

New York State Common Core

English Language Arts Curriculum



GRADE 4 Module 3A

Unit 3

Student Workbook

Simple Machine Editorial Rubric

A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they’ve decided to hold a “Campaign for Simple Machines.” Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month’s magazine.

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			

Simple Machine Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			

“No More Junk in Our Schools”

The best thing schools can do to help their students eat healthier is to get rid of their vending machines. Most of these machines sell junk food. There are vending machines in most middle schools and high schools. There are even some in elementary schools. There are lots of reasons to get rid of these machines, but here are a few of the most convincing.

The most important reason is that it is unhealthy for kids to eat a lot of sweet, fatty, and salty foods. Vending machines usually sell food like soda, chips, and candy. These are very unhealthy foods. Eating a lot of these foods can cause kids to health problems like heart disease and diabetes. These are all deadly diseases.

Another good reason vending machines should be ditched is that they advertise unhealthy food to kids. Food and beverage companies are making money from selling junk food in schools, and the health of students is suffering. This is wrong. In fact, the doctors at the American Academy of Pediatrics say there should be a ban on advertising unhealthy food to kids.

Finally, junk food distracts from learning. Eating foods high in sugar can cause kids to become tired, and tired kids have trouble focusing.

Removing vending machines from schools is the healthiest choice we can make for our students.

Lexile 980

Written by Expeditionary Learning for Instructional Purposes

Sources

American Academy of Pediatrics, <http://www2.aap.org/obesity/about.html>

Don't Market Junk Food to Kids, Doctors Say, by Sharon Bernstein, June 27th, 2011, Los Angeles Times,

http://latimesblogs.latimes.com/money_co/2011/06/junk-food-marketing-kids-doctors.html

School Food Environments and Policies in US Public Schools, D. Finkelstein, E. Hill, R. Whitaker, Pediatrics,

<http://www.pediatricsdigest.mobi/content/122/1/e251.full>

Reading and Analyzing an Editorial Graphic Organizer

Name:

Date:

Title of the Editorial:

1. What is the topic? What is the gist of this editorial?

2. What is the author's opinion on this topic (WHAT the author believes)?

3. What are the reasons and evidence the author uses to support this opinion?

(List the reasons and their supporting evidence from the text: you may not need to use all the spaces below.)

Reason ('WHY' the author believes an opinion):

Reading and Analyzing an Editorial Graphic Organizer

Evidence (facts, details, information):
Evidence:

Reading and Analyzing an Editorial Graphic Organizer

Reason:

Evidence:

Evidence:

Reason:

Evidence:

Evidence:

Who Cares about Polar Bears?

Polar bears are bears that live in the arctic, and they depend on the sea ice for their survival. In the last several years the sea ice in the arctic has been melting at an alarming rate. If this continues, it could mean the end of the polar bear. So, should we care about the survival of the polar bear? Yes we should! Here are some good reasons.

First, the polar bear could become extinct, like the dinosaurs. Polar bears are considered a “threatened species.” According to the Endangered Species Act, this means that the polar bear is close to becoming an endangered species. An endangered species is an animal that is close to becoming extinct. Once an animal is extinct, it can no longer be found in the wild. It would be really sad to only see stuffed polar bears in museums.

Additionally, the melting arctic ice cap not only threatens the polar bear, it also threaten us. As the arctic ice melts, the sea level rises around the world, and a rising sea level can cause flooding. Millions of Americans live along the coast, and they are in danger. Cities like New Orleans, New York, and Miami could see an increase in flooding. Both polar bears and humans are affected by the problem of melting sea ice.

So, should we care about the polar bear? Absolutely, because caring about the polar bear is not only a compassionate thing to do, it is in our best interest too. If polar bears die out, it means our world is in a lot of trouble. It also means that more species are in danger, too.

Lexile 990

Written by Expeditionary Learning for Instructional Purposes

Sources:

U.S. Fish & Wildlife Service: Listing a Species as Threatened or Endangered Section 4 of the Endangered Species Act <http://www.fws.gov/endangered/esa-library/pdf/listing.pdf>

Lessons from the Arctic by Don Moore and Josue Cardenas, Smithsonian Zoogoer ,Jan/Feb. 2009, <http://nationalzoo.si.edu/Publications/Zoogoer/2009/1/PolarBear.cfm>

Rising Sea Levels Seen as Threat to Coastal U.S. by Justin Gillis, New York Times, March 13, 2012, <http://www.nytimes.com/2012/03/14/science/earth/study-rising-sea-levels-a-risk-to-coastal-states.html>

Entrance/Exit Ticket

Name:

Date:

Learning Target: I can explain how authors support their opinions with reasons and evidence.

How do reasons and evidence help an author support their opinion?

First, I'm thinking

Now I'm thinking

Entrance/Exit Ticket

Name:

Date:

Learning Target: I can explain how authors support their opinions with reasons and evidence.

How do reasons and evidence help an author support their opinion?

First, I'm thinking

Now I'm thinking

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Name:

Date:

Directions: Read the editorial below and answer the questions that follow.

Uniforms in Schools?

Across the country more schools are thinking about school uniforms. A uniform is special set of clothes worn by all members of a group. Many of us are familiar with the uniforms. Police officers, fire fighters, and mail carriers wear uniforms. How about uniforms on students though? Well, many schools think it is a great idea, and I agree.

The best reason for schools to adopt uniforms is that they improve behavior. Students who wear uniforms are less likely to cause trouble. They are more likely to focus on their learning. Students may be less likely to bully each other about clothes too. One school district in Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms.

Another reason school uniforms are a good idea, is that they improve school spirit. Sports teams all wear the same uniform, so why not students? When students are all wearing their school insignia, or symbol, they can feel like members of a team. They won't feel left out because they don't have the best shoes or the latest fashion. Uniforms make students feel like they belong.

Some people think school uniforms mean less rights for students, but I disagree. If school uniforms can improve students' behavior and help them to belong, then school uniforms are a good idea.

Lexile 880

Written by Expeditionary Learning for instructional purposes

Sources:

"Public School Uniform Statistics," available at www.educationbug.org/a/public-school-uniform-statistics.html.

Anne Svensen, "School Uniforms Pros and Cons," available at

<http://school.familyeducation.com/educational-philosophy/individuality/38676.html>.

Grace Chen, "Public School Uniforms: The Pros and Cons for Your Child," available at www.publicschoolreview.com/articles/16.

"School Uniforms and Dress Codes," National Association of Elementary School Principals, available at www.naesp.org/ContentLoad.do?contentId=67.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this editorial is about.

2. Which of the following statements best describes the author’s opinion?

- A. School uniforms work best in big cities.
- B. School uniforms are bad for students.
- C. School uniforms are good for schools.
- D. School uniforms are similar to other uniforms.

3. Which line from the text best supports the answer to question 2 above?

- A. “...Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms.”
- B. “Some people think school uniforms mean less rights for students, but I disagree.”
- C. “Well, many schools think it is a great idea, and I agree.”
- D. “Sports teams all wear the same uniform, so why not students?”

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

4. Read the line from the text and answer the question that follows:

“The best reason for schools to adopt uniforms is that they improve behavior.” How does this reason support the author’s opinion?

- A. It explains how uniforms look.
- B. It explains how uniforms benefit students.
- C. It explains how uniforms are used.
- D. It explains how uniforms make schools more fun.

5. Which evidence from the text is used to support the reason in question 4? “The best reason for schools to adopt uniforms is that they improve behavior.”

- A. “Police officers, fire fighters, and mail carriers wear uniforms.”
- B. “...school suspensions dropped by 90 percent after adopting school uniforms.”
- C. “Uniforms make students feel like they belong.”
- D. “Some people think school uniforms mean fewer rights for students...”

6. Another reason the author uses to support his/her opinion about school uniforms is: “**they improve school spirit.**” Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

7. Which sentence uses the word *uniform* with the same meaning as the text?
- A. The buildings in the city were all very *uniform*.
 - B. The worker wore a *uniform* with brown pants and a blue shirt.
 - C. The car moved at a *uniform* speed.
 - D. The baseball player had a *uniform* swing.
8. Which word below has a similar meaning to the word *improve* as it is used in the following line from the text: “uniforms can improve students’ behavior”?
- A. better
 - B. worsen
 - C. impact
 - D. increase
9. Which line from the text helps you to infer the meaning of the word *improve*?
- A. “Students may be less likely to bully each other about clothes too.”
 - B. “...students feel like they belong.”
 - C. “...students are all wearing their school insignia...”
 - D. “Students who wear uniforms are less likely to cause trouble.”

Tracking My Progress Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can explain how an author uses reasons and evidence to support particular an opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this

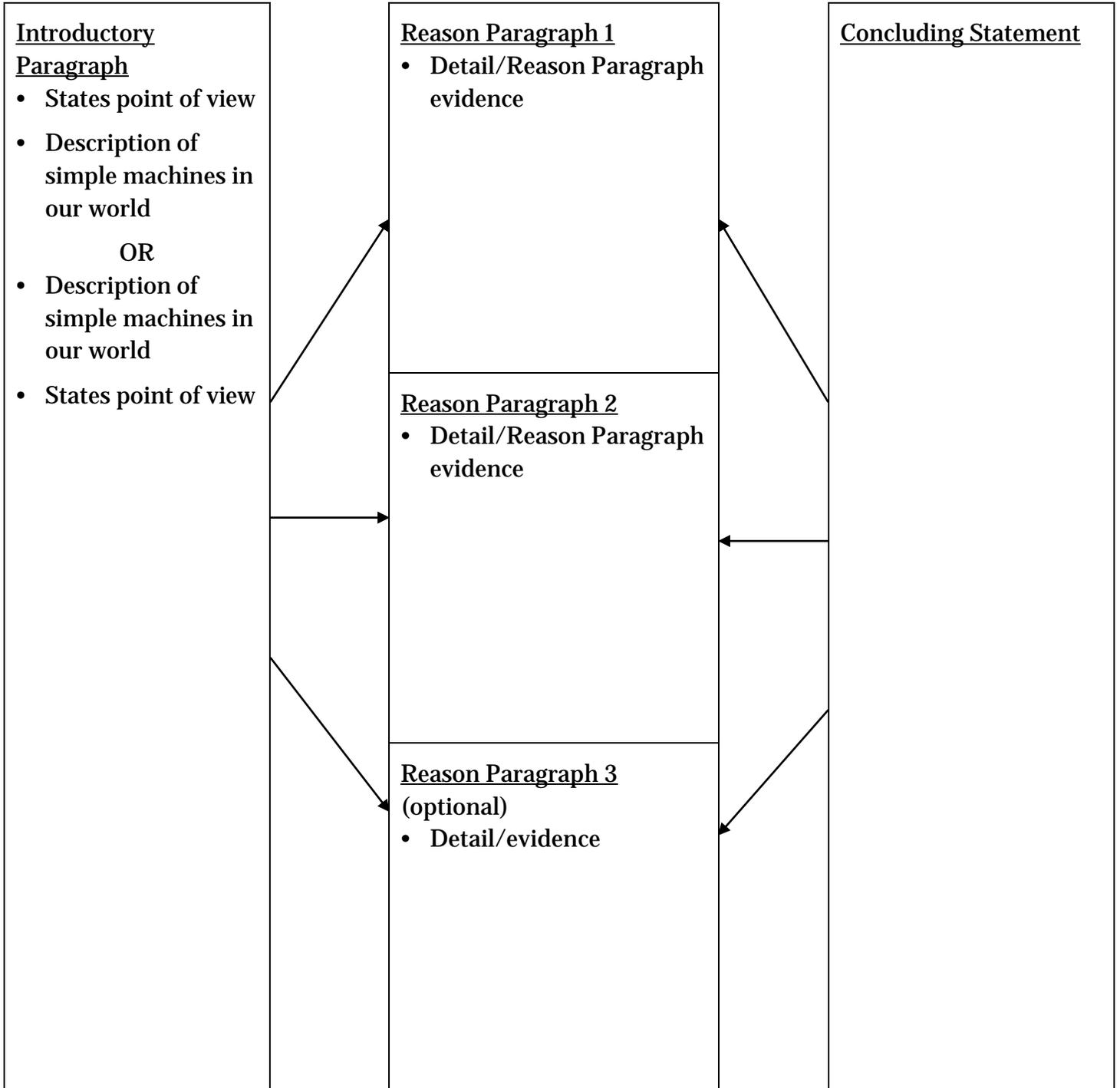


I am on my way!



3. The evidence to support my self-assessment is:

Simple Machines Editorial Graphic Organizer
(blank student version)



Critique Protocol Norms

Be Kind: Treat others with dignity and respect.

Be Specific: Focus on why something is good or what, particularly, needs improvement.

Be Helpful: The goal is to help everyone improve his or her work.

Participate: Support one another. Your feedback is valued!

Directions

1. Author and listener: Review area of critique focus from the rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback
5. Author: Says, "Thank you for _____. My next step will be _____."
6. Switch roles and repeat

Wedges are Wonderful

Simple machines are tools that make work easier. Wedges are the most helpful of all simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.

Examples of Revised Introductions for Model Wedge Editorial

Example 1:

Simple machines are tools that make work easier. They are great for moving something with less effort, but there is a trade-off, distance. One simple machine is the wedge. Wedges are skinny at one end and wide at the other. You can push the skinny end of a wedge into something to split it apart or hold it in place. The wedge is the most helpful of all simple machines. Here's why.

Example 2:

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are Wonderful

Wedges are a simple machine that make **work** easier. They are the most helpful of all simple machines. Simple machines help us move things with less **effort** over a longer **distance**. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.

Editorial Feedback Recording Form (front)

Name:

Date:	Partner:
Focus of Critique:	
My partner liked...	
My partner suggested...	
My next step(s)...	

Editorial Feedback Recording Form (back)

Date:	Partner:
Focus of Critique:	
My partner liked...	
My partner suggested...	
My next step(s)...	

Wedges are Wonderful

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over an increased distance. The wedge does this by pushing its narrow edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are the most helpful of all simple machines.

Example Conclusions for Model Wedge Editorial

Example 1

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.

Example 2

So are wedges the most helpful simple machine? I think so. Wedges are used to make lots of important tools. Nature even thinks they are helpful. Just take a bite out of an apple and you will see them at work. They are the most helpful of all simple machines.

Compound Sentences Anchor Chart

Definition: Compound sentences are two complete simple sentences on the same topic linked together by a conjunction. Compound sentences connect related ideas in writing and can help make the text easier to read fluently.

Conjunctions: *and, but, for, nor, or, so, yet*

Examples of compound sentences in editorials

Wedges are Wonderful

Wedges are a simple machine that make work easier. They are the most helpful of all simple machines. Simple machines help us move things with less effort over a longer distance. The wedge does this by pushing its skinny edge into something to split it apart, but it can also hold something in place. There are a few really good reasons the wedge is the most helpful of simple machines.

Wedges are used every day. They make our lives easier. Without wedges, we would not have many important tools. We would not have doorstops for holding doors open. We would not have knives for cutting food. We would not have axes and saws for cutting wood. It would be hard to eat. Can you imagine how you would eat an apple without your teeth or a knife? How would you cut down trees to build a house without an axe or saw? Wedges make jobs easier to do.

People and animals have wedges in their bodies. Teeth are wedges that help people to bite and eat their food. Claws are wedges that help animals to dig. Claws help animals to defend themselves too. Even nature finds wedges helpful.

Wedges are everywhere. From important tools to animals' bodies, wedges make work easier. Without wedges we would not be able to build houses or even eat our food! They are the most helpful of all simple machines.

Simple Machines Editorial Rubric

A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high-tech gadgets. So they've decided to hold a "Campaign for Simple Machines." Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month's magazine.

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			

Simple Machines Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			

End-of-Unit Assessment Part I:
Planning and Drafting an Editorial

Name:

Date:

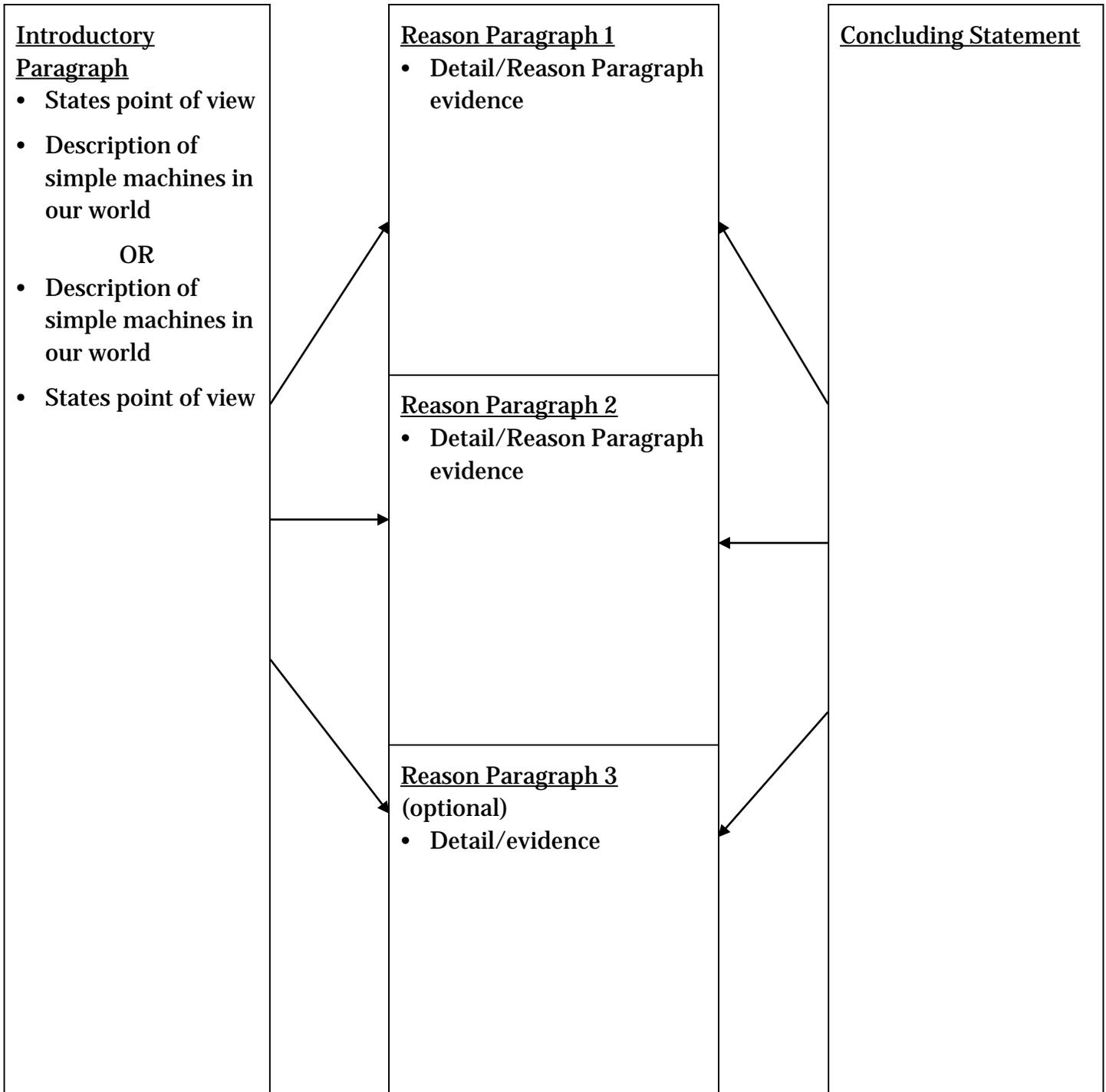
Directions:

1. Read the prompt below.
2. Choose a different simple machine on which to write another editorial.
3. Review the Simple Machines Editorial rubric.
4. Plan your editorial using the graphic organizer below. Be sure to review your Simple Machines Science Journal and the text *Simple Machines: Forces in Action* to develop reasons and gather evidence.
5. Write a draft of your editorial on a separate sheet of lined paper.
6. If you finish early, hand in your plans and draft and choose a book from your independent reading.

Prompt:

After reading the first simple machine editorial you wrote, the local engineering magazine has asked you to write another editorial for their “Campaign for Simple Machines”. This time, they would like you to choose a different simple machine and write an editorial stating your opinion on how this simple machine helps people the most in their daily lives.

Simple Machines Editorial Graphic Organizer



End-of-Unit Assessment Part II:
Revising to Create a Polished Editorial

Teacher Note: These directions can be copied onto the board, displayed on a document camera, or copied and distributed to students.

End-of-Unit Assessment Part II: Revising to Create a Polished Editorial

Directions:

1. If your draft is not finished, finish writing it.
2. Review the Simple Machine Editorial rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your editorial to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished editorial).
7. If you finish early, choose a book from your independent reading and read quietly.

Simple Machines Editorial Rubric

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write an introduction in my editorial that explains simple machines and states my opinion clearly. (W.4.1a)			
I can use scientifically accurate reasons and evidence to support my opinion about a simple machine. (W.4.1b)			
Word Choice			
I can use vocabulary from my research on simple machines to write scientifically accurate descriptions in my editorial. (L.4.3)			
Organization			
I can group together reasons with related evidence in my editorial. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)			
I can develop a conclusion that summarizes my opinion about simple machines in my editorial. (W.4.1d)			

Simple Machines Editorial Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.4.2)			

Tracking My Progress End of Unit 3

Name: _____

Date: _____

Learning Target: I can write an editorial stating my opinion on which simple machine benefits people the most in their everyday lives.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



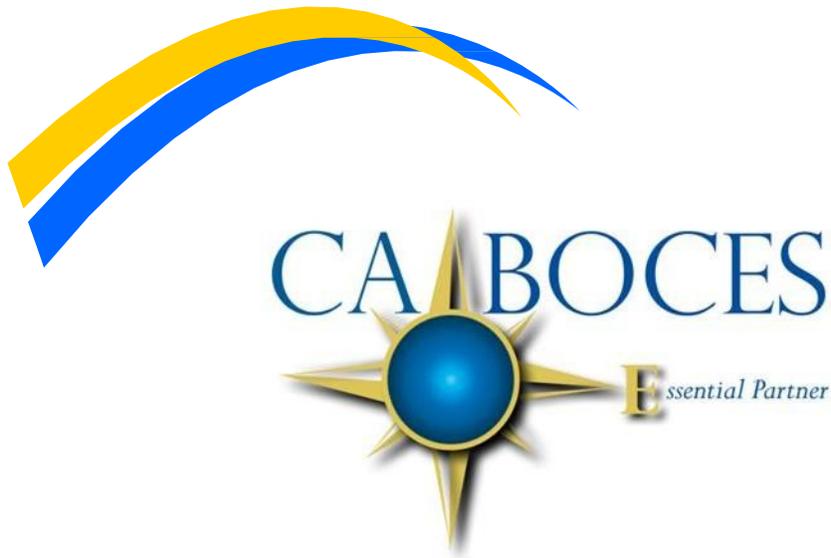
I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Learning Resources
CoSer 501
Educational Media

Equal Opportunity Notice

CA BOCES hereby advises students, parents, employees and the general public that it offers employment, programs and educational opportunities, including vocational education opportunities, without regard to gender, race, color, national origin, handicap or any other legally protected status. Inquiries regarding this non-discrimination policy and grievance procedures may be directed to:
Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.