

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

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Class: 4<sup>th</sup>

## Opinion Paragraph: Practice Conventions and Plan Writing

Workshop 1 Lesson 13

### STANDARDS

CCSS.ELA-LITERACY: W.1.1, W.1.8, W.2.1, W.2.8, W.3.10, W.3.1A–D, W.3.4, W.3.8, W.4.1 A–D, W.4.10, W.4.4, W.4.8, W.5.1 A–D, W.5.10, W.5.4, W.5.8, L.1.1J, L.2.1F, L.2.3, L.3.3, L.4.3, L.5.3, L.4.1F

**Learning Target: I am learning to identify and define the elements of an opinion paragraph.**

**Success Criteria: I know I am successful when I can write an opinion paragraph.**

### HEADS UP

Teach students to use complete sentences in their writing. Then introduce the prompt for an opinion paragraph about the most important quality for an inventor to possess. Support students to begin planning their paragraphs, and guide them to revisit the Workshop texts to gather relevant evidence.

### MATERIALS

*ReaL Book* pp. 50–51

[Workshop 1: Opinion Paragraph Rubric](#)

### RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Take Notes
- **Extend:** Identifying Sentences and Fragments
- **Language:** Correcting Fragments; Correcting Run-On Sentences

[Get Resources](#)



*Because there is a subject and a verb, this is a complete sentence. It expresses a complete thought.*




- Read aloud the definitions for *sentence fragment* and *run-on sentence*.
- Echo-read the examples and show how to correct them. *What is missing from the fragment “Goes to school in Vermont”? (the subject) How can we correct it? (by adding the subject “Sierra”) There are two complete thoughts in the run-on sentence. What are they? (She uses a 3-D printer. She helps people.) We can correct it two ways. One way is to combine the thoughts into a compound sentence. The other way is to make each thought a complete sentence.*

**Make It Relevant** Point out how most people speak using incomplete sentences or sentence fragments, but academic writing requires complete sentences. For example: *If someone asks you what you had for lunch, you probably just answer with a sentence fragment—“a sandwich”—rather than with a complete sentence like, “I had a sandwich for lunch today.” And that’s okay. Your listener understands what you mean. But when you are writing an assignment for school, you must use complete sentences so that your writing has a formal, academic style instead of a conversational one.*

### Identify Fragments, Run-Ons, and Complete Sentences

Introduce the task and support students to complete the activity.

- Read aloud Item 1 and model how to identify it. *I can read the sentence and check to see if it includes both a subject and a verb, if it expresses one complete thought, or if it expresses more than one thought. This fragment tells what happens, but it’s missing who is doing the project. There is a verb but no subject, so it’s a fragment. I will write F in the box.*
- Have partners use [Think \(Write\)-Pair-Share](#) to complete Items 2–6 and explain responses. *As you consider each item, remember to ask yourself if it has a subject and a verb and expresses one complete thought. If it is missing something, it is a sentence fragment. If it expresses more than one thought, and those thoughts aren’t joined together with a comma and a conjunction, then it is a run-on sentence.*

-  This is a complete sentence because it has the subject \_\_\_\_\_ and the verb \_\_\_\_\_.
-  This is a sentence fragment because it is missing \_\_\_\_\_.
-  This is a run-on sentence because it has \_\_\_\_\_.

### Write Complete Sentences








Guide students to correct sentences to make them complete.

- Demonstrate how to correct one of the fragments or run-ons. Write or display the fragment “Was doing a science project” on the board. Challenge students to identify that the subject is missing. Prompt them to provide subjects to complete the sentence. Record and display students’ ideas as complete sentences.
- Monitor as students write two complete sentences on their own.

**Anticipate Challenges** If students need more practice with identifying complete sentences before writing, provide additional examples and guide them to circle the subject and underline the verb.

**LANGUAGE GOAL:** Identify and correct sentence fragments and run-ons.

**Observe** Listen to and read students' responses to determine whether students correctly identify and correct fragments and run-ons.

Monitor Progress	Adapt Instruction/Strategies
<p><b>Nearly There</b> Students identify fragments and run-ons but may have difficulty correcting them.</p>	<p>Continue to model additional examples. Draw students' attention to the action occurring in each fragment to help them identify whether the sentence needs a subject, a verb, or both.</p> <p> <b>Sierra's first prosthetic hand.</b></p> <p><i>What is the subject of this sentence?</i> (Sierra's first prosthetic hand) <i>What action occurs in this sentence?</i> (none) <i>We need to add a verb then. Let's think of a verb that tells how the prosthetic hand impacted Sierra's life. We know that she developed a thumbless prosthetic hand after she made her first. So a sentence could be, "Sierra's first prosthetic hand inspired her to design other prosthetics for people."</i></p>
<p><b>Not Yet</b> Students struggle to identify fragments and run-ons.</p>	<p>Review the definitions of a sentence fragment and a run-on. Display a checklist to identify fragments and run-ons:</p> <p>This sentence has a:</p> <ul style="list-style-type: none"><li> <b>subject</b></li><li> <b>verb</b></li><li> <b>complete thought</b></li></ul> <p>Provide additional examples:</p> <p> <b>Sierra's first prosthetic hand.</b> (sentence fragment; missing verb)</p> <p> <b>3-D printers are a new technology more and more people are using them.</b> (run-on sentence; two complete thoughts)</p> <p> <b>Is the first printer to create a 3-D object.</b> (sentence fragment; missing subject)</p>
<p><b>On Track</b> Students correctly identify sentence fragments and run-ons and are able to revise them as complete sentences, using standard English.</p>	

**Small Group Instruction 4<sup>th</sup> Grade: Teacher will guide students as they learn to interpret text and graphic features. Please see small group plans for more information.**

## PLAN WRITING

### Analyze the Prompt

Use the [Unpack the Prompt](#) routine.

- Define the elements of POW to teach the writing process. Display and echo-read the frames to introduce students to a new strategy— one that will help them remember the three important steps that strong writers follow whenever they write: plan, organize, and write. Explain what each letter in the strategy stands for and how it helps improve their writing.



**P=Plan:** Decide what you are writing (your topic) and why you are writing it (your purpose).



**O=Organize:** Take notes to organize your ideas and gather information.



**W=Write:** Use your notes as a guide when you write.

- Practice POW. Guide partners to quiz each other on what each letter in the strategy stands for and what it means. Provide additional support as needed.



**The letter \_\_\_\_\_ in POW stands for \_\_\_\_\_.** (e.g., P/plan; O/organize; W/write)



**This part of the writing process is important because \_\_\_\_\_.**

- Read the prompt aloud.
- Clarify the topic. Model locating and circling the topic that students will write about. *I'll circle inventors because I need to form an opinion and choose the quality I believe is most important for inventors. I will also circle the words resilience and creativity because those are the two qualities I must choose from.*
- Identify the audience. Remind students who will be reading their work: their classmates and teacher.
- Have students locate key words in the prompt and identify the writing type. Model how to underline *opinion and evidence*. *The purpose of an opinion is to share a claim about a topic and support the claim with reasons and evidence.*
- Guide students to restate the prompt by completing the frame.

**Ramp Up the Routines** Scaffold instruction during the [Unpack the Prompt](#) routine by asking students to mark and discuss important direction words in the prompt (e.g., *states, supports*): I identified the direction word(s) \_\_\_\_\_ so I know the purpose of the task is to \_\_\_\_\_.


## Select Evidence

Examine the example with the group.

- Read aloud the reason and text evidence for *resilience* provided. *How does this reason support the idea that resilience is the most important quality for inventors to have?* (The reason says that inventing something involves “time and many tries,” which shows resilience.) *How does the evidence support the reason?* (It is an example of how Edison was resilient. He made many, many bulbs before he was successful.)
- Point out how to indicate direct quotes and note the source. *When you use someone else’s words to express an idea, be sure to place them inside quotation marks to show that someone else said or wrote them. Give credit to the source of those words by putting the title and the paragraph number in parentheses at the end of the quoted or paraphrased material.*
- Demonstrate how to return to “Accidental Inventions!” to identify, paraphrase, and record additional text evidence. *Here’s a piece of evidence from “Accidental Inventions!” that supports the quality of resilience. I can record the exact words inside quotation marks and identify the source: “Kwolek was resilient. She kept making new solutions.” (“Accidental Inventions,” paragraph 10.) To paraphrase, I can think of synonyms to replace words in the quote and say, “Kwolek continued to experiment.”*

Guide students to locate a reason and text evidence.

- Activate knowledge from texts to write a reason for *creativity*. *Why is creativity an important quality for inventors? What evidence have we read that supports this reason?* Guide students to revisit the Workshop texts “Bright Ideas” and “Lending a Helping Hand.”

 **Creativity is important to inventors because \_\_\_\_\_.** (e.g., inventors need to think in different ways to create new inventions; inventors are always thinking of ways to improve the world; inventors are always trying to solve problems)

- Guide students to select and record a reason and text evidence. Have students revisit Workshop texts and star details that they may use as evidence in their essays. *Think about the quality you selected. Revisit the texts to find evidence that shows inventors demonstrating creativity. Put a star by each piece of evidence. Then, choose two and paraphrase them in the chart.*
- Ask students to share using the Language to Report frames. *What quality will you argue is most important for inventors? What is a strong piece of evidence that supports your claim?*

**Make It Relevant** To ensure that students understand the meanings of *resilience* and *creativity*, encourage them to connect the terms to their own lives using frames: One way I have shown (creativity/resilience) at school is \_\_\_\_\_. This is an example of (creativity/resilience) because \_\_\_\_\_.



**LITERACY GOAL:** Gather relevant evidence from multiple sources and take brief notes.

**Observe** Listen to students reporting text evidence and read their notes to determine whether they effectively select and record strong evidence from the Workshop texts.

Monitor Progress	Adapt Instruction/Strategies
<p><b>Nearly There</b> Students verbally identify evidence, but they may have difficulty completing the chart.</p>	<p>Review note taking. Remind students that when they take notes, they do not have to write in complete sentences. Point out note-taking features: bullets, short phrases, and only key words included. <i>Your notes are meant to help you remember important ideas. They don't need to be written in complete sentences. Include only the important information you need to remember.</i></p>
<p><b>Not Yet</b> Students have difficulty identifying evidence that is relevant to the prompt.</p>	<p>Collect evidence from the texts and Anchor Video as a group, using the annotated examples as a guide. Model identifying supporting evidence. <i>In which Workshop texts did we learn about inventors who used their imaginations? What about inventors who kept at their work even after many failures?</i></p>
<p><b>On Track</b> Students select and paraphrase relevant evidence that supports the prompt.</p>	

**WHOLE GROUP**

**WRAP UP**

**Develop Mindset**

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



**What is one task that you put a lot of effort into today?**



**Today I put a lot of effort into \_\_\_\_\_.**