

## Lesson 12: End of Unit 3 Assessment, Part I: Opinion Writing: Loyalist Broadside



### CCS Standards

- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **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").
- **W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **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 form and use prepositional phrases. (L.4.1e)
- I can correctly use frequently confused words. (L.4.1g)
- I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective. (RI.4.9, W.4.1a-d, W.4.5, W.4.9b, W.4.10, L.4.1e, L.4.1g)

### Ongoing Assessment

- End of Unit 3 Assessment, Part I (RI.4.9, W.4.1a-d, W.4.5, W.4.9b, W.4.10, L.4.1e, L.4.1g)

## Agenda

### 1. Opening

- A. Returning Mid-Unit 3 Assessments (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. End of Unit 3 Assessment, Part I: Drafting an Opinion Piece (45 minutes)

### 3. Closing and Assessment

- A. Preparing for End of Unit 3 Assessment, Part II (5 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 Opening A, students' Mid-Unit 3 Assessments are returned with feedback. This gives students the opportunity to see how they performed in order to improve in their next assessment and to ask questions if they don't understand the feedback.
- In this lesson, students draft a broadside about the American Revolution from the Loyalist perspective (W.4.1a-d, W.4.9b, L.4.1e, L.4.1g).
- Students focus on working to become effective learners by persevering through answering questions and writing independently for the end of unit assessment.

### How it builds on previous work:

- Students draw from the content about the American Revolution learned in Units 1–2 to draft their broadsides.
- 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.
- For some students, this assessment may require more than the 45 minutes allotted. Consider providing time over multiple days if necessary.

### Assessment guidance:

- Writing rubrics can be found in the Grade 4 Writing Rubrics document (see Module 1 Appendix). All other assessment Materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- An optional Part III: Forming and Using Prepositional Phrases and Frequently Confused Words is included in the Assessment Overview and Resources. In this part of the assessment,

students answer selected response questions targeting language standards; use this to gather additional data on student progress toward these standards.

- In this assessment, students are tracking progress toward anchor standard W.1: By the end of Grade 12 I will be able to: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- When assessing and providing feedback on this assessment, use the teacher answer key with sample student responses (see the Assessment Overview and Resources) and the Opinion Writing Rubric for grade 4 (see Module 1 Appendix) to help complete the student Tracking Progress recording form.
- Collect the QuickWrite homework from Lessons 5, 6, 9, and 10.

### Down the road:

- Students will revise their broadsides in the next lesson for Part II of the End of Unit 3 Assessment.
- Students will track progress and reflect on their learning throughout the unit in the next lesson.

### In advance:

- Prepare the End of Unit 3 Assessment (see Assessment Overview and Resources).
- Provide feedback on students' Mid-Unit 3 Assessments in preparation for returning them in Opening A.
- 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 7–10.
- 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):** To set themselves up for success for the mid-unit assessment, students need to generalize the skills that they learned from previous lessons. Similar to Modules 1–2, before administering the assessment, activate their prior knowledge by recalling learning targets from previous lessons. Also present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students draft an opinion piece as Part I 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

- Do not preview Vocabulary for this assessment lesson.

### Materials

- ✓ Mid-Unit 3 Assessments with feedback (one per student; completed in Lesson 4)
- ✓ Characteristics of BroadSides anchor chart (begun in Lesson 3)
- ✓ End of Unit 3 Assessment, Part I Prompt: Drafting an Opinion Piece (from Lesson 11; one per student)
- ✓ Opinion Writing Planning Graphic Organizer: End of Unit 3 Assessment (from Lesson 11; one per student)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)

## Opening

### A. Returning Mid-Unit 3 Assessments (5 minutes)

- Return students' **Mid-Unit 3 Assessments** with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their names on the board if they require teacher support.

### Meeting Students' Needs

- Build an accepting and supportive classroom environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:
  - “I can form and use prepositional phrases.”
  - “I can correctly use frequently confused words.”
  - “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”
- Remind students that they have seen these learning targets in previous lessons. In today's assessment, they will apply these skills to write a new broadside.
- Direct students' attention to the **Characteristics of Broadside anchor chart** and invite students to chorally read each bullet point aloud with you, as they will be required to write a broadside following this structure in the assessment.
- Answer clarifying questions.

### Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they worked toward these learning targets in previous lessons. (MMR, MME)

## Work Time

### A. End of Unit 3 Assessment, Part I: Drafting an Opinion Piece (45 minutes)

- Invite students to take out their copy of the **End of Unit 3 Assessment, Part I Prompt: Drafting an Opinion Piece** and their **Opinion Writing Planning Graphic Organizer: End of Unit 3 Assessment**.
- Tell students that for this part of the assessment, they will write a new opinion piece and will revise it in the next lesson.

- Invite students to follow along, reading silently in their heads, while you read the prompt 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 write an opinion piece independently for the assessment, they may need to practice perseverance.
- Remind students that they planned this broadside in the previous lesson.
- Invite students to begin the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 40 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 learning targets.
- 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 fine motor skills: Consider offering them 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)

## Closing and Assessment

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### A. Preparing for End of Unit 3 Assessment, Part II (5 minutes)

- Gather students whole group and use a total participation technique to invite responses from the group:

***"As a writer, what is going well for you so far in this assessment?" (Responses will vary, but may include: I came up with convincing reasons and evidence, and next I have to revise for linking words.)***

***"What are your next steps?" (Responses will vary, but may include: I finished my draft, and now I have to revise for conventions.)***

### Meeting Students' Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)

## Homework

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**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)

**There are no new Supporting Materials for this lesson.**