

Lesson 5: Writing Informational Texts: Planning the Proof Paragraphs about My Freaky Frog



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



Daily Learning Targets

- I can identify the characteristics of the proof paragraphs in an informational essay. (W.3.2a, W.3.2b, W.3.4)
- I can plan the proof paragraphs for my essay, using my research notes, that will explain my ideas and elaborate on facts about the topic. (W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.7, W.3.8)

Ongoing Assessment

- Informational Writing Planning graphic organizer (W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.7, W.3.8)

Agenda

1. Opening

- A. Engaging the Writer (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model (15 minutes)
- B. Guided Practice: Planning Proof Paragraphs 1 and 2 (20 minutes)

3. Closing and Assessment

- A. Independent Writing: Drafting Proof Paragraph 1 (15 minutes)

4. Homework

- A. Complete Verbs II in your Unit 3 homework packet.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson follows a similar pattern to Lesson 3. Students analyze the Poison Dart Frog Model to study the proof paragraphs (W.3.2a, W.3.2b) and use their observations to plan the proof paragraphs of their freaky frog essay independently (W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.7, W.3.8).
- Students focus on planning the proof paragraphs, and drafting the first proof paragraph of their essays in this lesson.
- In this unit, the habit of character focus is contributing to a better world. The characteristic students are reminded of in this lesson is: taking care of and improving our shared spaces and the environment as they work to continue drafting on class computers.
- The research reading that students complete for homework helps to build both their vocabulary and knowledge pertaining to frogs and specifically frog adaptations. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads the Poison Dart Frog Model aloud in Work Time B.
- Students who finish quickly or require an extension can plan an additional paragraph based on additional questions researched about their freaky frog. They can also begin to consider other ways to present the information they have been researching. Invite students to brainstorm ways to present (i.e., PowerPoint presentation, create a poster, etc.), choose one, and begin planning this presentation.

How it builds on previous work:

- Students refer to the research completed in Lessons 1 and 2 as they plan their informational essays.
- When analyzing the model in Work Time B, students refer to the Informative Writing Checklist that was introduced and used in Unit 2. Throughout this unit, students examine each characteristic and consider how it applies to an essay.

- Students continue to use the Informational Writing Planning graphic organizer to plan the proof paragraphs of their essays in this lesson.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Students may have difficulty determining the most important and relevant research notes to use as they develop their plans. Consider flagging important pages of students' research notebooks or having students use sticky notes to mark key pages or notes.
- Some students may require support recording their information in the correct boxes of their Informational Writing Planning graphic organizers.

Assessment Guidance:

- Refer to the criteria related to RI.3.1, W.3.2a, W.3.2b on the Informative Writing Checklist when assessing students' work in this lesson. Other characteristics related to the organization and development of their essays will be discussed in-depth in Lessons 6 and 7. Use the criteria related to RI.3.1, W.3.2a, W.3.2b from the Grade 3 Informational/Explanatory Writing rubric to assess their progress toward the learning targets.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) to informally assess the writing process in Work Time C.

Down the road:

- Students will use their planning from this lesson to draft their proof paragraphs in Lesson 6 as part of the Mid-Unit 3 Assessment. The remainder of Lesson 6 and Lesson 7 follow a similar pattern as this and previous lessons, with students analyzing a model and adding criteria to the Informative Writing Checklist based on the model, and then planning and drafting the conclusion paragraph.

In advance:

- Display the Performance Task anchor chart.
- Post: Learning targets.

Technology & Multimedia

- Work Time B: Students complete their graphic organizers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Work Time B: Allow students to use an online graphic organizer such as Creately or ReadWriteThink's Webbing Tool to brainstorm, record, or share initial ideas about the proof paragraph of their essays (<http://creately.com/Free-K12-Education-Templates> or <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html>).
- Closing and Assessment A: Students use word-processing tools to write their informative texts. See Module Overview for suggested word-processing tools.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.7, 3.I.C.10, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.B.3, 3.II.B.4, 3.II.C.6.

Important points in the lesson itself

- The basic design of this lesson supports ELLs with an opportunity to test their oral language skills, confirming their successful communication or “repairing” communication that is not understood by other students. These oral processing sessions are critical for language development.
- ELLs may find it challenging to process the information they read in their nonfiction books and take notes on their graphic organizers. Consider additional modeling and thinking aloud. Consider allowing some students to work in small groups, perhaps with home language support, as they complete their graphic organizers.

Levels of support

For lighter support:

- Encourage students to deepen their understanding of the structures that they focus on when analyzing the model, including In addition, to add another detail, to for purpose, when for time and circumstance. For example, they can find additional examples of these structures in other parts of the Poison Dart Frog Model and other texts, and they can practice using these structures to discuss their frog research.

For heavier support:

- To emphasize the importance of providing evidence and examples in a proof paragraph, ask students to provide examples of a fact they know. Make clear that without examples and evidence, it is impossible to tell whether a fact is true or made up.
- Review academic vocabulary and essay structure as needed. Students may refer to their Vocabulary Logs.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support active information processing skills as students integrate new information with prior knowledge. Provide options for comprehension by linking to and activating relevant prior knowledge.
- **Multiple Means of Action and Expression (MMAE):** Students may need additional support as they process the information they read in their nonfiction books and take notes on their graphic organizers. Consider additional modeling and thinking aloud. Consider allowing some students to work in small groups as they complete their graphic organizers.
- **Multiple Means of Engagement (MME):** Check in and conference with students who need additional writing support to provide specific, timely, and targeted feedback to ensure they have a solid plan for their proof paragraphs ahead of the Mid-Unit 3 Assessment. Feedback could target how they may be able to elaborate on the facts and details in their writing.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- elaborate, proof paragraph, topic sentence, take care of shared spaces (L)

Materials

- ✓ Freaky Frog research notebooks (one per student and one to display; from Unit 2, Lesson 1)
 - My Freaky Frog Research note-catcher (page 9 of Freaky Frog research notebook)
 - My Freaky Frog Adaptations Research note-catcher (page 10 of Freaky Frog research notebook)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Freaky Frog essay prompt (from Lesson 1; one to display)
- ✓ Poison Dart Frog Model (from Lesson 2; one per student and one to display)
- ✓ The Painted Essay® template (from Module 1, Unit 3, Lesson 5; one per student)
- ✓ Informative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Informational Writing Planning graphic organizer (from Lesson 3; one per student and one to display)
- ✓ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ✓ Informative Essay about a Freaky Frog (begun in Lesson 4; one per student)
- ✓ Computer with word-processing tool (optional; one per student)
- ✓ Working to Contribute to a Better World anchor chart (from Unit 1, Lesson 1)
- ✓ Informational Texts handout (from Unit 2, Lesson 1; one per student and one to display)

Opening

A. Engaging the Writer (5 minutes)

- Invite students to take out their **Freaky Frog research notebooks** and find the **My Freaky Frog Research note-catcher** on page 9 and the **My Freaky Frog Adaptations Research note-catcher** on page 10.
- Invite them to find a partner, preferably someone who is writing about the same frog.
- Ask students to silently read their note-catchers to themselves as a reminder of what they have learned about their frog's adaptations.
- Ask students to decide with their partner who will share first. Tell students that one partner should share a fact or detail about their frog's unique adaptation. The other partner should then elaborate on this fact or detail by explaining how it helps the frog survive.
- Repeat, allowing the partners to switch roles.
- Repeat as time allows.

Meeting Students' Needs

- For students who may need support expressing their ideas verbally: Provide sentence frames for sharing facts or details and elaborating ("One cool thing my frog does is _____. This helps it to stay alive because _____") (MMAE)
- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example. For additional support, students may read their note-catchers quietly together instead of silently.
- For ELLs: Provide dialogue for deciding who would like to share first. Example: "Would you like to share first?" "Yes, I would." OR "No, thanks, I would prefer to go second." For visual support, write the dialogue in a speech bubble and hold it up with a Popsicle stick.
- For ELLs: Students who need heavier support may have trouble verbalizing their work. Help them identify key elements of their note-catchers and allow them to repeat words and phrases. For example, if a student wrote or drew about a frog's poisonous skin, point to it and say, "The poison dart frog has poison in its skin." Encourage the student to repeat the phrase.

Opening

B. Reviewing Learning Targets (5 minutes)

- Draw students' attention to the **Performance Task anchor chart** and cold call a student to read the prompt aloud. Remind them that they are working toward creating an original Freaky Frog book and trading card. Review each of the bullet points below the prompt with students.
- Point to the third bullet point of the prompt under "Your book will include" on the Performance Task anchor chart and ask for a volunteer to read it aloud:

"Informational writing to amaze your readers with the unique, sometimes freaky, adaptations of the frog you researched."

- Remind students that they have been learning about their frog and its unique adaptations and planning and drafting an essay about this. Explain that today they will continue to plan their essay by planning the proof paragraphs. If necessary, review the purpose of the essay (to teach third- and fourth-grade students about our freaky frogs and their adaptations).
- Direct students' attention to the posted learning targets. Read them aloud as students follow along, reading silently in their heads.

"I can identify the characteristics of the proof paragraphs in an informational essay."

"I can plan the proof paragraphs for my essay, using my research notes, that will explain my ideas and elaborate on facts about the topic."

- Explain that, as in Lesson 3, before students begin planning their own essays, they will analyze a model to understand the characteristics of the proof paragraphs in an informational essay.

- Remind students of the writing they did in Unit 2. Using a total participation technique, invite responses from the group:
“What do we mean by elaborate?” (add details; explain something more fully)
- Tell students that in their proof paragraphs, they will elaborate on the evidence they include, or explain how the evidence they have chosen supports their focus statement. Add *elaborate* to the Academic Vocabulary Word Wall.

Meeting Students' Needs

- For ELLs and students who may benefit from visual supports: Point to a model of a freaky frog book and a trading card as you read the anchor chart. This will help students understand the concepts of the book and trading card and what they are working toward. (MMR)
- For ELLs: Review the target: “I can identify the characteristics of the proof paragraphs in an informational essay.” Ask: “Can you put this target in your own words?” (I can find clues in the paragraph that tell me it is a proof paragraph and not a different kind of paragraph.)

Work Time

A. Analyzing a Model (15 minutes)

- Refocus whole group and ask:
“What have we planned and drafted so far for our informational essays?” (the introduction paragraph)
- Display the **Freaky Frog essay prompt** and draw students’ attention to the second paragraph. Ask:
“What information did we include in our introduction paragraph?” (a description of our frog)
“What information should we include in the proof paragraph of our essays?” (description of two adaptations that help our frog to survive)
- Display and invite students to take out the **Poison Dart Frog Model**. Read the text aloud inviting students to read it chorally with you, or cold call a student to read it aloud, inviting students to follow along.
- Invite students to refer to their **Painted Essay® template** to remember where the proof paragraphs fit in the structure of an essay.
- Ask:
“Which paragraphs are the proof paragraphs in this essay? (the second and third paragraphs)”
- If productive, cue students to provide evidence:
“What, in each paragraph, makes you think so?” (because they give specific details about the adaptations of the frog; they give specific details related to the focus statement of the essay.)

- If necessary, point out that the essay has information grouped together into paragraphs that each explain an idea; the first paragraph introduces the reader to the frog by describing it, and the second and third paragraphs build on that by explaining the frog's adaptations.
- Using a total participation technique, invite responses from the group:

“Why is it important for writers to group information?” (It makes the writing easier to understand for the reader.)

- Validate student responses and explain that it would be confusing to start off the essay by talking about the adaptations of the frog without knowing what the frog looks like or where it lives.
- Point out the second and third paragraphs of the model essay. Using a total participation technique, invite responses from the group:

“How are the proof paragraphs of this essay similar to the detail sentences we wrote in Unit 2?” (They have information grouped to explain the focus statement; it has facts, definitions, and details from the research texts that explain the writer’s ideas; it has elaboration and explanations of the facts and details from the texts.)

“How are the proof paragraphs of this essay different from the detail sentences we wrote in Unit 2?” (They are longer; they have more examples and elaboration; the writer has explained more of the facts from his or her research.)

- Point out that, just as in the paragraphs they wrote in Unit 2, their proof paragraphs will include a *topic sentence*. Ask:

“Put your finger by the topic sentence of the first proof paragraph in the Poison Dart Frog Model.” (“There are a couple of physical adaptations that keep the poison dart frog safe.”)

“Put your finger by the topic sentence of the second proof paragraph in the Poison Dart Frog Model.” (“In addition to these physical adaptations, the poison dart frog also has a behavioral adaptation.”)

- Invite the class to chorally read each topic sentence.

- Ask:

“What is the purpose of including a topic sentence?” (to connect or link to the previous paragraph; to tell the reader what the paragraph will be about)

- Ask:

“Reread the second paragraph of the Poison Dart Frog Model to yourself. What facts, definitions, and details are included in this paragraph?” (The poison dart frog has toxic skin; the definition of the word *toxic*; different kinds of poison dart frogs are different colors; the female lays her eggs on a leaf to hide them.)

- If productive, cue students with a challenge:

“Can you figure out how the writer has elaborated on these facts and details? What in the essay makes you think that? I’ll give you time to think and discuss with a partner.” (The writer has described how the adaptations help the frog to survive; the writer shares a fact or detail and then elaborates on that fact or detail.)

- Repeat with the third paragraph of the model essay.
- Point out the following criterion on the **Informative Writing Checklist**:

– **RI.3.1**

- Ask:

“Are there any specific criteria about the proof paragraphs in this essay that you should be aware of and list in that column on the checklist?”

- Record students’ suggestions in the Characteristics of My Frog Informative Piece column as needed.
- Repeat with the following criteria on the checklist, recording students’ suggestions in the Characteristics of My Frog Informative Piece column as needed:
 - **W.3.2a**
 - **W.3.2b**

Meeting Students’ Needs

- For students who may need additional support organizing their writing: Color-code specific facts or details with how that fact is elaborated on within the proof paragraphs of the Poison Dart Frog Model. (MMR, MMAE)
- For students who may need additional support with comprehension: Consider adding simple sketches or synonyms above specific words on the Characteristics of My Frog Informative Piece to ensure understanding of expectations. (MMR)
- For ELLs: Point to poison dart frog features in a picture as you read the model. Example: Point to the frog’s skin and mime touching it and feeling the paralyzing effects on your skin.
- For ELLs: Display each paragraph on the board and write the gist next to each one.
- For ELLs: Ask: “How is a topic sentence different from a focus statement?” (A focus statement tells what the whole essay is mostly about. A topic sentence tells what the paragraph is mostly about.)

Work Time

B. Guided Practice: Planning Proof Paragraphs 1 and 2 (20 minutes)

- Tell students that they are ready to begin planning the proof paragraphs for their essays. Display and invite students to take out the **Informational Writing Planning graphic organizer**. Cold call a student to read the focus question at the top of the organizer.
- Invite students to silently reread the focus statements and plan for the introduction they developed in Lesson 3.
- Cold call a student to read the headings of the Proof Paragraph boxes on the graphic organizer. Explain to students that they will focus only on the Proof Paragraph boxes today.
- Ask:

“Where can we find this information about our frogs?” (in the research texts, in our research notes)
- Invite students to independently plan the proof paragraphs of their essays, completing the corresponding boxes on their Informational Writing Planning graphic organizer as they work. Circulate to support students as needed, reminding them to work only on planning the proof paragraphs, to think about how they can elaborate on the evidence they are planning to

use in their proof paragraphs, and to refer to the Informative Writing Checklist and **domain-specific word wall** as needed.

- If productive, cue students to think about their thinking:

"What strategies helped you complete the proof boxes on your Informational Writing Planning graphic organizer? I'll give you time to think and discuss with a partner." (Responses will vary, but could include: enter about the same amount of elaboration about each fact and detail; sketch pictures as placeholders for later to save time.)

Meeting Students' Needs

- For students who may need additional support with writing fluency: Provide a partially filled-in graphic organizer. Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for those with lower levels of language proficiency and/or learning. (MMR, MMAE)
- For students who may need additional support with information processing: Consider highlighting words and phrases from their My Freaky Frog Research note-catcher that they should use on their Informational Writing Planning graphic organizer in advance. (MMR, MMAE)
- For ELLs: Model and think aloud using the graphic organizer for more practice, either as a whole class or with a small group of ELLs, before independent work.
- For ELLs: For students who struggle with writing, model doing quick sketches within the graphic organizer as placeholders for information. Say: "You can sketch first so that you don't forget the information you want to add. Then you may go back later and write." Alternatively, if students have taken notes on sticky notes, they may stick them onto the graphic organizer.
- For ELLs: In preparation for the mid-unit assessment, make sure they are comfortable and successful using their Informative Writing Checklist. Example: Ask students to show where in their essays they have addressed W.3.4. (My writing is appropriate for this purpose and audience). If they have addressed the item successfully, congratulate them. If they could address it more effectively, show them how they can use the checklist to improve their writing.

Closing and Assessment

A. Independent Writing: Drafting Proof Paragraph 1 (15 minutes)

- Tell students they will now have time to draft the first proof paragraph for their essays. Remind students that this paragraph will have a topic sentence, detail sentences explaining the adaptations of their frog and elaboration sentences that tell how the adaptation helps the frog to survive.
- Invite students to use their Informational Writing Planning graphic organizer and to think of an elaboration sentence about one of the adaptations of their frog and the way they would write it. Encourage students to use the structure in addition in their sentence.
- Invite students to turn and talk, sharing their sentence with their partner the same way they would write it. Cold call students to share whole group.

- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Invite students to access their **Informative Essay about a Freaky Frog** using a word-processing tool on their **computer**. Remind students that they will use the computer to draft and publish their writing.
- Focus students on the **Working to Contribute to a Better World anchor chart** and review what it means to *take care of shared spaces*.
- Remind students that the computers are a shared tool, meant to be used by all students in the classroom, and because of that it is important that they take care of them as they work.
- Invite students to share ways they can be sure to take care of their computers and work space as they draft.
- Tell students to reread their introduction, reminding themselves of their focus statement.
- Invite them to independently draft the first proof paragraph of their essays, referring to their **Informational Texts handout** (from Unit 2) and using the corresponding box on their **Informational Writing Planning graphic organizer** as they work. Circulate to support students as needed, reminding them to work only on drafting the first proof paragraph and to refer to the Informative Writing checklist and **domain-specific word wall** as needed.
- Tell students they will draft the second proof paragraph in the next lesson as part of the mid-unit assessment.
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Refocus students whole group. Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

Meeting Students' Needs

- As groups of students interact, jot down some verb tense errors that are impeding communication. For example, you may hear: “The poison dart frog have toxic skin.” Encourage students to repeat the phrase, highlighting the correct verb tense.
- For students who may need additional support with writing: Consider continuing to color code informational essays as begun in Lesson 3. Check in and conference with these students throughout Work Time B. (MMAE)
- For ELLs: Use sentence frames for ELLs who need heavier support: “One adaptation of the (name of frog) is (adaptation). It (description of adaptation). This helps the frog survive because (elaboration).”

Homework

A. Complete Verbs II in your Unit 3 homework packet.

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

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Refer to the suggested homework support in Lesson 1. (MMAE)

There are no new supporting materials for this lesson.