Evidence Chart: Referencing) Encourage students to refer to the examples of opinions, reasons, and evidence listed on the Opinions/Reasons/Evidence chart to support them in thinking about their own opinions as they complete the note-catcher.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- Modify the amount or complexity of reading that struggling learners complete for homework. Provide sentence frames for their responses or allow them to share their learning in other ways, such as drawing or discussing what they've learned with their family, a partner, or the teacher.
- For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)