

Lesson 7: Writing Opinion Texts: Drafting the Introduction of 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.
- **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.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



Daily Learning Targets

- I can identify prepositional phrases in a sentence. (L.4.1e)
- I can write an introductory paragraph for my broadside giving context on the issue and clearly stating my opinion. (W.4.1a)

Ongoing Assessment

- Introduction to Patriot broadside (W.4.1a)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mini Lesson: Prepositional Phrases (10 minutes)
- B. Independent Writing: Drafting an Introduction (30 minutes)

3. Closing and Assessment

- A. Sharing Our Work (5 minutes)

4. Homework

- A. Complete the Prepositional Phrases I practice 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 write the introductory paragraph for their broadsides (W.4.1a). Before writing their introductions, students participate in a mini lesson about forming and using prepositional phrases (L.4.1e).
- The Patriot broadside (example, for teacher reference) has been included in the supporting Materials of this lesson. This is a completed draft of a broadside from the Patriot perspective. Note that in this lesson, students write only the first paragraph of their broadsides; the remaining three paragraphs will be written in Lessons 8–10. Student drafts may differ in the content from this example based on the reasons they choose to support their opinion.
- In this lesson, students continue working to become effective learners as they persevere through writing their first opinion piece this school year.

How it builds on previous work:

- In the previous lessons, students analyzed the structure of the model broadside using the Painted Essay® template. The introductory paragraph was analyzed in detail so students could begin writing their own broadside in this lesson.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may require additional support writing their introductory paragraphs. Consider grouping those students for a teacher-led discussion that will guide them to giving context to the reader about the American Revolution.
- Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.

Assessment guidance:

- Use the Patriot broadside (example, for teacher reference) as a model when reviewing students' introductions to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group.
- 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).

Down the road:

- In the next lesson, students will write the first proof paragraph of their broadsides.

In advance:

- Strategically pair students for work in Opening A.
- Prepare the Organizing the Model: Introductory Paragraph strips so each pair of students has one strip (see supporting Materials).
- Preview the Opinion Writing Checklist and the Model Broadside: Quaker Perspective to familiarize yourself with what will be required of students over the course of the rest of the unit.
- Post: Learning targets and applicable anchor charts (see Materials list).

- 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.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.2, 4.II.A.3, 4.II.A.4, 4.II.A.5, 4.II.A.6, and 4.II.A.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on the introductory paragraph for their broadside. Students continue to benefit from the color-coding system established in previous lessons for visual support. Additionally, the explicit focus on prepositional phrases is particularly supportive of ELLs.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of the introductory paragraph. Additionally, they may find it challenging to determine the most relevant context with which to open their paragraph. Consider working with a small group after working with the class and help them create their introductions together. The group can begin writing as an interactive writing experience and finish independently.

Levels of support

For lighter support:

- Encourage students to use the prepositional phrase from the Language Dive in Lesson 5, *___ goes against ___*, in their own focus statement, supporting the transition of stating an opinion in a less explicit way. Challenge students to think of more than one way they could complete the sentence frame.

For heavier support:

- Consider creating index cards with prepositional phrases, question words, and corresponding images that are familiar to students. For example, on one index card, draw a picture of students walking to a school. Write “Where?” on the top of this index card and “to school” underneath the picture. Students can talk in pairs using prompts on the card. (Example: Partner A: “Where are the children walking?” Partner B: “The children are walking *to school*.”) Allow students to practice with these familiar examples before identifying prepositional phrases within the module texts.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When teaching students about prepositions, consider varied ways to represent the function of the preposition. In addition to text, have students use an object to demonstrate its relationship to another object, such as beside, on, behind, etc. Example: For prepositional phrases related to time, use calendars or clocks to represent the prepositional phrase (e.g., “On Monday ...”; “At 9 o’clock ...”) These multiple representations help to make the function of the preposition more concrete.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students’ ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goals of the work they are doing with their broadside. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- introductory paragraph, prepositional phrases (L)
- Great Britain, British, independence (W)

Materials

- ✓ Colored pencils (red, green; one of each per student)
- ✓ Organizing the Model: Introductory Paragraph strips (one strip per pair)
- ✓ The Painted Essay® template (from Module 1, Unit 2, Lesson 9; one per student)
- ✓ Model Broadside: Quaker Perspective (from Lesson 5; one to display)
- ✓ Characteristics of Broadside anchor chart (begun in Lesson 3; added to during Opening A; see supporting Materials)
- ✓ Characteristics of Broadside anchor chart (example, for teacher reference)
- ✓ Directions for Broadside (from Lesson 5; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Parts of Speech anchor chart (begun in Module 1; added to in advance; see supporting Materials)
- ✓ Prepositional Phrases handout (one per student and one to display)
- ✓ Prepositional Phrases handout (answers, for teacher reference)
- ✓ Opinion Writing Planning graphic organizer (from Lesson 6; one per student and one to display)

- ✓ Opinion Writing Checklist (from Lesson 5; one per student and one to display)
- ✓ Paper (lined; one piece per student)
- ✓ Writing Complete Sentences handout (from Module 1; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Patriot broadside (example, for teacher reference)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **colored pencils** and **Organizing the Model: Introductory Paragraph strips**. Tell students that each pair has been given only one part of the introduction, and later on they will find the other parts to create a complete introduction.
- Invite students to refer to their **Painted Essay® template** to remember the parts of an introductory paragraph:
 - Introduction (background information to engage the reader)
 - Focus statement
- Remind students that in opinion writing, an author does not explicitly state the reasons for his or her opinion in the introduction paragraph.
- Invite pairs to use the Painted Essay® template and colored pencils to underline their part in the correct color: red for introduction and green for focus statement.
- Explain that pairs need to find pairs with the other parts of the introduction and put them together in the right order.
- Tell students that when they have finished, they will check their work against the **Model Broadside: Quaker Perspective**.
- Invite students to begin and circulate to support them in reading and sorting the strips of the introduction.
- Refocus whole group.
- Invite students to help you record the parts of an introductory paragraph on the **Characteristics of Broadside anchor chart**. Refer to the **Characteristics of Broadside anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support: Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)
- For ELLs: (Modeling and Thinking Aloud: Paragraph Organization) Model and think aloud the process for organizing introductory paragraph strips before students do so in pairs. Consider using the introduction from William's letter in Lesson 1 to

do so. Color-code the text on the strips to represent each part of the introductory paragraph, providing students with a concrete model to work from.

- For ELLs: (Enlarged Model Broadside: Referencing) Invite students to refer to the enlarged model broadside as they check their work. After doing so, invite students to chorally read the introductory paragraph as a class, stopping after each sentence to explain its function in the paragraph. (Example: “The first sentence states the context, giving us background information about the issues. The second and third sentences state an opinion, telling us what the Quakers believe.”)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - “I can identify prepositional phrases in a sentence.”
 - “I can write an introductory paragraph for my broadside giving context on the issue and clearly stating my opinion.”
- Underline the words *introductory paragraph*.
- Using a total participation technique, invite responses from the group:

“What is an introductory paragraph? What is the purpose of it?” (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about)
- Invite students to retrieve their **Directions for Broadside** and to chorally read them aloud with you.
- Circle the words *prepositional phrases* and tell students that before they write the introductory paragraphs of their essays, they will practice identifying prepositional phrases.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them of perseverance, as they will be working to write an opinion piece for the first time this year, which may be challenging.

Meeting Students’ Needs

- For students who may need additional support with comprehension: Invite students to recall one way they recently showed perseverance outside of the classroom. (MMR)
- For ELLs: (Word Families) When reviewing the word *introductory*, ask students about the root word (*introduce*). Explain that *introduce* is a verb meaning to present something for the first time. *Introduction* is a noun that refers to the action of introducing something. And *introductory* is an adjective that describes the introduction, or beginning, of something. Invite students to think of a time they *introduced*, or *were introduced to*, somebody, helping them determine the meaning of *introductory* while reinforcing the strategy of using root words to find the meaning of unfamiliar words and phrases.

Work Time

A. Mini Lesson: Prepositional Phrases (10 minutes)

- Tell students that before they begin drafting, they will learn more about prepositional phrases.
- Direct students' attention to the new row on the **Parts of Speech anchor chart**. Tell them that prepositional phrases are a part of speech, or a category into which words are often grouped, according to their function. If necessary, review other parts of speech, e.g., nouns, pronouns, or verbs.
- Display and distribute the **Prepositional Phrases handout**. Select a volunteer to read the definition of prepositional phrases at the top of the handout:
 - “a group of words that describes the relationship between a noun or verb and another noun following the preposition.”
- Tell students that prepositional phrases answer questions like which one, what kind, how, when, or where.
- Focus students on the first example on the handout and read it aloud, inviting students to follow along in their heads:
 - “Well, that flag will never fly in this house.”
- Tell students that the subject in this sentence is “that flag.” Point out that flag is a noun. Underline the prepositional phrase “in this house.” Tell students that this phrase tells about the relationship between the flag and the house; in this case, it is answering the question “where?”
- Using a total participation technique, invite responses from the group:

“Where will the flag never fly?” (in this house)
- Complete the Noun and Prepositional Phrase columns on the displayed handout for this sentence, inviting students to complete their copy. Refer to the **Prepositional Phrases handout (answers, for teacher reference)** as necessary.
- Repeat this process with the next two examples on the handout:
 - Read the sentence aloud.
 - Identify the noun or verb and prepositional phrase in the sentence.
 - Discuss the relationship the phrase describes.
 - Record in the appropriate columns on the handout, inviting students to do the same on their copy. Refer to the Prepositional Phrases handout (answers, for teacher reference) as necessary.
- Invite students to reread their copy of the Model Broadside: Quaker Perspective, underlining a sentence with a prepositional phrase. Refer students to the Common Prepositions section of the handout as they work.
- Using a total participation technique, invite responses from the group:

“What sentence did you underline?” (Responses will vary, but may include: “If we choose to fight, we are showing that we value the people on one side over another”; “But getting involved in this war goes against everything we believe in.”)
- As students share out, add one or two sentences to the displayed Prepositional Phrases handout, completing the appropriate columns on the handout with students and inviting

them to do the same on their copy. Refer to the Prepositional Phrases handout (answers, for teacher reference) as necessary.

- 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 struggle with oral language and processing: Allow ample wait time throughout the mini lesson. (MMAE, MME)
- For ELLs: (Prepositional Phrase Practice) Invite students to play a question/preposition game with the cards from "for heavier support." Put all index cards in a bag and invite a volunteer to pull one out, asking a question using the question word listed. Invite that student to call on another student to answer the question using the prepositional phrase on the card. The student who answered the question then repeats this process. Challenge students to see how many prepositional phrases they can use in 1 minute.
- For ELLs: (Explaining Function: Prepositional Phrases) Invite students to explain the function of the prepositional phrase they identified in the Model Broadside: Quaker Perspective, reinforcing their understanding of its purpose. (Example: "In the army answers the question 'where?' in the phrase 'Fighting in the army.'")

Work Time

B. Independent Writing: Drafting an Introduction (30 minutes)

- Display and invite students to take out their **Opinion Writing Planning graphic organizer** and their copy of the **Opinion Writing Checklist**. Point out the following characteristics on the checklist:
 - "W.4.1a: I state my opinion clearly, and my writing stays focused."
 - "W.4.1a: I have an introduction that gives the reader the information needed to understand the topic or issue."
 - "L.4.1: My words and sentences follow the rules of writing."
 - "L.4.3, L.4.6, W.4.4: The words and sentences I use are appropriate for this task, purpose, and audience."
- Remind students they are writing this broadside from the Patriot perspective.
- Using a total participation technique, invite responses from the group:

"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: Briefly explain who Patriots and Loyalists are in the introduction.)
- As students share out, capture their responses in the Characteristics of My Broadside column as needed.
- Using a total participation technique, invite responses from the group:

"What do we mean by rules of writing in the following characteristic: L.4.1: My words and sentences follow the rules of writing?" (conventions and grammar)

- Remind students that as they write, they should follow the grammar rules they have learned about this year, including forming and using prepositional phrases and writing in complete sentences.
- Using a total participation technique, invite responses from the group:
“How do you know if you have written a complete sentence?” (Check to see that it has a subject with a predicate and expresses a complete thought, starts with a capital letter, and ends with an end mark.)
- Distribute **paper** and invite students to use the following Materials to write an introduction:
 - Model Broadside: Quaker Perspective
 - Characteristics of Broadside anchor chart
 - Opinion Writing Checklist
 - Prepositional Phrases handout
 - **Writing Complete Sentences handout**
 - **Domain-Specific Word Wall**
- Circulate to support students as they write. Remind them to write in complete sentences and to leave a blank line between each line of their writing. Refer to the **Patriot broadside (example, for teacher reference)** as necessary.
- Refocus whole group and invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- 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 in this lesson.

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: (Opinions/Reasons/Evidence Chart: Using Sentence Starter) Invite students to turn to an elbow partner and restate an opinion listed on the Opinions/Reasons/Evidence chart, reminding them of clear opinion statements. Encourage students to use the sentence starter listed under the Opinion column to clearly state their own opinions in their introductory paragraph.
- For ELLs: (Verbal Writing Practice) Give students an opportunity to verbally recount the opinion statement from their Opinion Writing Planning graphic organizer and to rehearse their sentence with a partner before writing. This may allow them additional time to organize their thinking.

Closing and Assessment

A. Sharing Our Work (5 minutes)

- Move students into groups of three or four.
- Direct their attention to the Working to Become Effective Learners anchor chart and briefly review it.
- Invite students to reflect on the process of planning and writing their introduction by discussing the following:

*“What did you do to work toward becoming an effective learner as you worked today?”
(Responses will vary.)*

“What were your challenges as you worked today?” (Responses will vary.)

“What were your successes?” (Responses will vary.)

- If productive, cue students to expand the conversation by giving an example:

“Can you give an example?” (Responses will vary.)

Meeting Students' Needs

- To reduce barriers to metacognition as students share, provide a visual reminder of the focus for what they are sharing during the protocol. (Example: Display the question on chart paper or sentence strip or offer an index card with the questions to individual students.) (MMR)
- For ELLs: (Linking Words and Phrases) Encourage students to use varying linking words and phrases as they give examples of their challenges and successes. (*For example, For instance, However*)

Homework

A. Complete the Prepositional Phrases I practice 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)