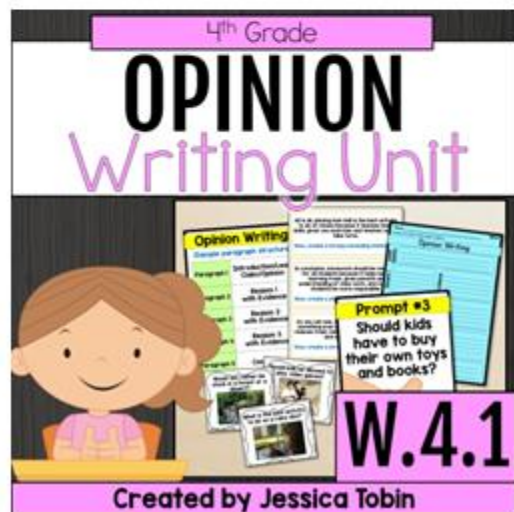


W.4.1

This ELA unit provides resources to use while teaching the standard **W.4.1**, which states that **students will be able to "Write opinion pieces on topics or texts, supporting a point of view with reasons and information."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 10 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.

Prompts

- These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.

Graphic Organizers

- These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.

Writing Papers

- There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.

Assessments

- There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.

Mini Lessons

There are 6 mini lessons within this unit, plus 4 guided review lessons. These may take between 2 to 3 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities. **Here is a close-up of Lesson #1 + materials!**

4th Grade Writing Lesson

W.4.1

I can understand the structure and importance of an opinion piece.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Lesson 1 Continued

Materials:

partner will continue looking for another person with their hand up. As soon as all hands are no longer in the air, that means everyone has a partner. Then, the teacher will give a prompt. Each prompt, students will discuss importance of each part of opinion writing. Prompt: (Stand Up, Hand Up, Pair Up) until all prompts are answered.

Suggested Mentor Texts

FOCUS: OPINION WRITING

One Word from Sophia by Jim Auerbach & Yasmeen Zamil	Should There Be Zoos? by Tony Stead
The Great Kapok Tree by Lynne Cherry	The Perfect Pet by Margie Palatini
All the Places to Love by Patricia MacLachlan	Detective Laffee by Mark League
I am the Dog, I am the Cat by Donald Hall	Earnings by Judith Viorst
Merchant Dragon with Graham	Sophie Hartley, On Strike by Stephanie Green

Target: Your classroom magazines and usually have great opinion texts in each volume!

Opinion Writing

There are many pieces to an opinion writing piece.

Each of these pieces can have their own paragraph.

Introduction and Lead	Reasons
Writer introduces the topic, establishing the climate of the text. Introduction should catch the reader's attention.	Writer gives three reasons to support their opinion or claim.
Stating an Opinion	Evidence
Writer states his or her opinion or makes his or her claim.	Writer supports their reasons with evidence. Evidence should be fact based, to help "prove" their claim.
Conclusion	
Writer restates their opinion and reasons to wrap up the piece.	

Opinion Writing [Sample paragraph structure]

Paragraph 1	Introduction/Lead Claim/Opinion
Paragraph 2	Reason 1 with Evidence
Paragraph 3	Reason 2 with Evidence
Paragraph 4	Reason 3 with Evidence
Paragraph 5	Conclusion

Opinion Writing Structures

Intro/Lead	Reason	Conclusion
Opinion	Opinion	Opinion
Which part of the opinion piece is this?	Which part of the opinion piece is this?	Which part of the opinion piece is this?

Opinion Writing Pieces

Reason

Opinion

Conclusions

Introduction

Stand-Up-Hand-Up-Pair-Up Question 3:

Why do you need to support your opinion with evidence?

Stand-Up-Hand-Up-Pair-Up Question 4:

Why are conclusions important in an opinion writing piece?

Here's a quick glance at Mini Lessons #2, 3, and 4.

@Jessica Tobin, Elementary Nest

Mini Lessons (cont.)

Here's a quick glance at Mini Lessons #5 and 6.

4th Grade Writing Lesson

W.4.1

I can write a strong introduction for my opinion piece.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's position.

FOCUS: Introductions

LESSONS

Step 1: Teacher will create an anchor chart with students about strong introductions or flip paper given and discuss.

Step 2: Gather a collection of opinion texts.

W.4.1 Lesson 5 Continued

and repeat the activity.

Step 4: Students will complete a spring game partner. They will draw a sentence strip and determine if it is a strong lead or a strong claim. Then, they will be to be found in an introduction paragraph.

Step 5: Students will work with a partner to create a flip and snap flip book. The flip and snap flip book is a simple hot dog shaped book with one end down to the middle. Under each flap of the flip book, the partner will come up with a strong introduction for each topic given. They will need to use a lead sentence.

Opinion Introduction

Two purposes:

- grab the readers attention
- state your opinion clearly

Ways to grab attention:

- ask a question
- set up the scene
- use a strong image

Suggested Mentor Text

FOCUS: OPINION WRITING

Hey Little Ant By: Philip and Hannah Hoose	I Don't Want to Be a Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatka
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The Day the Crayons Quit By: Drew Daywalt	

ask a question

set up the scene

Opinion

BOOOOM! The sound of thunder shakes my house every time it storms.

I feel that dogs are take care of that.

Have you ever seen a replica of a t-rex in your classroom?

Homework should be only twenty minutes think.

"Two out of every three have at least one dog in their house."

In my opinion, pools are a place to spend your time in the summer.

Imagine feeling the victorious and proud as you've ever felt in your life.

I think that math is much more fun than reading in fourth grade.

Did you know that the world's largest city is in China?

Writing Introductions

Daily

Thund

Cand

4th Grade Writing Lesson

W.4.1 Lesson 6 Continued

I can write a strong conclusion.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Provide a concluding statement or section.

FOCUS: Conclusions

LESSON 6

Step 1: Teacher will create an anchor chart with students about strong conclusions or flip paper given and discuss.

Step 2: Gather a collection of opinion texts.

Step 3: Students will work with a partner to create a flip and snap flip book. The flip and snap flip book is a simple hot dog shaped book with one end down to the middle. Under each flap of the flip book, the partner will come up with a strong conclusion paragraph for each topic given.

Opinion Conclusions

In opinion writing, conclusions give a sense of closure and wrap up your piece.

First, you should restate your opinion and list the reasons for this opinion.

Then, wrap the piece up with a strong ending sentence.

There are many ways to conclude your topic:

Opinion

Suggested Mentor Texts

FOCUS: OPINION WRITING

Hey Little Ant By: Philip and Hannah Hoose	I Don't Want to Be a Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatka
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red Is Best By: Kathy Stinson	Earrings By: Judith Viorst
Don't Let Pigeons Drive the Bus By: Mo Willems	Click, Clack, Moo: Cows That Can Type By: Doreen Cronin

End with a question.

End with a strong suggestion.

End by asking question.

End with a personal question.

To sum it up, I think that zoos are beneficial to the planet because they help animals spread awareness, and help conserve.

Now, create a strong concluding statement.

In conclusion, I believe that video games are not harmful to young children because they teach hand-eye coordination, help with skills, and help teach them how to handle and struggle.

Now, create a strong concluding statement.

To wrap it up, I feel that a mountain vacation is better than a beach vacation because there are lots of things to do, learn about nature, and you're less likely to get a sunburn.

Now, create a strong concluding statement.

All in all, playing kick-ball is the best thing to do at recess because it teaches skills, gives you exercise, and it takes turns.

Now, create a strong concluding statement.

In conclusion, homework should be for all students because it helps learning fresh, gives parents understanding of class work, and students be more responsible.

Now, create a strong concluding statement.

As you can see, I think recycling something everyone should do reduces trash, helps clean the earth, and saves energy.

Now, create a strong concluding statement.

Writing Conclusions

watching T.V.

Fourth graders with smart phones

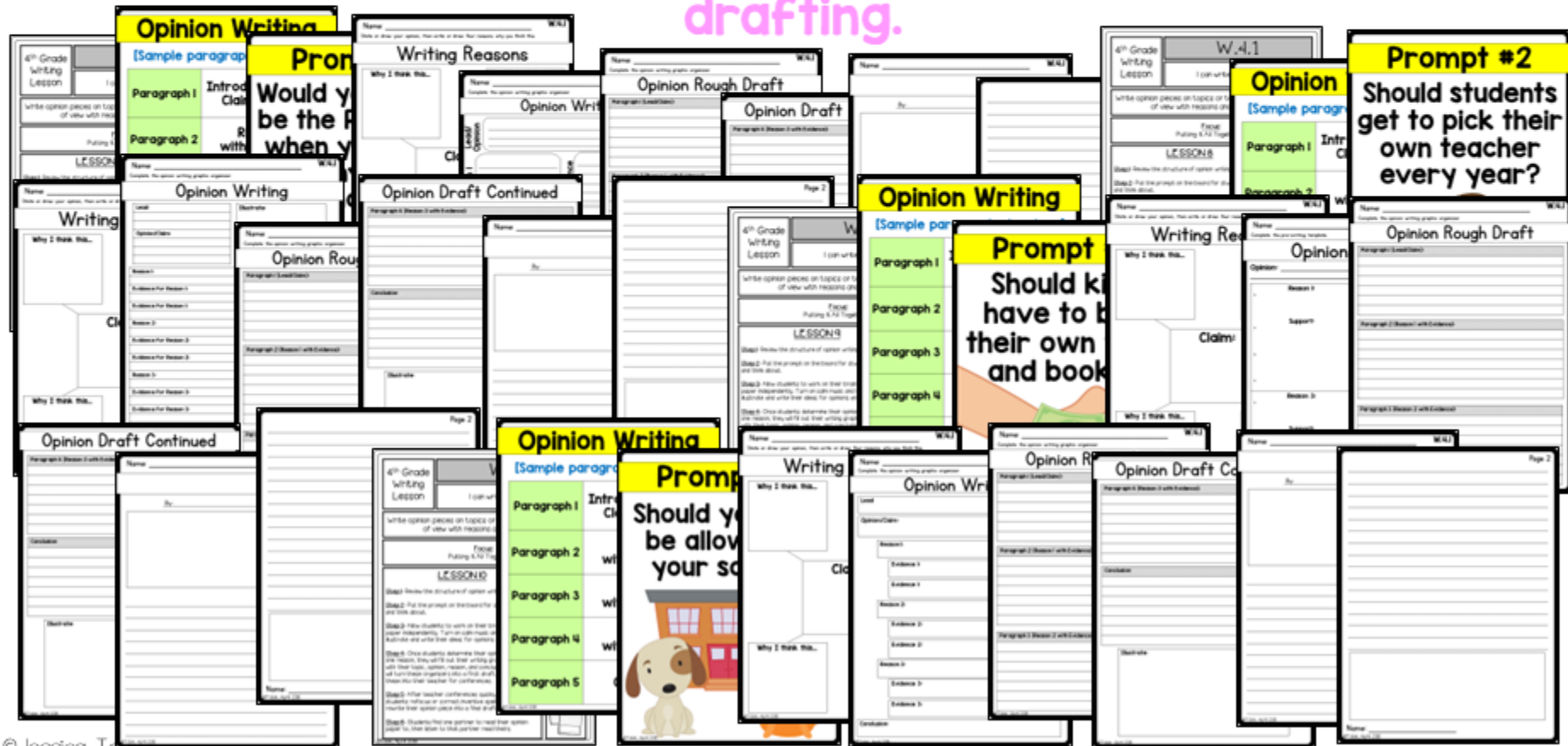
going on multiple field trips

riding the school bus

Opinion

Practice Lessons

Here's a quick glance at Mini Lessons #7-10, which are review mini lessons. After the scaffolded lesson plans, there are extra mini lessons that gives students a guided practice through their writing. The teacher will guide them through a mini lesson including a review, prewrite, and drafting.



Extra Prompts

You're also provided with **prompts** that will help give students practice.



Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.

Name: _____ W.U.J.

State or draw your opinion, then write or draw four reasons why you think this.

Writing Reasons

Why I think this...	Why I think this...
Claim:	
Why I think this...	Why I think this...

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Name: _____ W.U.J.

Complete the prewriting template.

Opinion Writing

Opinion: _____

Reason 1: Support:	Reason 2: Support:
Reason 3: Support:	Introduction/Lead Strong Conclusion

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Name: _____ W.U.J.

Complete the opinion writing graphic organizer.

Opinion Writing

Lead	Illustrate:
Opinion/Claim	
Reason 1: Evidence For Reason 1: Evidence For Reason 1:	
Reason 2: Evidence For Reason 2: Evidence For Reason 2:	
Reason 3: Evidence For Reason 3: Evidence For Reason 3:	
Conclusion	

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Name: _____ W.U.J.

Write your reasons, then support with two pieces of evidence for each reason.

Writing

Reason #1 Evidence For Reason #1	Reason #2 Evidence For Reason #2
Reason #3 Evidence For Reason #3	Reason #4 Evidence For Reason #4

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Name: _____ W.U.J.

Complete the opinion writing graphic organizer.

Opinion Writing

Lead/Opinion	Evidence
Reason 1	Evidence
Reason 2	Evidence
Reason 3	Evidence
Conclusion	

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Name: _____ W.U.J.

Complete the opinion writing graphic organizer.

Opinion Writing

Lead	
Opinion/Claim	
Reason 1: Evidence 1: Evidence 1:	
Reason 2: Evidence 2: Evidence 2:	
Reason 3: Evidence 3: Evidence 3:	
Conclusion	

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Extra Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.

The image displays seven writing paper templates for opinion writing, arranged in two rows. Each paper has a header for 'Name' and 'W4J'.

Top Row:

- Opinion Draft I:** Includes sections for 'Paragraph 1 (Lead/Claim)', 'Paragraph 2 (Reason 1 with Evidence)', and 'Paragraph 3 (Reason 2 with Evidence)'. It has a large illustration box at the bottom.
- Blank Paper 1:** Features a large illustration box on the left side and primary writing lines on the right.
- Blank Paper 2:** Features a small illustration box on the left side and primary writing lines on the right.

Bottom Row:

- Opinion Draft Continued:** Includes sections for 'Paragraph 4 (Reason 3 with Evidence)', 'Conclusion', and 'Illustrate'. It has a large illustration box at the bottom.
- Blank Paper 3:** Features a large illustration box on the left side and primary writing lines on the right.
- Blank Paper 4:** Features a small illustration box on the left side and primary writing lines on the right.
- Blank Paper 5:** Features a large illustration box on the right side and primary writing lines on the left.

Rubrics & Self-Assessment

You're also provided with rubrics, teacher tracking pages, and a self-assessment that you can use to help your students assess themselves and you assess your students' work.

The image displays three educational forms designed for student self-assessment and teacher tracking in opinion writing.

My Self-Assessment (W.4.J)

This form is a checklist for students to evaluate their own opinion writing. It includes sections for 'I introduced my opinion with a strong lead', 'I stated my claim or opinion clearly', 'I provided 3 reasons that supported my opinion', 'I supported each reason with two pieces of evidence', 'I used transition words throughout my paper', 'I summarized my opinion with a strong conclusion', 'I spelled words correctly and checked references', and 'My sentences varied in length and I follow rules of capitalization and punctuation'. Each item is accompanied by a star icon for marking progress. A 'My Score:' section is at the bottom.

Opinion Writing Rubric (W.4.J)

This rubric provides a structured way for teachers to assess student work. It includes a table with columns for 'Student Name', 'Project Name', and 'Date of Piece'. The table has rows for 'Introduction', 'Thesis or Claim', 'Reasons', 'Evidence', 'Conclusion', 'Transition Words', 'Spelling', and 'Structure'. Each row has a 'Score' column and a 'Comments' column. A 'Student Score:' section is at the bottom.

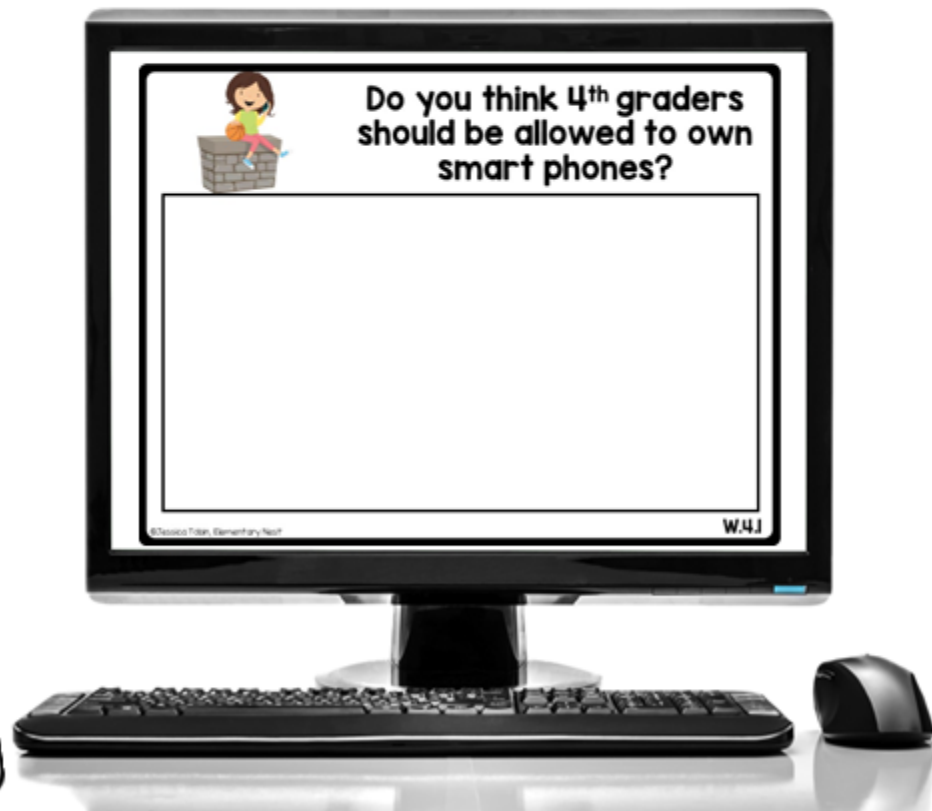
Opinion Writing Pieces (W.4.J)

This form is a tracking sheet for teachers to record student scores and comments. It includes a table with columns for 'Student Name', 'Project Name', 'Date of Piece', 'Introduction', 'Thesis or Claim', 'Reasons', 'Evidence', 'Conclusion', 'Transition Words', 'Spelling', 'Structure', 'Score', and 'Comments'. A 'Student Score:' section is at the bottom.

Digital Additions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

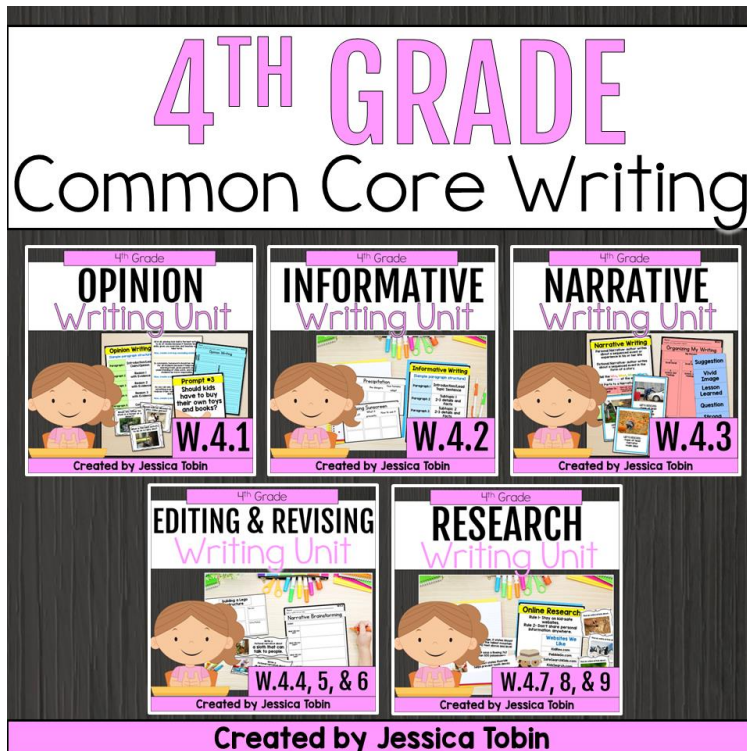
- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Writing Domain



4TH GRADE
Common Core Writing

This bundle includes five writing units, each featuring a cartoon girl character and sample writing materials:

- OPINION Writing Unit** (W.4.1)
- INFORMATIVE Writing Unit** (W.4.2)
- NARRATIVE Writing Unit** (W.4.3)
- EDITING & REVISING Writing Unit** (W.4.4, 5, & 6)
- RESEARCH Writing Unit** (W.4.7, 8, & 9)

Created by Jessica Tobin

-or-

All 6 ELA Domains



ALL-YEAR ELA
4th Grade

This bundle includes six comprehensive ELA units, each featuring a cartoon girl character and sample materials:

- 4th Grade Language Skills BUNDLE**
- 4th Grade Reading Literature RI BUNDLE** (Lexile)
- 4th Grade Reading Informational RI BUNDLE** (Lexile)
- 4th Grade Speaking & Listening**
- 4th Grade Foundational Skills RF BUNDLE**
- 4th Grade Common Core Writing BUNDLE**

Created by Jessica Tobin