

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

Instructor: Shytle

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Class:4th Gr.

Opinion Paragraph: Analyze a Model

Workshop 1 Lesson 12

STANDARDS

CCSS.ELA-LITERACY: W.1.1, W.2.1, W.3.1A–D, W.4.1 A–D, W.5.1 A–D, W.3.4, W.4.4, W.5.4, W.3.10, W.4.10, W.5.10

Learning Target: I can identify and define elements of an opinion paragraph.

Success Criteria: I am successful when I determine the difference between a claim and a fact.

HEADS UP

Using a model to identify key elements of an academic writing type helps students internalize expectations and successfully complete writing assignments. During this lesson, students will mark and evaluate elements of an opinion paragraph and then examine how to state a claim.

MATERIALS

ReaL Book pp. 48–49

[Workshop 1: Opinion Paragraph Rubric](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Fact or Opinion
- **Extend:** Writing an Opinion
- **Language:** Using Transition Words

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify and define the elements of an opinion paragraph.

Language Goal: Use transitions and state an opinion about a topic to write an effective claim.

Additional Goal

Language Goal: Discuss the elements of an opinion paragraph using academic vocabulary and complete sentences.

WHOLE GROUP

Today's entire lesson will be completed in small group rotations.

Grade 4 Group 1: Trey, Lexi, Chasidy, Javonn, Travis

Grade 4 Group 2: Artayjah, Ti'syia, Elijah, Aadya, Ji'Anna, Bentley

Grade 4 Group 3: Raleigh, Kevin, Roberto, Sachari, Walker

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(technology)** It is easier for people to _____ because of the **technology** we have today. (e.g., communicate; do homework; learn new things)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**


 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *What's the most important quality for an inventor? Today we'll read a paragraph that states a claim—or opinion—to answer this question. Then, we'll learn how to write our own claims.*

 **Literacy Goal: Mark the elements of an opinion paragraph and tell why they are important.**



Language Goal: Use transitions and state an opinion about a topic to write a claim.

ANALYZE A MODEL

Introduce the Model Paragraph

Introduce the writing type, prompt, and model.

- Echo-read the description of an opinion paragraph. *The purpose of an opinion paragraph is to support a claim about a topic with reasons and evidence. Your goal as a writer is to convince your readers to agree with your opinion.*
- Read aloud the writing prompt to identify the topic. *We're going to read another student's paragraph to learn more about the key elements, or parts, of an opinion paragraph. Based on the writing prompt, what idea is the student going to claim and then support with evidence?* (that either resilience or creativity is the most important quality for inventors to have)
- Remind students that they will respond to the same prompt. *If we examine how this student responded to the writing prompt, it will help us understand the kind of thinking and writing we need to do when we write our own opinion paragraphs.*
- Use [Oral Cloze 1](#) to read aloud the model.

Adapt Procedures Revisit the inventions of Richard Turere and Stephanie Kwolek. Remind students about the role that creativity played in each inventor's process. If necessary, replay the Anchor Video for students, or have students revisit their notes on page 26.

Introduce the Writing Strategy

Teach students the TREE strategy for writing an opinion. Explain to students that strong writers follow certain steps as they write to produce effective writing. Tell students that you will teach them strategies to help them learn and remember these steps so that they can become strong writers, too.

- Echo-read the description for each letter in TREE, and briefly explain why each part is important. *This strategy will help you remember the parts of an opinion.*
- Practice TREE. 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 TREE stands for _____.** (e.g., T/topic sentence; R/reasons; E/evidence; E/ending)

 **This part of an opinion paragraph is important because _____.**

Make It Relevant Point out how we all have opinions about nearly everything, but when we express them in everyday life, we often don't support them with evidence. Make sure students understand that the TREE strategy will not only help them become better writers, but it will also help them become more critical thinkers about what they do or do not believe.

Mark and Evaluate Text Elements


Revisit the model paragraph to see how the writer used TREE.


- Reread the paragraph using [Oral Cloze 2](#).


- Guide partners to identify and share the topic sentence. *Which sentence in the paragraph identifies the topic? How do you know?* (the first sentence; the phrase “I believe” suggests the writer is expressing a personal opinion)
- Model how to use the frame to share with a partner.

 **The writer’s (topic sentence/claim) is _____.** (e.g., the first sentence; that creativity is the most important quality for inventors)

- Have students mark the topic sentence with a “T” in the margin.
- Continue to reread the model opinion paragraph and follow the same process to identify, mark, and discuss the remaining elements, using the frames.

 **The reason that the writer gives is _____.**

 **(One/Another) piece of evidence is _____.**

 **The writer’s ending is _____.**

 **This part of an opinion is important because _____.**

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify and define the elements of an opinion paragraph.

Observe Listen to students’ analyses of the model and determine whether they correctly identify and define the different elements of an opinion paragraph.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students identify the elements of an opinion paragraph but have difficulty articulating their purposes.

Review the purpose of the different elements of TREE. *Why do we include a topic sentence?* (e.g., to tell the reader what the paragraph will be about; to state the claim)

Ask students to consider nonexamples to reinforce the purpose of the elements of TREE. *What if Sebastian didn’t include evidence in his opinion paragraph? How might that affect the reader?*

 **If there were no evidence, the reader might _____.**

(e.g., not believe the claim; not take the opinion seriously)

Not Yet Students do not identify the elements of an opinion paragraph from memory.

Emphasize the importance of memorizing the strategy. *The better you know TREE, the more it will help you when you need to write an opinion.* Have partners review TREE in their books and quiz each other on the elements of an opinion paragraph:

 **The letter _____ in TREE stands for _____.**

 **This part of an opinion paragraph is important because _____.**

On Track Students correctly identify and define the elements of an opinion paragraph.

SMALL GROUP

WRITING FOCUS

State a Claim


Define an effective claim. *We know that an opinion must state a claim. What goes into an effective claim?*

- Read aloud the description of an effective claim. Have students underline the key phrase “writer’s opinion.”

Identify Claims


Guide students to identify the elements of a claim.

- Echo-read the model topic sentence and guide students to underline the claim that states the writer’s opinion. *What is the writer’s claim? How do you know?* (creativity is the most important quality for inventors; the words “I believe” suggest that the writer is stating a personal opinion)
- Review transitions that signal the writer is stating an opinion. Display and read aloud the transitions to state opinions. *The phrase “I believe” tells me that the writer is going to state an opinion, not a fact. Circle the transition phrase in the claim.*

 **Transitions:** *I think, I believe, in my opinion*

Support partners to distinguish between facts and claims. If necessary, review that a fact is a piece of information that can be confirmed by checking reliable sources. An opinion is a belief that must be supported by facts.

- Read aloud Items 1 and 2 and complete them as a group. *You can’t argue about who invented the lightbulb. It’s a fact. But when I say it’s the most important invention, you might argue that another invention was more important. That’s because it’s an opinion, or a claim.*
- Have students use [Think \(Write\)-Pair Share](#) to complete Items 3 and 4 and discuss responses.

 **I know this sentence states a (fact/claim) because _____.**

Anticipate Challenges If students struggle with determining whether a statement is a fact or an opinion, ask questions. *Is it possible to disagree with this sentence? Does it contain opinion words such as believe or think? If the answer is yes, then the sentence contains an opinion.*

Draft a Claim

Support students as they practice writing claims.

- Read aloud Item 1 and model how to write a claim. *This claim starts with the signal phrase “In my opinion.” I will write creativity to complete the claim because that’s my opinion.*

- Read aloud the frame for Item 2, and direct students to choose a quality and identify the topic to complete the claim.

Adapt Procedures Take an informal poll to divide students into “creativity” groups and “resilience” groups. Have students with similar opinions work together to write a claim that they can use to write their opinion paragraphs in the lessons that follow.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Use transitions and state an opinion about a topic to write an effective claim.</p> <p>Observe Read students’ completed claims to determine whether they have used academic language to craft the claim.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students complete the frame, but they use informal or imprecise language to state the topic.</p>	<p>Support students to use academic language to state their claims. <i>Try replacing “some people who make stuff” with precise language such as “scientists who developed inventions.”</i></p>
<p>Not Yet Students struggle to complete the claim with a quality or a topic.</p>	<p>Model how to connect the prompt and frames. <i>The prompt asks me to choose the most important quality for inventors: resilience or creativity. I will write my choice on the line labeled quality.</i></p>
<p>On Track Students generate an effective claim that uses precise language to state an opinion about a topic.</p>	

WHOLE GROUP

WRAP UP

Reflect

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



What is one question you still have after our lesson today?



One question I still have is _____.