

Lesson 3: Preparing to Write: Determining Characteristics of the Format



CCS Standards

- **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **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.



Daily Learning Target

- I can identify the characteristics of a broadside. (W.4.1, W.4.4, SL.4.1)

Ongoing Assessment

- Participation in creation of Characteristics of Broadside anchor chart (W.4.1, W.4.4, SL.4.1)

Agenda

1. Opening

- A. Research Reading Share (15 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Discussing Opinion during the American Revolution (10 minutes)
- B. Poster Walk: Exploring Broadside (15 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face: Reflecting on Learning (10 minutes)
- B. Preparing for the Mid-Unit 3 Assessment (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 this lesson, students are introduced to the concept of broadsides through a Poster Walk to help them understand how broadsides were used to share opinions during the American Revolution. Students co-create a Characteristics of Broadsides anchor chart after examining real broadsides from the time period of the revolution. They will add to and refer to this anchor chart throughout the remainder of this unit as they create their own broadsides (W.4.1, SL.4.1).
- In Opening A, students share what they have read and learned from their independent reading texts. This sharing is designed as another measure for holding students accountable for their research reading completed for homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently (RI/RL.4.10, SL.4.1).
- In this lesson, students focus on working to become ethical people by showing integrity during a research reading share.
- Recall that the research reading students complete for homework helps build both their Vocabulary and knowledge pertaining to the American Revolution. This kind of reading continues over the course of the module.

How it builds on previous work:

- The content of the broadsides used in this lesson builds on what students have already learned about the American Revolution in Units 1–2.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- The Poster Walk includes eight posters, so students likely will not get to visit each poster. Strategically group students and decide which posters they will visit. For example, consider placing ELLs in the same group and assigning them to examine posters 4–6, since they are not as text-heavy as posters 1–3.
- Consider inviting students who need additional fluency practice to chorally read the text on posters 4–6 during the Poster Walk.

Assessment guidance:

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the Poster Walk in Opening A (see Module 1 Appendix).

Down the road:

- Students will refer to the Characteristics of Broadsides anchor chart throughout the second half of the unit as they plan and write their broadsides.
- Provide feedback on students' End of Unit 2 Assessments in preparation for returning them in the next lesson.

In advance:

- Determine Poster Walk groups with three or four students in each group.
- Prepare:
 - Research reading share using the Independent Reading: Sample Plans or your own independent reading routine (see Module 1 Appendix).
 - Poster Walk posters (see supporting Materials). Note: This preparation will take additional time.
 - Characteristics of Broadside anchor chart by writing the title on the top of a piece of chart paper and the following definition, leaving space below to add to the chart: “broadside: posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause.”
- Review the Poster Walk and Back-to-Back and Face-to-Face protocols (see Classroom Protocols).
- 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.A.1 and 4.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the opportunity to examine authentic broadsides, discuss them in small groups, and together determine the characteristics of broadsides in preparation for writing their own later in the unit.
- ELLs may find it challenging to read and comprehend the broadsides due to the large volume of text and their use of language not commonly used today. Support students by allowing them to review just one or two broadsides and/or encouraging them to review broadsides that have a smaller volume of text. See levels of support, below, and the Meeting Students’ Needs column for additional suggestions.

Levels of support

For lighter support:

- Challenge students to restate the broadside summaries in their own words. Display these revised summaries under the original summaries on the posters and encourage students who need heavier support to read the revised summaries during Work Time B.
- Challenge students to create sentence frames to support the noticing and wondering during the Poster Walk in Work Time B. Invite students who need heavier support to use the frames. (Examples: Something I notice about the text in this poster is _____. I notice that broadsides _____. I wonder why broadsides _____. I think that the purpose of this broadside is _____.)

For heavier support:

- During Work Time B, invite students to use the frames created by more proficient students to discuss the posters (see “for lighter support”).

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to Lesson 1, this lesson offers a variety of visual anchors to cue students’ thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need help with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Throughout this lesson, students have opportunities to share ideas and thinking with classmates. Some may need support for engagement during these activities, so encourage self-regulatory skills and help them anticipate and manage frustration by modeling what to do if they need help from their partners. (Example: “I can remember when I’m sharing that if I forget my idea or need help, I can ask my classmate to help me. My classmate could give me prompts that will help me share my thinking.”) Consider offering sentence frames to strategically selected peer models. Offering these supports for engagement promotes a safe learning space for all students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- broadsides, characteristics (L)

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Independent Reading: Sample Plans (for teacher reference; see Module 1 Appendix)
- ✓ Academic Word Wall (begun in Module 1; added to during Opening B)
- ✓ Exit Ticket: Determining an Opinion (completed in Lesson 2; one to display)
- ✓ Markers (a different color for each group; one per student)
- ✓ Poster Walk posters (new; teacher-created; see supporting Materials)
- ✓ Directions for Poster Walk (one to display)
- ✓ Characteristics of BroadSides anchor chart (new; co-created with students during Closing and Assessment A; see Teaching Notes)
- ✓ Characteristics of BroadSides anchor chart (example, for teacher reference)

Opening

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of integrity. In the context of research reading homework, this means trying to do it each day, even when it is tough to do so, and if it isn't possible, being honest when recording the dates and pages read in their journals.
- Refer to the **Independent Reading: Sample Plans** to guide students through a research reading share, or use your own routine.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with them in advance to prep them for the research reading share and minimize the threat associated with sharing. (MMAE, MME)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the learning target and read it aloud:
 - "I can identify the characteristics of a broadside."
- Tell students that in this unit, they will write opinion texts using the format people used during colonial times: *broadSides*. Tell students that today they will look at examples of authentic broadsides to understand their *characteristics*, or qualities.
- Add any new Vocabulary to the **Academic Word Wall**. Invite students to add translations of the words in their home languages in a different color next to the target Vocabulary.

Meeting Students' Needs

- For ELLs: (Summarizing the Target) Check for comprehension by asking students to summarize and then to personalize the learning target. Ask:

“Can you put the learning target in your own words?” (I can notice what is included in broadsides.)

“How do you feel about that target?” (I am excited to see what broadsides are like!)

Work Time

A. Discussing Opinion during the American Revolution (10 minutes)

- Using a total participation technique, invite responses from the group:
“How do people today share their opinion?” (Responses will vary, but may include: Twitter, Facebook, newspaper editorials, blogs, etc.)
“How might people have shared their opinion during the American Revolution, before things like Twitter and blogs existed?” (Responses will vary.)
- Tell students that in the American colonies, printers had an important job. Their job was to use their printing press to create documents that could be used to educate, advertise, share, and give someone’s opinion. These documents were often posted in public spaces where people could read them. They often weren’t able to print enough copies for everyone to have their own copy, so they printed fewer and posted them in places where many people could read them.
- Tell students they will experience something similar to this during today’s Poster Walk. There may be many students trying to read the same document at the same time, but it is a public document meant for many to read and share, just as the colonists experienced with broadsides printed and posted during the time period of the revolution.
- Display the **Exit Ticket: Determining an Opinion** from Lesson 2. Tell students these excerpts are from actual broadsides published during the American Revolution.
- Read aloud the first excerpt:
 - “... gloriously fighting in the cause of liberty and country ...”
- Using a total participation technique, invite responses from the group:
“What is this author’s opinion of the American Revolution?” (This author thinks that the colonies should be free from the king. I know because the quote talks about liberty and says that fighting for the cause is glorious.)
- Repeat this process with the second excerpt from the Exit Ticket: Determining an Opinion. (This author also thinks that the colonies should be free from the king. I know because the quote talks about Britain as the “cruel enemy.”)

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)

- For ELLs: (Pointing Out Excerpts in BroadSides) As you discuss each excerpt on the exit ticket, consider displaying next to the exit ticket the actual broadside from which the excerpts were taken and pointing out each excerpt within the broadside. This will reinforce students' understanding that certain sentences within a text describe or give us clues about the author's opinion. It will also support students' understanding of this particular broadside during the Poster Walk in Work Time B.

Work Time

B. Poster Walk: Exploring BroadSides (15 minutes)

- Build up excitement by telling students they will now investigate more broadsides on their own.
- Distribute **markers** and point out the **Poster Walk posters** displayed around the classroom. Remind students that they used this protocol in Module 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Display and review briefly the **Directions for Poster Walk**. Answer clarifying questions.
- Group students, indicate where each group will start, and review the discussion question as needed:
 - “What can you infer about broadsides from the pictures and/or text on this poster?”
- Guide students through the protocol. Point out that because these broadsides were written over 200 years ago, sometimes the language used in them is not language we use to write or speak today, and that symbols used for certain letters are different from those we use today. For example, read aloud the title of Poster 5 and point out that a symbol that looks like an “f” without a horizontal line is used for the letter “s” whenever it appears in the middle of a word.
- Circulate to support students as they work, giving them 2 minutes at each poster. If necessary, gently point participants to interesting comments and questions, pushing them to cite evidence for what they notice and wonder.
- After 10 minutes, invite students to go back to their first poster and read through all of the inferences and comments. Explain that they should be thinking about what they notice and wonder about what has been written on their poster.
- Using a total participation technique, invite responses from the group:

“What patterns or themes did you notice in all of the Poster Walk posters?” (Responses will vary.)

Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: To activate background knowledge, invite students to recall and share with an elbow partner their previous experience with Poster Walks. (MMR, MME)
- For ELLs: (Display, Repeat, Rephrase) Display and repeat the question. Ask:

“What can you infer about broadsides from the pictures and/or text on this poster?”

Rephrase the question. Ask:

“What do you notice about the pictures, the words, and the way the information is organized on the posters? What does that tell you about broadsides?”

- For ELLs: (Modeling and Thinking Aloud: Poster Walk) Model and think aloud the process for examining one poster, making inferences, and adding that information to the poster. (Example: “One of the first things I notice about this poster is that it has the date in the top right-hand corner. I wonder if all broadsides included the date. I also notice that the title, or headline, is written in larger font than the rest of the broadside. I cannot tell what the author’s opinion is based on this title, so I will read more. Before examining the next broadside, I will add my thoughts to the poster.”)

Closing and Assessment

A. Back-to-Back and Face-to-Face: Reflecting on Learning (10 minutes)

- Tell students they are going to debrief the Poster Walk using the Back-to-Back and Face-to-Face protocol. Remind them that they used this protocol in Modules 1 and 2, and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the following prompts. After the first question, invite students to find a new partner for the remaining two:

“Now that you’ve seen some more broadsides, what do you think broadsides were used for during the American Revolution?”

“What was one characteristic you saw in most of the broadsides you looked at today?”

“What was one opinion you saw expressed in the broadsides?”

- Ask students to return to their seats.
- Direct students’ attention to the **Characteristics of Broadsides anchor chart**. Select a volunteer to read the definition of a broadside at the top of the chart: posters announcing news, information, events or proclamations, advertisements, or calls for help or support to a certain cause.
- Use a total participation technique to select students to share what they learned today from the Poster Walk and from their conversations during Back-to-Back and Face-to-Face. As students share out, capture the characteristics of broadsides on the anchor chart. Refer to the **Characteristics of Broadsides anchor chart (example for teacher reference)** as necessary.

Meeting Students’ Needs

- For students who need additional support with receptive language and comprehension: As students share out the characteristics of broadsides, jot down, say aloud, sketch, and display each characteristic to provide visual reinforcement. (MMR)
- For ELLs: (Displaying Questions) Consider displaying the questions to guide students’ thinking during the Back-to-Back and Face-to-Face protocol (e.g., “Now that you’ve seen some more broadsides, what do you think broadsides were used for during the American Revolution?” etc.)

- For ELLs: (Labeling Broad­sides). Consider adding labels to the broad­sides to highlight the characteristics on each (for example, label the columns on any broad­sides that have them, etc.). This will help students make connections between the information on the Characteristics of Broad­sides anchor chart and the characteristics of the actual broad­sides.

Closing and Assessment

B. Preparing for the Mid-Unit 3 Assessment (5 minutes)

- Tell students that on the upcoming mid-unit assessment, they will demonstrate their progress toward the following learning target:
 - “I can explain how an author supports an opinion with reasons and evidence.”
- Remind students that they now know what an opinion is, how to identify one in an author’s writing, and how authors support their opinions with reasons and evidence.
- Tell them that for their assessment, they will read an opinion piece and identify the opinion as well as the author’s reasons and evidence used to support that opinion. Reassure students that there are no tricks with this assessment. They will be using the same process they have used over the past several days to closely read an opinion piece and answer questions.
- Answer clarifying questions.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.
- Repeat, inviting students to self-assess against how well they showed integrity in this lesson.

Meeting Students’ Needs

- For students who may need additional support with comprehension: Invite students to recall one way they recently showed integrity outside of the classroom. (MMR)
- For ELLs: (Opinions/Reasons/Evidence Chart: Referencing) Remind students of the opinion texts they read in the previous two lessons. Invite them to refer to the Opinions/Reasons/Evidence chart and describe how William and Robert supported their opinions with reasons and evidence in their letters.

Homework

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

Meeting Students’ Needs

- 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)