

Lesson 8: Writing Opinion Texts: Drafting Proof Paragraph 1 of a Broadside



CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1b:** Provide reasons that are supported by facts and details.
- **W.4.1c:** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



Daily Learning Targets

- I can write Proof Paragraph 1 of my broadside using evidence from the text to support a reason for my opinion. (W.4.1a, W.4.1b, W.4.1c)
- I can give kind, helpful, and specific feedback to my partner. (W.4.5, SL.4.1)

Ongoing Assessment

- Proof Paragraph 1 of Patriot broadside (W.4.1a, W.4.1b, W.4.1c)

Agenda

1. Opening

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

2. Work Time

- A. Independent Writing: Drafting Proof Paragraph 1 (20 minutes)
- B. Peer Critique: Proof Paragraph 1 (15 minutes)

3. Closing and Assessment

- A. Annotating Drafts for Revision (5 minutes)

4. Homework

- A. Complete the Prepositional Phrases II practice in your Unit 3 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:

- The Opening and Work Times A and B contain repeated routines from Lessons 6–7. Refer to those lessons for more detail, as necessary.
- In this lesson, students write the first proof paragraph for their broadsides (W.4.1b, W.4.1c). Then, students give and receive peer feedback focused on supporting an opinion with reasons and evidence (W.4.1b, W.4.9b, L.4.3a, L.4.3c, L.4.6). If time permits, consider allowing more time for peer review focused on common issues students may be struggling with.
- The structure of Lesson 9 is similar to that of this lesson. Pay careful attention to the routines in this lesson to apply them in subsequent lessons.
- In this lesson, students continue to focus on working to become ethical people by showing respect when they give and receive feedback on their plans.

How it builds on previous work:

- In the previous lessons, students analyzed the structure of the model broadside using the Painted Essay® template and wrote their introductory paragraph. They build on those foundations in this lesson.
- Students use what they know about the characteristics of opinion writing to critique one another's drafts.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may require additional support 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.

- 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.

Assessment guidance:

- Use the Patriot Broadside (example, for teacher reference) from Lesson 7 as a model when reviewing students' proof paragraphs to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group.
- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Work Time A (see Module 1 Appendix).
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Work Time B (see Module 1 Appendix).

Down the road:

- In the next lesson, students will write the second proof paragraph of their broadsides and use their revision notes from this lesson to revise their drafts.

In advance:

- Strategically pair students for the following:
 - Sorting and color-coding Proof Paragraph 1 in Opening A.
 - Peer Critique protocol in Work Time B.
- Prepare the Organizing the Model: Proof Paragraph 1 strips so each pair of students has one strip (see supporting Materials).
- Review the Peer Critique protocol (see Classroom Protocols).
- 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 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.2, 4.II.A.3, 4.II.A.4, 4.II.A.5, 4.II.A.6, and 4.II.A.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 exclusively on Proof Paragraph 1 for their broadside. They continue to benefit from the color-coding system established in previous lessons for visual support and from following the same routines as in Lesson 7 for analyzing a model, drafting a paragraph, and participating in a peer critique.
- 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:

- Before providing sentence frames or additional modeling during Work Time A, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

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 A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to previous lessons in this unit, this lesson offers a variety of visual anchors to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **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. Recall that varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentence frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- evidence, proof paragraph (L)
- unfairly, taxes, force, rights (W)

Materials

- ✓ Colored pencils (purple and orange; one of each per student)
- ✓ Organizing the Model: Proof Paragraph 1 strips (one strip per pair)
- ✓ The Painted Essay® template (from Module 1, Unit 2, Lesson 9; one per student)
- ✓ Model Broadside: Quaker Perspective (from Lesson 5; one to display)
- ✓ Characteristics of Broadside anchor chart (begun in Lesson 3; added to during Opening A; see supporting Materials)
- ✓ Characteristics of Broadside anchor chart (example, for teacher reference)
- ✓ Directions for Broadside (from Lesson 5; one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Opinion Writing Checklist (from Lesson 5; one per student and one to display)
- ✓ Opinion Writing Planning graphic organizer (from Lesson 6; one per student and one to display)
- ✓ Patriot broadside (begun in Lesson 7; added to during Work Time A; one per student)
- ✓ Prepositional Phrases handout (from Lesson 7; one per student and one to display)
- ✓ Writing Complete Sentences handout (from Module 1; one per student and one to display)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Patriot broadside (from Lesson 7; example, for teacher reference)
- ✓ Sticky notes (two per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (from Module 1; one per student and one to display)

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.
- Guide students through the same routine from Opening A of Lesson 7 to sort and color-code the parts of Proof Paragraph 1:

- Distribute **colored pencils** and the **Organizing the Model: Proof Paragraph 1 strips**.
 - Invite students to refer to the **Painted Essay® template** to recall the parts of a proof paragraph.
 - Invite pairs to put the strips in the correct order.
 - Direct pairs to use the template and colored pencils to color-code the paragraph: purple for the reason and orange for evidence supporting that reason.
 - Invite pairs to check their work against the **Model Broadside: Quaker Perspective**.
 - Invite students to help you record the parts of Proof Paragraph 1 on the **Characteristics of Broadside anchor chart**. Refer to the **Characteristics of Broadside anchor chart (example, for teacher reference)** as necessary.
- Point out that within this 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. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)
- For ELLs: (Enlarged Model Broadside: Referencing) Invite students to refer to the enlarged model broadside as they check their work. After doing so, invite students to chorally read Proof Paragraph 1 and to explain the function of each sentence in the paragraph. (Example: "The first sentence states the reason for an opinion, and the rest of the sentences support this reason with evidence.")

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - "I can write Proof Paragraph 1 of my broadside using evidence from the text to support a reason for my opinion."
 - "I can give kind, helpful, and specific feedback to my partner."
- Invite students to refer to their Painted Essay® template to see what it says about Proof Paragraph 1.
- Underline the word *evidence* and review what it means (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 Reason 1.)
- Invite students to retrieve their *Directions for Broadside* and to chorally read the prompt aloud with you.

Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they provided kind, helpful, and specific feedback to a partner in previous lessons. (MMR, MME)
- For ELLs: (Opinions/Reasons/Evidence Chart: Citing Evidence) After reviewing what *evidence* means, invite students to turn to an elbow partner and cite evidence listed on the Opinions/Reasons/Evidence chart. Encourage students to use linking words and phrases listed under the Evidence column to do so.

Work Time

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

- Distribute **paper**. Invite students to retrieve their copies of the **Opinion Writing Checklist**, their **Opinion Writing Planning graphic organizer**, and the **Patriot broadside** they started in the previous lesson and follow the same routine from Work Time B of Lesson 7 to guide them through writing this paragraph:
 - Discuss the following characteristics on the Opinion Writing Checklist, adding to the Characteristics of My Broadside column as needed.
- “W.4.1a: Information is well organized to make my argument clear and convincing.”
- “W.4.1b: I give the reasons for my opinion and support them with facts and details.”
- “W.4.1c: I use linking words to connect my opinion and reasons.”
- “L.4.3a, L.4.3c, L.4.6: I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion.”
 - Review the **Prepositional Phrases handout** and **Writing Complete Sentences hand-out** as needed.
 - Invite students to read their Opinion Writing Planning graphic organizer and their introductory paragraphs to remind them of their opinion and the reasons they chose for it.
 - Invite students to refer to the Model Broadside: Quaker Perspective, the criteria on the Characteristics of Broadside 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. Refer to the **Patriot broadside (example, 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 that colonists should support the American Revolution.
- Refocus whole group and 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 first learning target.
- If productive, cue students to think about their thinking:

“What habits helped you succeed in drafting the proof paragraph? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

Meeting Students' Needs

- For students who may need additional support in building writing stamina: Consider offering built-in breaks, during which students can choose an activity such as getting water or stretching. Reduce the number of these breaks over time as students increase their stamina. (MME)
- For ELLs: (Opinions/Reasons/Evidence Chart: Using Linking Phrases) Invite students to use the linking phrases listed under the Evidence column of the Opinions/Reasons/Evidence chart to state the evidence that supports their reason. Encourage students to vary the linking words and phrases they use from one sentence to the next.
- For ELLs: (Prepositional Phrase Practice) Invite students to practice using prepositional phrases by playing the question/preposition game introduced in Lesson 7. Challenge students to see how many prepositional phrases they can use in 50 seconds.
- For ELLs: (Verbal Writing Practice) Give 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.

Work Time

B. Peer Critique: Proof Paragraph 1 (15 minutes)

- Move students into pairs and invite them to label themselves A and B. Distribute **sticky notes**.
- Focus students on the **Working to Become Ethical People anchor chart**, specifically respect. Remind students that because they will give a critique to their partner, they will need to show respect to one another.
- Focus students again on their copies of the Opinion Writing Checklist. Tell them they are now going to participate in the Peer Critique protocol to give and receive feedback on their Proof Paragraph 1. Remind students that they used this protocol in Lesson 6 and review as necessary using the **Peer Critique anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Use the **Directions for Peer Critique** to guide students through the protocol.
- Refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.
- As time permits, focus students on the Working to Become Ethical People anchor chart and invite them to self-assess how well they showed respect in this lesson.

Meeting Students' Needs

- Provide differentiated mentors by purposefully selecting partners. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)

- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. (Example: "One thing you did well was ____." "Have you thought about ____?")

Closing and Assessment

A. Annotating Drafts for Revisions (5 minutes)

- Refocus whole group. Post the following directions and review them with students. Answer clarifying questions:
 1. Based on peer feedback or new learning, decide where to add a revision note.
 2. Write your revision note in the space above the information you want to change.
 3. Read through your entire draft and continue to add revision notes.
 4. Review your revision notes to be sure they make sense.
- Invite students to begin making revision notes. Circulate to confer and support students as needed.

Meeting Students' Needs

- For students who may need additional support with self-regulation: When you give students a warning before the transition to cleanup, provide a clear routine for what to do with unfinished work and use a visual timer. (MME)
- For ELLs: (Modeling and Thinking Aloud: Revision Notes) Model and think aloud adding a revision note to a draft paragraph before asking students to do so.

Homework

A. Complete the Prepositional Phrases II practice in your Unit 3 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) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)