

Lesson 10: Writing an Opinion Essay: Drafting Proof Paragraph 2



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.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1b:** Provide reasons that support the opinion.
- **W.3.1c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.



Daily Learning Targets

- I can connect my opinion to the reasons in the proof paragraphs of my essay with linking words and phrases. (W.3.1c)
- I can write Proof Paragraph 2 of my opinion essay using evidence from my research to support one reason for my opinion. (RI.3.1, W.3.1b)

Ongoing Assessment

- Proof Paragraph 2 of Opinion Essay: Water Pollution (RI.3.1, W.3.1b, W.3.1c)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mini Lesson: Linking Words and Phrases (20 minutes)
- B. Independent Practice: Writing Proof Paragraph 2 (30 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. 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 this lesson, students reread the proof paragraph of the model opinion essay, analyzing the linking words and phrases the author included to link her opinion to her reasons (W.3.1c). They then write the second proof paragraph for their essays (RI.3.1, W.3.1b, W.3.1c).

- Students work to become effective learners by focusing on a characteristic of their choice as they draft their second proof paragraph. They are also reminded of working to contribute to a better world as they continue writing an essay to share why it is important to conserve water.

How this lesson builds on previous work:

- In Lessons 5–9, students analyzed the structure of the Model Opinion Essay: Access to Water using the Painted Essay® template, planned their essays, and wrote their introductory and first proof paragraph. They build on those foundations in this lesson.

Areas in which students may need additional support:

- Students may need additional support with writing. Consider providing sentence frames or starters for students to use as they draft.
- Consider allowing students to work with a partner or grouping students who may need additional writing support together while you guide them through writing the second proof paragraph.

Assessment guidance:

- Review students' Proof Paragraph 2 to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group.
- Refer to the characteristics related to W.3.1b and c on the Opinion Writing Checklist when assessing students' work in this lesson (see Assessment Overview and Resources).
- Consider using the Writing Process Checklist for Writing and Language Skills during the independent writing in Work Time B (see Module 1 Appendix).

Down the road:

- In the next lesson, students will write the conclusion paragraph of their essays.

In advance:

- Pre-determine pairs for work throughout the lesson.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 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, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.C.6, 3.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. In this lesson, students focus on writing Proof Paragraph 2 for their opinion essay and continue to benefit from the color-coding system established in prior lessons for visual support. Additionally, the explicit focus on linking words and phrases is particularly supportive of ELLs, as understanding how linking language works is a key entry point into complex texts and the English language system.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of Proof Paragraph 2 while also ensuring they are using linking words and phrases. 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 and revising as an interactive experience and finish independently.

Levels of support

For lighter support:

- Remove the linking words and phrases from Proof Paragraph 1, substituting the words with blank spaces. Invite students to add linking words back into the blanks during Work Time A. Challenge them to consider alternative linking words that could be used as well, rearranging sentences as needed. (Example: Farmers do not have enough water to grow crops, so food has become scarce = *Since* farmers do not have enough water to grow crops, food has become scarce.)

For heavier support:

- Consider creating a practice worksheet that has sentences with blanks for linking words. Provide a word bank with several options and have students match the appropriate linking word to the sentence, preparing them for writing their own sentences with linking words during Work Time B.
- During Work Time B, consider providing an outline for students to organize Proof Paragraph 2 and make connections between the information on the note-catchers and information they need to include in their paragraphs. (Example: [Point 2 for opinion, from Action Box] _____. [Evidence] _____. [Evidence] _____. [Evidence] _____. [Conclusion] _____.)

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):** Similar to previous lessons in this unit, this lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may struggle with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue to emphasize sustained effort and process by modeling how to sound out a word with tricky spelling and demonstrate how to use environmental print to support spelling accuracy.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- connect, opinion, reason (L)
- solution, pollute, organize, cleanup (W)

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Vocabulary logs (begun in Module 1; one per student)
- ✓ Opinion Essay: Water Pollution Prompt (from Lesson 1; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Linking Words and Phrases (from Module 1; one per student and one to display)
- ✓ Model Opinion Essay: Access to Water (from Lesson 5; one per student and one to display)
- ✓ Linking Words in Proof Paragraphs 1 and 2 (for teacher reference)
- ✓ Opinion Writing Checklist (from Lesson 5; one per student and one to display; see Assessment Overview and Resources)
- ✓ Opinion Essay: Water Pollution (begun in Lesson 8; added to during Work Time B; one per student)
- ✓ Research Note-catcher: Water Pollution (from Unit 1, Lesson 11; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Characteristics of Opinion Essays anchor chart (begun in Lesson 8)
- ✓ Paper (lined; one piece per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and read them aloud:

"I can connect my opinion to the reasons in the proof paragraphs of my essay with linking words and phrases."

"I can write Proof Paragraph 2 of my opinion essay using evidence from my research to support one reason for my opinion."
- Tell students that today they will continue drafting their opinion essays, writing their second proof paragraph.
- Underline and use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the following words. Add any new words to the **Academic Word Wall** and invite students to add them to their **vocabulary logs**.
 - *connect* (to join together; to link)
 - *opinion* (what someone thinks about something)
 - *reason* (a cause or explanation for something)
- Display and invite students to retrieve their **Opinion Essay: Water Pollution Prompt** and briefly review it.
- 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 continue drafting today.

Meeting Students' Needs

- For students who may need additional support with comprehension: Display a visual cue (e.g., links of a chain) for the word *linking* in the first learning target. (MMR)
- For ELLs: (Linking Words: Emphasizing Meaning) Emphasize the different forms and meanings of the word *link*. Examples:

"Let's stand up and link arms. What part of speech is linking in the first learning target? What part of speech is link when we link arms?" (adjective, verb)

"What other part of speech can link be? What does it mean?" (noun: a relationship or connection between two things; also, a loop in a chain)

"Look at the links we made with our arms when we linked arms. As we write today, think about this question: How are our linked arms like our linked ideas when we write?"

Work Time

A. Mini Lesson: Linking Words and Phrases (20 minutes)

- Display and invite students to retrieve their **Linking Words and Phrases** handout.
- Select a volunteer to read the headings on the handout:
 - "Temporal words and phrases (time order)"
 - "Words and phrases that connect ideas"

- Tell students that in their opinion essays, they need to connect their reasons to their opinion. Using a total participation technique, invite responses from the group:

“Which type of linking words and phrases would you expect to use in our opinion essays? Why?” (Words and phrases that connect ideas. Temporal words and phrases are usually used to recount something that happened or to show the order in which it happened or the time it happened, which is not what we are doing in our essays.)

- Select students to read the words and phrases in the second column aloud and briefly discuss the meaning of each one.
- Display and invite students to retrieve the **Model Opinion Essay: Access to Water**. Tell students they are going to reread the two proof paragraphs of this essay, looking for words and phrases that connect the author’s reasons to her opinion.
- Read the first proof paragraph aloud, inviting students to follow along on their copy. Tell students to underline linking words and phrases as you read.
- Focus students on the fifth sentence of the first proof paragraph:
 - “So, people living in these parts of the world do not have access to enough water.”
- Point out the linking word (so). Explain the parts of the paragraph it connects and what it helps the reader to understand:
 - It connects the first part of the paragraph, which describes the problem, to the rest of the paragraph, which explains how the problem affects people.
 - It helps the reader to understand the effect of water not being evenly spread out across Earth.

- Think-Pair-Share:

“What linking words and phrases did you underline?” (Responses will vary.) Refer to Linking Words in Proof Paragraphs 1 and 2 (for teacher reference).

“Choose a linking word or phrase from this paragraph. What does it help the reader to understand?” (Responses will vary, but should show how the linking word or phrase connects two sentences or ideas.)

Conversation Cue: “Who can explain why your classmate came up with that response?” (Responses will vary.)

- Display and invite students to retrieve their **Opinion Writing Checklist**. Remind them that this checklist is something they have been using to help them ensure that they have included everything they need to write a successful opinion essay.
- Read aloud the following criterion and then have students Turn and Talk to restate it in their own words:
 - “W.3.1c: I use linking words to connect my opinion and reasons.”
- Invite students to mark this criterion on their checklist and to consider anything specific to this piece of writing they might want to record in the Characteristics of My Opinion Essay column.

Meeting Students' Needs

- For students who may need additional support with comprehension: Offer a more concrete visual representation of the function of linking words and phrases. (Example: Prepare and display index cards with the ideas being linked. Physically “link” these using a card containing a picture of a chain link and the pre-written linking word). (MMR)
- For ELLs: (Linking Words: Transparency) To ensure that the general purpose of linking words is transparent, cue students to problem-solve. Ask:
“Why are linking words and phrases important?” (They make writing clearer; help the reader go easily from one idea to the next, and explain how one idea makes sense with the next idea.)
- For ELLs: (Linking Words: Highlighting) Consider inviting students to highlight the most frequently used linking words and phrases on their Linking Words and Phrases handout and to add any that may be useful to use in Proof Paragraph 2 (because, so, for instance). Consider providing time for students to use their online or paper translation dictionary to translate the words.

Work Time

B. Independent Practice: Writing Proof Paragraph 2 (30 minutes)

- Invite students to retrieve their **Opinion Essay: Water Pollution** they started in Lesson 8 and to read their introductory and first proof paragraphs to themselves to remind them of their opinion and focus for their essays.
- Invite students to retrieve their **Research Note-catcher: Water Pollution**.
- Turn and Talk:
“Share the focus statement of your essay and the sentence in your introduction that tells the two points you are making in your essay.” (Responses will vary.)
“What is the first point you made in this essay?” (that water pollution affects us all)
“What point will you be making in the second proof paragraph? Where can you find information to support this point on your research note-catcher?” (that there are ways we can help clean water and stop pollution of water; in the Action box)
- Focus students on the three habits of character anchor charts: Working to Become Effective Learners, **Working to Become Ethical People**, and **Working to Contribute to a Better World**.
- Think-Pair-Share:
“Which of these habits of character do you think this part of the essay will help us to practice? Why?” (Working to Contribute to a Better World, because we are writing an essay that will help educate others about water pollution and give solutions to help solve this issue, which is helping to take care of the environment)
- Focus students on the Working to Contribute to a Better World anchor chart.

- Think-Pair-Share:

“Which specific habits do you think we will be most focused on? Why?” (taking care of and improving the environment, because the content of this paragraph will give ways to clean polluted water and help stop water pollution)

- Focus students on the **Characteristics of Opinion Essays anchor chart** and review the characteristics of Proof Paragraph 2 as needed.
- Focus students on their Opinion Writing Checklist and review the characteristics related to W.3.1b. Remind students that as with Proof Paragraph 1, these same characteristics apply to Proof Paragraph 2.
- Distribute **paper** and remind them that this 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 to make revisions and edits later in the unit.
- Remind students to use the Model Opinion Essay: Access to Water, the criteria recorded on the Characteristics of Opinion Essays anchor chart, the Opinion Writing Checklist, and the **Domain-Specific Word Wall** to write their second proof paragraph.
- Circulate to support students as they write and to identify common issues for use as whole group teaching points.

Meeting Students' Needs

- For students who may need additional support with organizing ideas for written expression: Provide an opportunity for students to verbally share their thinking before writing. (MMAE, MME)
- For ELLs: Mini Language Dive. **“Luckily,/this is a problem/we can do something about.”**

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- “Can you figure out why the author wrote luckily?” *Luckily* is used to introduce the main clause of this sentence, signaling that we are fortunate for the information in the subsequent chunks. In this sentence, *luckily* is used to transition from the problem in Proof Paragraph 1 to a solution in Proof Paragraph 2. (adverb)
- Students can take 30 seconds in pairs to think of words or phrases to replace *luckily* without changing the meaning of the sentence (*Fortunately; It is fortunate that*). Then, they can switch pairs and discuss how the meaning would change if *luckily* were replaced with *unluckily*. Add *luckily* as an adverb in the Examples column of the Parts of Speech anchor chart.

- Practice: Students can practice using this structure to speak or write about their own work or lives. Luckily, _____.
- Reconstruct:

“What is another way to say this sentence?”

“How does your understanding of this sentence add to your understanding of the guiding question that asks how people can persuade others to take action to contribute to a better world?”

- Practice: Students can practice using this structure to write their first sentence for Proof Paragraph 2: Luckily, this is a problem _____.

“How can we use this sentence structure to help us convey Reason 2 for our opinion?”

- For ELLs: (Verbal Writing Practice) Give students an opportunity to verbally recount the second point that supports their opinion and to provide supporting evidence from their Research Note-catcher: Water Pollution. Then, invite students to rehearse their sentences with a partner before writing.

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 and how well they worked to become effective learners in this lesson.
- 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.

Meeting Students' Needs

- For ELLs: (Sharing Specific Examples) Invite students to share specific examples of criteria they achieved during their writing in this lesson. Encourage them to use linking words and phrases as they share.

Homework

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

Meeting Students' Needs

- For ELLs: (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.