

Lesson 10: Writing a Book Review: Drafting Proof Paragraph 1



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.1b:** Provide reasons that support the opinion.
- **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.



Daily Learning Target

- I can write Proof Paragraph 1 of my book review using evidence from the text to support a reason for my opinion. (RL.3.1, W.3.1b)

Ongoing Assessment

- Proof Paragraph 1 of book review (RL.3.1, W.3.1b)

Agenda

1. Opening

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

2. Work Time

- A. Language Dive: Proof Paragraph 1 (15 minutes)
- B. Guided Practice: Writing Proof Paragraph 1 (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. Complete Language Dive I: Model Book Review Practice 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:

- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from Proof Paragraph 1 of the Model Book Review: *Peter Pan in Kensington Gardens*. The focus of this Language Dive is using subordinating clauses (**L.3.1h**) to introduce an opinion in an interesting way. Students compare the structure of this sentence to a more explicit introductory sentence frame. They then apply their understanding of the meaning and structure of this sentence when writing their introductions to Paragraph 1 of their book reviews during this lesson. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time B, students write Proof Paragraph 1 of their book reviews. This is written in pieces, with students saying each part aloud before writing (**W.3.1a, W.3.1b**).
- The structure of the following lesson is identical to the structure of this lesson. Pay careful attention to the processes in this lesson, since you will repeat them for the second proof paragraph.

How it builds on previous work:

- In Lessons 8–9, students analyzed the structure of the Model Book Review: *Peter Pan in Kensington Gardens* using the Painted Essay® template and wrote their introductory paragraph. They build on those foundations in this lesson.

Areas in which students may need additional support:

- Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.
- Students who require an extension can write their own proof paragraphs independently, rather than being guided through the process step-by-step whole group.

Assessment guidance:

- Review students' paragraphs to ensure that they have included all the necessary information. If you notice common issues, use them as teaching points for the whole group as they are working.
- Consider using the Writing Informal Assessment: Writing Process Checklist during students' writing in Work Time B (see Module 1 Appendix).

Down the road:

- In the next lesson, students will write Proof Paragraph 2 of their book review.

In advance:

- Strategically pair students for work in Opening A.
- Review Questions We Can Ask during a Language Dive anchor chart (from Unit 1, Lesson 7) as necessary.
- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.

- Prepare the Organizing the Model: Proof Paragraph 1 strips (see supporting Materials).
- Post: Learning target 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 3.I.C.10, 3.I.C.11

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. In this lesson, students focus exclusively on Proof Paragraph 1 of their book review. Students continue to benefit from the color-coding system established in previous lessons for visual support.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of the proof paragraph. Consider providing additional writing time between sentences to accommodate students who may need more time to process language. Alternatively, during the Closing, consider working with a small group of students to complete any unfinished writing from Work Time.

Levels of support

For lighter support:

- Before Providing Additional Support during Work Time B, observe student work and allow students to grapple. Provide supportive Materials only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time B, consider providing a paragraph frame for students to use as they write their Proof Paragraph 1. Omit only a few words. Students can complete the paragraph as a cloze exercise while focusing on comprehending the paragraph and its purpose within the essay structure.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students write the first proof paragraph for their book review. This requires drawing on several tools, such as the Painted Essay® template, model book review, and Opinion Writing Checklist. Continue to use think-alouds, visual displays, and/or peer models to make these thought processes explicit. This allows students to not only see the model visually, but also to understand the thought processes behind it.
- **Multiple Means of Action and Expression (MMAE):** This lesson includes writing time, during which some students may need additional support building their writing stamina. Continue to support them in growing their persistence and effort by providing scaffolds that build an environment conducive to writing.
- **Multiple Means of Engagement (MME):** Continue to support students in feeling successful with writing by allowing them to celebrate writing goals. Consider chunking the writing block into smaller blocks with breaks at specific intervals. Celebrate students who meet their writing goals, whether for length of text or sustained writing time.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- evidence, proof paragraph (L)

Materials

- ✓ Organizing the Model: Proof Paragraph 1 strips (one set per pair)
- ✓ The Painted Essay® template (from Module 1; one per student)
- ✓ Model Book Review: *Peter Pan in Kensington Gardens* (from Lesson 8; one per student and one to display)
- ✓ Book Review anchor chart (begun in Lesson 9; added to during Opening A; see supporting Materials)
- ✓ Book Review anchor chart (example, for teacher reference)
- ✓ End of Unit 2 Assessment, Part II Prompt (from Lesson 8, one per student and one to display)
- ✓ Language Dive Guide: Model Book Review, Proof Paragraph 1 Reason (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7)
 - Language Dive Chunk Chart: Model Book Review, Proof Paragraph 1 Reason (for teacher reference)
 - Language Dive Sentence Strip Chunks: Model Book Review, Proof Paragraph 1 Reason (one to display)
 - Language Dive Note-catcher: Model Book Review, Proof Paragraph 1 Reason (one per student and one to display)
 - Blue and red markers (one set per student)

- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Opinion Writing Checklist (for teacher reference)
- ✓ Book review (begun in Lesson 9; added to during Work Time B; one per student)
- ✓ Book Review Planning graphic organizer (from Lesson 9; one per student)
- ✓ Book Review Examples: *Peter Pan* (from Lesson 9; for teacher reference)

Opening

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

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **Organizing the Model: Proof Paragraph 1 strips**.
- Guide students through the routine from Lesson 9 to sort and color-code the parts of Proof Paragraph 1:
 - In pairs, invite students to refer to the **Painted Essay® template** to remember where Proof Paragraph 1 fits in the structure of an essay.
 - Ask pairs to read and organize the strips, putting them in the correct order. Circulate to support them as they work.
 - Invite students to check their work against the **Model Book Review: *Peter Pan in Kensington Gardens***.
 - After 10 minutes, refocus whole group and invite students to help you record the parts of Proof Paragraph 1 on the **Book Review anchor chart**. Refer to the **Book Review anchor chart (example, for teacher reference)** as necessary.
- Point out that within the first 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.

Meeting Students' Needs

- For students who may need additional support: Provide differentiated mentors by purposefully pre-selecting student partnerships and meeting with mentors in advance. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Interactive Painted Essay® Template) Use the interactive model of the Painted Essay® template introduced in Lesson 8 (See "For heavier support" in the Supporting English Language Learners section) to reinforce students' understanding of the book review's structure. Model detaching point 1 (yellow) from the introduction paragraph and placing it next to Proof Paragraph 1, explicitly showing the connection between the paragraphs. Invite students to organize the Proof Paragraph 1 strips on the interactive model as they check their work against the model book review. (MMR, MMAE)
- For ELLs: (Concrete, Corresponding Examples) Display the interactive model of the Painted Essay® template next to the Book Review anchor chart to provide concrete, corresponding examples for each part of Proof Paragraph 1.

Opening

B. Reviewing 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 book review using evidence from the text to support a reason for my opinion."
- Invite students to refer to their Painted Essay® template to see what it says about Proof Paragraph 1.
- Underline the word *evidence* and review its definition (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 gives evidence and reasons to support point 1.)
- Invite students to retrieve their **End of Unit 2 Assessment, Part II Prompt** and briefly review it.

Meeting Students' Needs

- For students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in the learning target (e.g., *proof paragraph*, *evidence*, *support*, and *opinion*.) (MMR)
- For ELLs: (Interacting with Evidence) Invite students to detach the Proof Paragraph 1 strips that include evidence from the interactive model of the Painted Essay® template and explain how each one supports a reason for the author's opinion. Once all evidence has been detached, focus students on the first sentence that remains. Remind students that this is point 1 in support of an opinion, and that they will focus on understanding this sentence in their Language Dive today.

Work Time

A. Language Dive: Proof Paragraph 1 (15 minutes)

- Tell students they will now participate in a Language Dive using the same format from Unit 1.
 - Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
 - Reread Proof Paragraph 1 of the Model Book Review: *Peter Pan in Kensington Gardens*.
 - Focus students on the sentence:
"As you read the story, your imagination goes wild!"

- Use the **Language Dive Guide: Model Book Review, Proof Paragraph 1 Reason** and **Language Dive Chunk Chart: Model Book Review, Proof Paragraph 1 Reason** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Sentence Strip Chunks: Model Book Review, Proof Paragraph 1 Reason** and **Language Dive Note-catcher: Model Book Review, Proof Paragraph 1 Reason**.
- If productive, cue students to think about their thinking and to explain others' ideas:
“How does our discussion add to your understanding of how to write your book review? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)

Meeting Students’ Needs

- For students who may need additional support with oral language and processing:
 Allow ample wait time as students respond during the discussion. (MMAE, MME)

Work Time

B. Guided Practice: Writing Proof Paragraph 1 (20 minutes)

- Display and invite students to retrieve their **Opinion Writing Checklist**. Remind them that this checklist is something they will use frequently throughout the school year and that over the next several lessons they will use the checklist to help them ensure that they have included everything they need to write a successful book review.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate that criterion in their own words:
 - “RL.3.1, RI.3.1: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic.”
 - “W.3.1b: I give evidence and reasons to support my opinion.”
- Invite students to mark these criteria on their checklist.
- Focus students on the each of the criterion, one at a time, and invite them to consider anything specific to this piece of writing they might want to record in the Characteristics of My Book Review column. Refer to the **Opinion Writing Checklist (for teacher reference)** as necessary.
- 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 about their recommendation.
- Invite students to retrieve the **book review** they started in Lesson 9 and to read their introductory paragraphs to themselves to remind them of their opinion and the reasons they chose for their opinion.
- Invite students to retrieve their **Book Review Planning graphic organizer**.

- Turn and Talk:
“What is your first reason for your recommendation? How are you going to write it in a way that sounds interesting?”
- Invite students to write their first reason. Remind them that the proof paragraph is a new paragraph, so they should start it on a new line and leave a line in between each line of writing.
- Circulate to support students as they write and to identify common issues to use as whole group teaching points. Refer to the **Book Review Examples: *Peter Pan* (for teacher reference)** as necessary.
- After 5 minutes, refocus whole group. Repeat this process of inviting students to say their ideas aloud to their partner before writing for each of the rest of the parts of this paragraph, as outlined on the Book Review anchor chart.

Meeting Students' Needs

- For students who may need additional support with Vocabulary: While reviewing the checklist criteria, clarify the language of each criterion. (MMR)
- For students who may need additional support with perception: Continue to offer lined paper on which every other line has an X or is highlighted to remind students to skip lines. (MMAE)
- For ELLs: (Key Words) Encourage students to underline point 1 in their introduction paragraph from Lesson 9 and circle key words to use as they write their reason in a new way (*adventures, interesting characters*).
- For ELLs: (Focus Structure Practice from Language Dive) Encourage students to use the focus structure from the Language Dive, “As you read the story,” to start their first sentence, supporting the transition of stating a reason in a less explicit way. Challenge students to think of more than one way they could complete the sentence frame.
- For ELLs: (Grouping) Create partnerships with varying levels of language proficiency. Alternatively, consider grouping students according to home languages.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- 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.
- 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 checklist have been achieved in their writing in this lesson.

Homework

A. Complete Language Dive I: Model Book Review Practice in your Unit 2 homework.

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, family member, or student from Grades 2 or 4, or record an audio response. (MMAE)