

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **11-17/18** Class: **4th**

Opinion Paragraph: Organize, Write, and Revise

Workshop 1 Lesson 14

STANDARDS

CCSS.ELA-LITERACY: W.1.1, W.1.5, W.1.6, W.2.1, W.2.5, W.2.6, W.3.10, W.3.1A–D, W.3.4, W.3.5, W.3.6, W.4.1 A–D, W.4.10, W.4.4, W.4.5, W.4.6, W.5.1 A–D, W.5.10, W.5.4, W.5.5, W.5.6

HEADS UP

The writing process—particularly when it comes to getting ideas down on the page and sharing them with others—can be intimidating. Clear steps and scaffolds help create a supportive environment for students to write drafts and engage in self- and peer review.

MATERIALS

Real Book pp. 52–53

[Workshop 1: Opinion Paragraph Rubric](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Writing an Opinion
- **Extend:** Opinion Essay
- **Language:** Peer Feedback and Self-Evaluation Frames

[Get Resources](#)

I can write an opinion paragraph.
- conventions -indent, capitalization, punctuation, spelling
- structure -topic sentence, reason, evidence, ending TREE

OBJECTIVES

Primary Goals

Literacy Goal: Revise an opinion paragraph to address peer feedback.

Language Goal: Collaborate with a peer to offer writing feedback and revision suggestions.

Additional Goals

Literacy Goal: Write an opinion paragraph that includes a topic sentence, reasons and evidence, and an ending.

Language Goal: Check and correct sentence fragments and run-ons in drafts.

WHOLE GROUP

DO NOW!

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(receive)** In class, we **receive** information about our homework from _____. (e.g., the teacher; the Internet; the board)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**

 **No, what I meant was _____.**


3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Now it's time to organize and draft your opinion paragraph. Then you'll work in pairs to share and receive feedback.*

 **Literacy Goal:** Revise your opinion paragraph using feedback from a partner.

 **Language Goal:** Work with your partner to share feedback and ideas for improving your drafts.

ORGANIZE A DRAFT

Topic Sentence

Guide students to organize the drafts of their opinion paragraphs. *Because you have worked so hard to plan your paragraph and prepare for writing, you're ready to organize your notes.*

- Tell students that this is the organize step of POW. *You will use the outline you create as a guide when you draft your paragraph in the final step of POW.*
- Review the elements of an opinion paragraph using TREE. *Thanks to TREE, we know that all opinions need a topic sentence, reasons, evidence, and an ending. This outline will help you organize each part of your paragraph.*

Work with students to draft topic sentences.

- Review the purpose of a topic sentence for an opinion paragraph. *What is the purpose of a topic sentence?*


 **In an opinion, the topic sentence states a claim and includes a transition.**

- Model writing a topic sentence using one of the sentence starters. *Remember that a topic sentence states your claim. It also includes a transition to signal that you are giving an opinion. I'll introduce my opinion by using one of the sentence starters: "In my opinion, the most important quality for inventors to have is resilience."* Have students use the sentence starters provided in their books and the claims they drafted on page 49 as guidance.

Reasons and Evidence

Work with students to draft a reason and supporting evidence.

- Review the purpose of reasons and evidence. *What is the purpose of reasons and evidence in an opinion?*

 **The purpose of (reasons/evidence) in an opinion is to _____.** (e.g., support the claim; get readers to accept the claim; get your points across)

- Model how to review notes to write a reason. Guide students to return to the notes they took on page 51 to remind themselves of their reasons. *I'll begin by writing the starter: "One reason resilience is the most important quality is because . . ." Then I'll go back to my notes on page 51 and choose a reason to complete the sentence. I want to write about how inventors need to try again and again, so my full reason will look like this: "One reason resilience is the most important quality is because inventors may need to try many times before they are successful."*
- Support students as they write reasons in their outlines.
- Model how to review notes to write and organize evidence. Guide students to return to the notes they took on page 51 to remind themselves of their evidence. *I need to include two pieces of evidence that support my reason. Looking back at my notes, I see that my first piece of evidence is about Thomas Edison's 6,000 lightbulbs. I'm going to write that under the section of my outline marked Evidence 1.*
- Support students as they add evidence to their outlines. Review the transitions to introduce evidence, and encourage students to use them to begin each piece of evidence in their outlines.

Expect More—Get More After a student completes his or her outline correctly, follow up with questions that deepen understanding of the organizational process. For example: *How did you decide which piece of evidence would go first? Do you think it is stronger than the other piece of evidence? Is there another piece of evidence in your notes on page 51 that might be even stronger?*

Ending

Work with students to draft their conclusions.

- Review the purpose of a conclusion.

 **The purpose of a conclusion in an opinion is to _____.** (e.g., restate the claim; help readers remember the claim)

- Model how to write a conclusion. *To end, I will start with the transition, “In conclusion.” Then I’ll restate my claim with different words to help readers remember it.*
- Support students as they write their endings. Have students use the sentence starters in the TREE column as they draft their conclusions.

Write a Draft

Guide students to use the outline to write their paragraphs.

- Set clear expectations, letting students know that they need to establish and maintain a formal style throughout their drafts.
- Remind students of the importance of effort. Ask students to identify how they can demonstrate effort as they write. (e.g., keep a positive mindset; ask a classmate or teacher for help when stuck; use precise words and Workshop vocabulary)
- Allow students to add new details or elaborate and replace everyday words with precise language.
- Direct students to use spell check or reread to check spelling.

Anticipate Challenges Reassure students that this is a draft—their first try. They will have later opportunities to add ideas, revise, and edit.

SMALL GROUP

RATE A PARAGRAPH

Assess a Draft

Use the [Peer Feedback](#) routine for self- and peer assessment.

- Emphasize the importance of the revision process. *Remember, even the strongest writers don’t write perfect paragraphs on their first try. Their writing is good because of the time they spend revising and making sure that their paragraphs are the best that they can be.* Explain that students will spend time revising and improving their paragraphs before they submit final versions.
- Discuss the criteria and rating system listed in the scoring guide. Emphasize the importance of peer review in becoming a better writer.

- Have students reread and mark their opinion paragraphs. Then have them circle ratings in the scoring guide to self-assess. Emphasize that students will use this assessment during the revision process. *As you mark each element in your writing, answer the questions in the scoring chart and decide how you will rate your work. It's okay to give yourself a 1 or 2. That just means that you have identified an important area to focus on when you revise.*
- Assign partners and have them exchange drafts and circle ratings for each element in their partners' *ReaL Book*. *First, exchange drafts and books. Read your partner's draft silently. Then rate it in the scoring guide in your partner's ReaL Book. Make sure you can explain why you think each element deserves the score you give.* Monitor students as they read and rate their partners' drafts.

Ramp Up the Routines To support students' decisions about self- and peer scoring during the **Peer Feedback** routine, print **Workshop 1: Opinion Paragraph Rubric** to review with the group. The rubric will give students specific examples of what constitutes a score of 1–4 or 1–6 for each criterion.

Reflect and Revise

Continue using the **Peer Feedback** routine to have students share, summarize, and prioritize feedback.







- Discuss the principles of constructive feedback. *Think about the kind of feedback you'd want to receive—you'd want it to be specific and truthful about what you can improve, but not mean or insensitive. You should give the same kind of feedback to your partner.*
- Model how to give targeted feedback. *You did a good job of writing complete sentences. Your writing will be stronger if you use another piece of text evidence to support your claim.*
- Guide students to use the Language to Give Feedback frames to discuss feedback with their partners.
- Have students use the feedback to write a priority for revision. Model writing revision priorities. *Let's say that my partners suggested I add transitions to make my writing stronger. I know that my paragraph needs a transition to introduce my opinion. I also need to add at least two transitions to introduce my two pieces of evidence. That will help the reader follow my paragraph.* Direct students to consider their self-assessment and peer feedback to write a priority for revision using the frame.

Anticipate Challenges Prioritizing goals for revision is important to making revision feel achievable. Guide students to prioritize the feedback they will address and make a plan for how to address it. Focus on the elements of TREE to help students internalize the strategy and transfer it to other contexts, including testing situations.

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Collaborate with a peer to offer writing feedback and revision suggestions.

Observe Listen to students' feedback for their partners to determine whether students are providing specific, actionable suggestions.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify what their partners did well but may not provide actionable feedback for what needs improvement.</p>	<p>Support partners to give each other actionable feedback. Provide a list with specific feedback for each criterion in the scoring guide, and add students' ideas to the list.</p> <ul style="list-style-type: none">  State the claim more clearly in the thesis statement.  State a reason that supports the claim more strongly.  Add a piece of evidence that better supports the reason.  Add more relevant text evidence.  Restate the claim clearly in the conclusion.  Identify and revise any sentence fragments or run-ons. <p>Guide students to use this list to help them determine how their partners could improve their essays.</p>
<p>Not Yet Students provide general or vague feedback and suggestions to their partners.</p>	<p>Have students focus their suggestions on one or two specific areas. For example: <i>Does your partner's topic sentence include a claim that states her opinion? Is there another piece of text evidence that supports your reason?</i></p> <p>Model more targeted feedback. <i>If my partner has text evidence to support the claim, I might say, "You did a good job of using two examples from the Workshop texts as evidence. The examples strengthen your reason for making this claim. Your writing will be stronger if you include one sentence that restates your claim."</i></p>
<p>On Track Students provide specific, actionable feedback to their partners.</p>	

Publish and Submit

Support students as they write and submit a final draft.

- Guide students to review their drafts to proofread and edit.
- Have students provide a list of sources with their final draft. Use the Writing Handbook (*Real Book*, page 382) for guidance and instruction.
- Provide technology extensions. Whenever possible, incorporate technology into the writing process, including the use of relevant images. For example, use a collaborative online tool to allow students to respond to the prompt or record feedback in partners or as a group.

- **Support keyboarding skills.** For students who cannot type a minimum of one page in a single sitting, provide additional word processing practice and support.
- **Publish writing online.** Create a class wiki that allows students to post their work and share feedback. Have students use the same frames and procedure for providing feedback in person (e.g., beginning with a positive comment and then suggesting revisions or asking a clarifying question.)
- **Score opinion paragraphs using the [Workshop 1 Opinion: Paragraph Rubric](#).** Return students' scored paragraphs, and provide time for them to review your comments and ask for clarification.

Follow With Feedback Check in with students as they revise their paragraphs. Provide immediate feedback, focusing on the specifics of the revision task. For example: *I see that you are revising to add transitions. Good work! Before you choose a transition, think about the idea or information it introduces. Saying "For example" with each piece of evidence can get repetitive. Try another transition, such as "Another example is . . ." or "This shows that . . ."*

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Revise an opinion paragraph to address peer feedback.</p> <p>Observe Monitor students to determine whether they are preparing and executing a specific plan for revision. Review student revisions to see if they focus on and address self- and peer feedback.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students implemented some revisions based on self- and peer feedback, but one or more areas may not show improvement.</p>	<p>Use frames to help students assess their revision. For example:</p> <p><input type="checkbox"/> My priority was to (add/explain) _____.</p> <p><input type="checkbox"/> One way I did this was to _____.</p> <p><input type="checkbox"/> One part of my writing I still need to revise is _____.</p> <p><input type="checkbox"/> I will do this by _____.</p> <p>Provide students time for further revision if they have not met this goal.</p>
<p>Not Yet Students do not produce and follow through with a targeted plan for revision.</p>	<p>Support students to follow through with a revision plan by developing a numbered list of steps to follow and check off. For example (since this checklist would be different for every student, depending on their writing):</p> <p><input type="checkbox"/> 1. I will revise my topic sentence by adding a transition.</p> <p><input type="checkbox"/> 2. I will revise my reason by making the connection to my claim stronger.</p> <p><input type="checkbox"/> 3. I will revise my evidence by including relevant facts, details, or quotations.</p> <p><input type="checkbox"/> 4. I will revise _____ by _____.</p>
<p>On Track Students develop and follow a plan for revision.</p>	

WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up with a partner.

 **Tell about a time in class today when you challenged yourself.**

 **I challenged myself when I _____.**