

Lesson 12: Writing an Opinion Essay: Drafting Proof Paragraph 1



CCS Standards

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **W.5.1b:** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1d:** Provide a concluding statement or section related to the opinion presented.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2b:** Use a comma to separate an introductory element from the rest of the sentence.



Daily Learning Target

- I can write Proof Paragraph 1 of my essay using evidence from the text to support a reason for my opinion. (W.5.1a, W.5.1b)

Ongoing Assessment

- Proof Paragraph 1 of Opinion Essay (W.5.1a, W.5.1b)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraphs 1 and 2 (15 minutes)
- B. Reviewing the Learning Target (5 minutes)

2. Work Time

- A. Independent Writing: Drafting Proof Paragraph 1 (20 minutes)

3. Closing and Assessment

- A. The Painted Essay®: Sorting and Color-Coding the Parts of the Conclusion (20 minutes)

4. Homework

- A. Complete the Introductory Elements II in your Unit 2 Homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- Many of the parts of this lesson follow the same writing routines as those in Lesson 11. Refer to that lesson in more detail as needed.
- In this lesson, students write the Proof Paragraph 1 for their opinion essays (W.5.1a, W.5.1b).
- In this lesson, students focus on working to become effective learners, focusing on a characteristic of their choice as they draft their paragraphs.

How it builds on previous work:

- In the previous lessons, students analyzed the structure of the model essay using the Painted Essay® template and wrote their introductory paragraph. They build on those foundations in this lesson.
- The proof paragraphs of this opinion essay follow a similar structure to the proof paragraphs of the informational essays students learned to write in Modules 1 and 2.

Areas where students may need additional support:

- Students may require additional support while writing their proof paragraphs. Consider grouping those students for a teacher-led discussion that will guide them in determining a reason to support their opinion and finding evidence to support their reason.

Assessment guidance:

- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Work Time B (see Module 1 Appendix).
- Collect the Language Dive II Practice: Model Essay: Branch Rickey homework from Lesson 11. See Language Dive II Practice: Model Essay: Branch Rickey homework (example, for teacher reference) in supporting Materials.

Down the road:

- In the next lesson, students use their analysis of Proof Paragraph 2 and the conclusion to write the second proof paragraph and conclusion of their essays for Part I of the End of Unit 2 Assessment. Students will engage in a peer critique with a focus on linking words and phrases in Lesson 14, and revise their essays for Part II of the End of Unit 2 Assessment in Lesson 15.

In advance:

- Strategically pair students for work in Opening A with at least one strong reader per pair.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.C.6, and 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. While students review Proof Paragraphs 1 and 2 and the conclusion paragraph, they focus exclusively on drafting Proof Paragraph 1 for their opinion essay. Students continue to benefit from the color-coding system established in previous lessons for visual support, and from discussing and analyzing the work they will be asked to complete on the end of unit assessment.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of Proof Paragraph 1. Additionally, they may find it challenging to determine the most relevant evidence to support the reason for their opinion. Consider working with a small group after working with the class and help them create their paragraph together. The group can begin writing as an interactive writing experience and finish independently.

Levels of support

For lighter support:

- Invite students to identify introductory elements included in the conclusion paragraph during the Closing and add them to the Introductory Elements chart (*But* ,; *Despite the doubts and prejudices of many*).

For heavier support:

- Consider creating a practice worksheet that has sentences with blanks for introductory elements. Provide a word bank with several options and have students match the appropriate introductory element with each sentence, preparing them for writing their own sentences with introductory elements during Work Time A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors and resources to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also, consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their writing. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *elaborated, evidence, proof paragraph* (L)
- *success, overcome, extraordinary* (W)

Materials

- ✓ Organizing the Model: Proof Paragraphs 1 and 2 strips (one set per pair)
- ✓ Construction paper (blue, yellow; one of each color per pair)
- ✓ Painted Essay® template (from Module 1, Unit 2, Lesson 12; one per student)
- ✓ Model Essay: Branch Rickey (from Lesson 9; one per student and one to display)
- ✓ Characteristics of Opinion Essays anchor chart (begun in Lesson 11)
- ✓ Characteristics of Opinion Essays anchor chart (begun in Lesson 11; example, for teacher reference)
- ✓ Directions for Opinion Essay (from Lesson 9; one per student)

- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Paper (lined; one piece per student)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Opinion Writing Planning graphic organizer (from Lesson 10; one per student and one to display)
- ✓ Opinion essay (begun in Lesson 11; added to during Work Time A; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Organizing the Model: Conclusion Paragraph strips (one strip per pair)
- ✓ Language Dive II Practice: Model Essay: Branch Rickey homework (from Lesson 11; one per student)
- ✓ Language Dive II Practice: Model Essay: Branch Rickey homework (example, for teacher reference)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraphs 1 and 2 (15 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **Organizing the Model: Proof Paragraphs 1 and 2 strips** and **construction paper**.
- Invite students to refer to their **Painted Essay® template** to remember where Proof Paragraphs 1 and 2 fit in the structure of an opinion piece.
- Post and review the following directions:
 1. Read and organize the strips, putting the strips for Proof Paragraph 1 on the yellow construction paper, and the strips for Proof Paragraph 2 on the blue construction paper.
 2. Organize each set of strips in the correct order.
 3. Check your work against the displayed **Model Essay: Branch Rickey**.
- Answer clarifying questions.
- Invite students to begin working, and circulate to support them in reading and sorting the strips.
- Refocus whole group.
- Invite students to help you record the parts of Proof Paragraphs 1 and 2 on the **Characteristics of Opinion Essays anchor chart**. Refer to **Characteristics of Opinion Essays anchor chart (example, for teacher reference)** as necessary.
- Point out that within each proof paragraph the author has *elaborated* on the focus of the writing, or explained how the evidence he or she has chosen supports the focus statement.
- If productive, cue students with a challenge:

“What if the writer did not include the information on the strips that begin with One person ... and Another group of people...? I’ll give you time to think and discuss with a partner.” (These state reasons, and if we did not have them, it might be too difficult to figure out what reasons the author is trying to state.)

Meeting Students' Needs

- For students who may need additional support: Provide differentiated mentors by purposefully pre-selecting student partnerships. (MMAE)
- For ELLs: (Enlarged Model Essay: Referencing) Invite students to refer to the Enlarged Model Essay: Branch Rickey as they check their work (see Lesson 9, *For heavier support*). After doing so, invite students to choral read Proof Paragraphs 1 and 2, and to explain the function of the sentences in the paragraphs. (Example: "The first sentence in each paragraph states the reason for an opinion, and the rest of the sentences support each reason with evidence.")
- For ELLs: (Verb Tense: Reinforcing) Invite students to identify the verb tenses used throughout each paragraph, and explain the meaning the verb tenses convey. Challenge students to identify verbs that show appropriate shifts in verb tense and to explain why this shift is appropriate. (Example: In the sentence, "As Sharon Robinson writes in *Promises to Keep*, though, he was 'firmly against it.' The verb 'writes' is written in the simple present tense and conveys that the author's words are the subject of present discussion. The verb 'was' is written in the simple past and conveys that the action happened in the past.") As students share, provide any needed clarification and add to the Verb Tenses anchor chart from Unit 1.

Opening

B. Reviewing the Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:
- "I can write Proof Paragraph 1 of my essay using evidence from the text to support a reason for my opinion."
- Review what *evidence* means as needed (facts or information to prove that something is true).
- Underline the words *Proof Paragraph*. Using a total participation technique, invite responses from the group:
"What is the purpose of Proof Paragraph 1?" (It explains Reason 1 by giving evidence.)
- Invite students to retrieve their **Directions for Opinion Essay** and to follow along, reading silently in their heads as you read the prompt aloud.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work today.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs: (Preparing for a Text-Based Discussion Note-catcher: Referencing) Invite students to reference their Preparing for a Text-Based Discussion: Jackie Robinson note-catcher to practice identifying and sharing evidence for an opinion before they begin to write. Encourage students to use the sentence starters under the

headings of each column and the introductory elements from the Introductory Elements chart to connect their ideas.

Work Time

A. Independent Writing: Drafting Proof Paragraph 1 (20 minutes)

- Tell students they are now ready to draft Proof Paragraph 1. Point out that in this lesson, they are only drafting Proof Paragraph 1, and that they will draft Proof Paragraph 2 and the conclusion in the next lesson as part of the end of unit assessment.
- Remind students that as they draft this proof paragraph, they should elaborate on the focus of their essay, or explain how the evidence they have chosen supports their opinion that the factor they have selected was most important in Jackie’s success.
- Distribute **paper**. Invite students to retrieve the following Materials:
 - **Opinion Writing Checklist**
 - **Opinion Writing Planning graphic organizer**
 - **Opinion essay**
- Follow the same routine from Work Time B of Lesson 11 to guide students through writing their Proof Paragraph 1:
 - Discuss the following characteristics on the Opinion Writing Checklist, adding to the Characteristics of My Broadside column as needed.
 - “W.5.1a: Information is well organized to make my argument clear and convincing.”
 - “W.5.1b: I provide logically ordered reasons that are supported by facts and details from sources.”
 - “W.5.1c: I use linking words to connect my opinion and reasons.”
 - “L.5.6, W.5.4: I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion.”
 - Review the use of a comma to separate an introductory element from the rest of the sentence.
 - Invite students to read their Opinion Writing Planning graphic organizer and their introductory paragraphs started in the previous lesson to remind them of their opinion and the reasons they chose for their opinion.
 - Invite students to refer to the model essay, the criteria on the Characteristics of Opinion Essays anchor chart, the Opinion Writing Checklist, and the **Domain-Specific Word Wall** to write Proof Paragraph 1.
 - Circulate to support students as they write and to identify common issues to use as whole group teaching points.
- Invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

Meeting Students' Needs

- For students who may need additional support with self-regulation: When you give students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: (Introductory Elements Chart: Referencing) Invite students to use the introductory elements listed on the Introductory Elements chart to introduce evidence that supports their reasons. Encourage students to vary the introductory elements they use from one sentence to the next.
- For ELLs: (Introductory Elements Practice) Invite students to practice using introductory elements by playing Introduce Me!, introduced in Lesson 11. Challenge students to see how many introductory elements they can say and write in 1 minute!
- For ELLs: (Verbal Writing Practice) Provide students an opportunity to verbally recount a reason and supporting evidence for their opinion from their Opinion Writing Planning graphic organizer, and to rehearse their sentences with a partner before writing.

Closing and Assessment

A. The Painted Essay®: Sorting and Color-Coding the Parts of the Conclusion (20 minutes)

- Move students into the same pre-determined pairs as in Opening A.
- Distribute the **Organizing the Model: Conclusion Paragraph strips**. Tell students that each pair has been given only one part of the conclusion, and later on they will find the other parts to create a complete conclusion paragraph.
- Invite students to refer to their Painted Essay® template to remember the parts of a conclusion paragraph:
 - Restated focus statement
 - Reflection
- Explain that pairs need to find pairs with the other parts of the conclusion and put them together in the right order.
- Tell students that when they have finished, they will check their work against the Model Essay: Branch Rickey.
- Invite students to begin and circulate to support students in reading and sorting the strips of the conclusion.
- Refocus whole group.
- Invite students to help you record the parts of a conclusion paragraph on the Characteristics of Opinion Essays anchor chart. Refer to the Characteristics of Opinion Essays anchor chart (example, for teacher reference) as necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they worked to become effective learners in this lesson.

- Collect the **Language Dive II Practice: Model Essay: Branch Rickey homework** from Lesson 11. Refer to the **Language Dive II Practice: Model Essay: Branch Rickey homework (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support with reading: Choose strategic partners who can model strong and fluent reading. (MMAE, MME)
- For ELLs: (Enlarged Model Essay: Referencing) Invite students to refer to the Enlarged Model Essay: Branch Rickey as they check their work. After doing so, invite students to choral read the conclusion paragraph and to explain the function of each sentence. (Example: "The first sentence acknowledges that there were many factors to Rickey's success; the second sentence restates the author's opinion; and the last sentence elaborates on that opinion.")

Homework

A. Introductory Elements II

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)