

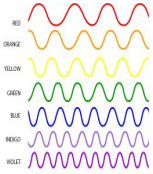


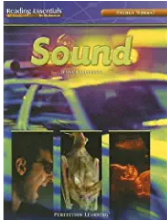

## Accounting For Point of View

### 4th Grade Unit 4

**In this unit students will:**

- **Compare and contrast points of view and perspectives.**
- **Identify the point of view techniques that author’s use to tell their story or share information.**
- **Analyze how an author uses reasons and evidence to support their point of view/perspective.**
- **Write opinion essays.**

Social Studies: <b>Economics</b>			
<p>Reading Module 1</p>  <p><a href="#">Chapters 1 and 2 of The Lemonade War</a> by Jacqueline Davies</p>	<p>Reading Module R3-A</p>  <p><a href="#">Toy Sales Are Up!</a></p>	<p>Reading Module R3-A</p>  <p><a href="#">Where’s Rey</a></p>	<p>Reading Module R3-A</p>  <p><a href="#">Hoverboards Catch Fire</a></p>

Science: <b>Waves and Communication</b>				
<p>Reading Module R3-B</p>  <p><a href="#">The Science of Light Waves</a></p>	<p>Reading Module R3-B</p>  <p><a href="#">The Invention of the Telegraph</a></p>	<p>Reading Module R3-B</p>  <p><a href="#">The History of the Cell Phone</a></p>	 <p><a href="#">Sound</a> by Jenny Karpelenia</p>	 <p><a href="#">The Remarkable Farkle McBride</a> by John Lithgow</p>

**Stage 1- Desired Results**

These are the standards that should drive the lessons and assessments for Unit 4.  
Text that is **RED** reflects a change from CCSS to Arkansas ELA State Standards.

**Focus Standards:**

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**W.4.1** Write opinion pieces on topics or texts, supporting **the opinion** with reasons and information.

**ELL Language Profile**

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 4. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

[4th Grade Discussion Cards](#)

<p><b><u>Essential Question:</u></b> <i>Students will keep considering....</i></p>	<p><b><u>Understandings:</u></b> <i>Students will understand that....</i></p>
<ul style="list-style-type: none"> <li>● Why is considering another point of view beneficial?</li> <li>● How does point of view influence opinion?</li> </ul>	<ul style="list-style-type: none"> <li>● Point of view influences a reader’s or writer’s perspective.</li> <li>● An opinion is formed based on point of view.</li> </ul>

<p style="text-align: center;"><b><u>Knowledge</u></b></p> <p><i>Students will know . . .</i></p>	<p style="text-align: center;"><b><u>Skills</u></b></p> <p><i>During the unit, the students will practice and be able to...</i></p>	<p style="text-align: center;"><b><u>DOK Level</u></b></p>
<p>a text often has a point of view.</p>	<p><b>identify</b> first and third person narrations.  <b>identify</b> first hand accounts and secondhand accounts in informational texts.</p>	<p style="text-align: center;"><b>2</b> <b>2</b></p>
<p>a point of view in a text influences the information shared.</p>	<p><b>identify</b> a narrator’s point of view/perspective in a literary text.  <b>identify</b> the author’s point of view/perspective in an informational text.  <b>explain</b> how point of view/perspective influences the information shared.</p>	<p style="text-align: center;"><b>2</b> <b>2</b> <b>3</b></p>
<p>an author often makes deliberate choices about how a point of view and/or perspective is conveyed.</p>	<p><b>compare and contrast</b> points of view/perspective in literary texts  <b>compare and contrast</b> points of view/perspective in informational texts</p>	<p style="text-align: center;"><b>3</b> <b>3</b></p>
<p>there are often multiple perspectives on the same topic.</p>	<p><b>compare and contrast</b> the focus of informational text on the same topic  <b>explain</b> how reasons and evidence support a perspective</p>	<p style="text-align: center;"><b>3</b> <b>3</b></p>
<p>an effective opinion essay makes a claim that is supported by reasons, and acknowledges the opinion of others in regards to the topic of the essay.</p>	<p><b>write</b> an opinion essay to a teacher provided prompt.  <b>-introduce</b> a topic or text  <b>-clearly state</b> an opinion  <b>-create</b> an organizational structure in which related ideas are grouped to support the writer’s purpose  <b>-link</b> opinion and reasons using words and phrases  <b>-provide</b> a concluding statement or section related to the opinion presented</p>	<p style="text-align: center;"><b>3</b></p>

**Supporting Standards:** Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction.

**Text that is RED reflects a change from CCSS to Arkansas ELA State Standards.**

**RL.4.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.4.4** Determine the meanings of words and phrases as they are in a text, **including figurative language.**

**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.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.10** By the end of the 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.

**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.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**SL.4.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Stage 2 - Assessment Evidence

### Writing Assessment

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide reasons that are supported by facts and details.
- \*Acknowledge a different/opposite opinion (ACT Aspire).
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.10

Students will write an opinion essay that answers the following prompt:

You are going to write an essay in which you express and support your opinion.

Think about what kind of after school club you would enjoy.

Your principal wants to start a new after school club. Which club should she offer, an art club or a soccer club, and why?

Here are some questions to help you think about and plan your essay:

- What is your opinion about the club that should be offered?
- What reasons do you have to support your opinion?
- How might someone think or feel differently about your opinion?
- What do you want others to do about choosing a club?

Now, write an essay in which you give reasons for your choice and explain why your choice is better than the other option. Be sure to include details and examples to support your reasons.

● [student writing prompt](#)

● [opinion rubric](#)

● [targeted student response](#)

● [scored student samples](#)

### ELL Writing Template

**ELLs should NOT use templates independently. Students will require prompting and support when using the templates.**

[ELL Opinion Writing Templates](#)

**Stage 3- Learning Activities**

- The following lesson plans and instructional moves are **suggested** reading and writing lessons for the 4th nine weeks.
- The modules do not have to be taught in the order presented; however the lessons within each module are meant to build on each other.
- The writing module should not be left to the end of the unit but taught concurrently with the reading modules in a reading/writing workshop model.
- Teachers are free to use these lessons as student need suggestions. Teachers may substitute different text and videos if they desire and modify lessons to meet the needs of their students as **long as the rigor of the task is the same or higher and addresses the focus standard(s).**

- This unit is heavy on **point of view** and **perspective**. Our Arkansas ELA standards have made a point of clarifying the difference:  
**Point of View:** The technique the author uses to tell the story. Two of the most common are first person, in which the story is told by narrator from his or her standpoint using pronouns such as I, me, and we; and third person in which the narrator is omniscient and uses pronouns such as he, she, they, and them.  
**Perspective:** This is a particular way of viewing things that depends on one’s experience and personality. The perspective of a piece of writing is usually evident through an author’s voice, tone, and the facts that they choose to include in a piece of writing. The reader often infers the perspective.
- However**, we should make sure to discuss with 4th graders that English Language Arts teachers are careful to use the correct terminology, but in common practice and other disciplines these terms are often used interchangeably. The term Point of View is used on the ACT Aspire to refer to perspective. We will use both terms interchangeably in this unit.

**Reading Module 1**

<p><b>RL.4.6 Mastered Expectations</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Independently, <b>compare and contrast</b> the perspective from which different grade-appropriate stories are narrated.</li> <li>• Independently, <b>compare and contrast</b> the point of view in which grade-appropriate stories are narrated, focusing on first- and third-person.</li> </ul>
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• <i>compare, contrast,, first person, narrate, narrator, narration, perspective, point of view, story, third person</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the differences between first- and third-person narrations in a grade-appropriate text.</li> <li>• <b>Identify</b> the perspective of a narration in a grade appropriate text, from a list of teacher</li> </ul>

provided choices.

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.

RL.4.1, RL.4.4, RL.4.10, W.4.1, SL.4.1, SL.4.3

<p><b>Pretest</b></p>	<p>A pretest for focus standard RL.4.6 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Pretest RL.4.6</b>. Make sure you select the most recent version by Linda Odle. <i>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</i></p> <p style="text-align: center;"><a href="#">Protocols and Scoring Suggestions</a></p>	
<p><b>R1-A</b></p>	<p>In this multi-day <a href="#">flipchart</a> students learn that there are two parts to point of view; <b>how</b> the story is narrated (first/third person) and the <b>perspective</b> of the narrator or a character.</p> <p>If you don’t have access to the ActivInspire program this is a <a href="#">PDF version of the flipchart</a>. It will not be interactive but you could still use it as a whole group lesson to introduce point of view and perspective.</p>	<p style="text-align: center;">Resources</p> <p><i>These resources are used in flipchart. We have included them here in case you would like to use them without the flipchart.</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Point of View Practice 1st/3rd</a></li> <li>● <a href="#">Point of View Practice II, 1st/3rd</a></li> <li>● <a href="#">Back to the Widow’s House</a>, excerpt from The Adventures of Huckleberry Finn by Mark Twain</li> <li>● <a href="#">The Art Lesson</a> by Tomie dePaola</li> <li>● <a href="#">Point of View Practice, The Art Lesson</a></li> </ul>
<p><b>R1-B</b></p>	<p>In this multi-day <a href="#">sample lesson plan</a> students will analyze the story <a href="#">The Day the Crayons Quit</a> to determine point of view/perspective.</p> <p><b>Extension activity:</b> After reading The Day the Crayons Quit have students choose a point of view and write about it; for example, write letters from all your shoes- some never get worn, some always have to work on holidays, flip flops are tired of getting wet all the time.</p>	<ul style="list-style-type: none"> <li>● <a href="#">The Day the Crayons Quit</a> by Drew Daywalt</li> <li>● <a href="#">Comparing Points of View Chart</a></li> <li>● <a href="#">answer suggestions comparing points of view chart</a></li> <li>● <a href="#">Comparing Points of View, Independent Practice</a></li> </ul>
<p><b>RI-C</b></p>	<p>In this multi-day <a href="#">sample lesson plan</a> students will analyze the point of view of two different versions of Red Riding Hood, compare and contrast the different way each version was narrated, and then finally write an opinion paragraph. Lesson modules R1-A and R1-B laid the foundation for understanding point of view/perspective by looking at different characters in a story. In this lesson</p>	<ul style="list-style-type: none"> <li>● <a href="#">Little Red Cap</a></li> <li>● <a href="#">Honestly, Red Riding Hood Was Rotten!</a></li> <li>● <a href="#">Point of View, Little Red Cap</a></li> <li>● <a href="#">answer suggestions point of view, Little Red Cap</a></li> </ul>

	<p>module students get to the heart of the standard by comparing and contrasting point of view in <b>different</b> stories.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Point of view, Honestly Red Riding Hood Was Rotten</a></li> <li>● <a href="#">answer suggestions Point of View, Honestly, Little Red Riding Hood Was Rotten</a></li> <li>● <a href="#">Compare/Contrast Point of View</a></li> <li>● <a href="#">answer suggestions, compare/contrast point of view</a></li> </ul>
<p><b>Formative Assessment</b></p>	<p>A formative assessment for focus standard RL.4.6 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Formative RL.4.6</b>. Make sure you select the most recent version by Linda Odle. <b>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</b></p> <p style="text-align: center;"><a href="#">Protocols and Scoring Suggestions</a></p>	
<p>We have included the first two chapters of <a href="#">The Lemonade War</a> by Jacqueline Davies to provide a resource that teachers could use to extend their student’s practice with this standard. This is an excellent book for comparing/contrasting the point of view from which stories are narrated, as the chapters alternate between the perspective of the two main characters. It also is an excellent tie in to the Social Studies topic of Economics. Economic concepts are defined throughout the book. Each chapter contains examples of Evan's and Jessie's attempts to calculate sales, profit expenses, etc.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Chapters 1 and 2 of The Lemonade War</a></li> <li>● <a href="#">Resources for a unit of study using The Lemonade War</a> Great idea for a community project included.</li> </ul>	

<p><b>Additional Reading Module R1 Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">sample teaching posters</a></li> <li>● <a href="#">more teaching posters</a></li> <li>● <a href="#">McGraw Hill eschool</a></li> </ul>
---

<b>Reading Module 2</b>	
<b>RI.4.6 Mastered Expectations</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Independently, <b>compare and contrast</b> a firsthand and secondhand account of the same grade-appropriate event or topic.</li> <li>● Independently, <b>describe</b> the differences in focus and the information provided in an account of the same event or topic in a grade-appropriate text.</li> </ul>
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>● <i>Account, compare, contrast, event, firsthand, focus, information, secondhand</i></li> </ul> <p>The student will perform basic processes, such as:</p>



- Identify a firsthand and secondhand account in a grade-appropriate text.
- Identify the differences in focus and information provided in an account of the same event or topic in a grade-appropriate text from a list of teacher provided choices.

RI.4.1, RI.4.4, RI.4.10, W.4.1, SL.4.1, SL.4.3

<p><b>Pretest</b></p>	<p>A pretest for focus standard RI.4.6 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Pretest RI.4.6</b>. Make sure you select the most recent version by Linda Odle. <b>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</b></p> <p style="text-align: center;"><a href="#"><u>Protocols and Scoring Suggestions</u></a></p>	
<p><b>R2-A</b></p>	<p>This is a multi-day <a href="#"><u>sample lesson plan</u></a> that requires students to integrate information from two texts on the same topic in order to read, identify, and compare/contrast firsthand and secondhand accounts.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>The Great Depression</u></a> focus lesson</li> <li>• <a href="#"><u>sample posters</u></a></li> <li>• <a href="#"><u>sample poster</u></a></li> <li>• <a href="#"><u>sample anchor charts</u></a></li> <li>• <a href="#"><u>Ben Franklin</u></a>, guided group practice</li> <li>• Collaborative group practice passages: <a href="#"><u>September 11th</u></a> <a href="#"><u>Titanic Sinks</u></a> <a href="#"><u>Shark Attack</u></a> <a href="#"><u>iPAD Mania</u></a> <a href="#"><u>March on Washington</u></a> <a href="#"><u>The Midnight Ride</u></a> <a href="#"><u>Pikes Mountain</u></a> <a href="#"><u>Lunar Landing</u></a> <a href="#"><u>On the Plantation</u></a> <a href="#"><u>Pompeii</u></a> <a href="#"><u>Immigrating</u></a> <a href="#"><u>The Baseball Glove</u></a> <a href="#"><u>Galveston Hurricane</u></a> <a href="#"><u>Life on the Farm</u></a> <a href="#"><u>Olympic Gold</u></a></li> <li>• <a href="#"><u>Fast Food Workers Protest</u></a>, Independent practice/formative assessment,</li> </ul>
<p><b>R2-B</b></p>	<p>An article and sample student response is included for this as it is anticipated that the teacher will need to model this activity before students do the task independently.</p> <ul style="list-style-type: none"> <li>• Students will choose one of the articles used during Module R2-A, but for this assessment the texts only show the secondhand perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>rubric</u></a></li> <li>• <a href="#"><u>Olympic Gold</u></a></li> <li>• <a href="#"><u>Life on the Farm</u></a></li> <li>• <a href="#"><u>September 11th</u></a></li> <li>• <a href="#"><u>Galveston Hurricane</u></a></li> <li>• <a href="#"><u>Shark Attack</u></a></li> <li>• <a href="#"><u>The Baseball Glove</u></a></li> </ul>

	<ul style="list-style-type: none"> <li>Using information from the chosen article, students will create their own first-hand account of the event. For instance, they can write a journal entry, diary entry, a letter to a friend or family member, or a news interview.</li> <li>Using a rubric as a guide, students should clearly communicate the setting, events, and their own personal viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">March on Washington</a></li> <li><a href="#">Immigrating</a></li> <li><a href="#">IPad Mania</a></li> <li><a href="#">The Midnight Ride</a></li> <li><a href="#">Pike’s Mountain</a></li> <li><a href="#">Pompeii</a></li> <li><a href="#">Lunar Landing</a></li> <li><a href="#">On the Plantation</a></li> <li><a href="#">teacher model</a></li> </ul>
<p><b>Formative Assessment</b></p>	<p>A formative assessment for focus standard RI.4.6 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Formative RI.4.6</b>. Make sure you select the most recent version by Linda Odle. <b>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</b></p> <p style="text-align: center;"><a href="#">Protocols and Scoring Suggestions</a></p>	

<p><b>Additional Reading Module R2 Resources:</b></p> <ul style="list-style-type: none"> <li>McGraw Hill eschool: <a href="#">firsthand/secondhand account</a></li> <li><a href="#">Introduction to Reading Skills: Author’s Point of View</a></li> </ul>
---

Reading Module 3		
<p><b>RI.4.8 Mastered Expectations</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Independently <b>explain</b> how an author uses reasons and evidence to support particular points in a grade-appropriate text.</li> </ul>	
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li><i>Author, evidence, point, reason, support, text</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><b>Identify</b> the reasons and evidence use to support particular points in a grade appropriate text from a list of teacher provided choices.</li> </ul>	
<p>RI.4.1, RI.4.4, RI.4.10, W.4.1, SL.4.1, SL.4.3</p>		
<p><b>Pretest</b></p>	<p>A pretest for focus standard RI.4.8 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Pretest RI.4.8</b>. Make sure you select the most recent version by Linda Odle. <b>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</b></p> <p style="text-align: center;"><a href="#">Protocols and Scoring Suggestions</a></p>	

<p><b>R3-A</b></p>	<p>This multi-day <a href="#">sample lesson plan</a> has students determine a single point in an article and find reasons and evidence to support that point. The articles that are included could possibly be integrated with economics lessons as they are all about the supply and demand of toys.</p> <p>*To get started with this standard, students need to be able to find an argument, then determine how the argument is supported. This standard directly ties in with opinion writing. The skill set required to evaluate evidence is the same one required when teaching students to write their own arguments. When students craft these arguments, they need to make claims and support them with valid reasons and evidence. While this is a reading standard, teachers need to consider the structure and information needed for writing. The same introduction and modeling used here can also be used to introduce argument writing. In fact, the very same texts that students read can become mentor texts to consider for their own writing organization.</p> <p>Adapted from "Informational Text Lessons" by Rozlyn Linder</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Toy Sales Are Up!</a></li> <li>● <a href="#">answer suggestions for Toy Sales Are Up!</a></li> <li>● <a href="#">Where’s Rey</a></li> <li>● <a href="#">answer suggestions for Where’s Rey</a></li> <li>● <a href="#">Hoverboards Catch Fire</a></li> <li>● <a href="#">answer suggestions for Hoverboards Catch Fire</a></li> <li>● <b>Practice articles</b> (collaborative group practice)</li> <li>● <a href="#">graphic organizer</a></li> </ul>
<p><b>R3-B</b></p>	<p>In this <a href="#">sample lesson plan</a> students progress to determining multiple points in an informational text. We have chosen text that could integrate with 4th grade Science topic of Waves.</p>	<ul style="list-style-type: none"> <li>● <a href="#">graphic organizer</a> (multiple points)</li> <li>● <a href="#">The Science of Light Waves</a></li> <li>● <a href="#">answer suggestions The Science of Light Waves</a></li> <li>● <a href="#">The Invention of the Telegraph</a></li> <li>● <a href="#">answer suggestions The Invention of the Telegraph</a></li> <li>● <a href="#">The History of the Cell Phone</a></li> <li>● <a href="#">answer suggestions The History of the Cell Phone</a></li> </ul>
<p><b>Formative Assessment</b></p>	<p>A formative assessment for focus standard RI.4.8 can be found at <a href="http://www.edcite.com">www.edcite.com</a>. You will search the assignment library for <b>Sdale 4th Grade Unit 4 Formative RI.4.8</b>. Make sure you select the most recent version by Linda Odle. <b>If you are having trouble accessing the assessments try setting the filters to the right of the search box to “ALL.”</b></p> <p style="text-align: center;"><a href="#">Protocols and Scoring Suggestions</a></p>	

**Additional Reading Module R3 Resources:**

- [McGraw Hill eschool](#)

**Writing Module 1**

<p><b>W.4.1 Mastered Expectations</b></p>	<p>The student will independently:</p> <ul style="list-style-type: none"> <li>• Write grade-appropriate opinion pieces, supporting the opinion with reasons and information.</li> <li>• 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.</li> <li>• Provide reasons that are supported by facts and details.</li> <li>• Acknowledge a different or opposite opinion (ACT Aspire)</li> <li>• Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• <i>Acknowledge, concluding statement, connect, different, introduce, linking, opinion, organizational structure, phrase, perspective, point-of-view, reason, detail, fact, support, topic, opposite</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Write opinion pieces using a teacher -provided template or graphic organizer.</li> </ul>

RI.4.1, RI.4.4, RI.4.6, RI.4.10, W.4.4, W.4.5, W.4.6, W.4.10

<p><b>W1-A</b></p>	<p>This multi-day <a href="#">sample lesson plan</a> introduces opinion writing to students through explicit teacher modeling and collaborative group practice. The purpose of this lesson is for students to see an expert writer present their opinion.</p>	<ul style="list-style-type: none"> <li>• <a href="#">opinion writing organizer I</a></li> <li>• <a href="#">Opinion writing organizer II</a></li> <li>• <a href="#">Opinion writing organizer III</a></li> <li>• <a href="#">My Brother Dan’s Delicious</a></li> <li>• <a href="#">sample opinion writing organizer for My Brother Dan’s Delicious</a></li> <li>• <a href="#">sample anchor chart</a></li> <li>• <a href="#">Telling a Different or Opposite Opinion Sentence Frames</a></li> </ul>
--------------------	---	---

If your students are having trouble with acknowledging a different or opposite opinion, try this activity:

- Choose a simple topic that students will have an opinion about (pancakes vs. waffles, cake vs. pie, movies vs. books, football vs. basketball, etc.).
- Have each student choose their favorite of the two choices and write one reason it is favored.
- Have a large chart prepared for each choice. Students post their reason for the choice on the appropriate chart.
- Each student then considers the reasons for the choice *opposite of theirs* and completes a sentence frame from the chart, [Telling a Different or Opposite Opinion Sentence Frames](#)
- In small groups or partners students share their sentences.

<p><b>W1-B</b></p>	<p>This multi-day <a href="#">sample lesson plan</a> poses a question (Should 4th graders have cell phones?) and explicitly models and provides practice on how to gather information to support your opinion.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Cell Phone, Time For Kids</a></li> <li>• <a href="#">Is Your Child Ready For A Cell Phone?</a></li> <li>• <a href="#">pro/con organizer</a></li> </ul>
--------------------	--	---

<p><b>W1-C</b></p>	<p>These <a href="#">resources</a> may be helpful if you feel your students need some extra practice before or after this lesson on supporting details</p> <p>This <a href="#">sample lesson plan</a> models and provides practice for students to support an opinion with reasons, details, facts, and/or examples.</p>	<ul style="list-style-type: none"> <li>● completed pro/con organizer form W1-B</li> <li>● <a href="#">opinion writing organizer I</a></li> <li>● <a href="#">Opinion writing organizer II</a></li> <li>● <a href="#">Opinion writing organizer III</a></li> </ul>
<p><b>W1-D</b></p>	<p>This <a href="#">resource</a> may be helpful for creating introductions.</p> <ul style="list-style-type: none"> <li>● <a href="#">Experimenting With Leads</a></li> <li>● <a href="#">Creating Leads</a></li> </ul> <p>This <a href="#">resource</a> may be helpful for creating conclusions</p> <p>The teacher will want to use the same lesson sequence as in W1-C to model for students the various ways to write an introduction and a conclusion.</p>	
<p><b>W1-E</b></p>	<ul style="list-style-type: none"> <li>● We begin this module by having students write an opinion based on text.</li> <li>● This gives students support to find reasons and details to support an opinion.</li> <li>● Now students will use these same skills to write an opinion that is not based on text.</li> <li>● For this type of an opinion prompt, students will need to use their background knowledge and experience to support their opinion; but the basic structure and organization that they learned in the above lessons should be the same.</li> <li>● <b>The writing assessment in stage 2 is NOT based on a text. Students will need to practice (with guidance and support as well as independently) using the skills they learned in the above writing lessons to create a response that is not based on text.</b></li> <li>● <b>The teacher will need to model using background knowledge and experience to support an opinion with her own writing/demonstration.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Possible prompts</a></li> </ul>

<p><b>Additional W1 Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">LearnZillion</a> lesson on adding transition words and phrases</li> <li>● <a href="#">LearnZillion</a> lesson on writing a concluding paragraph</li> <li>● <a href="#">Step Up to Writing Opinion Resource</a></li> <li>● <a href="#">Opinion Writing From Scholastic</a></li> </ul>
--

### LANGUAGE STANDARDS

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).**

[Grade Level Progression for Prefixes/Suffixes/Root Words](#)

**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Supporting Language Standards

**These Language standards should be integrated into the curriculum all year long.**

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**d. Spell grade appropriate words correctly, consulting references as needed.**

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**a. Choose words and phrases to convey ideas precisely.**

**b. Choose punctuation for effect.**

**c. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).**

### READING FOUNDATIONS

**These reading standards should be integrated into the curriculum all year long.**

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

**RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

**a. Read grade-level text with purpose and understanding.**

**b. Read grade-level prose with and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**



● [McGraw Hill eschool](#)

● [student center activities for Reading Foundations at FCRR](#) (scroll down for 4th grade)

[www.fcrr.org](http://www.fcrr.org) - Direct links to the documents from fcrr.org for Reading Center ideas and interventions based on student needs

**[Balanced Literacy Diet](#)**- Video and playlists that cover a wide variety of modeled lessons like Writing Conventions, CAP Skills, Oral Language and ELLs, Phonemic Awareness, Vocabulary and so on.

\* \* \* \* \*

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your 3-5 Literacy TOSA, Linda Odle at [lodle@sdale.org](mailto:lodle@sdale.org)

\* \* \* \* \*