

Opinion: Topic

Makes a claim about a topic

Opinion writing requires students to do research, synthesize information, develop a claim, and then support their claim with relevant evidence. Students will use a number of skills they learned from their classification report: note taking, MLA format, academic language, etc. In fourth grade students will be introduced to objective voice, and anticipating counterclaims.

Vocabulary Words

academic language	edit	rebuttal
adjective	engaging the reader	revise
audience	evidence	strong statement
claim	objective voice	supporting evidence
conclusion	opinion	topic sentence
counterclaim	purpose	transitions
discipline-specific language	reasons	

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

W.4.1 (a-d)	SL.4.1(a-d)	L.4.1
W.4.4	SL.4.3	L.4.2(a, d)
W.4.5		L.4.3(a)
W.4.6		L.4.6
W.4.7		
W.4.8		
W.4.10		

Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
Lesson 1	<ul style="list-style-type: none"> ➤ Understand the purpose of opinion writing ➤ Select a topic CCSS <ul style="list-style-type: none"> ➤ SL.4.1, SL.4.3 	<ul style="list-style-type: none"> ✓ Post Genre Chart ✓ Picture Book ✓ Copies: <ul style="list-style-type: none"> ○ “List of Opinion Research Questions” ○ “Opinion Brainstorm” ○ Rubric
Lesson 2	<ul style="list-style-type: none"> ➤ Understand different viewpoints when forming an opinion ➤ Summarize two different viewpoints CCSS <ul style="list-style-type: none"> ➤ W.4.8, SL.4.1, SL.4.3, SL.4.4 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Objective Summaries”
Lesson 3	<ul style="list-style-type: none"> ➤ Understand the purpose of a claim ➤ Write a claim CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.8, W.4.10, SL.4.1, L.4.1, L.4.2, L.4.3 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Opinion Outline”
Lesson 4	<ul style="list-style-type: none"> ➤ Understand the purpose of creating an outline ➤ Organize notes into an outline to support a claim CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.5, SL.4.1, L.4.2, L.4.3, L.4.6 	No Special Prep.
Lesson 5	<ul style="list-style-type: none"> ➤ Understand the importance of considering audience and anticipating counterclaims ➤ Identify possible counterclaims and write a rebuttal CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.10, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3 	No Special Prep.
Lesson 6	<ul style="list-style-type: none"> ➤ Understand the importance of engaging the reader ➤ Write an engaging introduction CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.5, W.4.10, SL.4.1, L.4.1, L.4.2, L.4.3, L.4.6 	No Special Prep.
Lesson 7	<ul style="list-style-type: none"> ➤ Compose a rough draft using an outline CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.5, W.4.6, W.4.10, SL.4.1, L.4.1, L.4.2, L.4.3, L.4.6 	No Special Prep.
Lesson 8	<ul style="list-style-type: none"> ➤ Understand strategies used to write a conclusion ➤ Write a conclusion CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6 	No Special Prep.

Lesson 9	<ul style="list-style-type: none"> ➤ Develop reasons and evidence CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.5, W.4.10, SL.4.4, L.4.1, L.4.3, L.4.6 	No Special Prep.
Lesson 10	<ul style="list-style-type: none"> ➤ Understand the purpose of academic language and discipline-specific language ➤ Replace common words with academic or discipline-specific words CCSS <ul style="list-style-type: none"> ➤ W.4.10, L.4.1, L.4.2, L.4.3, L.4.6 	No Special Prep.
Lesson 11	<ul style="list-style-type: none"> ➤ Use transitions effectively ➤ Vary the sentence beginnings CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Transition Practice”
Lesson 12	<ul style="list-style-type: none"> ➤ Revise using the rubric CCSS <ul style="list-style-type: none"> ➤ W.4.5, L.4.1, L.4.2, L.4.3, L.4.6 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Revision: Opinion: Topic”
Lesson 13	<ul style="list-style-type: none"> ➤ Apply edits CCSS <ul style="list-style-type: none"> ➤ W.4.5, L.4.1, L.4.2, L.4.3, L.4.6 	<ul style="list-style-type: none"> ✓ Reserve computer lab (optional) ✓ Copies: <ul style="list-style-type: none"> ○ “Editing Checklist”
Assessment	<ul style="list-style-type: none"> ➤ Write an opinion essay that reflects all elements from the Opinions Genre Chart CCSS <ul style="list-style-type: none"> ➤ W.4.1, W.4.4, W.4.7, W.4.10, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6 	<ul style="list-style-type: none"> ✓ Reserve computer lab (optional)

Common Core State Standards Used:

- 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 ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
- W.4.4 Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 14.)
- W.4.6 With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate

sufficient command of keyboarding skills to type a minimum of one page in a single setting.

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources.
- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.3 Identify the reasons and evidence a speaker **or media source** provides to support particular points.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.
- Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - 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.
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Opinion: Topic

Lesson 1

Objectives

- Understand the purpose of opinion writing
- Select a topic

Materials

- Opinion: Topic Genre Chart
- Opinion: Topic Rubric
- Source Book
- Picture Book: *My Teacher for President* by Kay Winters
- “Opinion Research Questions”
- “Opinion: Topic Brainstorm”
- “Opinion: Topic Brainstorm Sample”

- Opinion: Topic Genre Chart**
- Engages the reader and establishes a clear claim
 - Organizes information to support claim
 - Supports claim with reasons and evidence
 - Uses academic language
 - Shows an awareness of audience by anticipating and addressing counterclaims
 - Uses transitions and varies sentence beginnings
 - Concludes with a strong statement

Introduce It

1. Introduce lesson objectives.
2. Ask students: *Why do we write?* As a class, create a list of students’ responses. Possible answers: *To learn about something (e.g. answer a question), to reflect on something, to record an account of an event, to inform someone else about something, to entertain, to persuade, to make a point, etc.*
3. In their Source Books, under the **Idea** tab, on the top of a blank page, have students write the definition of purpose. **Purpose:** *The reason a writer writes.* Using the list you created as a class, write down the different purposes for writing:

Learn	Entertain
Reflect	Persuade
Record	Make a point
Inform	
4. Introduce Opinion. On the first page of the Source Book, under *Types of Writing*, have students write: **Opinion Writing:** *making a claim and supporting it with evidence.*
5. Introduce the Genre Chart and Six Traits Charts.
 - a. Genre Chart: Explain to the students that each bullet represents one part of the whole essay. By the time they finish their essay, it will include every part. Emphasize to students: *We will only focus on one bullet at a time. In this lesson, we will focus on choosing our topic.*
 - b. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important. Remind them that the Six Traits Charts provide a checklist of all they have learned throughout the year.
 - c. Distribute the rubric. Discuss the expectations of achieving a “4” and have students highlight this column. Reassure students: *We only will work on one bullet at a time.*

Teach It

6. Ask students: *What is the purpose of writing your opinion?* Possible answer: *To explain why you think what you do.* Tell students: *Raise your hand if you have ever tried to convince your parent of something, such as why you should stay up later? -- Or, why you deserve a toy, dessert, more screen time? These are your opinions. There are many topics for which you could probably express your opinion, right?*

7. Review topic with students. If needed, under the **Idea** tab, write the definition of topic. **Topic:** *An idea that you describe for the reader.* Ask students: *Why is it important to have ONE clear topic?* Possible answer: *To help the writer stay focused. Otherwise, the essay would be confusing.*
8. Read *My Teacher for President* by Kay Winters to the class. Ask them: *What was the purpose of this book?* Possible answer: *The boy is trying to convince News Channel 39 that his teacher would make a great president.* Ask students: *How do we know that his purpose was to persuade or argue?* Possible answers: *At the beginning he tells the reader he thinks his teacher would make a great president. Throughout the story he gives reasons why she would be a great president.*
9. Display “Opinion Research Questions.” Their opinion will begin with answering a question that requires them to take a stance. Explain to students: *You will need to review both sides of the topic and then make your decision about what you believe.*

Model It

10. Model your thought process as you select your question to answer. It may look something like this: *I wonder how much of an effect sleep has on students? I think students should be in bed by 8:00 but maybe I’m wrong? I’d like to know more about it.* See “Opinion Brainstorm Sample” for a suggestion.

Do It

11. Ask students to consider which question they would like to answer. Give them time to fill out the “Opinion Brainstorm.”

Note: Consider giving students the option of choosing their own question to research. There may be a controversial event going on at the school, in the community, in the state, that students would like to address. Consider having students write their opinion in a form that will fit their purpose. Are they writing to their congress representative? Are they writing to their city council? the principal? a peer?

Share It

12. Ask students to share the question they will research.

Wrap It Up

13. Review the lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Opinion: Topic Rubric

Genre Chart Opinion: Topic	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear claim	Establishes a strong, purposeful claim	Establishes a clear claim	Claim is unclear	Does not include a claim
3 Organizes information to support claim	Organization enhances readability and supports claim	Organizes information to support claim	Information is partially organized	Organization is confusing
4 Supports claim with reasons and evidence	Claim is fully supported with reasons and evidence	Claim is supported well with reasons and evidences	Claim is not fully supported with reasons and evidence	Claim lacks credible reasons and evidence
5 Uses academic language	Academic language reflects considerable knowledge of topic	Academic language reflects knowledge of topic	Attempts to use academic language	Does not use academic language
6 Shows an awareness of audience by anticipating and addressing counterclaims	Shows a significant understanding of audience by anticipating and addressing counterclaims	Shows an awareness of audience by anticipating and addressing counterclaims	Does not fully address counterclaims; lacks an awareness of audience	Does not anticipate or address counterclaims
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Concludes with a strong statement	Concluding statement is compelling	Concludes with a strong statement	Concluding statement is weak	Does not have a conclusion
9 Correct conventions support meaning	Minor or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

Opinion Research Questions

- Does watching TV affect students' grades?
- Should students work in groups to complete class work?
- Should teachers assign homework over the weekend?
- To improve students' learning, should schools add an extra hour to the school day?
- Should students be required to wear uniforms?
- Should all students be in bed by 8:00 p.m. so that they get plenty of rest for school?
- Should schools ban bagged lunches?

SAMPLE

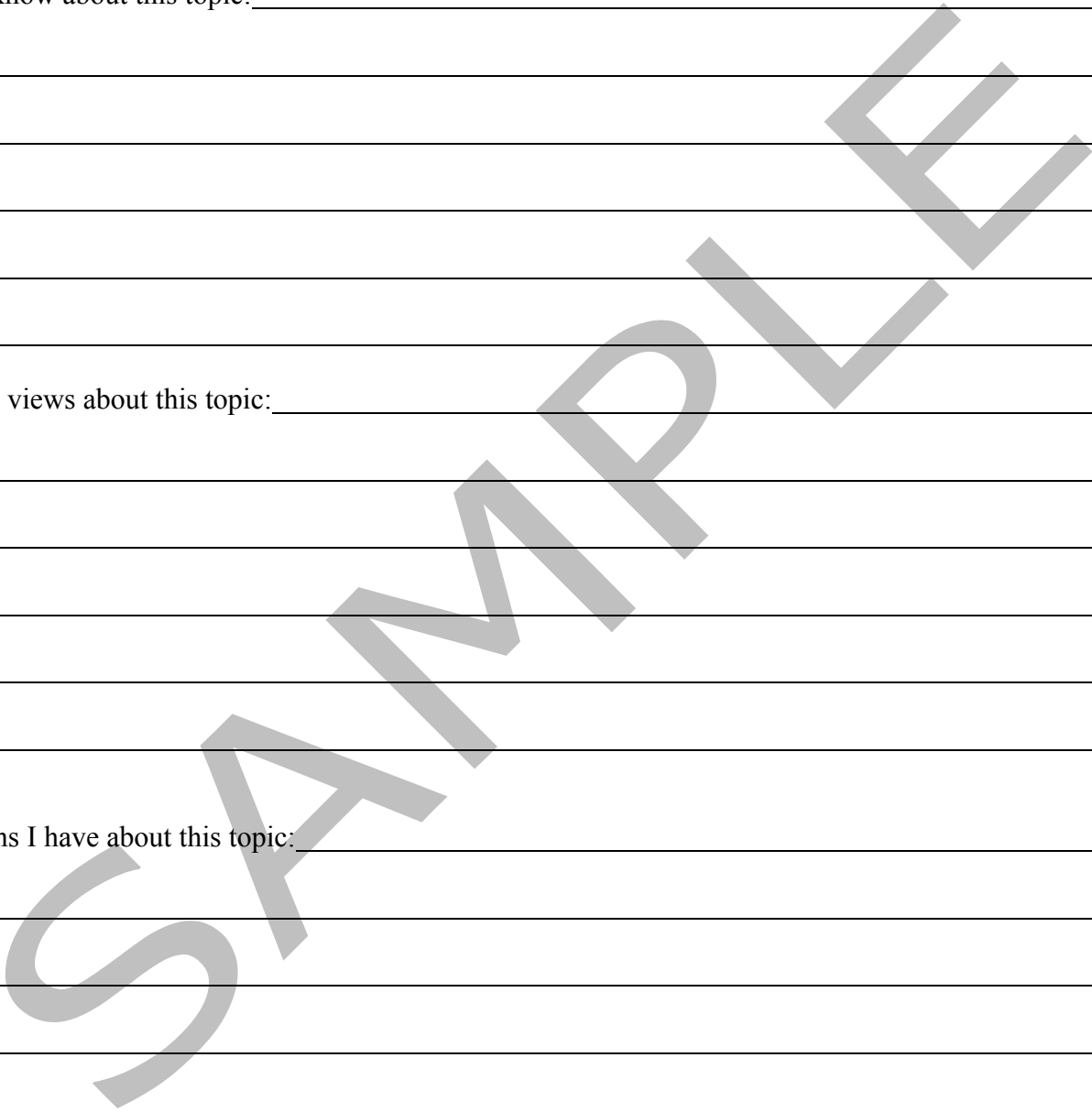
Opinion: Topic Brainstorm

Question: _____

What I know about this topic: _____

Possible views about this topic: _____

Questions I have about this topic: _____



Opinion: Topic Brainstorm Sample

Question: Should all students be in bed by 8 p.m. so that they get plenty of rest for school?

What I know about this topic: Students focus and retain information better when they're well-rested.

Some students need more sleep than others.

Possible views about this topic: - Students should go to bed by 8 p.m.

- Students should stay up past 8 p.m.

Questions I have about this topic: What do doctors recommend for amount of sleep? If the school day is done at 3 p.m., is that enough time for students to complete homework, get exercise, and have family time?

Opinion: Topic Lesson 2

Objectives

- Understand different viewpoints when forming an opinion
- Summarize two different viewpoints

Materials

- Opinion: Topic Genre Chart
- Opinion: Topic Rubric
- Source Book
- “Objective Summaries”
- “Objective Summaries Sample”

Review It

1. Review credible sources with students.

Identify It

Genre Chart

2. Introduce lesson objectives. Point to **audience**. Explain to students: *Before anyone can state confidently what they think about a subject, they have to understand both sides. We have to put ourselves in other people’s shoes. Then, with all of that information we will write an objective summary for both sides of the issue.*

Six Traits Charts

3. Have students identify “audience” on the Six Traits Charts. Discuss why it is on the **Voice** chart. Possible answer: *Because objective is a tone of voice in writing.*

Teach It

4. In their Source Books under the **Voice** tab, have students write the definition of objective voice. **Objective Voice:** *Written in such a way that the writer gives factual information without adding feelings or opinions.* Ask students: *Why is it important to be able to accurately summarize both sides of the argument before you decide what you believe?* Possible answer: *It helps you understand the whole picture of the issue from multiple points of view.*

Model It

5. Show your copy of “Objective Summaries” to the class. Model your thought process as you begin to write the summaries for both sides of your chosen issue. See “Objective Summaries Sample” for a suggestion.
6. Read your summaries out loud. Ask students: *Did I accurately summarize both sides of the issue? Can you think of any points for either side I may have missed?*

Do It

7. Give students time to research their topic and write their objective summaries.

Share It

8. Ask students to share their summaries with partners. Have partners provide feedback using the same questions: *Did you accurately summarize both sides of the issue? Can you think of any points for either side you may have missed?*

Opinion: Topic Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Supports claim with reasons and evidence
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Wrap It Up

9. Review the lesson objectives to determine the level of student understanding. Reteach if necessary.

*There are many different ways to organize information using notes. If you have a method already established with the students that you are more comfortable with, please feel free to use your preferred method.

Teacher Reflection

SAMPLE

Objective Summaries

Topic: _____

	Viewpoint 1:	Viewpoint 2:
What do they think?		
Why do they think that?		

SAMPLE

Objective Summaries Sample

Topic: Should all students be in bed by 8:00 p.m. so they get plenty of rest for school?

What do they think?	<p>Viewpoint 1: Students should be in bed by 8:00 p.m.</p>	<p>Viewpoint 2: Students should stay up past 8:00 p.m.</p>
	<p>Students should go to bed by 8:00 p.m. so they can get plenty of rest for school.</p>	<p>Students should be allowed to stay up until they are tired.</p>
Why do they think that?	<p>Students need at least 8 hours of sleep every night to stay well-rested.</p> <p>School can be challenging for the mind and for the body. It is important that students get a lot of sleep so they can learn and do their best.</p>	<p>Some students are not tired at 8:00 p.m. It would be hard for them to fall asleep.</p> <p>Students are in school most of the day. If students go to bed earlier they might not get to do some of the activities they enjoy at home: read books, play games, or watch TV.</p>