



Simplify
Writing®

Opinion Writing

Sample Lesson Plans

4th Grade

Simplify Writing

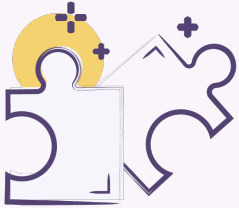
Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The complete lesson plans members get are fully editable, available in a PowerPoint format.
- Each unit includes:
 - pacing guide
 - mentor text
 - reference texts (if applicable)
 - teacher lesson plans
 - student pages (available in print + digital formats)
 - conference goals
 - rubrics (teacher + student-friendly)
 - exemplars
- Our members also have access to our full Grammar Library, Intervention Library, and ELL Modification Library.
- We provide training to our teachers on how to use these lessons, so anything you don't understand about the process will be easy to understand after our full, self-paced 8-hour writing training, *Success with Simplify Writing*®.

Have questions? We'd love to answer them! Just send an email to April@simplifywriting.com.

The Simplify Writing[®] Method



Bite-Sized Instruction. Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.



Fluid Grammar. Grammar instruction should naturally flow into student writing. We show teachers how to use our library of grammar tools to better develop the written language skills of their students.



Differentiation. We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.



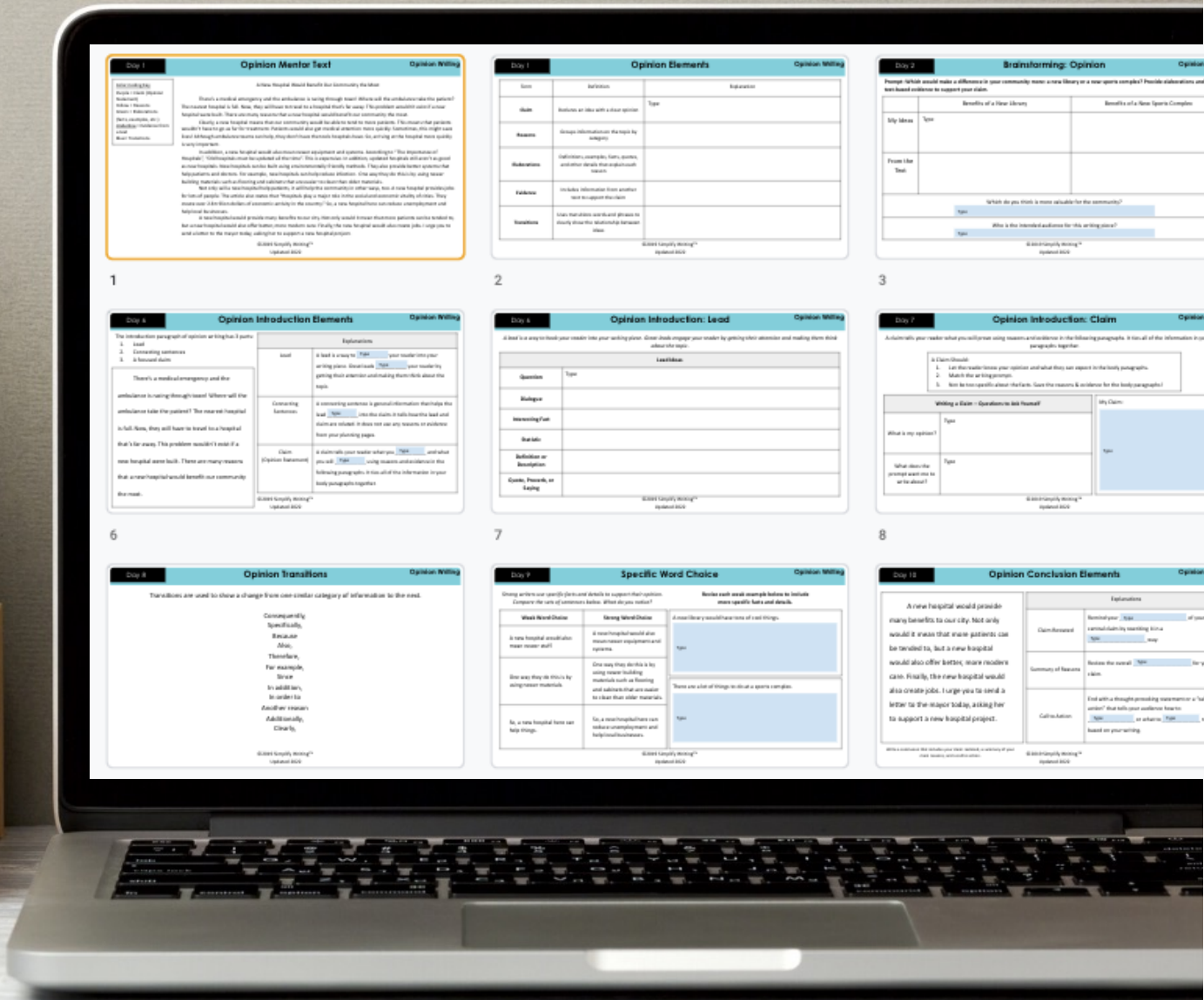
Support. Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing[®] materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

Digital Student Organizers

Google Slides™ Files

Share in units or easily split into daily files!

Files can be exported for Microsoft OneDrive, SeeSaw, Nearpod, and more!



Pacing Guide

Day 1	Elements of Opinion Writing	pg. 10
Day 2	Brainstorming: <i>Focus on Audience</i>	pg. 16
Day 3	Brainstorming: <i>Focus on Reference Text</i>	pg. 21
Day 4	Planning: Quoting Text	pg. 24
Day 5	Planning: Organization	pg. 29
Day 6	Draft Introduction: <i>Focus on Thesis</i>	pg. 33
Day 7	Draft Introduction: <i>Focus on Background Information & Claim</i>	pg. 39
Day 8	Draft Body Paragraphs: <i>Focus on Main Points & Transitions</i>	pg. 45
Day 9	Draft Body Paragraphs: <i>Focus on Elaboration</i>	pg. 53
Day 10	Draft Conclusion	pg. 57
Day 11	Revision	pg. 62
Day 12	Editing	pg. 68
Day 13	Publishing Planning & Final Proofread	pg. 73
Day 14	<i>Optional: Newspaper Ad</i>	pg. 79
Day 15	Publishing Party	pg. 82

Opinion Reference Text

The Benefits of Libraries

Do you enjoy visiting your local library? Libraries are quiet, but exciting places full of books. You'll notice a special smell as soon as you walk in. It's the smell of books and carpets. There's a busy quietness as people page through books, type on computers, and search through card catalogues. But, libraries are much more than houses for books. These special buildings and the librarians that run them offer many different services you can't find anywhere else!

Libraries help make sure everyone can access educational resources. Not everyone can pay to have internet in their home or to have a large collection of books. But, libraries are free! Anyone can use the books, computers, and newspapers in libraries.

Another important resource libraries provide are the librarians. In addition to checking out books, librarians help answer people's questions. According to the American Library Association, librarians answer over 6.6 million questions each week. They answer questions about lots of things. For example, they can help answer you how to find a book, how to apply for a job, or how to learn more about a topic.

Libraries also provide a safe place for homeless people to spend their time. When night-time shelters close in the morning, libraries offer a warm, dry place for people to be. These same libraries also often offer programs that help homeless people find a job or learn new skills. Sometimes libraries host classes. People can also learn about local programs by reading about them on the library's computers or bulletin boards.

Another important way libraries help is in helping people to learn English. People come to America from all over the world. The library is a great place where people can come to find English books. Some libraries even have free English classes.

Libraries keep our communities healthy. Many libraries even offer fitness classes! People can also come to libraries to learn about health insurance. Or, they can get help from librarians to fill out their health insurance forms. Without access to computers with internet access, many people wouldn't know about health programs that can keep them healthy.

So, next time you go to your library, look around and you might notice more of the ways it serves people in your community. You'll see the friendly librarian answering questions and computers with free internet access. Observe the shelves full of books and the warm, dry building. Libraries offer so much.

Opinion Reference Text

The Benefits of Sports Complexes

Does your city have a sports complex? Whether it's a basketball stadium, baseball diamond, or a pool, sports complexes offer many benefits for cities. You might think that a sports complex helps athletes most. But, sports complexes are often used for more than one purpose. They can have many effects on the communities where they are located.

Sports complexes provide space for sports! They often focus on one sport like swimming or basketball. This means that there is more exercise space for kids and adults in the community. Exercise helps keep people from becoming overweight. Sports also help reduce stress. So, sports complexes can help people become healthier.

In addition, having a sports complex in a community means they can host events. Many times the events are sports related such as tournaments or championships. However, sports complexes are also great places to host concerts or meetings. This brings the arts and information to the community, making it easier for people to attend.

Sports complexes are also often helpful for the economy. In other words, they bring in money. When people come to events at sports complexes, they might visit nearby restaurants and gas stations. These new customers help businesses. In addition, the sports complex itself may charge for tickets. When they get in, then, the complex pays local taxes which also helps the community. Sports complexes also often increase the value of nearby homes and buildings.

When sports complexes also offer programs such as recreational sports, they help reduce crime rates. This is because teenagers and young adults can keep busy doing something positive. Instead of hanging out on the streets, they play sports.

Sports complexes often offer CPR and first aid courses. Some of these training courses are even offered at low costs or for free! This helps increase safety in the community as many locals take the training.

Sports complexes are much more than big centers where professional athletes play sports. For most communities, they offer many more benefits. They host important events, provide a place for kids and adults to play, and even improve the economy!

Opinion Mentor Text

A New Hospital Would Benefit Our Community the Most

There's a medical emergency and the ambulance is racing through town! Where will the ambulance take the patient? The nearest hospital is full. Now, they will have to travel to a hospital that's far away. This problem wouldn't exist if a new hospital were built. There are many reasons that a new hospital would benefit our community the most.

Clearly, a new hospital means that our community would be able to tend to more patients. This means that patients wouldn't have to travel as far for treatment. Patients would also get medical attention more quickly. Sometimes, this might save lives! Although ambulance teams can help, they don't have the tools hospitals have. So, arriving at the hospital more quickly is very important.

In addition, a new hospital would also have new equipment and systems. According to "The Importance of Hospitals", "Old hospitals must be updated all the time". This is expensive. In addition, updated hospitals still aren't as good as new hospitals. New hospitals can be built using environmentally friendly methods. They also provide better services that help patients and doctors. For example, new hospitals can help reduce infection. One way they do this is by using newer building materials such as flooring and cabinets that are easier to clean than older materials.

Not only will a new hospital help patients, it will help the community in other ways. A new hospital provides jobs for lots of people. The article also states that "Hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country." So, a new hospital here can reduce unemployment and help local businesses.

A new hospital would provide many benefits to our city. Not only would it mean that more patients can be tended to, but a new hospital would also offer better, more modern care. Finally, the new hospital would also create jobs. I urge you to send a letter to the mayor today, asking her to support a new hospital project.

Purpose: I can identify the elements of an opinion writing piece.

Standard(s):

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

Materials

Print

- Teacher models (pgs. 12-13)
- Student pages (pgs. 14-15)

Digital

- Student Page

Learning Goal

The student will be able to identify specific elements that classify a piece of writing as an opinion text.

Success Criteria

- **Criteria 1-** The student successfully identifies at least one example of each opinion writing element in the provided text.
- **Criteria 2-** The student explains how the examples they found in the mentor text are examples of each element of opinion writing.

Mini-Lesson Steps (15 min.):

1. Start by having students think about the topic of hospitals and how they help the community. Introduce the idea of building a hospital in a community that doesn't already have one, and its potential benefits. Allow students to share why they think a hospital could help the community. As students share, point out that they are not only stating their opinion, but also backing it up with reasons or examples.
 2. Have students brainstorm and identify what they already know about the purpose of an opinion text. Reinforce the idea that the purpose of an opinion text is to state an opinion and support it with reasons, evidence, examples, and information.
 3. Display and distribute the mentor text, "New Hospital Would Benefit Our Community the Most." Read the text aloud with students, stopping to discuss as needed.
 4. Using the "Opinion Elements" checklist (pg. 15), read through each element of an opinion text, identifying misconceptions and rephrasing for clarity as needed.
 5. Invite students to use a color-coding method and have students try to identify the elements of the checklist (uses a claim to state an opinion). Next, guide students through explaining/justifying how the author accomplishes or illustrates this particular element using the provided text.
- Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.*

Student Portion (15-30 min.):

1. Allow students to continue working through the mentor text activity, using the color-coding checklist system to identify examples of how the author successfully uses opinion elements in their writing. Students will need to justify the specific ways the author accomplishes or illustrates each element using the chart. *Note: This portion of the lesson could also be done with a partner or in small groups.*
2. Provide individual conferencing to students, as needed, to check for understanding or provide support for students who are struggling.

Closure (5-7 min.):

1. Have students pair and share their color-coding or review work as a whole class, using pgs. 12 & 13 as a guide.

Mini-Lesson Overview

How it sounds:

- "I want you to think about our local hospital. How do hospitals help the community? Can you imagine what would happen if our town didn't have a hospital? Let's say you were going to propose building a new hospital in a place that doesn't already have one. What would be some benefits of building a new hospital that you could share with the town council?" *[Allow students think time, as well as time to share with a partner or small group.]*
- "While sharing, were you able to state your opinion and also back up your opinion with reasons, evidence, or examples? Good opinion writers not only state an opinion, but also provide the necessary details and information to make their opinion stronger."
- "Today, our goal is to learn about a new writing genre: Opinion Writing. Who can tell me what they think the purpose of opinion writing is? What do you think a good opinion writing piece should include?" *[Allow students to share ideas, reinforcing the purpose as needed.]* "The main purpose of opinion writing is to convince your audience to share your opinion about a topic and support it with reasons, evidence, examples, and information."
- "Let's look at an example of an opinion text titled, 'A New Hospital Would Be the Best for Our Community the Most'". *[Distribute mentor text pg. 14 and read aloud with students, stopping to discuss as needed.]*
- "Now let's use the provided checklist so that we can identify elements of an opinion text and make sure we understand what each element means. You will use and refer back to this checklist when you are writing your own opinion pieces." *[Display and distribute "Opinion Elements" pg. 15.]*
- "Using the color-coding system, let's use the color purple to identify the first element. Can you find an example of where the author uses a claim to state an opinion?" *[This may be needed as this may be students' first exposure to this terminology. With student input, model how to highlight the text and complete the first row on the chart, using the color-coding system & 13 to guide.]*
- "Now it's your turn. I want you to use the color-coding system to identify examples of the ways the author successfully illustrates each opinion element. Make sure to also explain how the author uses each element." *[Depending on the needs of your students, this part of the lesson may be done in small groups, or even whole group, if the class needs more support.]*

Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Opinion Mentor Text

A New Hospital Would Benefit Our Community the Most

Teacher Model

There's a medical emergency and the ambulance is racing through town! Where will the ambulance take the patient? The nearest hospital is full. Now, they will have to travel to a hospital that's far away. This problem wouldn't exist if a new hospital were built. **There are many reasons that a new hospital would benefit our community the most.**

Clearly, a new hospital means that our community would be able to tend to more patients. This means that patients wouldn't have to go as far for treatment. Patients would also get medical attention more quickly. Sometimes, this might save lives! Although ambulance teams can help, they don't have the tools hospitals have. **So,** arriving at the hospital more quickly is very important.

In addition, a new hospital would also have newer equipment and systems. According to "The Importance of Hospitals", old hospitals must be updated all the time". This is expensive. **In addition,** updated hospitals still aren't as good as new hospitals. New hospitals use building methods that are environmentally friendly. They also provide better rooms to help patients and doctors. **For example,** new hospitals can help reduce infection. One way they do this is by using newer building materials such as spring and cabinets that are easier to clean than older materials.

Not only will a new hospital help patients, it will help the community in other ways, **too.** A new hospital provides jobs for lots of people. The article also states that "hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country." **So,** a new hospital here can reduce unemployment and help local businesses.

A new hospital would provide many benefits to our city. Not only would it mean that more patients can be tended to, but a new hospital would also offer better, more modern care. **Finally,** the new hospital would also create jobs. I urge you to send a letter to the mayor today, asking her to support a new hospital project.

Color-Coding Key

Purple = Claim (Opinion Statement)

Yellow = Reasons

Green = Elaborations (facts, examples, etc.)

Underline = Evidence from a text

Blue = Transitions

Opinion Elements

Teacher Model

Term	Definition	Explanation
Claim	Declares an idea with a clear opinion	The claim is: "There are many reasons that a new hospital would benefit our community the most."
Reasons	Groups information on the topic by category	Each paragraph gives a key reason. The first sentence tells this reason, and the rest of the paragraph explains it.
Elaborations	Definitions, examples, facts, and other details that explain each reason	The author gives elaborations that support each key reason. For example, they give the example that new hospitals can be built using environmentally friendly methods.
Evidence	Includes information from another text to support the claim	The essay gives two quotes from an article titled "The Importance of Hospitals".
Transitions	Uses transition words and phrases to clearly show the relationship between ideas	The author uses words & phrases like "Clearly," and "In addition" to transition between different categories within the same topic.

Opinion Mentor Text

A New Hospital Would Benefit Our Community the Most

There's a medical emergency and the ambulance is racing through town! Where will the ambulance take the patient? The nearest hospital is full. Now, they will have to travel to a hospital that's far away. This problem wouldn't exist if a new hospital were built. There are many reasons that a new hospital would benefit our community the most.

Clearly, a new hospital means that our community would be able to tend to more patients. This means that patients wouldn't have to go as far for treatment. Patients would also get medical attention more quickly. Sometimes, this might save lives! Although ambulance teams can help, they don't have the tools hospitals have. So, arriving at the hospital more quickly is very important.

In addition, a new hospital would also mean newer equipment and systems. According to "The Importance of Hospital Care," "Old hospitals must be updated all the time". This is expensive. In addition, updated hospitals still aren't as good as new hospitals. New hospitals can be built using environmentally friendly methods. They also provide better systems that help patients and doctors. For example, new hospitals can help prevent infections. One way they do this is by using newer building materials such as floors and cabinets that are easier to clean than older materials.

Not only will a new hospital help patients, it will help the community in other ways, too. A new hospital provides jobs for lots of people. The article also states that "hospitals play a major role in the social and economic vitality of cities. They create a billion dollars of economic activity in the country." So, a new hospital here can reduce unemployment and help local businesses.

A new hospital would provide many benefits to our city. Not only would it mean that more patients can be tended to, but a new hospital would also offer better, more modern care. Finally, the new hospital would also create jobs. I urge you to send a letter to the mayor today, asking her to support a new hospital project.

Color-Coding Key

Purple = Claim (Opinion Statement)

Yellow = Reasons

Green = Elaborations (facts, examples, etc.)

Underline = Evidence from a text

Blue = Transitions

Opinion Elements

Term	Definition	Explanation
Claim	Declares an idea with a clear opinion	
Reasons	Groups information on the topic by category	
Elaborations	Definitions, examples, facts, quotes, and other details that explain each reason	
Evidence	Includes information from another text to support the claim	
Transitions	Uses transition words and phrases to clearly show the relationship between ideas	

Purpose: I can brainstorm appropriate ideas that address a provided opinion prompt. I can choose an audience that will benefit from my writing.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Materials

Print

- Teacher models (pgs. 18-19)
- Student page (pg. 20)

Digital

- Student Pages

Learning Goal

Students will be able to respond to an opinion writing prompt by brainstorming topic ideas. Students will also be able to choose a specific audience for their opinion writing piece.

Success Criteria

- **Criteria 1-** The student brainstorms at least 3 ideas that support each side of the prompt.
- **Criteria 2-** The student pinpoints a specific and appropriate audience for their opinion writing prompt.

Mini-Lesson Steps (15 min.):

1. Display the following prompt: *Which would make a difference in your community more: a new hospital or a new fire station? Provide elaborations and text-based evidence to support your claim.*
2. Display the teacher model “Brainstorming” chart (pg. 19). Model how to brainstorm ideas that align to the prompt in the “My Ideas” section using pg. 18 as a guide. *Note: Teacher prompt is slightly different from student prompt. The purpose of this mini-lesson is to teach students how to brainstorm ideas that align to the prompt.*
3. Introduce or reintroduce the concept that all writers write with a specific audience in mind. Give students 10 seconds to offer suggestions for what this statement means. To reinforce this concept, provide students with a few topic cards and have students suggest the audience for each topic listed.
4. Model how to brainstorm ideas with the intended audience of this writing piece with students sharing input. Discuss how the ideas previously brainstormed in the “My Ideas” section may need to be revised to be a better fit for the intended audience.

Student Activity (15-30 min.):

1. Display the following prompt: *Which would make a difference in your community more: a new library or a new sports complex? Provide elaborations and text-based evidence to support your claim.* Provide students with a copy of the “Brainstorming” chart (pg. 20). Encourage students to brainstorm at least three benefits for each option in the prompt. *Note: Students need to brainstorm the top “My Ideas” first. This is very important to do BEFORE reading the reference texts, which will be done in the next lesson.*
3. Students will brainstorm and choose an intended audience for their opinion writing piece. Students should add any other ideas that would help target their chosen audience. *Note: Students will NOT choose a side until the next lesson.*

Closure (5-7 min.):

1. Have students pair and share their brainstormed ideas with a partner. Peers may provide feedback.

Mini-Lesson Overview

How it sounds:

- “Yesterday, we discussed all of the elements in an opinion writing piece. As a writer, it is important to state your opinion and support it with strong reasons and evidence.”
- “Today, I’ll give you a prompt and we will practice brainstorming ideas. First, we will look at an example prompt. I will show you how I would brainstorm ideas. Then, I will give you a new prompt to write about.” *[Display teacher model “Brainstorming” chart pg. 19.]* “As I display the prompt, I want you to read and ask yourself: What is the prompt asking?”
- “Good writers brainstorm their ideas before they choose a side and start writing. I am going to brainstorm ideas so that I can make a decision about what would make the biggest difference in the community. I am going to try to come up with at least three benefits for both a new hospital and a new fire station.” *[Model how to brainstorm ideas in the “Pros” section of the chart, using pg. 18 as a guide.]*
- “All writers should write with a specific audience in mind.” *[I modeled, and ask students to share input on the appropriate audience for various topic ideas (e.g., “What’s the Best Pet to Get, etc.).]* “Now, let’s look at the prompt and my ideas. Who would be my intended audience for this writing piece? Knowing our audience helps us write, so we can tailor our writing to fit that audience. Let’s think about who might benefit from reading this piece of opinion writing.” *[With student input, model how to brainstorm a specific audience.]* “I will be writing to an audience that could include the school council, mayor, or even local residents. With this in mind, I am going to look back at my ideas to add a few reasons that would be attractive or persuasive for this audience.”
- “Now, it is your turn. I will give you a prompt, and you will work through the process of brainstorming. First, read the prompt and ask yourself: What is the prompt asking?” *[Distribute “Brainstorming” chart pg. 19 and read student prompt aloud.]*
- “Today, you will brainstorm first before you read any other texts. It is important for you to write down your own ideas first so you may be tempted to just rely on what the texts say. Try to write at least three benefits for each option in the prompt. Then, brainstorm and choose an audience for your opinion writing piece. Tomorrow, we will continue to add ideas to the chart using outside texts and then you will finally choose which option to write about.”

Check or highlight any **modifications** you will make for this particular lesson:

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Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would make a difference in your community more: a new hospital or a new fire station? Provide elaborations and text-based evidence to support your claim.

	Benefits of a New Hospital	Benefits of a New Fire Station
My Ideas	<ul style="list-style-type: none">• Help more patients• Faster medical attention in the ER• Newer buildings are cleaner and safer	<ul style="list-style-type: none">• Closer station to a neighborhood that is further away from its current station.• Room to hire more firefighters
From the Text	Sample	
Which do you think is more valuable for the community?		
Who is the intended audience for this writing piece? <p style="text-align: center;">town council, mayor, local residents</p>		

Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would make a difference in your community more: a new hospital or a new fire station? Provide elaborations and text-based evidence to support your claim.

	Benefits of a New Hospital	Benefits of a New Fire Station
My Ideas		
From the Text		
Which do you think is more valuable for the community?		
Who is the intended audience for this writing piece?		

Sample

Brainstorming: Opinion

Prompt: Which would make a difference in your community more: a new library or a new sports complex? Provide elaborations and text-based evidence to support your claim.

	Benefits of a New Library	Benefits of a New Sports Complex
My Ideas		
From the Text		
Which do you think is more valuable for the community?		
Who is the intended audience for this writing piece?		

Sample

Purpose: I can expand on my ideas and use evidence from a provided text to support my opinion and make my ideas stronger. I can choose a side to form a claim for my opinion essay.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Materials

Print

- Teacher model (pg. 23)
- Student pages (pgs. 7-8, 20)

Digital

- Student Pages

Learning Goal

Students will be able to generate elaborations and text-based evidence to support their ideas and opinion, and choose a topic to form a claim that addresses the provided prompt.

Success Criteria

- **Criteria 1-** The student elaborates on their ideas by referencing a provided text.
- **Criteria 2-** The student chooses one topic from their brainstorming sheet to form an opinion claim which answers the provided prompt.

Mini-Lesson Steps (15 min.):

1. Review the purpose of brainstorming. Display the teacher model “Brainstorming” chart pg. 19 from the previous lesson.
2. Explain that today, students will read two reference texts and use these to continue brainstorming ideas. They will choose a side to write a claim that addresses the prompt.
3. Direct students’ attention to the “From the Text” section of the chart. Model how to add related pieces of evidence that can be quoted from an outside text. *Note: There are two reference texts for the teacher prompt. This is strictly for modeling purposes.*
4. Model how to write a claim statement based on the brainstormed ideas. *Note: The purpose of this activity is to choose a side to write about. Students will craft a more focused claim statement in the next lesson.*

Student Position (15-20 min.):

1. Distribute two reference texts, “The Benefits of Libraries” and “The Benefits of Sports Complexes” (pgs. 7-8). Students should take out their “Brainstorming” chart (pg. 20) from the previous lesson.
2. Students should read both reference texts to pull details from each that highlight big benefits. Students will write details in the “From the Text” row. Students should just be providing basic elaborations, which may include quotes from the text. Students will go more in-depth on how to quote sources in the next lesson.
3. Students will choose one option from the prompt to focus on for their opinion piece and write a claim statement on the chart.

Closure (5-7 min.):

1. Have students share their topic selection with a partner. Teachers could also have students move to a particular side of the room to designate which position they have chosen to write about.

Mini-Lesson Overview

How it sounds:

- “Yesterday, you brainstormed ideas for each side of the prompt you were given. This helps you begin to think about which side you might choose to write about.” *[Display the teacher model “Brainstorming” chart pg. 19 from the previous lesson.]*
- “Today, we will read two reference texts and use this to help us brainstorm more reasons that support each side. Then, we will choose a side to write about it.” *[Review the teacher model prompt.]*
- “Yesterday, I listed my own ideas about this prompt. Now, I am going to find some information from an outside text that will help me support my own ideas. I can paraphrase by recording a brief summary of any information from the text I find helpful on the bottom section of my sheet. Remember that paraphrasing or summarizing examples and ideas from the text means that I put the ideas into my own words. I can also quote from the text in more detail that I want to include word-for-word. Tomorrow, we’ll look more in depth about how to accurately quote from a text, but for now, I can just copy down the quotes from the text.”
- “To save time, I am going to record a few quotes from an article I viewed online on the benefits of hospitals and fire stations. We did not read reference texts together, but do you see how I was able to find evidence to support why the hospital might fit the community?” *[Model how to complete the “From the Text” section of the chart using pg. 23 as a guide. Note: There are no reference texts for the teacher prompt. This is solely a teacher example and should be done purely for modeling purposes.]*
- “Now that I have fully brainstormed, I am going to make a decision that relates to my prompt. I am going to write my claim statement at the bottom of this sheet. I think a new hospital would benefit the community the most.”
- “Now, it is your turn! I will give you two reference texts that address each side of the prompt you were given yesterday. Read each text and look for any big benefits for that option. Then, take notes on each side of the ‘From the Text’ section of your chart. Once you have enough evidence on each side, think about which option would be the most valuable for the community and write your final statement at the bottom of your chart.”

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming: Opinion

Teacher Model

Teacher Prompt: Which would make a difference in your community more: a new hospital or a new fire station? Provide elaborations and text-based evidence to support your claim.

	Benefits of a New Hospital	Benefits of a New Fire Station
My Ideas	<ul style="list-style-type: none"> • Help more patients • Faster medical attention in the ER • Newer buildings are cleaner and safer 	<ul style="list-style-type: none"> • Closer station to a neighborhood that is further away from its current station. • Room to employ more firefighters
From the Text	<ul style="list-style-type: none"> • "Old hospitals must be updated all the time." • "Hospitals play a major role in the social and economic quality of cities. They create over \$200 billion dollars of economic activity in the country." 	<ul style="list-style-type: none"> • "Fire stations also provide community outreach services." • "The average fire response time in our city is 6 minutes." (A new fire station would make that time shorter.)

Which do you think is more valuable for the community?

A new hospital would benefit our community the most.

Who is the intended audience for this writing piece?

town council, mayor, local residents

Purpose: I can quote the work of others in order to support my own opinion and the reasons for my opinion. I can use proper conventions when quoting the work of another author.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Materials

Print

- Teacher model (pg. 26-27)
- Student page (pg. 28)

Digital

- Student Page

Learning Goal

Students will write sentences that include quotations from the reference texts.

Success Criteria

- **Criteria 1-** The student uses the sentence starters provided to write at least two sentences using quotations from a reference text.
- **Criteria 2-** The student uses proper convention when quoting from the reference texts.

Mini-Lesson Steps (15 min.):

1. Review the previous session and have students refer back to their “Brainstorming” chart (pg. 20). Explain that today, students will learn how to properly use quotations from an author.
2. Display “Quoting Text” chart (pg. 27). Review the sentence starters at the top and discuss when it is appropriate to use them. Discuss the proper conventions for quoting text.
3. Model how to take a piece of evidence from the text and write it as a complete sentence (pg. 28) as a guide. Focus on how quotation marks, capitalization, and punctuation are placed.
4. Connect the evidence to the claim from the mentor text brainstorming chart and show each quote directly supports the author’s opinion. A hospital would benefit communities.

Student Work (15 min.):

1. Distribute “Quoting Text” chart (pg. 28). Have students look over the “Brainstorming” chart and write any quotes as complete sentences using the provided sentence starters. They may also refer back to the reference texts to find additional quotes as needed.
2. Encourage students to find at least 2 different pieces of evidence to quote. Remind students that the selected quotes should directly support their chosen claim.

Closure (5-7 min.):

1. Students will share a quote from their chart that includes a sentence frame with a partner, in a small group, or whole group.

Mini-Lesson Overview

How it sounds:

- “Today, we will learn how to incorporate a quote from another author or text to support our opinion. It is important when we are referencing an outside text that we link the information to our own writing smoothly.” *[Display “Quoting Text” chart pg. 27.]*
- “Today, we’ll look at how to use the evidence in a direct quote. Let’s look at some example sentence starters we can use.” *[Review the sentence starters, clarifying as needed.]*
- “It’s also important to follow some specific convention rules when using a quote.” *[Review each rule from the chart.]*
- “We can use a sentence starter and the quote from the text to write a direct quote in a full sentence.” *[Model how to fill in the rows on the chart using p. 27 as a guide.]*
 “Notice that when I am quoting from the text, I use quotation marks and the information. I also make sure to capitalize the beginning of the quote and include the appropriate ending punctuation inside the quotation marks.”
- “It’s important to note that the quotes that are used directly support the author’s claim. These quotes show some specific reasons why the author thinks a new hospital would be beneficial.”
- *[Distribute “Quoting Text” pg. 28.]* “You can use the sentence starters as you incorporate evidence from the text to write your opinion. Use your brainstorming page from yesterday and the reference text that goes along with the opinion you are writing about. Try to find at least 2 pieces of evidence you can use to write these as full sentences with a direct quote. Use the sentence starters and quoting conventions we reviewed to help you. Remember, the quote you use should directly support the claim statement you already wrote. You’ll be able to use these sentences in your opinion essay.”

Sample

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Quoting Text

Teacher Model

Adding a quote from another text is a great way to support your ideas.

	Sentence Starters
First time mentioning the source: State the full title of the article or the author's full name	<ul style="list-style-type: none"> • According to ___title/name___, • From the article ___title___, • Based on research from ___title/name___, • One important fact from ___title___ is... • Studies from ___title/name___ show...
After mentioning the source earlier in your writing: Refer to the source	<ul style="list-style-type: none"> • The author/article also states that... • In paragraph _____ says that... • One example from the article _____ describes... • Another fact from the article _____ is...

Quoting Conventions

- Capitalize the title of the article and use only the first name and it.
- Copy the quote word for word (don't change it at all).
- Use quotations marks around the quote.

Practice by using each quote from the text in a full sentence.

Source	Quote	Full Sentence
"The Importance of Hospitals"	"Old hospitals must be updated all the time."	First time quoting the source:
		According to "The Importance of Hospitals", "Old hospitals must be updated all the time."
"The Importance of Hospitals"	"Hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country."	Second time quoting the source:
		The article also states that "Hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country."

Quoting Text

Teacher Model

Adding a quote from another text is a great way to support your ideas.

	Sentence Starters
First time mentioning the source: State the full title of the article or the author's full name	<ul style="list-style-type: none"> • According to ___title/name___, • From the article ___title___, • Based on research from ___title/name___, • One important fact from ___title___ is... • Studies from ___title/name___ show...
After mentioning the source earlier in your writing: Refer to the source	<ul style="list-style-type: none"> • The author/article also states that... • In paragraph _____ says that... • One example from the article _____ describes... • Another fact from the article _____ is...

Quoting Conventions

- Capitalize the title of the article and use only the first name and it.
- Copy the quote word for word (don't change it at all).
- Use quotations marks around the quote.

Practice writing each quote from the text in a full sentence.

Source	Quote	Full Sentence
"The Importance of Hospitals"	"Old hospitals must be updated all the time."	First time quoting the source:
"The Importance of Hospitals"	"Hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country."	Second time quoting the source:

Quoting Text

Adding a quote from another text is a great way to support your ideas.

	Sentence Starters
First time mentioning the source: State the full title of the article or the author's full name	<ul style="list-style-type: none"> • According to ___title/name___, • From the article ___title___, • Based on research from ___title/name___, • One important fact from ___title___ is... • Studies from ___title/name___ show...
After mentioning the source earlier in your writing: Refer to the source	<ul style="list-style-type: none"> • The author/article also states that... • In paragraph _____ says that... • One example from the article _____ describes... • Another fact from the article _____ is...

Quoting Conventions
<input type="checkbox"/> Capitalize the title of the article and use of in main and it. <input type="checkbox"/> Copy the quote word for word (don't change it at all). <input type="checkbox"/> Use quotations marks around the quote.

Find 2 pieces of evidence from the text to write as a quote.

Source	Quote	Full Sentence
		First time quoting the source:
		Second time quoting the source:

Purpose: I can organize and group my ideas and reasons.

Standard(s):

- **CCSS.ELA-LITERACY.W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.3.1.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.
- **CCSS.ELA-LITERACY.W.4.B:** Provide reasons that are supported by facts and details.

Materials

Print

- Teacher model (pg. 31)
- Student page (pg. 32)

Digital

- Student Page

Learning Goal

Students will be able to gather their information and sort it into categories. Students will organize their elaborations, facts, quotes, and details based on their categories.

Success Criteria

- **Criteria 1-** The student organizes their ideas into 2-4 categories.
- **Criteria 2-** The student organizes their elaborations accurately based on their categories.

Mini-Lesson Steps (15 min.):

1. Explain to students that an outline can help writers categorize and organize their brainstorming ideas. Refer back to the “Brainstorming” chart teacher model (pg. 31) to use this to model organizing and grouping ideas and reasons.
2. Display the “Planning: Organization” (pg. 32) chart model how to organize the teacher ideas from the brainstorming page into categories (reasons), using the chart as a guide. Then, add evidence: facts, definitions, examples, quotes, and other details (elaborations). *Note: The planning page should go far more in-depth on the reasons than what was done on the brainstorming page.*
3. Remember to consistently reference the “Opinion Elements” checklist (displayed on Day 1) to remind students of the elements that should be included in an opinion writing piece.

Portfolios (15-30 min.):

1. Distribute “Planning: Organization” (pg. 32). Students will categorize their ideas from their “Brainstorming” chart (pg. 20) and fill out the chart accordingly. Students should be instructed to find at least three ways to elaborate on each idea using a combination of facts, details, examples, and/or quotes from the text.
2. Provide individual conferencing as needed to ensure students are successfully categorizing and elaborating on their ideas.

Note: Teachers can let students find additional texts or conduct further research to support their claim as differentiation for more advanced students.

Closure (5-7 min.):

1. Students will pair and share their outlines. Students should explain their thought process when grouping their ideas as well as elaborate on their related facts, examples, details, and quotes from the text. Students can provide peer feedback if time allows.

Mini-Lesson Overview

How it sounds:

- “Now that we have brainstormed our ideas and related details, it is important to organize and group related ideas together. We can do this using a graphic organizer.” *[Display “Planning: Organization” chart pg. 32 and completed teacher model “Brainstorming” chart pg. 19 from Day 2.]*
- “Let’s use my teacher example about the new hospital to practice grouping the ideas into categories. We should focus on grouping ideas that are related or similar.” *[Model how to list the reasons using pg. 31 as a guide.]* “I have some ideas that are related to helping more patients, so I’ll make that my first reason. I will make my second category related to newer equipment because I have a quote from the text that supports that idea. Helping the economy would also be another reason I can include because I have several ideas related to that.”
- “Next, we have to support and expand on these categories by providing facts, definitions, examples, or other details. We can use the ideas from our brainstorming page and add onto these. We can also use the information from the reference texts to help support our reasons.” *[Model how to organize elaborations using the chart using page 31 as a guide.]*
- “Now, it is your turn. Look back at your ‘Brainstorming’ chart and decide on 2-4 categories you will be able to expand on. Each category should be reasons that support your claim about the type of building that would help the community most. After you write down your categories on the graphic organizer, you will need to support each idea with related facts, details, examples, and quotes from the text.”
- “Remember the checklist that we completed on Day 1. We want to make sure that when we fill out our graphic organizer that we include all the facts, details, quotes, and examples that will make our opinion writing piece the best that it can be.”

Sample

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Planning: Organization

Use the ideas from your brainstorming page to create an organized outline of your writing. Only use the column on your brainstorming page that goes with the option you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, examples, and quotes
Help more patients	<ul style="list-style-type: none"> - Some patients wouldn't have to go as far for treatment. - Patients would get medical attention more quickly. <ul style="list-style-type: none"> - Save lives
Newer equipment and systems	<ul style="list-style-type: none"> - It's expensive to update old hospitals. <ul style="list-style-type: none"> - According to "The Importance of Hospitals", "Old hospitals need to be updated all the time." - Be more environmentally friendly - Better systems for patients and doctors - Better materials <ul style="list-style-type: none"> - Reduce infections
Help the local economy	<ul style="list-style-type: none"> - Provide new jobs - The article also states that "Hospitals play a major role in the social and economic vitality of cities. They create over 2.8 trillion dollars of economic activity in the country." <ul style="list-style-type: none"> - Reduce unemployment - Help local businesses

Planning: Organization

Use the ideas from your brainstorming page to create an organized outline of your writing. Only use the column on your brainstorming page that goes with the option you chose. Come up with 2-4 main reasons that support your claim. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, examples, and quotes

Sample