

## Lesson 11: Writing a Book Review: Drafting Proof Paragraph 2



### 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 2 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 2 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 2 (15 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Language Dive: Proof Paragraph 2 (15 minutes)
- B. Guided Practice: Writing Proof Paragraph 2 (20 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

#### 4. Homework

- A. Complete Language Dive II: 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

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### Purpose of lesson and alignment to standards:

- This lesson follows the same structure as Lesson 10, but this time in Work Time B, students write Proof Paragraph 2 of their book reviews (**W.3.1a, W.3.1b**).
- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from Proof Paragraph 2 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 a compelling 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 2 of their book reviews. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### How it builds on previous work:

- In Lessons 8–10, students analyzed the structure of the Model Book Review: *Peter Pan in Kensington Gardens* using the Painted Essay® template and wrote their introductory paragraph and their first proof paragraph. In this lesson, they write the second proof paragraph of their book review.

### 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).
- Collect Language Dive I: Model Book Review Practice homework from Lesson 10. Refer to the Language Dive I: Model Book Review Practice homework (answers, for teacher reference) as necessary.

### Down the road:

- In the next lesson, students will write the conclusion of their book review.

### In advance:

- Strategically pair students for work in Opening A.
- Review the 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 2 strips (see supporting Materials).
- 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 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 2 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 those who may need more time to process language. Alternatively, during the Closing and Assessment, 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 2. 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 Proof Paragraph 2 of their book review. Continue to use think-alouds, visual displays, and/or peer models to make these thought processes explicit. This allows students to see the model visually and also 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 2 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)
- ✓ Language Dive Guide: Model Book Review, Proof Paragraph 2 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 2 Reason (for teacher reference)
  - Language Dive Sentence Strip Chunks: Model Book Review, Proof Paragraph 2 Reason (one to display)
  - Language Dive Note-catcher: Model Book Review, Proof Paragraph 2 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)
- ✓ 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)
- ✓ Language Dive I: Model Book Review Practice (homework from Lesson 10; one per student)
- ✓ Language Dive I: Model Book Review Practice (answers, for teacher reference)

## Opening

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

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **Organizing the Model: Proof Paragraph 2 strips**.
- Guide students through the routine from Lesson 9 to sort and color-code the parts of Proof Paragraph 2:
  - In pairs, invite students to refer to the **Painted Essay® template** to remember where Proof Paragraph 2 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 2 on the **Book Review anchor chart**. Refer to the **Book Review anchor chart (example, for teacher reference)** as necessary.
- Point out that within this proof paragraph the author has again elaborated on the focus of the writing, or explained how the evidence he or she has chosen supports the focus statement.

### 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 2 of my book review using evidence from the text to support a reason for my opinion."***
- Remind students that they saw the same learning target in the previous lesson for Proof Paragraph 1 and of the meaning of the words *evidence* and *proof paragraph*.

## 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 to reinforce students' understanding of this book review's structure. Model detaching point 2 (blue) from the introduction paragraph and placing it next to Proof Paragraph 2. Invite students to organize the Proof Paragraph 2 strips on the interactive model as they check their work against the model book review. (MMR, MMAE)

- For ELLs and students who may need additional support with comprehension: (Concrete, Corresponding Examples) Display the interactive model of the Painted Essay® template next to the Book Review anchor chart to provide concrete examples for each part of Proof Paragraph 2. (MMR)
- For students who may need additional support with comprehension and engagement: Ask students to share one way that they worked toward each learning target in the previous lesson for Proof Paragraph 1. (MMR, MME)
- For ELLs: (Interacting with Evidence) Invite students to detach the Proof Paragraph 2 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. Focus students on the first sentence that remains. Remind students that this is point 2 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 2 (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 2 of the Model Book Review: *Peter Pan in Kensington Gardens*.
  - Focus students on the sentence:
- “While I liked the book, parts of it were upsetting to read because sometimes the characters were cruel.”
  - Use the **Language Dive Guide: Model Book Review, Proof Paragraph 2 Reason** and **Language Dive Chunk Chart: Model Book Review, Proof Paragraph 2 Reason** to guide students through a Language Dive of the sentence. Distribute and display **Language Dive Sentence Strip Chunks: Model Book Review, Proof Paragraph 2 Reason** and **Language Dive Note-catcher: Model Book Review, Proof Paragraph 2 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 2 (20 minutes)

- Follow the same process from Lesson 10 to guide students through writing their second proof paragraphs:
  - Remind students of the criteria marked on their **Opinion Writing Checklist** in the previous lesson.
  - 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 read their **book review** so far.
  - Invite students to retrieve their **Book Review Planning graphic organizer** and review the evidence they selected to support their second reason.
  - Focusing on one part of the paragraph at a time, invite students to say each part of their second proof paragraph before writing it down.
  - Circulate to support students as they write and identify common issues to use as whole group teaching points. Refer to the **Book Review Examples: *Peter Pan* (for teacher reference)** as necessary.

### 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 2 in their introduction paragraph and circle key words to use as they write their reason in a new way (**some characters are cruel; violence**).
- For ELLs: (Focus Structure Practice from Language Dive) Encourage students to use the focus structure from the Language Dive, "While I liked the book," to start their first sentence if they are recommending with cautions. Challenge students to think of more than one way they could complete the sentence frame. If they are not recommending with cautions, consider providing a word bank of other linking words with which they could begin their sentence.
- For ELLs: (Grouping) Create partnerships with varying levels of language proficiency. Alternatively, consider grouping students according to home languages.

## Closing and Assessment

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### 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 checklists have been achieved in their writing in this lesson. This may mean that in some rows, they have two Y’s and dates (from Lesson 10 and Lesson 11).
- Collect **Language Dive I: Model Book Review Practice** homework from Lesson 10. Refer to **Language Dive I: Model Book Review Practice homework (answers, for teacher reference)** as necessary.

### Meeting Students’ Needs

- For students who may need additional support with motivation and sustained effort: Build an accepting and supportive environment by continuing to remind students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## Homework

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**A. Complete Language Dive II: 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)