



## Language Arts Curriculum

### **MODULE LESSONS**

# Grade 4: Module 3: Unit 3: Lesson 13

## End-of-Unit 3 Assessment, Part II: Opinion Writing: Loyalist Broadside

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

## Homework: Frequently Confused Words

### *(Answers, for Teacher Reference)*

**Directions:** Remember what you have learned about frequently confused words.

To check whether a word has been used correctly, think about the meaning of the word and the meaning of the sentence.

1. Underline the word.
2. Write the word it is frequently confused with above it.
3. Think about the meaning of both words and the meaning of the sentence.
4. Decide which word makes more sense with the meaning of the sentence.  
Correct the word if needed.

Revise these sentences so they correctly use the frequently confused word. Think about what other word(s) sound like it, what the words mean, and what the sentence means.

Sentence	Revised Sentence
After <u>they're</u> victory, some Patriots became leaders of the United States.	<i>After their victory, some Patriots became leaders of the United States.</i>
The Loyalists did not want to <u>loose</u> the war to the Patriots.	<i>The Loyalists did not want to lose the war to the Patriots.</i>

Write a sentence using the following frequently confused word: they're

*Responses will vary.*

Write a sentence using the following frequently confused word: your

*Responses will vary.*

Write a sentence using the following frequently confused word: too

*Responses will vary.*

## Tracking Progress: Opinion Writing

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Learning target:** I can write an opinion text.

**Standard I'm tracking:** W.4.1

### 1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your own writing, place each sticky note in an area that shows evidence you have met that criterion. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback on different colored sticky notes/flags and in a different colored pen on the checklist.

Standard	Characteristics of an Effective Opinion Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
*W.4.9	My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.				
*W.4.1a	I state my opinion clearly, and my writing stays focused.				
W.4.1a	I have an introduction that gives the reader the information needed to understand the topic or issue.				

<b>Standard</b>	<b>Characteristics of an Effective Opinion Piece</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
<b>W.4.1d</b>	I have a conclusion that is clearly related to my opinion.				
<b>W.4.1a</b>	Information is well organized to make my argument clear and convincing.				
<b>W.4.1c</b>	I use linking words to connect my opinion and reasons.				
<b>*W.4.1b</b>	I give the reasons for my opinion and support them with facts and details.				
<b>L.4.3a L.4.3c L.4.6</b>	I effectively use examples, description, statistics, quotations, or other information and examples to explain my thinking and support my opinion.				
<b>W.4.4 (partial) L.4.3 L.4.6</b>	The words and sentences I use are appropriate for this purpose and audience.				
<b>W.4.8 (partial)</b>	I provide a list of sources.				
<b>L.4.1 L.4.3b</b>	My words and sentences follow the rules of writing.				

Standard	Characteristics of an Effective Opinion Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
L.4.2	The spelling, capitalization, and punctuation are correct.				

**2. How have I improved since I last worked on this skill?**

---



---



---

Teacher Response:

---



---



---

**3. How can I improve next time?**

---



---



---

Teacher Response:

---



---



---

**Anchor Standard: W.1**

By the end of Grade 12 I will be able to: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

## Preparing for a Text-Based Discussion: American Revolution Note-catcher

*(Example, for Teacher Reference)*

**RI.4.9, SL.4.1a**

<p><b>Question:</b> If you lived during colonial times, would you have supported the American Revolution? Why/why not?</p>		
<p><b>Opinion:</b> (Circle/underline)</p>		
<p><b><u>Would support</u></b></p>	<p><b>Would not support</b></p>	<p><b>Would support with some cautions</b></p>
Reasons	Evidence/example from the text(s)	Elaboration How does this evidence support the reason?
<p><i>The colonists should not have to pay taxes to Britain.</i></p>	<p><i>“Why, they asked, should we pay taxes to Britain?”</i></p>	<p><i>They wanted to set up their own government with their own laws.</i></p> <p><i>They thought it was unfair that they had to pay taxes but couldn’t vote in the British government.</i></p>

## Preparing for a Text-Based Discussion: American Revolution Note-catcher

RI.4.9, SL.4.1a

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<p><b>Question:</b> If you lived during colonial times, would you have supported the American Revolution? Why/why not?</p>					
<p><b>Opinion:</b> (Circle/underline)</p>					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;"><b>Would support</b></td> <td style="width: 33%; text-align: center;"><b>Would not support</b></td> <td style="width: 33%; text-align: center;"><b>Would support with some cautions</b></td> </tr> </table>			<b>Would support</b>	<b>Would not support</b>	<b>Would support with some cautions</b>
<b>Would support</b>	<b>Would not support</b>	<b>Would support with some cautions</b>			
<b>Reasons</b>	<b>Evidence/example from the text(s)</b>	<b>Elaboration How does this evidence support the reason?</b>			



<b>Reasons</b>	<b>Evidence/example from the text(s)</b>	<b>Elaboration</b> <b>How does this evidence support the reason?</b>