

Unit 6 Reading Current Event & Opinion Essay

Content Area: **English Language Arts**
Course(s): **Language Arts 4**
Time Period: **February**
Length: **2 weeks**
Status: **Published**

Unit Summary

Reading about Current Events is an exciting time for students to form opinions and support these opinions through writing with statements and evidence. Students will read through the lenses of a nonfiction writer and identify opinions in their reading they connect with to form an opinion to write about. Content Area Reading is designed to teach students to be skilled readers in social studies or science texts as they are strong readers in literature. This unit will not only focus on conveying content of study but teaching the reading skills necessary to learn content successfully. This unit will serve as a multiple opportunity for students to reinforce the skills learned in the nonfiction-reading unit. It will be important for students to read multiple types of texts and gain rich background knowledge in new subjects. This unit of study is designed to help students with the work of learning to write well within an expository structure. Students will be able to make a claim and support with evidence from their content specific reading and current events reading. In this unit, each student will write an opinion response of three paragraphs. Students will learn to form opinions with reasons and use text evidence to support those opinions from multiple sources.

Standards

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.

Student Learning Objectives

Reading:

Students will learn to:

- read and comprehend informational article.
- annotate an informational article and form an opinion.
- read multiple types of texts and gain rich background knowledge in new subjects.
- read and engage in quick forms of research about their topics.

Writing:

Students will learn to:

- develop a focused thesis statement.
- develop reasons to support the thesis statement.
- develop evidence to support reasons.
- review opinion drafts and incorporate transitional words

Essential Questions

Reading:

- How do readers form a research community to read and build rich background knowledge?
- How do readers build and present knowledge to others and form an opinion on the new knowledge they gained?

Writing:

- How do writers use evidence to support opinions?
- What makes writing fluent and easy for the reader to follow?
- What structures support essay writing?
- How do writers revise and edit their work?
- Why do writers share their ideas?
- How do writers connect ideas with transitional phrases?

Enduring Understandings

Reading:

Students understand that:

- readers need to read with different lenses for literature and informational text.
- readers form opinions from reading various texts on the same topic.

Writing:

Students understand that:

- writing conveys meaning.
- writers develop opinions and effectively communicate through writing about their opinion.
- effective writers use specific techniques/structures to better inform the reader.

Application

Reading:

Students will be able to independently use their learning to:

- read and comprehend an informational article.
- annotate an informational article and form an opinion.

Writing:

Students will be able to independently use their learning to:

- draft an opinion essay that has three paragraphs (Intro, Body and Conclusion).
- revise for transitions between paragraphs.
- revise for structure of an essay.

Skills

Reading:

Students will be skilled at:

- reading informational texts to gain understanding of the content.

Writing:

students will be skilled at:

- developing a focused thesis statement.
- writing an opinion essay with a clear view and supporting evidence.