

DAY 1 Opinion Essay Pre-Assessment	
Common Core Objective(s)	CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Essential Question “Big Idea”	What is Opinion Writing?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	Intended Student Learning Outcomes: Students will participate in a cold-write of an opinion essay.
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizers • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols
Materials / Resources	<ul style="list-style-type: none"> • Writing Paper • iPads, if students are accustomed to writing essays in this way • MELD Diagnostic Screener • Supplemental Materials PowerPoint: Day 1
Instructional Strategies:	<p>Lesson Sequence:</p> <p>Whole Group: Opinion Essay Cold-Write</p> <p>Writing Prompt: Everyone has a favorite food. Think about something you like to eat more than anything else. Write an essay that tells what your favorite food is. Include reasons that explain why it is your favorite.</p> <ol style="list-style-type: none"> 1. Read the Writing Prompt aloud to students. 2. Ensure they understand what the task is asking them to do. 3. Use an appropriate Discussion Protocol to allow students to discuss their favorite foods, providing some reasons, with a partner. <ul style="list-style-type: none"> ○ Whole Group Option: Whip Around ○ Small Group Option: Think-Pair-Share <i>or</i> Give One, Get One <p>Independent Work:</p> <ol style="list-style-type: none"> 4. Provide paper for students to independently brainstorm/create a graphic organizer to plan their writing. 5. Inform students that they should complete their essays independently. 6. The cold write should be completed in one MELD class session. <p>Grammar Pre-Assessment</p> <p>MELD Diagnostic Tool: If you haven’t already done so, administer the MELD Diagnostic Tool to students in order to pre-assess the Language Rules that will need to be targeted during Grammar Mini-Lessons during this unit of study.</p> <ol style="list-style-type: none"> 7. Whole Group Option: Conduct a Dictation Lesson in which you read each sentence on the Diagnostic Tool to students aloud, and they have to write down what they hear. <ul style="list-style-type: none"> ○ Be sure to correctly enunciate the words in each sentence using natural,

	<p>Standard English prosody and intonation.</p> <ul style="list-style-type: none"> ○ Inform students that you will only read each sentence twice. ○ You should review these yourself. They will provide you with insight into the spelling, capitalization, punctuation, and Home Language proficiencies of your students—guiding your instruction for the Grammar Mini-Lessons to take place during this unit of study. <p><i>Small Group Option:</i> Conduct the MELD Diagnostic orally, one student at a time.</p>
Formative Assessment	Teachers will use students’ essays to assess students’ abilities and needs, using this information to guide their instruction throughout this unit of study.
Differentiation:	Teachers will use the results of the Pre-Assessment to determine the types of differentiation that will be required throughout this unit of study.

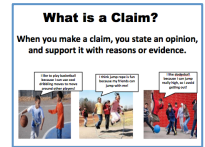
	DAY 2 Supporting Your Opinion with Reasons
Common Core Objective(s)	<p>CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
Essential Question “Big Idea”	<p>Why is it important to have reasons to support your opinions?</p> <p>Why is it important to respect opinions that are different than my own?</p>
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will understand how to state an opinion about a topic, and support it with reasons.</p> <p>Students will practice using a Discussion Protocol that encourages them to respect the opinions of those different than their own.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizers • Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ol style="list-style-type: none"> 1. Writing Paper 2. iPads, if students are accustomed to writing essays in this way 3. Supplemental Materials PowerPoint: Day 2
Instructional Strategies:	<p>Opinion Writing Focus: Students will understand that their claims (opinions on a topic) should be supported by reasons, and these reasons.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <ol style="list-style-type: none"> 1. Students should understand that an opinion is the way you think or feel about something. <ul style="list-style-type: none"> ○ Fourth grade students should already have a conceptual understanding of what a personal opinion is. ○ In order to review this concept, use an appropriate Participation or Discussion Protocol to allow students to discuss their opinions about their favorite foods, games, TV shows, etc. <p><i>Participation Protocol:</i> Whip Around</p>



Discussion Protocol: Give One, Get One

2. Students will practice making claims by stating an opinion about a topic, and supporting their opinions with reasons.

- Teachers should pose the question: Why is it important to have reasons to support your opinion?
- Have students participate in appropriate Participation Protocols to help them understand how supporting an opinion with reasons (evidence) strengthens their claim (opinion).

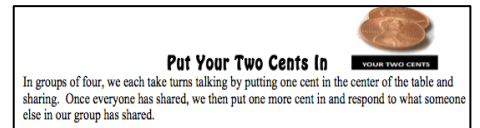


When making a claim, the author states his or her opinion, and then provides evidence to support the claim. The reasons given can include facts, details, and examples.

Small Group

3. Teach “Put Your Two Cents In” Discussion Protocol:

- Students will practice this new Discussion Protocol because it provides students with individual opportunities to state their ideas, but requires other participants to listen in to order to be able to respond to them.
 - Break students into groups of four to practice this Discussion Protocol.
 - Distribute fake coins, or any other kind of “Talking Chip” for students to use as they practice this Discussion Protocol.
 - Students can be provided with Opinion sentence starters as they both share their own opinions and respond to those of others in their group.
 - Inform students that they will use this protocol to practice: stating a claim, and providing reasons to support their claim. They should also be encouraged to respectfully responding to other’s opinions as they state their claims.



4. Instruct students in groups to use the “Put Your Two Cents In” Discussion Protocol to state a claim, and support it with reasons, as they answer posed questions.

- Pose the following questions to the class using the pictures provided in the Day 2 Supplemental Pack:

Question #1: “Food for thought: Would you try eating an insect that was prepared to be eaten?”



Question #2: “Would you be more willing to try eating a pizza that was cooked with insects you could see, or a muffin that was cooked with insects that you couldn’t see?”



<p>Claim (Your Opinion)</p> <p>State your claim: I think _____ I believe _____ in my opinion, _____</p> <p>Reasons:</p> <p>Did your reader why you believe your claim is true?</p> <ul style="list-style-type: none"> • Organized their reasons in paragraphs • The Real reason (the _____) because _____ • Restate your opinion. This is why I believe _____
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- To model stating a claim, and supporting it with reasons, the class should help the teacher construct a claim using a box and bullets graphic organizer which they use to: state a claim (opinion) about a topic, provide reasons to support the claim, and end by restating the opinion.
- While constructing a class claim about a topic, the teacher should model the types of reasons students will be encouraged to use to support their own claims.
- Students can be provided with sentence frames to scaffold their speaking and writing.

Individual Activity:

5. Students will construct a claim that answers one of the questions posed about eating insects.

- Students should complete their own Box and Bullets graphic organizer to make a claim about the topic of being willing to try an insect that was prepared to be eaten.
- They should be instructed to write in complete sentences, using compound sentences where appropriate.
- These writing samples demonstrate students' understanding of the concept of stating a claim, and supporting it with reasons in addition to informing later Grammar Mini-Lessons during this unit.

Grammar Mini-Lesson (10 – 15 minutes)

Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lessons.

6. You can use the California Treasures' Writing and Grammar Intervention Guide's Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language
7. You may find that you need to begin with Lesson 6: Subject-Verb Agreement

Formative Assessment

Students' individual graphic organizers. Use these sentences to determine the topic for tomorrow's Grammar Mini-Lesson.

DAY 3 Make a Claim and Support it with Reasons	
Common Core Objective(s)	<p>CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
Essential Question “Big Idea”	How can I turn my graphic organizer into a paragraph?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will understand how to use their graphic organizers to write opinion paragraphs.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizer • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ol style="list-style-type: none"> 1. iPads, if students are accustomed to writing essays in this way 2. Supplemental Materials PowerPoint: Day 3
Instructional Strategies:	<p>Opinion Writing Focus: Students will construct paragraphs that are organized to support their opinions about a given topic.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <ol style="list-style-type: none"> 1. Use an appropriate (non-volunteer) Participation Protocol to review what it means to make a claim and support it with reasons. <div data-bbox="1289 1058 1490 1182" data-label="Image"> </div> <ol style="list-style-type: none"> 2. Model how students can use a box and bullets graphic organizer to write an opinion paragraph. <ul style="list-style-type: none"> ○ You may want to use the graphic organizer created whole group. ○ Use appropriate Participation Protocols to engage students in the modeling of the paragraph-writing process. <div data-bbox="646 1461 914 1623" data-label="Image"> </div> <div data-bbox="922 1520 1003 1556" data-label="Image"> </div> <div data-bbox="1027 1430 1382 1640" data-label="Image"> </div>
	<p>Individual Activity:</p> <ol style="list-style-type: none"> 3. Students should complete an opinion paragraph using the Box and Bullets graphic organizers completed on Day 2. <p>Grammar Mini-Lesson (10 – 15 minutes)</p> <ol style="list-style-type: none"> 4. You can use the California Treasures’ Writing and Grammar Intervention Guide’s Section on Linguistic Differences to find the lessons that can be used to

	<p>help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language</p> <p>5. Use the sentences collected on Day 2 to guide the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lesson.</p>
Formative Assessment	Students' individual paragraphs. Use these sentences to determine the topic for tomorrow's Grammar Mini-Lesson.
Differentiation	Some students may need to focus on writing one paragraph, while others may be ready to move on to multiple paragraphs.

	DAY 4 Conduct a Close Read and Annotate Text
Common Core Objective(s)	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>
Essential Question "Big Idea"	<p>How do I conduct a Close Read of a text?</p> <p>How do I annotate text?</p>
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will learn how to conduct a Close Read of a piece of informational text.</p> <p>Students will learn how to use Post-Its and underlining to annotate informational text.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizer • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ol style="list-style-type: none"> 1. Copies of Mentor Texts for students to follow along with 2. Post-Its 3. Pens or highlighters if you prefer students use them to annotate text with 4. iPads, if students are accustomed to annotating text in this way
Instructional Strategies:	<p>Reading Comprehension Focus: Students will analyze an Opinion Writing Mentor text in order to understand how the main ideas and details presented in the text help them understand the opinion being presented by the author.</p> <p>Lesson Sequence:</p> <p>Whole Group:</p> <ol style="list-style-type: none"> 1. Introduce the concept of Close Read to students in the way that you think they will understand. <ul style="list-style-type: none"> ○ Inform students that in today's lesson, they will focus on the quality of the reasons and examples they should use to support their claims when they begin to approach their own Opinion Writing. ○ They will do this by analyzing Mentor text in the form of reasons and

examples collected by a student just like them, modeling what their own notes should look like when collecting reasons and examples to support a claim.

- They will also practice collecting their own reasons and examples from a Mentor Text in the form of Opinion Writing.

2. Conduct a Close Read of a student's notes collected from multiple sources to support her claim that chocolate milk is good for students.

- Inform students that these Post-It notes represent notes the student collected while reading different informational texts, and watching a video, about whether or not chocolate milk should be served in schools.
- Let students know that these kinds of notes represent the kinds of information, facts, and details they should be collecting and using to support their claims in opinion writing.
- Allow students to read the Post-It notes silently.
- Read each Post-it not aloud to students. The students should follow along with the teacher (silently).
- As you read each note written by the student, use appropriate Participation and Discussion Protocols to help the students understand:
 - What is this text telling us?
 - What are the main ideas being presented in the text?
 - Why did the author include these facts and/or details?
 - How do they support her claim that chocolate milk should be served in schools?
- Students may use the annotation device you each them (underlining highlighting, or writing on Post-Its) to find the answers to the questions posed during the close read.

Close Reading Steps

1st Read

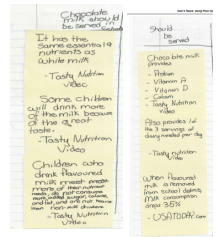
- What is the main topic or idea being presented?
- What is the author's purpose in sharing these ideas?

2nd Read

- How does the author feel about the topic or idea?
- What words or phrases does the author use to convey his or her point of view?

3rd Read

- How does the author's point of view influence how the topic is described?



Chocolate milk is good for students because it is healthy and tasty.

If you like, some experts in nutrition say chocolate milk.

Tasty Addition video

Some children call their mom's of the milk because of the taste.

Tasty Addition video

Children who drink flavored milk at school, except for those with allergies, are more likely to participate in school sports and eat more fruits and vegetables.

Tasty Addition video

Chocolate milk should be served in schools because it is both healthy and tasty.

Chocolate milk provides protein and nutrients, for example protein, Vitamin A, Vitamin D, and calcium.

It also provides 1 of 3 servings of dairy needed per day.

It also has some essential nutrients as white milk.

Some children will drink more milk because of the great taste.

Children who drink flavored milk will meet more of their nutritional needs, do not have to have added sugar, calories, and fat, and are not flavored like non-milk drinks.

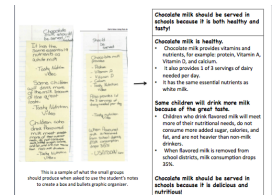
When flavored milk is removed from school districts, milk consumption drops 25%.

Chocolate milk should be served in schools because it is delicious and nutritious.

Small Group:

3. Students should work in groups to use the student's notes to complete a graphic organizer that would be used to write a multiple paragraph essay in support of chocolate milk.

- When students are done, the teacher should display the model.
- Use appropriate Participation Protocols to discuss how the model was created, and have students reflect upon how they created their own graphic organizers.
- The teacher should collect the graphic organizers created to use as formative assessment.



Chocolate milk should be served in schools because it is both healthy and tasty.

Chocolate milk is healthy.

- Chocolate milk provides protein and nutrients, for example protein, Vitamin A, Vitamin D, and calcium.
- It also provides 1 of 3 servings of dairy needed per day.
- It also has some essential nutrients as white milk.

Some children will drink more milk because of the great taste.

- Children who drink flavored milk will meet more of their nutritional needs, do not have to have added sugar, calories, and fat, and are not flavored like non-milk drinks.
- When flavored milk is removed from school districts, milk consumption drops 25%.

Chocolate milk should be served in schools because it is delicious and nutritious.

This is a sample of what the final graphic organizer should look like. Use the student notes to create a box and bubble graphic organizer.

Grammar Mini-Lesson (10 – 15 minutes)

Proofreading

- Use the Writing Samples collected at the close of yesterday's lesson to lift

	<p>some sentences that can be used for a Proofreading Mini-Lesson.</p> <ul style="list-style-type: none"> ○ Make sure that the sentences lifted from the students' writing all demonstrate similar capitalization, spelling, or punctuation errors. ○ Do not use examples of Home Language during a Proofreading lesson, those are to be used during a Revision lesson.
Formative Assessment	Students' graphic organizers. They can be used to assess students' ability to organize ideas used to support a claim in opinion writing.
Differentiation	You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson

	DAY 5 Conduct a Close Read and Annotate Text
Common Core Objective(s)	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
Essential Question "Big Idea"	<p>How do I conduct a Close Read of a text?</p> <p>How do I annotate text?</p>
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Student Learning Outcomes:</p> <p>Students will learn how to conduct a Close Read of a piece of informational text.</p> <p>Students will learn how to use Post-Its and underlining to annotate informational text.</p>
Access Strategy(ies) / Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Use of Advanced Graphic Organizer • Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols • Academic Vocabulary Development
Materials / Resources	<ol style="list-style-type: none"> 1. Copies of Mentor Texts for students to follow along with 2. Post-Its 3. Pens or highlighters if you prefer students use them to annotate text with 4. iPads, if students are accustomed to annotating text in this way

Instructional Strategies:

Reading Comprehension Focus: Students will analyze an Opinion Writing Mentor text in order to understand how the main ideas and details presented in the text help them understand the opinion being presented by the author.

Lesson Sequence:

Whole Group:

1. Use an appropriate (non-volunteer) Participation Protocol to review the concept of Close Read and annotating text with to students.
2. Inform students that in today’s lesson, they will conduct a Close Read and annotate a an example of opinion writing (Mentor Text) related to a claim they had to consider a few days ago:

“Food for thought: Would you try eating an insect that was prepared to be eaten?”



3. Conduct a Close Read of “Tasty Tarantulas” with students.

- Distribute a copy of article to students.
- Distribute the materials they will use to annotate text: pens, highlighters, or Post-Its.
- Teacher reads passage aloud to students. Students should follow along with teacher (silently). Stop to ask questions, using appropriate Participation and Discussion Protocols to ensure that students understand the text.
- The text contains comprehension questions that can be answered using the information contained in the text.
- Pose each comprehension question to the class, and teach them an annotation strategy to use as they go back into the text to find the answer to each question.
- Pose each question to the class, and engage them in Academic Talk designed to help them determine which information in the text should be annotated in order to correctly answer the question.
- Students can be taught to highlight, underline, or write in the margins to answer the question posed to the class.
- This should be modeled whole group for the first three questions, and then students can work in partnerships to annotate the text to find the answers for the remaining questions.



Small Group:

4. Students will work in partnerships, or small groups, to organize the notes taken during the whole group conversation into a Box and Bullets graphic organizer.
 - Students should be prompted to ensure that they organize the notes collected during the whole group Close Read in a way that shows an understanding of the opinion the author conveyed in the text.

Individual Activity:

5. Students will apply strategy learned in class to conduct a close read, and annotate a piece of informational text in order to find the answers to text-dependent questions.
 - Provide students with one either the chart or the Venn Diagram provided in the Supplemental PowerPoint for Day 5.

	<p>Grammar Mini-Lesson (10 – 15 minutes)</p> <p>Proofreading</p> <ul style="list-style-type: none"> ○ Use the Writing Samples collected at the close of yesterday’s lesson to lift some sentences that can be used for a Proofreading Mini-Lesson. ○ Make sure that the sentences lifted from the students’ writing all demonstrate similar capitalization, spelling, or punctuation errors. ○ Do not use examples of Home Language during a proofreading lesson, those are to be used during a Revision lesson.
<p>Formative Assessment</p>	<p>Students’ independent work samples can be used to assess their ability to use close read and annotation strategies to answer text-dependent questions.</p>
<p>Differentiation</p>	<p>You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson</p>



4th Grade Opinion MELD Lessons Aligned to CCSS

