

Lesson 6: Writing Opinion Texts: Planning a Broadside



CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1b:** Provide reasons that are supported by facts and details.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **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.



Daily Learning Targets

- I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)
- I can give kind, helpful, and specific feedback to my partner. (W.4.5, SL.4.1)

Ongoing Assessment

- Opinion Writing Planning graphic organizer (W.4.1, W.4.4, W.4.5, W.4.9b)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Guided Practice: Planning a Broadside (20 minutes)
- B. Independent Practice: Planning a Broadside (20 minutes)

3. Closing and Assessment

- A. Peer Critique: Opinion Writing Planning (15 minutes)

4. Homework

- A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 homework.
- B. 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 analyze the model broadside and use the model to plan their own broadsides (W.4.1, W.4.4, W.4.5, W.4.9b).
- In the Closing, students give and receive peer feedback focused on stating an opinion and supporting it with reasons and evidence (W.4.1a, W.4.1b, W.4.9b). If time permits, consider allowing more time for peer review focused on common issues students may be struggling with.
- In this lesson, students focus on working to become ethical people by showing respect as they give and receive feedback on their plans.

How it builds on previous work:

- In the previous lesson, students analyzed the structure of the model broadside using the Painted Essay® template. In this lesson, students reread the model to identify the author's opinion, reasons, and evidence when learning how to plan their own broadsides.
- Throughout Units 1–2, students gathered evidence and reasons to be a Patriot and Loyalist. Students refer to the anchor charts and graphic organizers developed in Units 1–2 as they plan and write their broadsides in this unit.
- Students use what they know about the characteristics of opinion writing to critique one another's plans.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support in thinking about the American Revolution from the Patriot perspective. Consider allowing them to act out or talk with a partner about what Patriots might have felt during the American Revolution before planning their broadsides.
- Much of this lesson is discussion-based, so consider how to best support students who need additional support with oral language and/or auditory processing. Consider providing sentence frames for students to refer to during discussions or a note-taking template for students to take notes during discussion.

Assessment guidance:

- Review students' graphic organizers to ensure that they include all of the necessary information. Use common issues as teaching points for the whole group as they are working.
- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Work Time B (see Module 1 Appendix).
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Closing and Assessment A (see Module 1 Appendix).
- Collect the Language Dive I Practice: Violence Is Not the Answer! homework from Lesson 5. See Language Dive I Practice: Violence Is Not the Answer! (example, for teacher reference) in the supporting Materials.

Down the road:

- In the next several lessons, students will use their plans to draft and revise their broadsides.

In advance:

- Strategically pair students for the Peer Critique protocol in the Closing.
- Review:
 - Opinion Writing Checklist (see supporting Materials)
 - Peer Critique protocol (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.IA.4, 4.IC.11, 4.IC.12, 4.IIA.1, 4.IIA.2, and 4.IIC.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by following the same routine as in Lesson 1 for determining reasons and evidence; allowing time for discussion throughout the lesson; and explicitly reviewing the characteristics of opinion writing as a class.
- ELLs may find it challenging to go from annotating the model broadside in Work Time A to planning a broadside with the graphic organizer in Work Time B without having seen this process modeled. Consider filling in the graphic organizer with components of the model broadside in Work Time A, providing students with concrete examples to refer to during their planning (see the Meeting Students' Needs column in Work Time A).

Levels of support

For lighter support:

- Challenge students to use varying linking words and phrases as they discuss reasons and evidence for an opinion in Work Time B. Provide a word bank for support. (Examples: because, for example, for instance, in addition to)

For heavier support:

- Consider color-coding the text in the displayed Opinion Writing graphic organizer to match the corresponding information in the Painted Essay® template, signaling the information that goes in each section. For example, in the introduction paragraph box, the text “What context do you need to give to your reader?” would be color-coded red; “State your opinion:” would be green; all text in “Proof Paragraph 1” would be yellow; etc.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Opening, students are reminded of a familiar target about giving kind, helpful, and specific feedback to a peer. Consider inviting students to share examples of this type of feedback from previous lessons and note their responses for visual display. This supports students in connecting the expectation for feedback to concrete shared experiences.
- **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):** In this lesson, students provide feedback on a classmate’s Opinion Writing Planning graphic organizer. Peer review can feel threatening to some students. Emphasize the benefits of peer review and feedback for all students by emphasizing effort and growth over relative performance. Make this activity relevant by reminding students that real authors have editors who provide feedback for their writing through each step in the writing process. Writers welcome this feedback because it improves their work.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- states, support, specific (L)
- independence, govern, rights, loyalty (W)

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Opinion Writing Planning graphic organizer (one per student and one to display)
- ✓ Model Broadside: Quaker Perspective (from Lesson 5; one per student and one to display)
- ✓ Directions for Broadside (from Lesson 5; one per student and one to display)
- ✓ Opinion Writing Checklist (from Lesson 5; one per student and one to display)
- ✓ Colored pencils (green, yellow, blue; one of each per student)

- ✓ Patriot paragraph (completed in Unit 1, Lesson 6; 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”
 - “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”
- ✓ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ✓ Opinion Writing Planning graphic organizer (example, for teacher reference)
- ✓ Sticky notes (two per student)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (from Module 1; one per student and one to display)
- ✓ Language Dive I Practice: Violence Is Not the Answer! homework (from Lesson 5; one per student)
- ✓ Language Dive I Practice: Violence Is Not the Answer! (example, for teacher reference)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - “I can plan a broadside that states an opinion and has reasons that are supported by facts and details.”
 - “I can give kind, helpful, and specific feedback to my partner.”
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the following words, adding them to the Academic Word Wall and inviting students to add them to their **Vocabulary logs**: *states* (to say or write something you believe in, usually in a strong way), *support* (provide proof or evidence), *specific* (exact and precise).
- Tell students that today they will plan their broadsides and then share with a peer to give and receive feedback on their plans.

Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they provided kind, helpful, and specific feedback to a partner in previous lessons. (MMR, MME)

- For ELLs: (Practicing Vocabulary Words in Context) Invite students to practice their Vocabulary words in context while making meaning of the Daily Learning Target. Provide sentence frames. (Example: ____ [William] *states* that ____ [they have no choice but to join the fight for independence] because ____ [reason]. He *supports* his opinion by writing ____ [evidence].)

Work Time

A. Guided Practice: Planning a Broadside (20 minutes)

- Distribute and display the **Opinion Writing Planning graphic organizer** and tell students they will use this graphic organizer to plan their writing.
- Select a volunteer to read the focus question aloud:
 - “Should colonists support the American Revolution, and why?”
- Select a volunteer to read the headings and questions in each box of the graphic organizer.
- Using a total participation technique, invite responses from the group:

“How is this graphic organizer similar to other writing graphic organizers we have used this year?” (Responses will vary, but may include: It has a focus question and focus statement, there are four paragraphs, there is space to record the sources we will use in our writing.)

“How is this graphic organizer different from other writing graphic organizers we have used?” (Responses will vary, but may include: Each proof paragraph will be about a reason for our opinion; facts and evidence we include will support each reason.)
- If productive, cue students with a challenge:

“Can you figure out why we are using this graphic organizer and why it is different from others we have used? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Display and invite students to retrieve the **Model Broadside: Quaker Perspective**.
- Follow the same routine as Work Time B of Lesson 1 to guide students through rereading this text to determine reasons and evidence for the author’s opinion:
 - Reread the first paragraph, identifying the sentence that most clearly states the author’s opinion.
 - Reread the second and third paragraphs, identifying the sentences that most clearly state reasons for the author’s opinion.
 - Reread the second and third paragraphs, identifying evidence that supports the author’s reasons.
 - After independently rereading each paragraph and identifying the author’s opinion, reasons, and evidence, discuss as a whole group.
- As students reread and annotate each paragraph, display the Opinion Writing Planning graphic organizer and point out the components of the introduction, Proof Paragraphs 1 and 2, and conclusion paragraphs.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Scaffold responses as needed with explicit prompting or sentence frames. (Example: "What do you notice about the number of paragraphs?") (MMAE)
- For ELLs: (Opinions/Reasons/Evidence Chart: Adding Examples) As students identify sentences that clearly state the Quakers' opinion, reasons, and evidence, consider adding these examples to the Opinions/Reasons/Evidence chart (see Lesson 1, "for heavier support").
- For ELLs: (Providing Concrete Examples) Display the enlarged model broadside next to the displayed Opinion Writing Planning graphic organizer. Model and think aloud filling in the graphic organizer with the corresponding components of the model broadside, providing students with concrete examples of the type of information that will go in each section of the graphic organizer.
- For ELLs: Mini Language Dive. **"If we choose to fight, we are showing that we value the people on one side over another."**
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *If* signals that one thing depends on another thing; that the idea directly following *if* will depend on the idea that comes after that. (subordinating conjunction)
 - *we*: "Who?"/Meaning: *We* refers to the Quakers, whose perspective the model broadside is written from. The Quakers did not take sides during the Revolutionary War. (subject pronoun)
 - *choose to fight*: "Do what?"/Meaning: *Choose* signals an intent; the Quakers had the ability to make a choice. *We* will find out next what would happen if they made the choice *to fight*. (verb phrase)
 - Practice: If we choose to _____, then _____.
 - Reconstruct: Reread the sentence. Ask:
 - "Now what do you think the sentence means?"***
 - "How does your understanding of this sentence add to your understanding of the Quakers' reasons for staying uninvolved in the war?"***
 - Practice: If we choose to _____, we are showing _____.
 - "How can we use this sentence structure in our speaking and writing?"***

Work Time

B. Independent Practice: Planning a Broadside (20 minutes)

- Display and invite students to take out their copy of the **Directions for Broadside**. Using a total participation technique, invite responses from the group:
 - "What perspective will your broadside be written from?" (Patriot)***
 - "What opinion did colonists who were Patriots have on the American Revolution?" (They wanted independence from Great Britain.)***

- Display and invite students to take out their copy of the **Opinion Writing Checklist**. Point out the following characteristics:
 - “W.4.9: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.”
 - “W.4.1a: I state my opinion clearly, and my writing stays focused.”
 - “W.4.1b: I give the reasons for my opinion and support them with facts and details.”
 - “L.4.3, L.4.6, W.4.4: The words and sentences I use are appropriate for this task, purpose, and audience.”
- Tell students that as they plan, they should remember to support their opinion with information from the texts they read throughout Units 1–2.
- Focus students on the empty column of their checklist. Remind them that while every piece of opinion writing should include the criteria listed, each piece of opinion writing will have specific criteria according to the content.
- Ask:

“Are there any specific criteria that you should be aware of and list in that column on the checklist?” (Responses will vary, but may include: clearly state the opinion in the focus statement: that the Patriots want independence from Great Britain.)
- As students share out, capture their responses in the Characteristics of My Broadside column as needed.
- Focus students on the focus question at the top of the Opinion Writing Planning graphic organizer:
 - “Should colonists support the American Revolution, and why?”
- Turn and Talk:

“Should colonists support the American Revolution, and why?”
- Invite students to write a focus statement that tells an opinion about whether colonists should support the American Revolution from the Patriot perspective, including two reasons why, in the Focus Statement spot on their note-catchers. Consider providing sentence starters as necessary:
 - “All colonists should support the American Revolution. They should support it because _____ and _____.”
 - “Our colonies should become independent from Great Britain. We should declare our independence because _____ and _____.”
- Invite students to use **colored pencils** to underline the parts of their focus statement with the correct color: green for the opinion, yellow for Reason 1, and blue for Reason 2.
- Remind students that in opinion writing, the author does not state the reasons in the focus statement, but builds the argument as he or she writes. Tell students that the yellow and blue points in the focus statement are actually still there, but in an opinion piece they are invisible—the author has the reasons in mind because he or she will be writing a whole proof paragraph about each but does not explicitly state them in the focus statement.
- Invite students to erase the second sentence, stating their reasons, to make the points invisible. Remind students that as they plan their broadsides, they should use the reasons they just erased in Proof Paragraphs 1 and 2.

- Invite students to plan their broadsides. Remind them that they have discussed reasons to be independent from Britain in the following resources and should reference them while planning:
 - **Patriot paragraph**
 - **Units 1–2 texts and note-catchers**
 - **Domain-Specific Word Wall**
- Circulate to support students as they plan. Refer to **Opinion Writing Planning graphic organizer (example, for teacher reference)** as necessary. If necessary, prompt by asking questions such as:
 - “What opinion did Patriots have on the American Revolution?”*
 - “What reasons did they have for this opinion?”*
- 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: Offer choice with the graphic organizer by providing a template that includes lines within the boxes. (MMR, MME)
- For ELLs: (Opinion/Reason/Evidence Chart: Referencing) Invite students to reference the Opinion/Reason/Evidence chart to practice supporting an opinion with reasons and evidence before they begin to plan. Encourage students to use linking words and prepositional phrases to do so. (Example: ____ [Robert] believes that ____ [opinion] because ____ [reason]. For instance, ____ [evidence].)
- For ELLs: (Modeling and Thinking Aloud: Planning a Broadside) Model and think aloud the process for planning a broadside. Example: “I am writing from the perspective of a Patriot, so I will write, ‘We should fight for our independence from Britain’ under ‘State your opinion’ in the box for the Introduction Paragraph. I think one reason is because Great Britain is treating us unfairly, so I will write that under ‘What are the reasons you have that opinion?’ in the box for the Introduction Paragraph and for Proof Paragraph 1.” Continue to model and think aloud the process for each section of the Opinion Writing Planning graphic organizer.
- For ELLs: (Jigsaw Learning) Allow students to be responsible for different texts from Units 1–2, and then report back to the larger group about the reasons they found to support the American Revolution. If each group is responsible for a different text, then all students should have a wide range of reasons to choose from to plan their broadside after they come together to share as a class.

Closing and Assessment

A. Peer Critique: Opinion Writing Planning (15 minutes)

- Display and again focus students on their Opinion Writing Checklist.
- Focus students on the criteria:
 - “W.4.9: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.”
 - “W.4.1a: I state my opinion clearly, and my writing stays focused.”
 - “W.4.1b: I give the reasons for my opinion and support them with facts and details.”
- Invite students to mark or highlight these criteria, as they will be the focus of the critique, and to turn to an elbow partner to say what each means in their own words.
- Move students into pairs and invite them to label themselves A and B.
- Distribute **sticky notes**.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically “use my strengths.” Remind students that because they will give a critique to their partner, they will need to use their strengths.
- Tell students they are going to use the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback against the criteria. Remind them that they used this protocol in Modules 1–2 and review as necessary using the **Peer Critique Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Display and review the **Directions for Peer Critique**. Answer clarifying questions.
- Guide students through the protocol.
- Refocus whole group and 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 Ethical People anchor chart and invite them to self-assess how well they showed respect in this lesson.
- Collect the **Language Dive I Practice: Violence Is Not the Answer! homework** from Lesson 5. See **Language Dive I Practice: Violence Is Not the Answer! (example, for teacher reference)** in the supporting Materials.

Meeting Students' Needs

- Provide differentiated mentors by purposefully selecting partners. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. (Example: “One thing you did well was ____.” “Have you thought about ____?”)

Homework

A. Choose and respond to an opinion QuickWrite prompt in your Unit 3 homework.

B. 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)