



**Literacy Design
Collaborative**

Should the government regulate school lunches?

by Kate Grindon

This module fits within a unit on the role of government and the idea of federalism. This module gets students thinking critically about the responsibilities of government at the federal, state, and local levels. Students will read four articles about the passage and effects of the Healthy, Hunger-Free Kids Act and discuss advantages and disadvantages of the law. Although many students (and adults) will have an instinctive opinion about the opening question, it is important to engage students in the practice of looking at multiple sides of an issue. This will help students as they move from "opinion" in grades K-5 to "argumentation" in grades 6-12. For this reason, the requirement to find both advantages *and* disadvantages to the law is written into the task. They should then use what they have learned to form an opinion in answer to the question (which may be the same opinion they started with, but may have changed). The product for this task, write a letter to their US representative, gives the task authentic purpose and reinforces the idea that certain groups of people (Congress) are responsible for making certain rules (federal laws).

The HHFK Act itself is included in the module as a resource for teachers. It is likely that in the course of the module, students will want to know specifically "what does the law actually say?" about a certain topic. The law is added here so that teachers can easily access that information or excerpt the law as needed. Specific excerpts of the law are not included as texts for this module, as different groups of students will latch onto different aspects of the law for further investigation.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

Any

PACING

 **9hr**

Should the government regulate school lunches?

Section 1: What Task?

Teaching Task

Task Template A3 - Argumentation

Should the government regulate school lunch menus? After reading four articles about the effects of the Healthy Hunger-Free Kids Act, write a letter to your US representative in which you explain the advantages and disadvantages of the law and present your opinion. Support your opinion with evidence from the text/s.

Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D1.4.3-5

Explain how supporting questions help answer compelling questions in an inquiry.

D2.Civ.1.3-5

Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.4.3-5

Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.10.3-5

Focus

Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D3.4.3-5

Use evidence to develop claims in response to compelling questions.

D4.1.3-5

Construct arguments using claims and evidence from multiple sources.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2

Focus

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

W.4.1

Focus

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

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Texts

Should the government regulate school lunches?

- [Carousel- Michelle_Obama_fights_to_keep_rules.docx](#)
- [Carousel- Schools_want_to_choose_their_own_lunch_menus.docx](#)
- [Possible Sentences Article- Food_fight_over_school_lunches.docx](#)
- [Probable Passage Article- Kicking_unhealthy_food.docx](#)
- [Healthy Hunger Free Kids Act.pdf](#)

Student Work Rubric - Opinion Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Opinion	Introduces the topic and an unclear opinion.	Introduces the topic and a clear opinion on the topic with an inconsistent focus on the opinion.	Introduces the topic and a clear opinion on the topic with a consistent focus on the opinion.	Introduces the topic and a clear and specific opinion with a consistent focus on the opinion.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes reasons with minimal facts and details.	Includes reasons and some related facts and details.	Includes reasons with relevant facts and details that support the opinion .	Explains reasons, facts and details that support the opinion.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end. Uses linking words/phrases (e.g., for instance, in order to, in addition) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a conclusion. Uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a unifying conclusion. Consistently and precisely uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and domain-specific vocabulary precisely .	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level. Uses varied language and domain-specific vocabulary precisely.
C3 Concept: Understand Current Perspectives	States personal point of view and a different point of view.	States personal point of view and how it compares (is similar or different) to others.	Clearly states personal point of view and different points of view. Identifies values, beliefs or experiences that help explain these viewpoints.	Clearly states personal point of view and different points of view. Identifies values, beliefs and experiences that help explain these different viewpoints.

Background for Students

Since the government pays for a lot of our school lunches, it makes sense that they get some say in what schools serve. They are very concerned that students are served healthy, nutritious foods- they don't want to pay for junk food. But kids don't always want to eat the most nutritious food, they often want to eat food that tastes good, like pizza and chicken nuggets. There's lots of debate about who should decide who gets to make the rules for school lunches. Whose responsibility is it to decide what kids eat? We'll spend the next few weeks reading, discussing, debating, and writing about this issue.

Extension

Although the discussion during this module will address the debate of which responsibilities are appropriate for federal government and which should be left to state or local governments, the product of this task directly responds to the federal law. To truly investigate the role and responsibilities of government at the state and local levels, the teacher could find and include state and local laws/regulations specific to your area. This could extend the task, then, to involving state and local leaders in discussion of the impact of those regulations. This engages students in C3 standards D4.7.3-5: "Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions" and D4.8.3-5: "Use a range of deliberative and democratic processes to make decisions about and act on civic problems in their classrooms and schools."

As this module is intended to be used by teachers across the country, it is not possible to include regulations that represent all possible states and local areas.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to understand important vocabulary in a text.

ENHANCING COMPREHENSION: Ability to use higher order thinking skills to understand the two texts deeply and identify the main ideas of the texts.

Transition to Writing

COLLABORATIVE CONVERSATIONS: Ability to engage through speaking and listening in a large group to organize thinking about the texts and gain information about the central ideas of the text.

Writing Process

OUTLINING THE WRITING: Ability to create a plan which organizes the order for the presentation of advantages and disadvantages and the use of evidence to support these ideas.

INITIAL DRAFT: Ability to produce an initial draft in which students demonstrate their ability to explain advantages as well as disadvantages and support their opinions with evidence from texts.

EDITING: Ability to proofread and format a piece to make it more effective and ensure they have used evidence from the text to support their opinions.

FINAL DRAFT: Ability to submit final piece that meets expectations of the task and the rubric.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>CONCEPT MAP Create a concept map of words that you associate with the issue of school lunch regulation.</p>	<p>Student product meets expectations if:</p> <ul style="list-style-type: none"> • Student uses collaborative discussion strategies successfully • Map is legible, with words placed into logical categories • Map has some links showing relationships between words 	<ol style="list-style-type: none"> 1. Group students into pairs or small groups 2. Ask students to brainstorm what words or ideas come to mind when they think about the task's question 3. Once every pair/group has created a list of words, combine them with another group. Ask students to cross out duplicate words, and combine words that are synonyms. 4. Ask the group how they would connect these words to each other 5. As a class, share some examples of the words and connections 6. Ask students what relationships the connections represent. Can these words be grouped? Model a few of these groupings. 7. Combine groups again and give each group chart paper. 8. Ask students to create a concept map of their words, the connections, and the groups on the chart paper. 9. Have each group share their map with the class. 10. After class, the teacher can combine group maps into one class map. 11. Ask students if there are already questions they wonder about. If so, add them to the maps. <p>This map should be displayed throughout the module. As questions arise, add them to the map. This becomes a list of inquiry questions to be answered by the end of the module.</p>
<p>Standards:</p> <p>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.</p>				
20 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>TASK ANALYSIS ORGANIZER Analyze the prompt for this module and break it down so you know what you're going to do and be expected to answer.</p>	<p>Student product meets expectations if:</p> <ul style="list-style-type: none"> • Sheet is fully filled out and student responses reflect understanding of the task. 	<ul style="list-style-type: none"> • Read / share important background knowledge about the unit/module with your students. • Explain to the class that the goal of this unit/module is to _____ and learn more about _____. After doing all this learning they will _____ [insert task]. • Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: <ul style="list-style-type: none"> ◦ What will you have to do to successfully answer this part of the prompt? ◦ What do you need to learn to be able to do this? ◦ What parts of this seem easy / what parts seem hard? • Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.

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Standards:

RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Additional Attachments:

Task Reflection.docx

Prompt Reflection TEMPLATE

Reading Process

45 mins

ESSENTIAL VOCABULARY:

Ability to understand important vocabulary in a text.

VOCABULARY CATEGORIES: PROBABLE PASSAGE

Put these vocabulary words from the text into categories. Some words may be familiar to you and some may not. You may want to begin with the words familiar to you, then try to decide how to categorize the other words. Use what you know about root words to help you. If you simply don't know which category a word belongs in, make a guess.

Student product meets expectations if:

- Student uses collaborative discussion strategies successfully
- Student places words into categories
- Student adjusts choices during discussion
- Student includes explanation of adjustments

1. Introduce students to the topic with class discussion, questioning, having students make inferences or connections about the topic.
2. Students follow directions on the handout by classifying the words/phrases into the categories provided. Review/Clarify the categories before students begin working. You may have students work individually or with partners.
3. Remind students to answer the questions at the bottom of the page.
4. Have groups share some of their thinking with the class.
5. Assign each group to one category from the worksheet. When the class reads the article, they should read from the perspective (lens) of the category they have been assigned.
6. As students read the passage, students will encounter the words from the worksheet. Students should highlight those words if they believe they fit the lens they are reading through.
7. As a group, create a summary on chart paper of what the article says about their assigned category. What do others need to know about this perspective? Caution students not to include their own personal opinions. They should include the words/phrases they highlighted.
8. Have each group share their summary.
9. Have students return to the worksheet and re-categorize the words as needed.
10. On the back of the worksheet, have students explain why they moved the words they moved, and define any words they did not know before reading but now know.

Standards:

RI.4.6 : Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.

Additional Attachments:

Probable Passage Article- Kicking_unhealthy_food.docx

Probable Passage Activity-Kicking Unhealthy Food.doc

45 mins

ESSENTIAL VOCABULARY:

POSSIBLE SENTENCES/KWL 2.0 (FROM KYLENE BEERS)

Student product meets

Teacher should do in advance:

-Select 10 words/ phrases from the text. Select a variety

Should the government regulate school lunches?

Ability to understand important vocabulary in a text.

(7/20/17)

Possible Sentences Prompt:

Before reading, we want to think about some words and phrases we'll encounter in the text. I'll show you 10 words and phrases from the text. Working in pairs, you will use these words and phrases in 5 sentences you think you might see in the text we're about to read. Each sentence you create should have at least 3 of these words/phrases, but no more than 6. We'll share the sentences when you've finished.

KWL 2.0 Prompt:

Now let's share the sentences you created. Let's pretend for a moment that these are all accurate sentences we'll see in the text we're about to read. IF these sentences are true, what questions do you have?

expectations if:

- Student collaborates successfully with partners
- Student creates sentences
- Student shares in class discussion
- Student asks questions
- Student successfully re-writes incorrect sentences.

Student product does not meet expectations if:

- Student does not fully participate

of words/phrases- some should have verbs, some should tell you about the central idea or problem, some should describe the setting, some should describe people, etc.

-List the words/phrases on a worksheet or PPT slide

Possible sentences strategy:

-Place students in groups or in pairs.

-Have each pair use the word/phrase list to create 5 sentences they might see in the text they're about to read (sentences can include words not on the list).

-Each made-up sentence should include at least 3 words/phrases from the list, but no more than 6 (some students will want to attempt to write one sentence which includes all 10 words and phrases- this rule prevents that).

-It's up to the teacher if students are allowed to change verb tenses of the words/phrases while using them in sentences.

If also using the KWL strategy:

-Ask partners/groups to share their sentences. Use a white board, document camera, Smart Board, etc to share these with the whole class.

-Select a few sentences you think are particularly "meaty." IF we were to assume that these sentences are "real," ask students to brainstorm all the things they have questions about.

-The questions students generate become a list of "further investigation" questions at the beginning of a unit. This strategy is particularly useful for engagement and building relevance. This strategy can be used if students are successful when completing the K of a KWL chart, but struggle with the W. This is why Kylene Beers calls this "KWL 2.0"

After Sentences:

-Have students read the text. Ask them to see how close their sentences are to the real sentences in the text.

-If their sentences were (mostly) correct/close, have students put a check mark next to the sentences. Any sentence that was not correct/close should be changed so that it is now a better fit for the text. This correction can be done individually or in groups, and could be collected as formative assessment.

Accommodations:

-With ECE or EL students, you can give them fewer words/phrases, or create one sentence at a time

Standards:

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.

Additional Attachments:

 **Possible Sentences- 10 Words or Phrases from Article.docx**

Should the government regulate school lunches?

 Possible Sentences Article- Food_fight_over_school_lunches.docx

 Possible Sentence notes.docx

1 hr

ENHANCING COMPREHENSION:

Ability to use higher order thinking skills to understand the two texts deeply and identify the main ideas of the texts.

CAROUSEL READING ANNOTATIONS

With your team, read and respond to text.

Student discussion and annotations meet expectations if:

- Student uses collaborative discussion strategies successfully in small groups
- Student listens and adds annotations to the text
- Student uses collaborative discussion strategies in class discussion

Materials: markers for each student; article excerpts on large paper and on chart paper, number each excerpt that makes up the article. Since you're using two shorter articles, you'll split them in half. Repeat excerpts so you have 3 to 4 students working at a chart. Students will move clockwise through the excerpts/articles.

Preparation: Post excerpts post on walls or around the room. Assign students to small teams of 3 or 4. Create a chart of ways to respond to text: Reminds me of . . . , I wonder . . . , I think . . . , I don't agree with . . . , This is really interesting because . . . , I don't understand why . . . , Why did . . . , This is a great idea because . . . (You can add to this list as students respond in different ways.)

Introduce the article to students and read the introduction together. Share the purpose for reading and connect to the essential question of the teaching task.

Say: "You will continue reading through the article with your team. As you read, record your thinking on the chart. You may write directly on the excerpt or on the surrounding chart paper. There are lots of ways you may respond. (Refer to list of ways to respond.) Can you think of other ways you might respond to what you read?" You can model this with the introduction.

Say: "When you get to your first chart, decide as a team how you will read the excerpt (silently, taking turns, etc.). I'll give you a few minutes to read and respond to the first excerpt, then you'll move to the next one when I give you the signal."

Move student teams to charts to get started. After enough time for students at the first chart, ask them to move clockwise to the next excerpt. Students read the excerpt and the previous students responses. This time they respond not only to text, but also to the prior students' responses.

After students have moved through all excerpts, pull everyone together for a class discussion: What surprised you? What did you find interesting? What do you still want to know? (Be sure to address the purpose for reading or essential question.)

Variation: post excerpts from different articles on a related topic. You can post questions that spark discussion or rely on student responses.

Standards:

RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Additional Attachments:

 Carousel- Schools_want_to_choose_their_own_lunch_menus.docx

 Carousel- Michelle_Obama_fights_to_keep_rules.docx

 Carousel group 3.docx

■ Carousel group 1.docx

■ Carousel group 2.docx

■ Carousel group 4.docx

1 hr

ENHANCING COMPREHENSION:

Ability to use higher order thinking skills to understand the two texts deeply and identify the main ideas of the texts.

MAIN IDEA ORGANIZER

Use the graphic organizer to compose a thorough main idea sentence that includes the most important who, what, when, where, why, and how of the articles you read.

Student product meets expectations if:

- The student identifies the most important who, what, when, where, why, and how using the graphic organizer.
- The student composes a main idea in sentence form including all this information.

Teacher Notes:

- Students should be familiar with **annotating** a text before they begin this mini-lesson. If your students need support with this skill, you might want to use the mini-lesson attached to the *Teacher Resources* at the bottom of this page.
- Model this skill with an appropriate and relevant text. Pick something relatively short, but complex. It may be helpful to do an initial whole-group reading (aloud, if your students need the support) prior to this MT. If you do so, you may consider using a text a bit more challenging than the one students will use for independent practice.
- Students should use this strategy with all four articles in this module, ensuring students successfully identify the main idea of each article.

Whole Group Instruction

Explain: Organizers help you see key points and ideas in a text. You'll remember the important parts of a difficult text faster and more easily if you use an organizer like this one. The organizer looks a little bit like a fish. After we answer the questions on each of the ribs of the fish (Who? What? When? Where? How? Why?), we'll rewrite the answers into one sentence and have a main idea!

Model: Think Aloud: Refer back to the text, and in a think-aloud, identify who the text is about. Since you are using an informational text, "who" might be an idea (like interdependence) or a thing (like electricity), or a place (like the library).

"Now that I've read the article, what did the article focus on? Who or what was doing most of the action?" I think _____ was doing most of the action."

If the text was about an idea, replace "**Who or what was doing most of the action?**" with "**What idea did I read about the most?**"

Write the "Who" into the first bone on the fish.

Pair Share: What did _____ do?

Ask students to go back into the reading to answer the question: **what did _____ do?** Student pairs should write out their response and be ready to share it with the class.

Whole Group Share

Record student responses.

Students may report long descriptions of what _____ did. Challenge students to reduce the number of words and still get the gist of what _____ did.

Students may want to work in partners again to meet this challenge.

When you think the idea is as small as it will get, write it

into the second fish bone.

Pair Share: How?

Skip to the **How** statement. Ask students to annotate (circle or highlight) or write in a double-entry journal (see *Teacher Resources* for a link to that mini-lesson) evidence from the text explaining **how** _____ **did** _____.

Whole Group Share

Record student responses. If the responses are long, challenge students to reduce the number of words in their idea, but still keep the gist. Record the final idea.

Pair Share: Why?

Ask students to annotate or write in a double-entry journal, evidence from the text explaining **why** _____ **did** _____.

Whole Group Share

Record student responses. If the responses are long, challenge students to reduce the number of words in their idea, but still keep the gist. Record the final idea.

Independent Student Work

Ask students to complete the bones for **When** and **Where**. Students should annotate or take notes if they need to.

Circulate and provide support to struggling students.

Whole Group Share

Ask for students to volunteer the when and where information.

Whole Group Instruction

Explain that you are now going to combine all of the information in the fish to make one sentence. This sentence is the main idea of the text, with supporting details. Think aloud as you compose the sentence, drawing students attention to the use of commas, prepositional phrases, coordinating conjunctions, etc. This will be a long, complex sentence.

Independent Practice

Assign the same task to individuals and small groups. Provide students with another text, differentiating text complexity as needed.

Alternative: Once students can independently complete the graphic, you can use it as a classroom discussion prompt after a reading. Have students and the teacher compare answers to questions and explain their reasoning with evidence from the text.

Standards:

RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Additional Attachments:

 Herringbone Graphic Organizer.pdf

 Annotation Mini-Lesson

 Double Entry Journals Mini-Lesson

Transition to Writing

25 mins

COLLABORATIVE CONVERSATIONS:

Ability to engage through speaking and listening in a large group to organize thinking about the texts and gain information about the central ideas of the text.

TWO-CIRCLE DISCUSSION

During your turn in the inner circle, discuss the prompting questions, supporting your responses by referencing evidence in the four articles. During your turn in the outer circle, take notes on the inner circle's ideas and discussion strategies. Share around your observations when it is your turn.

Student discussion meets expectations if:

- Responses to questions during the inner and outer discussions are relevant and reference the texts.
- Notes are mostly complete with ideas from the inner circle discussion and the correct discussion strategy.
- Observations from notes are shared with classmates.

All students should have completed the reading of all four articles prior to participating in the Two-Circle Discussion.

(A) MODELING

- 1) Pass out the Two-Circle Discussion Strategies Handout and read the handout aloud. Provide additional examples of each strategy.
- 2) Ask four students to model a mini Two-Circle Discussion. Provide them with a sample script (on a different, but related topic) that includes questions and responses. Provide the entire class with this script, along with sample notes.
- 3) Ask students to identify strengths and weaknesses about the observed discussion. What questions were relevant? What questions could have been improved?
- 4) Ask students to pose other questions they might want answers to about this sample topic.

(If students don't generate adequate responses, teacher can model for them using the Sample Questions Handout).

- 5) Ask students to provide answers to the questions posed.

(Teacher can model answers for students).

(B) STUDENT PRACTICE

- 1) Assign all students their role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle) and pass out the Two-Circle Notes Handout.
- 2) For the first half of the class period allow the students in the inner circle to discuss the topic for the day. (It might be wise to select a discussion chairman to conduct the discussion, keep it going, keep order, if needed.)
- 3) Students in the outer circle are to listen attentively to the discussion, but they may not speak. They should listen and complete the Notes handout.
- 4) Following a set time, the students in the outer circle may ask questions or elaborate on what the inner circle has said. No questions are to be addressed to any particular student. Instead, each student just asks his/her question and it is up to the inner circle as a whole to deal with it.
- 5) Students switch roles and continue the discussion.

(C) CLOSING

- 1) Ask students to refer back to the rubric and assess their own work during the discussion. What did they do well? What could have been improved?
- 2) Ask students to share out responses.

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*Adapted
from: <http://www.edmondschools.net/Portals/0/docs/Inner-OuterCircle.pdf>

Standards:

SL.4.4 : Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.3 : Identify the reasons and evidence a speaker provides to support particular points.



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.

Additional Attachments:




 [Two-Way Discussion Strategies \(PDF Version\)](#)

 [Two-Way Discussion Strategies \(Word Version\)](#)

Writing Process

1 hr	<p>OUTLINING THE WRITING: Ability to create a plan which organizes the order for the presentation of advantages and disadvantages and the use of evidence to support these ideas.</p>	<p>ADVANTAGES/DISADVANTAGES ANALYSIS ORGANIZER Create an outline based on your notes and reading in which you answer the prompt, provide analysis, sequence your points, and note your supporting evidence.</p>	<p>Student product meets expectations if student successfully completes both handouts.</p>	<ul style="list-style-type: none"> ● Give students the fishbone organizer. Guide students as they identify advantages and disadvantages from the articles they have read. ● Give the Informational Analysis Prompt Organizer worksheet, which moves to analysis of these advantages and disadvantages. ● Guide students through the worksheet. ● Students complete the worksheet. ● Provide individual conferencing as well as individual or small group instruction as needed.
<p>Standards:</p> <p>W.4.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Additional Attachments:</p> <p> Informational Analysis Prompt Organizer School Lunch.docx</p> <p> fishbone_organizer.pdf</p>				
50 mins	<p>OUTLINING THE WRITING: Ability to create a plan which organizes the order for the presentation of advantages and disadvantages and the use of evidence to support these ideas.</p>	<p>BUSINESS LETTER ORGANIZER Organize the advantages and disadvantages you identified and present your opinion about the government's role in school lunches. Use your ideas to write a letter to your US representative.</p>	<p>Student product meets expectations if student completes graphic organizer.</p>	<ol style="list-style-type: none"> 1. Share with students common reasons people write business letters: to make a suggestion, give an opinion, make a complaint, request permission or information, or order a product. 2. Explain that for this task, they will be writing a letter to their representative to <i>give an opinion</i>. 3. Guide them to find the name of their US representative, including his or her address. 4. Share the 8 parts of a business letter: <ol style="list-style-type: none"> 1. Return address 2. Date 3. Inside address 4. Salutation 5. Body 6. Closing 7. Signature 8. Author's name (typed) 5. Share the two business letter samples with students.

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				Explore the annotations together. 6. Guide students through the completion of the business letter organizer.
Standards:				
W.4.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information				
Additional Attachments:				
 Business letter organizer.docx  Sample business letter 2.docx  Sample business letter 1.docx				
1 hr	INITIAL DRAFT: Ability to produce an initial draft in which students demonstrate their ability to explain advantages as well as disadvantages and support their opinions with evidence from texts.	INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student product meets expectations if student completes complete draft with all parts, provides analysis, and supports analysis with evidence from the text.	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
Standards:				
RI.4.5 : Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
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.				
RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
20 mins	EDITING: Ability to proofread and format a piece to make it more effective and ensure they have used evidence from the text to support their opinions.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student product meets expectations if student provides draft free from distracting surface errors and uses a format that supports the purpose of the writing.	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Standards:				
L.4.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
30 mins	FINAL DRAFT: Ability to submit final piece that meets expectations of the	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Student product meets expectations if it fits the 	None

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task and the rubric.

“Meets Expectations” category in the rubric for the teaching task.

Standards:

W.4.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Carousel- Michelle_Obama_fights_to_keep_rules.docx :**

<https://s ldc.org/u/7zj7r0wfjcqqvtwh65jknsfk8>

 **Carousel- Schools_want_to_choose_their_own_lunch_menus.docx :**

<https://s ldc.org/u/4bks78x6p1yuc4y5sm2o2879v>

 **Possible Sentences Article- Food_fight_over_school_lunches.docx :**

<https://s ldc.org/u/3xo7yhdjs8em8jdoct2cyksya>

 **Probable Passage Article- Kicking_unhealthy_food.docx :**

<https://s ldc.org/u/dhcivk44hyoo5zbl6df1v2nlo>

 **Healthy Hunger Free Kids Act.pdf :** <https://s ldc.org/u/66z0ey503buel1hljls4w0cgh>