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# Language Arts 4 B Unit 6: You Can Make a Difference

## Lesson 1: You Can Make a Difference: Genre

#### Learning Goals:

In “You Can Make a Difference,” your student will read about people who try to solve big problems in the world. Some of these are adults who are doing experiments in science to clean up pollution. Others are young people just like your student who had an idea and who were able to make a big change. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 14 learning goals:

1. Listen to and identify the author's purpose and intended audience for writing of an opinion piece.
2. Choose words and phrases to convey opinions clearly.
3. Analyze exemplars to identify the relationship between opinion, reasons, and evidence in an opinion piece.
4. Determine connotative meanings of words that contribute to persuasiveness of an opinion piece.
5. Choose words and phrases that convey appropriate tone in an opinion piece.
6. Demonstrate through writing the impact that audience and purpose have on how a message is shaped (e.g, word choice, form).
7. Infer whether the point of view of a text is first- or third-person.
8. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
9. Identify a text structure appropriate to purpose, and organize relevant ideas and details to prove a point.
10. Read a speech or opinion piece with accuracy, appropriate rate, and expression on successive readings.
11. Choose words and phrases that link opinion, reasoning, and evidence in writing.
12. Use precise language and domain-specific vocabulary to support an opinion piece.
13. Analyze relationships between point of view, word choice, and tone in literary text.
14. Use technology, including the internet, to produce the final rough draft version of an opinion piece.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

Your student’s learning within “You Can Make a Difference” will be assessed with the following items:

You Can Make a Difference: Genre Quick Check

You Can Make a Difference: Comprehension Quick Check

You Can Make a Difference: Speak/Listen Quick Check

You Can Make a Difference: Fluency Quick Check

You Can Make a Difference: Synthesize Quick Check / Draft

#### Spark

1. Have your student read aloud the title and the first paragraph. Ask them to define the word *issue* in context. **IF** they struggle, **THEN** direct them to the sentence that follows the term: “Maybe it is a problem with . . . “. Ask your student to identify the word in the sentence that hints at the meaning of *issue*. Have them use the rollover feature to check their answer. Then, ask your student to think about the question at the end of the paragraph. Have them suggest something they think a young person can do to solve a big problem. Listen to their answer and tell them that they will read on to find out.
2. Have your student read the next paragraph, and then view the video together. You may wish to guide your student through the video, pausing at certain parts to explain difficult words or concepts.
3. Point out that the first slide presents one of many issues a student may care about. Explain that the ideas for creating change that are presented in the flipbook are actions that can be taken toward any cause. Also, note that a person can do one of, several of, or all of the items mentioned. Tell your student that it all depends on what problem the person wants to solve and how much time they have to put toward solving it.
4. When pausing to explain terms and concepts, make sure your student understands that a *lawmaker* can be the governor of a state, people who work in the state government, or state representatives who work in Washington, D.C., in our nation’s Congress. Also, confirm understanding of the terms *cause* and *volunteer*. Explain that *cause*, in this context, is a noun that means “problem or issue.” **IF** your student is not familiar with the term *volunteer*, **THEN** explain that when people volunteer to do something, they are offering to give time to help out for no pay. Explain that people who volunteer usually deeply care about the cause they are working for. Talk about different ways your student can volunteer, including out of the context of working toward the cause described in the flipbook. Suggest such activities as participating in a walk to raise money; collecting clothes, food, and other items for people in need; working in an animal shelter; and helping out at a food pantry or homeless shelter. You may also wish to discuss the terms *fundraising* and *donate* in the next slide, if your student is unfamiliar with either of the terms.
5. Have your student read Question 1 and respond. **IF** they cannot answer the question, **THEN** have them view the flipbook again.

#### Activate Prior Knowledge

1. Have your student read the first paragraphs. Make sure they understand the activity.
2. Have your student complete the activity in their notebook. **IF** your student struggles to think of an idea, **THEN** have them review the flipbook.
3. Review your student’s work with them. Check for accuracy.
4. Have your student read the next paragraph and the bulleted list. Ask if they are familiar with any of the topics. Have them share what they already know.

### Objective: In this lesson, you will identify the author’s purpose for writing a text.

#### Key Words:

* **audience** – the people for whom an author writes a text
* **purpose** – a reason for doing something

#### Explain

1. Read the first paragraph of the lesson with your student. Make sure they understand that the author’s purpose is the reason that the author writes a text. Explain that an author may have more than one purpose for writing a text but one will be stronger than any others.
2. Discuss the bulleted list of tips. Point out that entertaining readers doesn’t necessarily mean making them laugh; the purpose refers to any kind of writing that takes readers away from thoughts of the everyday world. (For that reason, horror stories and romance writing are among the other kinds of writing whose purpose is to entertain.)
3. As time permits, talk about how a topic could be used for any of the purposes. For example, if a topic were planting a vegetable garden, an author could write to inform readers how to prepare a plot of land for planting; to entertain readers with a funny story about a gardening failure; or to persuade readers to start a vegetable garden and share its produce with others.
4. Discuss how differences in audience can affect the author’s creation of a text. Note that an author may need to include more background information and explanations if the audience is not expected to know much about a topic. Also, point out that some magazines, such as *National Geographic, Sports Illustrated,* and *Time,* show an interest in different audiences by publishing editions for children.

Listen to a Text

Introduce your student to *Kids Can Make a Difference.* Read the first two paragraphs on page 8.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

1. Discuss the questions.
2. **IF** your student has difficulty answering Question 1, **THEN** reread the last sentence of the first paragraph.
3. **IF** your student struggles to answer Question 2, **THEN** reread the first two sentences of the second paragraph.

[Kids Can Make a Difference (A)](https://cite-media.pearson.com/legacy_paths/f39b83e9-fe63-48a1-be81-b2723e4a8741/KidsCanMakeADifference_A.pdf)

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

[Kids Can Make a Difference (B)](https://cite-media.pearson.com/legacy_paths/ba9c6c2c-dd2d-4108-8bae-3e5417730b70/KidsCanMakeADifference_B.pdf)

#### Check-In

1. Finish reading aloud the rest of page 8 and read the ways of helping others at the top of page 9 in *Kids Can Make a Difference.*
2. Have your student complete the paragraph, either orally or in writing. **IF** your student has difficulty recalling different ways that helping others can change their life, **THEN** ask questions to help trigger their memory:
	1. How does helping others make you feel? (good)
	2. What does making a promise to someone do for you? (It makes you feel responsible.)
	3. What does helping others teach you about working with different types of people? (It teaches you to be tolerant of others.)

[Kids Can Make a Difference (A)](https://cite-media.pearson.com/legacy_paths/f39b83e9-fe63-48a1-be81-b2723e4a8741/KidsCanMakeADifference_A.pdf)

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

[Kids Can Make a Difference (B)](https://cite-media.pearson.com/legacy_paths/ba9c6c2c-dd2d-4108-8bae-3e5417730b70/KidsCanMakeADifference_B.pdf)

#### Practice

1. Read aloud the final two paragraphs of page 9 in *Kids Can Make a Difference.*
2. Give your student a few moments to reflect upon the text as a whole. Then, have them respond to the questions on a sheet of paper. **IF** your student cannot answer Question 2 by identifying the author’s purpose, **THEN** ask guiding questions such as these:
	1. Did you hear a lot of facts, such as dates or names of people and places? (no)
	2. Did you hear any dialogue or descriptions of funny events? (no)
	3. Did you hear the author encourage you to think in a certain way or to do something? (yes)
3. **IF** your student struggles to identify details when answering Question 3, **THEN** remind them of the list of ways that helping others can change someone’s life. Guide them to understand that the author provides this list to persuade readers to help others.
4. **IF** your student struggles to answer Question 4 by identifying the author’s audience, **THEN** reread the title of the text and point out that the author repeatedly uses the word *you* in the text to address the reader directly. Guide your student to understand that the intended audience is children.

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

### Objective: In this lesson, you will choose words and phrases to express opinions clearly.

#### Key Word:

* **opinions** – what people think or feel about a topic
* **persuade** – convince

#### Explain

1. Have your student read the first paragraph. Talk about situations when people might offer opinions, such as where to have lunch or how to improve neighborhood parks.
2. Ask your student to continue reading. Point out how the adverbs in the chart (*truly, strongly, really*) help express a strong feeling. After your student reads the first examples, discuss how *sweet* refers to a taste, and *crunchy* refers to a sound. Talk about how these details present a positive experience of eating a red pepper.
3. Discuss the difference between the two examples about locations. Talk about how naming a specific place can help a reader make a personal connection. The precise descriptions of the trash help the reader visualize what the lake looked like.
4. Then, have your student read the opinion piece. Discuss how the opening and the sensory details make the opinion stronger.

#### Check-In

1. Ask your student to read the directions and answer Question 1.
2. **IF** your student needs support, **THEN** reread each choice, emphasizing the word *firmly*. Talk about how the word conveys that this issue is important to the author.
3. Have your student continue with the other questions. **IF** your student has difficulty, **THEN** have them review the examples in the lesson again.

#### Practice

1. Have your student read the directions. Make sure they understand that they should choose one word or phrase to complete each sentence.
2. **IF** your student needs support, **THEN** reread each sentence with each answer choice. Ask which choice provides a strong introduction, gives a sensory detail, or names a specific person or place.
3. After your student completes the activities, you may wish to have them read the opinion piece aloud with the correct answer choices.

### Objective: In this lesson,  you will examine how an opinion, reasons, and details are connected in an opinion text.

#### Key Words:

* **example** – one thing mentioned to explain something or tell why it is so
* **experience** – something that has happened or has been done
* **fact** – information that is true and can be proved

#### Explain

A Note to the Learning Coach

Previously, your student drafted their introduction to an opinion text and chose two reasons to support their opinion. In this lesson, they will find details that support their reasons and use a chart to organize these elements. Your student will then use the chart to begin drafting their body paragraphs in the next lesson. Make sure your student has their opinion statement or introduction and their reasons on hand to continue their work.

1. Read the first section with your student. Review the purposes of an opinion, reasons, and details; then point out that while these are all different elements, their purposes are related. Discuss the connections among the different elements and how they work together to produce a strong opinion text. **IF** your student has difficulty conceptualizing this relationship, **THEN** compare the elements in an opinion text to parts of a tree, where the opinion is the trunk, the reasons are the branches, and the details are the leaves. Note that although these parts have different purposes, they are all important to the survival of the tree. Without any one of them, the tree cannot exist.
2. Move on to the section titled “Supporting Details.” Read the description of the different kinds of details with your student. Review the example given for each kind, and ask your student to explain why it falls into that category.
3. Point out that different types of opinions may require different categories of details. For example, when giving an opinion that other kids may know a lot about, such as the best outdoor game to play, your student’s personal experiences and explanations from their own knowledge may be sufficient. For opinions that require more expert information, it is better to find facts about a topic.
4. Have your student reread the paragraph from the student model, making sure they understand that it is the first body paragraph. **IF** your student would benefit from seeing the reasons and details in context, **THEN** show them Jorge’s full text.
5. Have your student answer Questions 1 to 3 orally. Discuss how the reason and details work together to make the idea of having a garden sound more interesting. Guide your student to see how this contributes to the persuasiveness of the opinion.
6. Read the section “Planning Details” with your student. Remind your student that, like Jorge, they have planned their introduction and reasons and are almost ready to put all their ideas together.
7. Have your student access the chart showing Jorge’s opinion, reasons, and details. Discuss the connections between each reason and the corresponding facts, examples, and experiences. Guide your student to understand the connections between the information on the chart and the details in Jorge’s essay.**IF** they have difficulty,**THEN** walk them through a side-by-side comparison using the student model text.
8. Have your student answer the remaining questions and discuss their responses. Ask them to explain how they think the chart will benefit their own work as well as Jorge’s.

[Grow Your Own Garden](https://cite-media.pearson.com/legacy_paths/54cc7bfa-e5e7-4ab1-9917-3f473978ef17/ELA_4_0288_PM_U6_D1_WP_studentmodel_CE.pdf)

#### Check-In

1. Have your student read the instructions and the passage from *Kids Can Make a Difference*. Then, have your student write the answers to the questions in their notebook. **IF** your student has difficulty answering Question 2, 3, or 4, **THEN** guide them to find the specific reason in the text and look for the detail that follows that reason.
2. **IF** your student would benefit from rereading the full text, **THEN** select the button to access and review it with them.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

When your student has completed the activity, review their responses and provide any appropriate feedback.

[Kids Can Make a Difference (A)](https://cite-media.pearson.com/legacy_paths/0c9b6f5f-9800-428b-aa69-39a1a578534b/KidsCanMakeADifference_A.pdf)

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

[Kids Can Make a Difference (B)](https://cite-media.pearson.com/legacy_paths/1ea8efb6-f454-4e4f-b4a8-570312dc1a39/KidsCanMakeADifference_B.pdf)

#### Practice

1. Read the instructions with your student. Have them access a blank copy of the Reasons and Details Chart or make a copy in their notebook. Then, guide them to add their opinion statement and reasons where indicated.
2. Guide your student to brainstorm details that support each reason for their opinion. Remind them that the details can include facts, examples, or descriptions of experiences they or someone else has had or might have. **IF** your student wants to include a fact for which research is needed, **THEN** have them note that on their organizer so that they will remember to find the fact when they have a chance to do so.
3. Remind your student that because they are brainstorming, there is no limit to the number of details they can add to the chart. That said, you might point out that they will not be able to use every detail they think of, so it’s helpful to whittle down their list as they work. Provide them with some direction on which details provide the best support for a particular reason.
4. When your student has completed their chart, review their reasons and details and ask them to explain the connections between each category. Discuss which of their details will provide the best support for their opinion and reasons.

[Reasons and Details Chart](https://cite-media.pearson.com/legacy_paths/6a7e6133-5fb7-4456-8a34-4bc469c3ffd4/ELA_4_0301_N_U7_D1_WP_ReasonsandDetails_CE.pdf)

## Lesson 2: You Can Make a Difference: Comprehension

### Objective: In this lesson, you will explain how the feelings that words convey can help to make a text persuasive.

#### Key Words:

* **connotative** – suggesting a feeling
* **opinion piece** – a text that expresses an author’s beliefs or feelings about a topic
* **persuade** – to cause someone to change their thinking

#### Explain

1. Read the first paragraphs with your student. Explain that a dictionary’s definition of a word is its literal meaning. A word’s connotative meaning is a feeling associated with the word that is additional to the literal meaning—a “meaning” that is meant to touch the heart of the reader, either positively or negatively, but with the goal of persuasion.
2. Review the examples of connotative meanings in the chart. Make sure that your student understands how the same word can convey different feelings, depending on how it is used. (For example, a piece of lace may have a *delicate* design; a person recovering from illness may still be in *delicate* health.)
3. Watch the video with your student.

Read the Text

1. Discuss the vocabulary words with your student.
2. Read the Use Context to Understand Meaning section together. Point out that context clues sometimes can provide a general idea about a word’s meaning but that your student may want to consult a dictionary or glossary to verify or fine-tune that meaning.
3. Have your student complete the activity. **IF** your student cannot identify context clues in the sentence, **THEN** point out that the excerpt mentions the importance of “both small and large” efforts. Ask them if the word *spectacular* sounds as if it would be describe something small or large. (large) Point out that *large* can refer to physical size or to importance or impact.
4. Help your student preview the text and set a purpose for reading *Kids Can Make a Difference*. Click the link to the book and talk about the title and pictures.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

1. Remind your student to pay attention to the author’s word choice and the feelings that certain words convey.
2. After reading, make sure your student understands that the author thinks that people can make a difference in many ways.

[Kids Can Make a Difference (A)](https://cite-media.pearson.com/legacy_paths/c4eea858-f8c8-4d86-98a8-ae41adc5b27b/KidsCanMakeADifference_A.pdf)

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

[Kids Can Make a Difference (B)](https://cite-media.pearson.com/legacy_paths/fcb6f869-51a7-435f-a425-51f2cd394a16/KidsCanMakeADifference_B.pdf)

#### Check-In

1. Read the directions with your student and have them return to *Kids Can Make a Difference*.
2. Give them time to reread the top of page 9 and consider the feelings they associate with the words *pride,* *responsibility,* and *tolerance*.
3. Help your student assemble any materials needed to complete the activity. Then, have them write down the words’ connotative meanings in the chart.
4. **IF** your student struggles to think of any connotative meanings for the words, **THEN** ask them to consider these questions:
	1. If someone says they are proud of you, what do they mean? (Sample answer: They mean that they are pleased with who you are or what you have done.)
	2. If someone tells you that you are responsible, what do they mean? (Sample answer: They mean they can rely on you and trust you.)
	3. If someone tells you that you are tolerant, what do they mean? (Sample answer: They mean you can easily accept things, especially things that are new or unfamiliar.)

[Kids Can Make a Difference (A)](https://cite-media.pearson.com/legacy_paths/c4eea858-f8c8-4d86-98a8-ae41adc5b27b/KidsCanMakeADifference_A.pdf)

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

[Kids Can Make a Difference (B)](https://cite-media.pearson.com/legacy_paths/fcb6f869-51a7-435f-a425-51f2cd394a16/KidsCanMakeADifference_B.pdf)

[T-Chart](https://cite-media.pearson.com/legacy_paths/3500e2ce-6f83-49fe-803e-9a7bf240eec2/ELA_4_0302_PM_U7_D2_T_Chart_edited_CE.pdf)

#### Practice

1. Read the directions with your student. Then, have them read the activity and write their response in their notebook.
2. **IF** your student struggles to respond, **THEN** ask them to consider whether they would be more willing to do something they thought they would benefit from rather than something they thought they would suffer from. (yes)
3. Explain that gaining pride, responsibility, and tolerance would be beneficial to readers. Guide your student to understand that appealing to these feelings allows the author to persuade readers to help others.

### Objective: In this lesson, you will explain how language in an opinion piece helps to persuade readers.

#### Key Words

* **connotative** – suggesting a feeling
* **opinion piece** – a text that expresses an author’s beliefs or feelings about a topic
* **persuade** – to cause someone to change their thinking

#### Explain

1. Read the first paragraph with your student. If time permits, share, or invite them to share, a time of trying (successfully or not) to persuade someone to agree with an opinion or a call to action.
2. Discuss the second paragraph and its bulleted points.
	1. Explore some words with connotative meanings—for example, *wealthy, brave, sparkling,* and *stubborn*.
	2. **IF** your student has difficulty understanding what commands might be, **THEN** explain that these are sentences that begin with imperative verbs. Give simple examples, such as “Eat your dinner” or “Wash your hands.” Explain that commands can be presented in a nice way while still creating a sense of urgency in an opinion piece.
	3. Point out that speaking directly to readers strengthens a personal connection.

#### Check-In

1. Read the directions with your student.
2. Have your student read each excerpt and answer the questions, either orally or in writing.
3. **IF** your student cannot answer Question 3 by identifying the commands in the excerpt, **THEN** point out the verbs *remember* and *read*. Explain that each verb introduces a command.
4. **IF** your student cannot explain in Question 4 why an author might use commands in an opinion piece, **THEN** restate each sentence in the excerpt so that it is no longer a command, such as: “You might remember . . .” or “You may want to read . . .” Point out how much less forceful the statements are when they are not commands.

#### Practice

1. Read the directions with your student. Then, have them read and compare the passages.
2. Have your student answer the questions in their notebook.
3. **IF** your student cannot decide which passage is more persuasive, **THEN** have them read each passage aloud. Discuss how the second passage sounds more forceful.
4. **IF** your student struggles to answer Question 3, **THEN** ask if they see words like *your* and *you* in the passage.
5. After your student has answered the questions, guide them to understand that the second passage features a combination of techniques (words with connotative meanings, commands, and the words *your* and *you*) that add to the persuasiveness of the passage by making it more direct and urgent. The first passage, in contrast, lacks these techniques; as a result, it sounds weaker and less persuasive.

### Objective: In this lesson, you will choose words and phrases that express an appropriate tone in an opinion piece.

#### Key Word

* **tone** – the author’s attitude about a topic

#### Explain

1. Ask your student to read the introduction and the first two examples. Discuss how the words and phrases lead to a different reaction from the reader.
2. Have your student continue reading the text and the chart of questions. You may wish to ask these additional questions to deepen understanding: Why should you consider what you want your readers to think or feel? How might your tone change depending on if you are writing for friends or adults? Why do personal experiences have an effect on readers?
3. Then read and discuss Lucas’s answers to the questions. Read his opinion piece and talk about how his answers are reflected in his writing.

#### Check-In

1. Tell your student to read the directions and answer the questions.
2. Review your student’s answers. **IF** your student is unable to choose the correct sentences, **THEN** discuss the meaning of each tone: a serious and thoughtful tone conveys a careful attitude and is not lighthearted; an informal tone is conveyed by using casual language that might include contractions; an angry tone conveys an upset attitude.

#### Practice

1. Listen as your student reads the directions aloud. Talk about the types of words and phrases that could express an informal, funny tone.
2. Read your student’s answers. **IF** your student needs support, **THEN** reread each sentence together. Talk about the words and phrases that express the appropriate tone. Though the sample answers are the most obvious to show an informal, funny tone, your student may have a valid reason why using another phrase in the word box would be correct. As long as the answer can be justified to add to the informal, funny tone of the book review, then it can be considered correct.

### Objective: In this section, you will analyze how purpose and audience shape an opinion writer’s message.

#### Key Words

* **audience** – the people you are writing for
* **purpose** – the reason you are writing
* **tailor** – make or change to meet a certain need

#### Explain

1. Read the first section with your student. Discuss what an audience is, starting with the audience in a theater. Explain that in the same way that a play is performed before an audience, a text is written to an audience. The writer must always keep the audience in mind and realize that they are not writing for themselves.
2. Discuss your student’s topic and ask how their text would be written depending on the audience. Have your student consider audiences who know little about the topic versus those who are very familiar with it, as well as audiences of different ages. Point out that writers should usually write to a wide audience because they may not know who will read their text. Writers of opinion texts should choose ideas that appeal to a broad audience, not just a few people. In addition, the word choice should also be appropriate to a wide audience.
3. Discuss the difference between formal and informal language, asking your student to think of a few informal words or phrases and then a few more formal words or phrases. Explain that it is not necessary to use overly formal or “stuffy” language, but to simply use language that is appropriate for adults or other people the writer does not know well.
4. Watch the video with your student. After watching, discuss what happened in the video. Talk about the different ways the writer appealed to the audience. Then, have your student answer Question 1 orally. **IF** your student has trouble answering, **THEN** go over the different points the writer made in the video, such as what she decided not to talk about and how she described herself as a shy person.
5. Have your student read Keith’s paragraph and answer Question 2. Ask them to explain why the reasons given are more appropriate to a younger audience. Review the changes Keith makes to his text and compare the two versions. Then, have your student answer Question 3. **IF** your student has difficulty with Question 3, **THEN** guide them to focus first on reasoning and then on language. Help them recognize that while adults would certainly want a park to be fun for kids, they would be more concerned with keeping all users safe, and the reasons in the second version more closely reflect those concerns.

#### Check-In

1. Read the instructions with your student and have them complete the exercise. They should select  “Yes” for any reason that is appropriate for an adult audience and “No” if a reason it is more for children.
2. **IF** your student struggles to answer correctly, **THEN** explain that there are three reasons that belong in the “Yes” column. You may want to remind them that the reasons should have both reasoning and word choice that are appropriate to the audience.
3. Review your student’s responses when they have completed the activity, and provide any needed feedback.

#### Practice

1. answer the questions in their notebook. When they have finished, discuss their responses. Point out that this text originally appeared at the beginning of a magazine for kids, so it was written directly to readers of the magazine. This shaped the way the writer wrote the text, including what kinds of details they decided to include.
2. Review your student’s responses when they have completed all three questions. Discuss other aspects of the text that might point to the intended audience, such as the visuals or the design of the page.

[Kids Can Make a Difference](https://cite-media.pearson.com/legacy_paths/98f239d7-d1e3-444d-ad53-8ed6649c45b6/Kids%20Can%20Make%20a%20Difference-1.pdf)

## Lesson 3: You Can Make a Difference: Speak/Listen

### Objective: In this lesson, you will use details in a text to tell whether it is told from a first-person or a third-person point of view.

#### Key Words

* **infer** – use evidence to decide on ideas that are not directly stated
* **narrator** – the “voice” that tells about the events in a text
* **point of view** – the perspective from which a text is told

#### Explain

1. Use the image to introduce what is arguably the greatest signal that a story is about to be told: “Once upon a time . . .” Elicit that hearing those words lets you know that you are about to meet a storyteller. Then, read the first paragraph with your student. Make sure they understand that a narrator is different from an author and from anyone who might read aloud the story.
2. Explore the concept of point of view and the difference between first-person and third-person points of view. If necessary, remind your student that the word *dialogue* refers to the words that characters say to each other. You may wish to use a story that your student has recently read to point out the difference between dialogue and descriptive text.
3. Watch the video with your student. Invite them to summarize its teaching in their own words.

#### Check-In

1. Read the directions with your student. Then, have them read the excerpt and answer the questions.
2. **IF** your student struggles to answer Question 1, **THEN** remind them that the narrator is the “voice” that describes events. Ask them if the narrator in this excerpt uses words such as *I* and *me*. (no)
3. **IF** your student cannot determine the answer to Question 3, **THEN** review the difference between a first-person and a third-person point of view, as explained in the instructional text.

#### Practice

1. Read the directions with your student.
2. Have them read the passage.
3. Have your student read the activity and write their response in their notebook.
4. **IF** your student cannot determine the point of view in the passage, **THEN** point out the narrator’s descriptions, such as *I shouted* and *I asked as I climbed the stairs*. Ask them if this indicates a first-person or a third-person point of view. (a first-person point of view)

### Objective: In this lesson, you will draw conclusions about a narrator to infer a story’s point of view.

#### Key Words

* **narrator** – the “voice” that tells about the events in a text
* **point of view** – the perspective from which a text is told

#### Explain

1. Read the first two paragraphs with your student. Review the meanings of the key words, as needed.
2. Point out that your student can add the question *Is the narrator a character in the story?* to what they already know about the narrator’s use of first-person and third-person pronouns when describing events to determine a text’s point of view.
3. Remind your student that they will have to determine the narrator of a story; the author does not give this information.

#### Check-In

1. Read the directions with your student. Then, have them read the passage aloud. Remind your student to speak clearly as they read. **IF** your student struggles with any words in the passage, **THEN** assist them with their pronunciations.
2. Have your student complete the activity by selecting the story’s narrator.
3. **IF** your student cannot correctly choose the narrator, **THEN** have them return to the passage to review who is telling the story. Point out phrases the narrator uses, such as *I told her,* and ask them who is saying each one. (Adrian)

#### Practice

1. Read the directions with your student.
2. Have your student discuss their answers to the questions with you.
3. **IF** your student has difficulty answering Question 2 or 3, **THEN** have them return to the instructional text to review the information about point of view.
4. Reinforce that if the narrator is a character in the story, then the story is told using first-person point of view. If the narrator is not a character, then the story is told using third- person point of view.

### Objective: In this lesson, you will practice reading fluently.

#### Explain

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
	1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
	2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
	3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

### Objective: In this lesson, you will begin to draft the body paragraphs of your opinion text.

#### Key Words

* **linking words** – words that show how ideas are connected
* **logically** – in a way that makes sense

#### Explain

Today, your student will begin drafting the body paragraphs of their essay. Direct them to access the Reasons and Details Chart they created in a previous lesson. They will use this to help them draft their paragraphs. As they draft, they may change the order of reasons and details or even think of other details to include. Encourage your student to be creative and strategic as they determine the most effective ways to communicate their ideas.

1. Read the sample sentences with your student and discuss why the first sentence conveys meaning but the other does not. Guide your student to recognize that the order of the words in the first sentence follows rules of grammar and sentence structure and, as a result, conveys meaning to readers. In the second sentence, the words are randomly ordered and do not convey meaning.
2. Read the two paragraphs in the introductory section. Make sure your student understands the key word *logically*, tying the word to the concept of meaning. Then, discuss the order of reasons and details in a text, noting that while each reason can stand alone, a collection of reasons can be more persuasive if they are presented in a meaningful order. **IF** your student struggles with this concept, **THEN** refer to the idea of “building” an argument or a case. Each element is carefully considered and added a certain way to make the argument or case stronger.
3. Continue to the section “Many Ways to Order” and review the ways in which a writer might order reasons for an argument. Guide your student to understand the effect of each example. Then, refer to the thought process of Jorge, the student model writer, and discuss why the order he chose is logical. Challenge your student to imagine how effective Jorge’s reasoning might have been had he reversed the order of the reasons. Then, have your student respond to Question 1 and discuss their response.
4. Read the last paragraph with your student. Inform them that they will be making a decision on the order of their own reasons today, and discuss the direction they might take. Talk about possible benefits and challenges of ordering their reasons in specific ways.
5. Have your student read the section on linking words. Explain that linking words and phrases can help a writer indicate to readers how the writer has ordered reasons and details and why that order matters. Discuss how this can help readers better understand the writer’s opinion and reasons for it.
6. Review the examples in the chart together. Challenge your student to come up with another example for each category.
7. Read and discuss the approach that Jorge took with linking words and phrases in his first body paragraph, and then have your student answer the remaining questions orally. **IF** your student has difficulty identifying the ideas linked by each word or phrase, **THEN** work with them to locate the word or phrase in bold within the paragraph and determine the ideas that surround it.

#### Check-In

1. Read the instructions with your student. Remind them that they have already reviewed and discussed Jorge’s first body paragraph. **IF** your student would benefit from a contextual review of the full student model, **THEN** access the text and have your student reread and briefly summarize the ideas.
2. Provide time for your student to complete the activity in their notebook. When your student has responded to all three questions, review their work and discuss their thinking. Encourage your student to suggest other ways Jorge might have ordered the details in the paragraph, reminding your student of the importance of logical order.

[Grow Your Own Garden](https://cite-media.pearson.com/legacy_paths/54cc7bfa-e5e7-4ab1-9917-3f473978ef17/ELA_4_0288_PM_U6_D1_WP_studentmodel_CE.pdf)

#### Practice

1. Before beginning the activity, make sure your student has their Reasons and Details Chart and the draft of the introduction to their opinion text. Inform your student that they will add to the draft of their introduction by completing at least one of their body paragraphs.
2. Have your student read the instructions before reviewing their Reasons and Details Chart and determining the order in which they will present the reasons for their opinion. Have them label each reason with the number of the body paragraph that will focus on it. **IF** your student is unsure about why a particular order is more logical than another, **THEN** review the instruction on logical order in the lesson.
3. Have your student write their first body paragraph by stating the reason they have chosen and crafting sentences to describe appropriate details from their chart. Remind your student to consider the best order in which to list their details before they begin writing the paragraph. Point out that they do not need to include every detail they brainstormed for a particular reason. As needed, help your student determine which details will provide the strongest support.
4. Remind your student that their writing should include linking words and phrases that connect their opinion, reasons, and details. **IF** your student has difficulty thinking of linking words to include in their text, **THEN** have them refer to the table of linking words in the lesson. Remind them that linking words are often included to identify an opinion or a reason. They may also identify an example or a fact.
5. Encourage your student to refer to rows 2 and 3 of the opinion text rubric to make sure they include everything they need in the body of their opinion text.
6. Have your student work in the same platform in which they drafted their introduction—either writing in their notebook or continuing to use a word processor. Make sure to provide enough time for them to complete at least one body paragraph; if they are not able to finish both, they will have time during the next lesson before drafting the conclusion of their essay.

[Reasons and Details Chart](https://cite-media.pearson.com/legacy_paths/6a7e6133-5fb7-4456-8a34-4bc469c3ffd4/ELA_4_0301_N_U7_D1_WP_ReasonsandDetails_CE.pdf)

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/0df7032e-58f7-41ee-b9c5-52cfca864ee2/ELA_4_0288_PM_U6_D1_WP_opinionrubric.pdf)

## Lesson 4: You Can Make a Difference: Fluency

### Objective: In this lesson, you will read aloud an opinion piece with accuracy.

#### Key Words

* **accuracy** – correctness
* **opinion piece** – a text that expresses an author’s beliefs or feelings about a topic

#### Explain

You may wish to have a print or online dictionary handy, if possible, as your student works through this lesson. The focus of the lesson is on reading with accuracy, and they may need to use a dictionary to check on the pronunciation of some words. In particular, an online dictionary is likely to have a function that allows your student to hear the word being spoken.

Explain

1. Read the first paragraph with your student. Invite them to suggest a few topics about which they have an opinion. (Note: In *Can Fake Trees Save Earth’s Climate?* the author shares two opinions about the topic but does not say with which one they agree.)
2. Discuss the instruction about reading aloud with accuracy. Review the bulleted suggestions for checking the pronunciations of words. You might add that pronunciations sometimes appear in footnotes or sidenotes, as well. Consider demonstrating the use of a print or online dictionary. (You may wish to mention that people’s names can be difficult to pronounce, too, and that a dictionary will offer little help. In this text, you may want to help your student to pronounce the name *Klaus Lackner*. Point out that in such cases, they should try their best and refrain from making comments about the name.)
3. Watch the video with your student. Invite comments.
4. Have your student read *Can Fake Trees Save Earth’s Climate?*
5. Discuss the question that follows.
6. **IF** your student cannot tell what the text is about, **THEN** have them review the text’s title and final paragraph.

[Can Fake Trees Save Earth’s Climate?](https://cite-media.pearson.com/legacy_paths/d205c94a-b41f-44da-822f-8e70dad875e7/FakeTrees-2.pdf)

#### Check-In

1. Read the directions with your student and have them silently read the excerpt.
2. Have your student answer the questions, either orally or in writing.
3. **IF** your student cannot identify any words for Question 1, **THEN** point out some of the difficult words in the excerpt and see whether your student knows how to pronounce them.
4. **IF** your student cannot answer Question 3, **THEN** ask guiding questions, such as these:
	1. Is this an opinion piece about a scientific topic? (yes)
	2. Why might a scientific topic include difficult terms? (It uses terms that are specific to the topic.)

#### Practice

1. Read the directions with your student. Point out that the excerpt is the same passage that they read silently in the Check-In activity. Then, instruct your student to read the excerpt aloud.
2. Encourage your student to use the methods that they identified in Question 2 of the Check-In section to pronounce any unfamiliar words.
3. Have your student answer the question, and then discuss their answer.
4. Conclude the lesson by encouraging your student to take time to learn how to pronounce unfamiliar or difficult words in future reading.

### Objective: In this lesson, you will work with your Learning Coach to read aloud with accuracy.

#### Key Words:

* **accuracy** – correctness
* **collaborate** – to work with someone to meet a goal

#### Explain

1. Read the first paragraph with your student. You may wish to share, or to invite them to share, an experience in which something was accomplished through collaboration.
2. As you continue to discuss the instructional text, emphasize the importance of hearing an unfamiliar or difficult word read aloud instead of trying to figure out the pronunciation, even with the help of a print dictionary. Point out that taking turns at reading aloud with a partner can help your student to correct errors in pronunciation.
3. Explain that in the rest of this lesson, you will collaborate with your student to read with accuracy.

#### Check-In

1. Read the directions with your student. Then, read the excerpt aloud as your student follows along with the text. Read slowly enough that they can do this easily.
2. Have your student answer the question. **IF** your student cannot identify any unfamiliar pronunciations, **THEN** reread the excerpt again and have your student pay closer attention to the words. Have them reconsider the question.

#### Practice

1. Read the directions with your student. Then, have them read the excerpt aloud. Pay close attention to their pronunciations of words.
2. Have your student answer the question.
3. **IF** your student indicates that they still struggled with some pronunciations, **THEN** repeat the words for them and have them try pronouncing them again.
4. To extend the activity, choose another passage in the text and repeat the exercise.

[Can Fake Trees Save Earth’s Climate?](https://cite-media.pearson.com/legacy_paths/d205c94a-b41f-44da-822f-8e70dad875e7/FakeTrees-2.pdf)

### Objective: In this lesson, you will choose words and phrases that link opinions, reasons, and evidence in writing.

#### Key Words

* **evidence** – facts with details to support an opinion
* **linking words and phrases** – words and phrases that connect ideas and thoughts, also known as transitions

#### Review

1. Ask your student to read the first paragraph about linking words and phrases. Explain that these words and phrases are also known as transitions. Then, have your student read the examples in the chart aloud.
2. Have your student continue reading the text and the example opinion piece. Read the example aloud, emphasizing the linking phrases. Discuss how these phrases connect one idea to the next.
3. Then, read the opinion piece again. Ask your student to tell you the two reasons for the opinion (a new language will help children understand more about the world; they will be able to communicate with others) and the evidence to support the opinion (research shows that learning a language will develop memory skills). Point out that in the last sentence, the writer summarizes her opinion.

#### Check-In

1. Tell your student to read the directions for the activity and answer the first question.
2. **IF** your student needs support, **THEN** read each choice aloud and have your student read the hint.
3. Have your student complete the multiple-choice questions and review the feedback. **IF** your student had trouble with the questions, **THEN** have them read each sentence aloud with each answer choice to hear which linking word or phrase makes the most sense in the sentence.

#### Practice

1. Listen as your student reads the directions aloud. Point out that there is more than one linking word or phrase that can complete the sentence.
2. **IF** your student needs support, **THEN** work together to choose appropriate phrases. In the last sentence, point out that the opinion is linked to evidence. Discuss which phrases would best signal that connection.

### Objective: In this lesson, you will create reasons for your opinion by thinking about your topic in different ways.

#### Key word

#### Explain

#### Check-In

Have your student read the instructions. Point out the word bank and note that your student should fill in each blank with one of these choices. **IF** your student has difficulty completing one of the sentences, **THEN** encourage them to go on to the next sentence to eliminate answer choices.

#### Practice

### Objective: In this lesson, write a conclusion to your opinion text. write a conclusion to your opinion text.

#### Key words

* **domain-specific language** – words and phrases that have a specific, unique meaning within a particular subject
* **precise** – exact or specific
* **vague** – not precise or exact

#### Explain

Today, your student will complete their draft by writing the conclusion to their opinion essay. Make sure they are able to access their draft of the introduction and body paragraphs; they can add the conclusion to this draft.

1. Read the first section with your student. Discuss the benefits of using precise language. Precise language can give more details and specificity to a text by replacing a vague word with a precise word. It can also make a text less wordy by replacing several words or phrases with a single word that says the same thing.
2. Have your student compare Sandra’s original text with her revision. As you read the explanation, have your student find the phrases “good for you” and “healthful foods” in the original and see where they are replaced with *nutritious* and “fruits, vegetables, and protein” in the revision. Then, have your student answer Question 1. **IF** your student has difficulty explaining how the change made Sandra’s writing more precise, **THEN** have them think about how the meaning of the precise word and phrase are different from the meaning of the vague phrases.
3. Watch the video with your student. Afterward, discuss how each example of precise words can help persuade the reader. Words such as *thrilling* can create a specific feeling in the reader. Phrases like “stay hydrated” can show the writer’s expertise in the subject. And phrases like “succeed in a career” can help readers understand exactly why they should agree with the writer’s opinion.
4. Read the section on domain-specific language with your student. Explain that domain-specific words and phrases are like “specialty” words that writers use when talking about a specific topic. For example, *humidity* and *precipitation* are domain-specific words used to describe weather. Discuss why it’s important for a writer to help readers define a domain-specific term and what kinds of context clues might help them do so. Review the example from the student model, and then have your student answer Question 2 and explain their thinking.
5. Move on to the section on conclusions, telling your student that they will end the lesson by writing the conclusion to their opinion essay draft. Review the elements of a conclusion and discuss how each helps a writer achieve their purpose for writing an opinion text. After your student reads Jorge’s conclusion, ask them how well they think it concludes his essay and how it could be improved.
6. Have your student answer Question 3. Then, ask them how the meaning of the conclusion is different with more precise words included.

#### Check-In

1. Read the instructions with your student. Have them identify which word in the box is a more precise word for each of the boldfaced words in the sentences.
2. After your student rewrites the statements, discuss how the more precise words changed the meaning of each sentence.

#### Practice

1. Read the introduction and the instructions for Activity 1 with your student. Ensure that your student has the draft they have been working on, and have them go through it in search of vague words or phrases that can be replaced with more precise language.
2. Next, provide time for your student to complete Activity 2, writing their conclusion. **IF** your student has difficulty drafting a conclusion, **THEN** encourage them to model it after Jorge’s conclusion, which appears in this lesson. They can restate their opinion, summarize their reasons, and conclude with a statement or idea that will persuade readers to agree with their opinion. Remind your student to check their conclusion to make sure it uses precise words.
3. Review your student’s work when they have completed their conclusion and provide relevant feedback as needed.

## Lesson 5: You Can Make a Difference: Synthesize

### Objective: In this lesson, you will analyze the relationship between point of view, word choice, and tone in a story.

#### Key Words

* **analyze** – to examine and think about something in detail
* **point of view** – the perspective from which a text is told
* **tone** – the author’s attitude toward the subject of a text
* **word choice** – the author’s decisions about the use of language

#### Explain

1. Read the first paragraph of the lesson with your student. If necessary, review how the point of view is shown in the pronouns that the narrator uses: first-person pronouns (such as *I, me, my/mine, myself*) for first-person point of view; third-person pronouns (such as *he/him/his/himself, she/her/hers/herself, they/them/their/theirs/themselves*) for third-person point of view.
2. As you discuss the second paragraph, point out that the words that an author chooses often relate to the feelings that the author wants to produce in readers (the words’ connotations). Include some examples and invite your student to comment upon their impact. Examples include *glad* or *overjoyed, walked* or *marched,* and *residence* or *home*.
3. As you discuss the third paragraph, point out that the author’s tone can change as the story unfolds and new information is brought to light.
4. Watch the video with your student. Invite them to summarize its main idea (central idea).

#### Check-In

1. Read the directions with your student. Have them read the excerpt. **IF** your student struggles with any words in the excerpt, **THEN** provide assistance.
2. Have your student answer the questions in writing. Urge your student to keep those answers for reference in the Practice activity.
3. **IF** your student struggles to answer Question 1, **THEN** point out words the author uses to describe the Minotaur. Ask if the author feels that the Minotaur is harmless. (No; the author feels that the Minotaur is dangerous.)
4. **IF** your student struggles to answer Question 3, **THEN** point out words the author uses to describe Theseus. Ask if the author feels that Theseus is weak. (No; the author feels that Theseus is brave.)

#### Practice

1. Read the directions with your student. Remind them to review the passage and their answers to the Check-In questions.
2. Have your student read the question. Remind them that third-person point of view means the narrator is someone outside of the story.
3. **IF** your student cannot explain how the descriptions and tone might change if the story had a first-person point of view, **THEN** ask guiding questions, such as these:
	1. Do you think that the characters would describe themselves in the same way if they were the ones telling the story?
	2. How might the author’s attitude toward them change?

Invite your student to imagine that they are the Minotaur and then that they are Theseus.

### Objective: In this lesson, you will determine an author’s tone by interpreting word choices.

#### Key Words

* **tone** – the author’s attitude toward the subject of a text
* **word choice** – the author’s decisions about the use of language

#### Explain

1. Read the first paragraph with your student. Point out that Lily was able to interpret the “feeling” of the room because there were details that showed approval (the award, the applause), even if no one actually used words of approval.
2. In the second paragraph, review the meaning of *tone*. **IF** your student finds it difficult to grasp the word’s meaning, **THEN** mention the expression “tone of voice” and, if needed, demonstrate a few examples (sounding surprised, angry, admiring, and so on). Ask your student what “tone of voice” means (the attitude that a person conveys in the way they say something). Clarify that an author’s tone is similar, except that it is conveyed through written words rather than speech.
3. Explore the charted examples of tone. As needed, help your student identify words and phrases that suggest the tone in each example. Suggest that they also consider each example as a whole and ask themselves, “How does this make me feel about the character?”

#### Check-In

1. Read the directions with your student. Point out the terms *secret weapon* and *clever*. Explain that those terms should appear, in some way, in their concept web, along with others that help describe an attitude toward Princess Ariadne.
2. Have your student read the excerpt at least once.
3. Help your student assemble any materials they will need for the activity. Then, have them complete the concept web by writing descriptions of the princess and her actions in the outer squares and the author’s tone toward her in the center square.
4. **IF** your student struggles to identify descriptions of the princess, **THEN** work through the excerpt together, one sentence at a time. You also may wish to model thinking aloud, analyzing a word or phrase.
5. **IF** your student has difficulty identifying the author’s tone toward Princess Ariadne, **THEN** ask guiding questions, such as: What do these descriptions tell you about how the author feels toward the princess? (The author feels that she is smart and brave.)

[Concept Web](https://cite-media.pearson.com/legacy_paths/059269bc-c5e0-4c57-96ba-d49edcf3adaf/ELA_4_0310_21_U7_D5_Four_Square_Concept_Web_edited_CE.pdf)

#### Practice

1. Read the directions with your student. Have them review the excerpt, if needed, and their answers from the concept web.
2. Have your student answer the questions, either orally or in writing.
3. **IF** your student cannot answer Question 1 by explaining how the author’s tone toward Princess Ariadne might change, **THEN** ask them to explain if the author would still think of her as heroic.
4. **IF** your student cannot answer Question 2 by explaining how the author’s descriptions of the princess might change, **THEN** ask how your student might describe someone who tricked someone else.
5. Emphasize to your student that an author’s descriptions can change, depending on their tone toward the characters.

### Objective: In this lesson, you will identify final changes to make to the rough draft of your essay.

#### Explain

In this lesson, your student will complete the initial draft of the opinion text they have been writing. They previously wrote all parts of the draft. In this lesson, they will check over their draft and make final tweaks before they finalize it. They will then revise it further and edit it in future lessons. Be sure they have their draft available. They should also refer to the opinion text rubric.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/4da0245d-fcd2-42b4-906b-c6248fda9809/ELA_4_0288_PM_U6_D1_WP_opinionrubric%20%282%29%20%281%29.pdf)

1. Read the first section of Show What You Know with your student. Remind them that a draft is a version of a text that is not complete. In this lesson, they will be finishing their rough draft; in future lessons, they will make further changes to turn it into a completed final draft.
2. Move on to the Reviewing Your Draft section. Have your student focus mainly on ideas at this stage, considering how they affect the reader. Discuss the questions suggested in the instruction, asking your student to explain how each question might help a writer make their opinion essay more persuasive. Then, guide your student to list any changes that they would like to make to their reasons or details in their notebook.
3. Read Checking Word Choice with your student.**IF** your student has difficulty thinking of words that signal an opinion, **THEN** remind them that phrases like “I believe,” “I think,” or “In my opinion” signal opinions. If they need help thinking of other linking words, provide phrases that show examples (*such as*, *for example*, *for instance*), that show facts and explanations *(in fact*, *in other words*, *in particular*), or that show the importance of reasons (*most importantly*, *the best reasons*, *the main reason*).
4. Move on to the next section on using technology to help improve drafts. Help your student find an online thesaurus they can use. Point out that they should not just replace a word with any word that comes up in a thesaurus entry; they should know that the word’s definition fits the meaning they are trying to convey in the text. **IF** your student is unfamiliar with a synonym’s meaning, **THEN** have them use an online dictionary to look up the definition, or help them choose an appropriate synonym by explaining the meaning.
5. Help your student find additional details to support their text. Remind them that facts are useful because they can be proved true. Facts such as statistics and data can be particularly convincing because readers are likely to trust them.
6. Discuss the changes that your student has planned. If your student has identified at least three changes to make, encourage them to try them all. If they have not identified three possible changes, discuss their draft and suggest possible changes.

Assess how successful your student was in completing the activity by considering the following:

* **Very Successful** – My student was able to review their draft and make constructive suggestions for finalizing their draft. They were able to identify and use technology-based applications to improve their ideas and word choice.
* **Moderately Successful** – My student was able to review their draft and indicate some helpful changes, but further improvements are needed, or not all their suggestions improved their draft. They were able to use technology with some assistance to improve their ideas and word choice.
* **Less Successful** – My student was not able to review their draft and make constructive suggestions to the ideas and word choice. They had difficulty using technology to improve their draft.

#### Try This

Since this is an open-ended activity, use your assessment of your student’s performance in the Show What You Know activity to guide their approach to completing the Try This activity.

* **Less Successful** – Review the lessons. Return to some of the Check-In and Practice exercises to reteach how to organize reasons and identify details that support them. Help your student identify vague words that can be replaced with precise words and find places to add linking words. Help them make changes to their text and enter it into a word processor.
* **Moderately Successful** – Have your student review the instruction from Show What You Know, focusing on changes that will make their text more persuasive to their audience. Discuss your student’s plan for improving their draft before they make changes and enter it into a word processor.
* **Very Successful** – Have your student complete the Try This activity as independently as possible. Reread the instruction from Show What You Know as necessary.
1. Have your student read the directions before beginning the Try This activity. Make sure that their introduction, body paragraphs, and conclusion are in one place in their notebook or computer file.
2. Confirm that their plan for finalizing their draft is solid, and then direct them to make the suggested changes to the draft in their notebook or file.
3. Encourage your student to read over their draft again. Have them check their draft against the opinion text rubric to make sure they have not left out any critical elements.
4. Once your student is satisfied with their draft, guide them to handwrite a clean copy or retype anything as needed using a word processing program. **IF** your student is unfamiliar with using a word processing program, **THEN** help them open a new document and assist them with formatting, such as setting margins and double spacing. Be available to help answer any questions they have as they type their draft.
5. Before your student submits their work, review it with them one final time. Go over the final changes and discuss how they help your student achieve their purpose and address the task and audience.
6. When your student is ready to submit their work, help them convert it to a digital format as needed by saving or scanning it in PDF form or by using a smartphone or digital camera to create a clear .jpg or .png image. Then, guide them to submit their finished work to their Drop Box.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write a topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs when it is time to take the unit test.
3. **IF** your student struggles with certain topics, **THEN** together with your student, review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
	1. setting a goal for each learning session
	2. connecting new material to what they learned before
	3. rereading information that is not clear
	4. making a list of words and phrases that show opinion
	5. moving sentences in their writing to ensure a logical organization of thoughts
	6. making flash cards for new vocabulary words
	7. viewing a video

[Concept Web](https://cite-media.pearson.com/legacy_paths/747dca11-8bf9-4234-9b6a-4dc26b70796e/GO_Concept_Web_4_Square.pdf)

#### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

I learned how to use strong words in my writing. A strong word I can use to support my opinion is *effective*. This word is strong because it says that a solution works. Then, I can explain the word so my readers know it, too. My readers will trust my opinion more if I use strong words in my writing.