4th Grade

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 1: Identifying Opinion and Reasons

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELAGSE4W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

These materials and lesson were adapted from lessons in *The Reading Strategies Book* by Jennifer Serravallo (p. 242-243)

- Opinion Word Chart

- What's the Character's Perspective? Chart

- Any mentor text of your choice (some suggestions below):

  - *Click, Clack, Moo: Cows that Type* by Doreen Cronin

  - *The Day the Crayons Quit* by Drew Daywalt

  - *I Wanna Iguana* by Karen Kaufman Orloff

  - *Dr. Coo and the Pigeon Protest* by Sarah Hampson

  - *Let the Children March* by Monica Clark-Robinson

  - What Can a Citizen Do? by Dave Eggers

- Writer's Notebook

- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.
- Why is it important to analyze a text to understand characters' perspectives in a story? How can we use opinion words and details to figure out the opinions of characters in the book?
- Share the "Opinion Word" chart and talk about words that help us identify a character's perspective.
- Read aloud one of the above mentor texts.
- Use the "What's the Character's Perspective?" chart to model how to complete based on what was read. Ask students to help complete the chart. Identify reasons that the characters give that helps us know what their opinion is.
- Have students work with a partner to share one detail from the text that is evidence to support a character's opinion. Remind students that using the details from the text and finding opinion words can help us identify a character's opinion.

Transition to Work Session:

Provide students with an opportunity to read another opinion mentor text on their own or in small groups and practice identifying some of the characters' opinions and reasons for those opinions.

Ask students to notice and share the different ways that authors help us known what the opinion of the characters are.

Prior to moving to the work session, remind students of the learning target—Readers identify the opinion of a character and supporting reasons to help them understand why the character thinks the way they do.

Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice).

During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:
- Independent Partner Reading and Writing
- Shared Writing
- Skill practice--Identifying the Character's Opinion and Reasons—provide students with more opinion mentor texts (can also include nonfiction articles or an independent reading book and have students

practice identifying the opinions and supporting reasons of different characters. Students can record their responses in their writer's notebook or on sticky notes.

While students are working during the work session, teacher should monitor student progress and conference with individual students or small groups of students.

Closing:

Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Tell students that tomorrow they will learn how to use pictures to practice stating our opinions and evidence to support opinions.

Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can use articles from opinion sections of their local newspaper or from ReadWorks.org.

Evidence of Student Success

- Students can share the character's opinion and supporting reasons of one of the texts they read.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.

Student Learning Supports

- To challenge students, provide them with other articles from Newsela or opinion articles from an online newspaper to identify author's point of view. Ask students to explore more information about the author and practice identifying the power, positioning, and perspective of the author who wrote the article (See *Girls, Social Class, and Literacy* by Stephanie Jones for more information).
- Challenge students to ask higher order thinking questions while they are reading texts.
- Challenge students to make inferences about the character's opinions based on the text evidence and their background knowledge.
- Provide graphic organizers for students to use as they identify the character's opinion and text evidence to support the opinion.
- Chunk lesson into smaller sections.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families
- 4th grade resources for families can be found at the Georgia Home Classroom. - How to Start a Writer's Notebook - Writing for the Real World - Practice identifying the point of view in advertisements and the pieces of evidence that advertisements use to support their point of view.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 2: Stating Opinions and Supporting Reasons

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELAGSE4W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.

Instructional Design
**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.   Materials: • Chart paper   • Writer's Notebook   • Sticky notes/paper   • Several Images from the New York Times-What's Going on in this Picture?   • Pencils   Opening: • Explain the instructional focus or learning target for today's lesson.   • How do writers state their opinion in convincing ways? How do writers use evidence to back up their opinion?   • Pick one image from the NYT What's Going on in this Picture? Section to display for students. Teacher models stating their opinion of what they think is going on in the picture and providing

reasons (evidence from the image) to support the opinion. Teacher records this think aloud on chart paper for students to see as a model.

- After teacher models, students can write down additional pieces of evidence in the picture on sticky notes. Teacher asks students to share the evidence they wrote down.

Transition to Work Session:

Using another picture, have students work with a partner to state an opinion and provide reasons (evidence from the picture to support their reasons). Partners can share what they decided was their opinion and reasons were with the class.

Ask students to share what kind of evidence from the pictures was more convincing and why.

Prior to moving to the work session, remind students of the learning target—Writers use reasons backed up by evidence to support their opinion and make a convincing argument.

Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice-Using Images to Practice Writing Opinions and Reasons-provide students with more images have students practice writing opinions and reasons on sticky notes or paper.

While students are working during the work session, teachers should monitor student progress and conference with individual students or small groups of students.

Closing:

Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Tell students that tomorrow they will make verbal arguments to support their opinions.

Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out images to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can use images from newspapers or books and have someone remove the context and captions to practice writing an opinion and reasons.

Evidence of Student Success

- Students can share the features of opinion writing and examples of those features that they noticed from working with images during the work session.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.

Student Learning Supports

- To challenge students, provide students with images that they may not have much context for.
- Challenge students to ask higher order thinking questions while they talking to their classmates about their opinions.
- Challenge students to identify other reasons and evidence that their classmates could have used to make their argument stronger.
- Provide graphic organizers for students to use as they lay out their opinion and reasons.
- Chunk lesson into smaller sections.

For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- 4th grade resources for families can be found at the Georgia Home Classroom.
- How to Start a Writer's Notebook
- Writing for the Real World
- Play Pictionary and ask students to share their reasoning.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 3: Developing Opinions and Evidence

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4SL3:** Identify the reasons and evidence a speaker provides to support particular points. **ELAGSE4SL4:** 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.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

- Students should have a green piece of paper and a red piece of paper.
- List of statements for students to debate (Some suggestions are below):
    o Homework is beneficial for learning.
    o Having more breaks during the day can increase productivity.
    o Students should wear uniforms.

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How can we clearly explain our argument verbally?
- Read one of the debate statements listed above. Have students put up a green piece of paper if they agree with the statement and a red piece of paper if they disagree with the statement. Let students take turns explaining why they agree or disagree with the statement. Remind students to use clearly explained reasons to support their argument.

Transition to Work Session:

Have students share which of their classmates' arguments they found most convincing and why.

Before moving to the work session, make sure to remind students of the learning expectation—writers clearly explain reasons to support their opinion.

Work Session:
The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:
- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice--Pair Work--Students take turns verbally sharing their favorite book and give reasons why it is their favorite book (can be substituted for another idea). Students give each other feedback on what parts of their argument were strong and what they could have improved.

While students are working during the work session, teachers should monitor student progress and conference with individual students or small groups of students.

Closing:
Bring students back together to share what they learned from the work session and/or one challenge they faced during the work session. Encourage students to share how they applied what they learned in the opening during the work session.

Remind students that tomorrow we will start generating ideas for their own opinion writing.

Considerations for offline/unplugged and asynchronous learning:
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students.
- Record opening and directions for work session for students participating in asynchronous learning.
- Students can record themselves sharing their opinion and reasons to support their opinion and share with other students in the class for feedback.

Evidence of Student Success

- Teacher can record anecdotal notes while students are verbally explaining their argument.
- Students can share how they applied what they learned from mentor texts (from days 1 and 2) to state their argument.
- Students can record three things they learned, two things they want to know more about or continue practicing, and one question they have (3-2-1 form).
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson or complete a 3-2-1 form using a Google Form.

Student Learning Supports

- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's verbal arguments.
- Challenge students to respond to counterarguments.
- Provide graphic organizers for students to use to help them identify elements of their verbal argument.
- Allow students to share their opinion with a partner or record themselves talking.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- 4th grade resources for families can be found at the Georgia Home Classroom.
- How to Start a Writer's Notebook
- Writing for the Real World
- Prompt students to provide clearly explained reasons whenever they state their opinion.
- Ask students to respond to arguments or opinions that they hear in real life, including opinions shared in media like the news or TV shows.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 4: Generating Opinions to Write About

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.   **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.
 	
 These materials and lesson were adapted from lessons in *The Writing Strategies Book* by Jennifer Serravallo (p.100-101)
 Materials:
 • Writer's Notebook
 • Pencils
 • Ideas for Opinion Writing Graphic Organizer
 • Additional children's books about activism and fighting for change to help students generate ideas (Some ideas are listed below):
     ○ *Be the Change: A Grandfather Gandhi Story* by Arun Gandhi & Bethany Hegedus
     ○ *Malala's Magical Pencil* by Malala Yousafazi
     ○ *Preaching to the Chickens: The Story of Young John Lewis* by Jabari Aslm
     ○ *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating
 Opening:

- Explain the instructional focus or learning target for today's lesson.
- Where do we get ideas for writing? What opinions do we have that we want to share?
- Take students on a walk through their school (if possible) and outside their school in the neighborhood. Ask students to observe what they notice around them and write down or draw their observations in their writer's notebooks.
- After walking, ask students to share what they observed. Then ask students to imagine what they would want to change about what they observed. Ask them to create an image in their mind of what they would want to change and write/draw what it could look like in their notebook. Encourage students to keep writing more details about what they want to change and how it would look different if it were changed.

Transition to Work Session:

Ask students to share what they would change.

After sharing and hearing other people's ideas, encourage students to go back and write more ideas down.

Before moving to the work session, make sure to remind students of the learning expectation—writers share what they care about with others and can use their opinions to make changes in their world.

Work Session:

The work session can follow multiple formats. Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill practice-Refining Ideas-Students can continue generating more ideas and complete the Opinion Writing graphic organizer to define who their audience might be and how they would deliver their opinion. Teachers can provide students with additional materials to explore for ideas—children's books about kids who have changed the world and Newsela articles about students who have made a difference.

While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Bring students back together to share what they think they will write their opinion essay on, who they will write to, and how they will deliver it.

Remind students that tomorrow we will start coming up with reasons to support our opinion.

Considerations for offline/unplugged and asynchronous learning:

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out articles and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.
- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also create shared Google documents so that students can comment on each other's ideas.
- Students can take pictures of things that they observe on their walk at home and email to one of their classmates to share.

Evidence of Student Success

- Students have shared their ideas for what they might write about.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports

- While walking around outside, teacher can model what they notice if students seem hesitant to write down their observations.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to think outside the box when they are writing down their ideas.
- For students who are struggling to come up with ideas, allow them to write down what is important to them in a heart map. Students can use what is important to them to think about what opinions they might have and how they would want to change their world.
- Students can also use the NYT Picture Prompts page to help them come up with topics to write about.

- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families
- 4th grade resources for families can be found at the Georgia Home Classroom. - How to Start a Writer's Notebook - Writing for the Real World - Go on a walk with your student in the neighborhood that you live in and record your observations together. Talk about what you might want to change about your neighborhood and what it might look like if you changed it.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 5: Planning an Argument

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.   **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   **ELAGSE4RI5:** Describe the overall structure (e.g. chronology, comparison, case/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.   **ELAGSE4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

- Writer's Notebook
- Opinion Writing Planning Graphic Organizer (copies for students and a document that will serve as the teacher model—can be recreated on chart paper)
- Example Completed Opinion Writing Planning Graphic Organizer
- Mentor text from previous lesson
- Teacher-generated idea for an opinion piece to model with. The teacher will use this idea to generate a piece of opinion writing that will serve as a mentor text for the remainder of the lessons.
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we organize ideas so that we can persuade others?

- Teacher models identifying their opinion statement and adding reasons to the Opinion Writing Planning Organizer. Teacher thinks aloud to show how they think through their ideas to identify powerful reasons that can support their opinion. Teacher asks students to evaluate the reasons that the teacher comes up while completing the graphic organizer.
- As teacher models completing the graphic organizer, the teacher asks students to notice transition words that the teacher includes in the graphic organizer and teacher thinks aloud about which order to put the reasons in to make a powerful argument.

Transition to Work Session:

Refer back to opinion writing mentor texts in previous lessons. Select one of the texts and work together to map it onto the opinion writing graphic organizer or have students work in pairs.

Before moving to the work session, make sure to remind students of the learning expectation—when writers write opinion pieces, they identify why they are taking their position on the topic and plan out how they will share their ideas with others to ensure that their argument will be convincing.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice--Planning out Opinion Writing—Students will try taking one of the ideas that they generated the previous day and map it onto the Opinion Writing Graphic Organizer. Teacher can provide students with additional materials to explore as models for how to develop reasons to support an argument—children's books about kids who have changed the world and Newsela articles about students who have made a difference. Students can share their opinion statement and reasons to support their argument with a partner. Partners can ask each other questions about their work and give each other suggestions.

While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students share their opinion and what they think their strongest reason is.

Remind students that tomorrow we will learn how to write strong leads and conclusions to help readers feel connected to our opinion.

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

Evidence of Student Success

- Students have shared their opinion statement and one of their strongest reasons for what they might write about with a partner or the class.
- Open-ended questions that allow students to demonstrate their understanding of the lesson.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Provide sentence starters for students to use in their graphic organizer.
- Students who struggle with planning before they write can try writing as much as they can about their topic without worrying about format, transitions, or order and then go back and identify their thesis and supporting reasons for their opinion.

- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to think outside the box when they are writing down their ideas.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families
- 4th grade resources for families can be found at the Georgia Home Classroom. - How to Start a Writer's Notebook - Writing for the Real World - Ask your student to verbally articulate their opinion and why they think it's important. Role play being the audience that they would be writing their opinion to.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 6: Elaborating Reasons with Facts and Examples

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELAGSE4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

This lesson was adapted from *The Writing Strategies Book* by Jennifer Serravallo (p. 221)

Materials:

- Writer's Notebook
- Chart paper
- Sticky notes/paper
- Pencils
- Example Model Opinion Writing Planning Graphic Organizer
- Opinion Writing Planning Graphic Organizer (teacher and student copies)
- Articles from Newsela (some suggestions below):
  - Student Opinion: Are young people too reliant on the internet?
  - Student Opinion: Video gaming can be harmless and even helpful
  - Student Opinion: Everyone deserves a chance. DACA should be preserved.
  - Opinion: Why kids can be leaders and send powerful messages

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we prove our opinion?

- On chart paper, teacher models identifying what kinds of examples might help support different reasons for their model opinion writing. Teacher can use the Opinion Writing Planning Graphic Organizer to help organize thoughts on the chart paper. Teacher lists examples and asks students to help generate examples. Teacher thinks aloud to show how they identify what facts might also support their opinion.
- Students can write down more facts and examples that might help support the reason for the opinion. Students can share with a partner or with the class.

Transition to Work Session:

Students can work in pairs to read through an Newsela opinion writing articles. Student can use sticky notes or paper to write down some facts or examples from those articles that may support the opinion.

Before moving to the work session, make sure to remind students of the learning expectation—writers plan out how they will share their ideas with others to ensure that their argument will be convincing. A part of the planning process is including facts and examples that will help support our reasons for our opinion.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:
- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Adding Facts and Examples-In their writer's notebook, students can list examples or facts that might help support their opinion. Students can add these facts and examples to their Opinion Writing Planning Graphic Organizer.

While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students share a fact or an example that they added to their graphic organizer to support their opinion.

Remind students that tomorrow we will expand on, modify, and clarify the writing in our planning graphic organizer as we write our first draft.

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

Evidence of Student Success
Students have shared a few facts and examples that they will use to illustrate one of their reasons to support their opinion.   Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.   When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports
- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.   - Reduce or expand the number of reasons and examples/facts that students need to include to support their opinion.   - Challenge students to do research to find more facts to add to their writing.   - Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.   - Change the Lexile level of the Newsela text to support learners' independent reading.   - For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families
- 4th grade resources for families can be found at the Georgia Home Classroom.   - How to Start a Writer's Notebook   - Writing for the Real World   - Students can interview family members or use books to find examples and facts to support their opinions.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 7: Writing a Draft

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

- Writer's Notebook
- Chart Paper to write model draft on
- Opinion Writing Graphic Organizer (Teacher model copy and student copies)
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we expand, modify, and clarify our ideas in planning documents when writing a draft?
- Teacher models how to write a draft from their model opinion writing graphic organizer. Teacher asks for students to share feedback as the teacher models—Does this opening sentence catch the attention of my readers? How could I make my opinion more convincing? What order should I write my reasons and supporting facts/examples in?
- Teacher points out the transition words that are included in the draft and asks students to share how these words help the reader.

Transition to Work Session:

Give students an opportunity to work in pairs to notice the similarities and differences between the teacher's graphic organizers and draft. Pairs should write down 1-2 things to be shared with the class. This will help students notice how the teacher expanded on and modified writing from graphic organizers in the first draft.

Before moving to the work session, make sure to remind students of the learning expectation—writers expand on and modify their plans for writing when they write a draft.

Work Session:
The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:
- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Writing a draft-Students should use information from their Opinion Writing Graphic Organizer to write their first draft. Students can work in collaborative groups and ask each other for help with expanding ideas on graphic organizers to a draft.

    While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:
Students share a few sentences from their first draft that they are proud of. Give students an opportunity to also ask questions.
Remind students that tomorrow we will revise our work to see if our word choice matches our audience.

Considerations for offline/unplugged and asynchronous learning:
- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing

partners and share Google documents so that students can comment on each other's ideas and writing.

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

Evidence of Student Success

- Students have shared a few sentences from their writing that they are proud of.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Direct students back to Newsela articles and mentor texts to use as models for their writing.
- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- 4th grade resources for families can be found at the Georgia Home Classroom.
- How to Start a Writer's Notebook
- Writing for the Real World
- Encourage students to share their drafts with you.

Big Idea/Topic
Day 8: Appealing to a Specific Audience

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.   **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   **ELAGSE4L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g. *wildlife*, *conservation*, *and endangered* when discussing animal preservation).   **ELAGSE4L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

This lesson was adapted from *The Writing Strategies Book* by Jennifer Serravallo (p. 272)

Materials:

- Writer's Notebook

- Chart Paper of Model Draft

- Two mentor texts of your choice (some suggestions below):

    o *Click, Clack, Moo: Cows that Type* by Doreen Cronin

    o *The Day the Crayons Quit* by Drew Daywalt

    o *I Wanna Iguana* by Karen Kaufman Orloff

    o *Dr. Coo and the Pigeon Protest* by Sarah Hampson

    o *Let the Children March* by Monica Clark-Robinson

    o Articles from Newsela:

        ▪ Student Opinion: Are young people too reliant on the internet?

        ▪ Student Opinion: Video gaming can be harmless and even helpful

- - Student Opinion: Everyone deserves a chance. DACA should be preserved.
  - Opinion: Why kids can be leaders and send powerful messages
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How do we write for a specific audience?
- Teacher selects a page from one of the above fiction mentor texts and one Newsela article to read aloud to the class. Teacher asks students to pay attention to who these writers are writing to. Who do they want to listen to them?
- Teacher asks students to share who they think the audience is for this writing and how they know. What words or phrases help us know who the audience is? How are these two pieces of writing different?
- Teacher asks students to then look at the teacher model text (this should be the model that the teacher has been creating with the students since Day 5 using the Opinion Writing Graphic Organizer) and write down who the audience might be and how we could revise our work so that it appeals more to the audience.

Transition to Work Session:

Ask students to work in pairs to write down words and phrases in another text that help them know who the audience is. Students can share with the class.

Before moving to the work session, make sure to remind students of the learning expectation—writers have a specific audience in mind and use words and phrases that the audience is looking for.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing

- Skill Practice—Revising Opinion Writing—Students review who their audience is for their writing and revise their work based on the kinds of words and phrases that would be appropriate for that audience. Students can work collaboratively or independently.

While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students share their audience and a few sentences that they changed to make the writing appeal more to their audience.

Give students an opportunity to also ask questions.

Remind students that tomorrow we will revise our work to see if our word choice matches our audience.

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.
- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas and writing.
- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts.

Evidence of Student Success

- Students have shared a few sentences from their writing that they changed to match their audience.
- Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.
- When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports

- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Direct students back to Newsela articles and mentor texts to use as models for their writing.

- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- 4th grade resources for families can be found at the Georgia Home Classroom.
- How to Start a Writer's Notebook
- Writing for the Real World
- Encourage students to share their drafts with you and pretend to be the audience that they are writing to, offering feedback where necessary.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 9: Peer Feedback

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELAGSE4L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

- Writer's Notebook
- "Two stars and a Wish" Graphic Organizer
- Sticky Notes/Paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.
- How can we give feedback that will help writers improve their writing piece?
- Teacher explains "two stars and a wish" feedback. Students will write down "two stars" or things that they liked about the writing and one wish or suggestion for improvement.
- Students use sticky notes to give "two stars and a wish" feedback on the teacher's model draft. Teacher may need to prompt students with questions and remind them of what they can be looking for in the paper—transitions, sequencing, all elements are present, an exciting lead and conclusion, correct grammar conventions.
- Teacher asks for a few students to share their "Two stars and a wish."

- Teacher reminds students to be specific when they give feedback—instead of saying, "this part was good," they should explain what was good about that part.

Transition to Work Session:

Teacher asks students to go back and look at their sticky note feedback to see if they could make it more specific.

Give students an opportunity to work in pairs to continue to record feedback for the teacher model on sticky notes and share their feedback with each other. Pairs should write down 1-2 things to be shared with the class.

Before moving to the work session, make sure to remind students of the learning expectation— writers use feedback to make their writing stronger.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:
- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Peer Feedback—Students can work with partners to give "two stars and a wish" feedback to each other. When finished giving feedback, students can begin using the feedback to revise their work and ask their peer feedback partner for assistance or clarification as they rewrite.

  While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students share what it was like to give and receive feedback. They can share a piece of feedback that was helpful to them.

Remind students that tomorrow we will continue to revise and edit our work and publish our final draft.

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.

- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students. Provide students with completed model graphic organizers and charts. Students can also share their writing with a family member and ask for feedback using the "two stars and a wish" format.

Evidence of Student Success

Students have shared a challenge or success of giving/receiving feedback.

Students can show a thumbs up, thumbs sideways, or thumbs down to show understanding of the lesson.

When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports

- Provide students with a grammar conventions "cheat sheet" that they can use to help give their partner feedback or can use to edit their own work after receiving partner feedback.
- Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.
- Reduce the number of reasons and examples/facts that students need to include to support their opinion.
- Direct students back to Newsela articles to use as models for their writing.
- Provide sentence stems for students who need extra support with expanding their ideas.
- Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.
- Challenge students to think about what they want feedback on in their paper and ask their partner to give them that feedback.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- 4th grade resources for families can be found at the Georgia Home Classroom.
- How to Start a Writer's Notebook
- Writing for the Real World
- Encourage students to share their drafts with you and give your student feedback using the "two stars and a wish" format.

Sample English Language Arts Learning Plan

Big Idea/Topic
Day 10: Publishing

Standard Alignment
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.   **ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   **ELAGSE4W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   **ELAGSE4L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instructional Design

**These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson.

Materials:

- Writer's Notebook

- Sticky Notes/Paper

- Peer feedback

- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.

- How do we take our feedback and use it to revise and edit our work?

- Teacher models how to use student feedback from yesterday's "two stars and a wish" activity to revise and edit their model opinion writing.

- Teacher also models reading writing aloud to make sure it "makes sense" and to check for run-on sentences and sentence fragments. Teacher makes grammatical edits necessary to make the writing make sense.

- Teacher thinks aloud to reflect on the process of writing and what they learned from the process.

Transition to Work Session:

Teacher asks students to go back and look at the feedback they received from their peers yesterday.

Students share with a partner how they plan to address the feedback.

Before moving to the work session, make sure to remind students of the learning expectation—writers incorporate feedback from other writers to improve their writing.

Work Session:

The work session can follow multiple formats---Students can rotate through all three activities or do two activities each day (one should be the skill practice). During the work session students have opportunities to work collaboratively and on their own. Before beginning the work session allow students to ask any questions they might have.

Students can participate in:

- Independent Partner Reading and Writing
- Shared Writing
- Skill Practice—Revising and Editing—Students should revise and edit their writing and publish their work.

  While students are working independently, the teacher will conference with students about their work and what they are learning.

Closing:

Students read aloud their published work to the class.

After all students have read aloud, ask students to reflect on the process of writing.

Students can consider the following questions:

1. What did I learn about myself as a writer during this process? What am I skilled at? What do I want to try to improve in my writing?

2. How do I use mentor texts to help me write? How could I use them more in the future?

3. What am I proud of in my writing?

4. How can I use this writing in the future? What might I write next?

Considerations for offline/unplugged and asynchronous learning:

- Record opening and directions for work session for students participating in asynchronous learning.

- For students who may be doing work asynchronously, teachers can create Google document versions of the graphic organizers and students can type out their answers. Teachers can also assign writing partners and share Google documents so that students can comment on each other's ideas.

- For students who may be learning offline/unplugged at home, teachers can create learning packets with printed out mentor texts and graphic organizers to send home with students.

Evidence of Student Success
- Students have shared a reflection on the process of writing and share their writing with the class.   - When possible, students can share what they learned from the lesson using a Google Form.

Student Learning Supports
- Provide students with a grammar conventions "cheat sheet" that they can use to help give their partner feedback or can use to edit their own work after receiving partner feedback.   - Encourage students who are struggling to put their ideas on paper to verbally articulate their opinion and what they think is important to share with others about their opinion.   - Reduce the number of reasons and examples/facts that students need to include to support their opinion.   - Direct students back to Newsela articles or other mentor texts to use as models for their writing.   - Provide sentence stems for students who need extra support with expanding their ideas.   - Challenge students to ask higher order thinking questions of their classmates while they are listening to and commenting on each other's ideas for writing.   - Challenge students to think about what they want feedback on in their paper and ask their partner to give them that feedback.   - For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families
4th grade resources for families can be found at the Georgia Home Classroom.   - How to Start a Writer's Notebook   - Writing for the Real World   - Create a "publishing party" and invite your immediate family members to listen to your student read their opinion writing. Encourage your student to share their writing with the audience they are writing to.