

Lesson 9: Writing Opinion Texts: Drafting Proof Paragraph 2 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.4.1b:** 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.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1e:** Form and use prepositional phrases.
- **L.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



Daily Learning Targets

- I can write Proof Paragraph 2 of my broadside using evidence from the text to support a reason for my opinion. (W.4.1b)
- I can revise the proof paragraphs of my broadside for linking words and phrases, prepositional phrases, and complete sentences. (W.4.1c, W.4.5, L.4.1e, L.4.1f)

Ongoing Assessment

- Proof Paragraph 2 of Patriot broadside (W.4.1b, W.4.1c, W.4.5, L.4.1e, W.4.1f)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 2 (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Independent Writing: Drafting Proof Paragraph 2 (20 minutes)
- B. Guided Practice: Revising Proof Paragraphs 1 and 2 (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. Choose and respond to an opinion QuickWrite prompt 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:

- Opening A and B and Work Time A all contain routines from Lessons 7–8. Refer to those lessons for more detail, as necessary.
- In this lesson, students write Proof Paragraph 2 of their broadsides. They then begin to revise their essays for linking words and phrases (W.4.1b, W.4.1c, W.4.5).
- Students continue to focus on working to become effective learners by reflecting on the drafting and revising process.

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 Proof Paragraph 1. They build on those foundations in this lesson.
- 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 introductory and proof paragraphs. Continue to group them for teacher-led support as needed.
- 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:

- Continue to 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 Times A and B (see Module 1 Appendix).

Down the road:

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

In advance:

- Strategically pair students for work in Opening A.
- Prepare the Organizing the Model: Proof Paragraph 2 so each pair of students has one strip (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 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 on writing Proof Paragraph 2 for their broadside and continue to benefit from the color-coding system established in previous lessons for visual support. The same routines from previous lessons for analyzing a model and drafting a paragraph are also supportive of ELLs.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of Proof Paragraph 2, as well as revise Proof Paragraphs 1 and 2. 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 from a copy of the revised linking words model, substituting the words with blank lines. Invite students to add linking words back into the blanks during Work Time B. Challenge them to consider alternative linking words that could be used as well, rewriting parts of the sentence as needed. (Example: *Another* of our beliefs is nonviolence = *Additionally*, a belief we have is nonviolence.)

For heavier support:

- Create sentence strips to visually represent the differences between the original and revised sentences from the linking words model. Write the sentences in blue marker on sentence strips. On smaller strips or on index cards, write the linking words and phrases in red marker. During Work Time B, display the sentences on a pocket chart and invite students to add the linking words and phrases to the original sentences while discussing how each linking word affects the meaning. This will provide students with a tactile experience to help them understand meaning and syntax.

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

- linking words and phrases, opinion, reasons, evidence (L)
- another, because, this means, loyal, taxes, representatives, fair (W)

Materials

- ✓ Organizing the Model: Proof Paragraph 2 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)
- ✓ Writing Complete Sentences handout (from Module 1; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Patriot broadside (from Lesson 7; example, for teacher reference)
- ✓ Linking words model (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

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** and guide students through the same routine from Opening A of Lesson 7 to sort and color-code the parts of Proof Paragraph 2. Remind students to refer to their **Painted Essay® template** and to check their work against the **Model Broadside: Quaker Perspective**.
- After 10 minutes, refocus whole group. Invite students to help you record the parts of Proof Paragraph 2 on the **Characteristics of Broadside anchor chart**. Refer to the **Characteristics of Broadside anchor chart (example, for teacher reference)** as necessary.
- Point out that like Proof Paragraph 1, 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 2 and to explain the function of each sentence in the paragraph.

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 2 of my broadside using evidence from the text to support a reason for my opinion."
 - "I can revise the proof paragraphs of my broadside for linking words and phrases, prepositional phrases, and complete sentences."
- Remind students they saw the first learning target in the previous lesson for Proof Paragraph 1.
- Tell students that after drafting their second proof paragraph, they will revise their two proof paragraphs using their revision notes from Lesson 8 and using what they have been learning about grammar and conventions.
- 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 worked toward the first learning target for Proof Paragraph 1 in the previous lesson. (MMR, MME)
- For ELLs: (Transparency: Linking Words) To ensure that the general purpose of linking words is transparent, cue students to problem-solve: "Why are linking words and phrases important?" (to 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).

Work Time

A. Independent Writing: Drafting Proof Paragraph 2 (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 Lesson 7 and follow the same routine from Work Time B of Lesson 7 to guide them through writing Proof Paragraph 2.

- Remind students to reference or use the following Materials as they write:
 - **Prepositional Phrases handout**
 - **Writing Complete Sentences handout**
 - Model Broadside: Quaker Perspective
 - Characteristics of Broadside anchor chart
 - **Domain-Specific Word Wall**
- 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 in this paragraph supports their opinion that colonists should support the American Revolution.
- 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.

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: Adding Examples) Before students write Proof Paragraph 2, invite a volunteer to state an opinion, reason, and evidence to support the reason from his or her broadside and add these examples to the Opinions/Reasons/Evidence chart.
- 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 40 seconds.

Work Time

B. Guided Practice: Revising Proof Paragraphs 1 and 2 (15 minutes)

- Direct students' attention to their Opinion Writing Checklist and focus them on the following criteria:
 - "W.4.1c: I use linking words to connect my opinion and reasons."
 - "L.4.1: My words and sentences follow the rules of writing."
- Turn and Talk:

"What does each of these criteria mean?" (W.4.1c means to use words to link ideas; L.4.1 means to use correct grammar and punctuation.)
- Remind students that authors use *linking words and phrases* to connect ideas in writing. In opinion writing, authors use these words to connect their *opinion, reasons, and evidence*.
- Distribute and display the **linking words model**. Point out that Example 1 is before the author revised his work for linking words and phrases and Example 2 is after the revision.

Point out that both of these examples include the broadside's focus statement and two proof paragraphs.

- Read the second proof paragraph of Example 2 aloud. Then read the second proof paragraph of Example 1 aloud. Then invite students to chorally reread both with you.
- Using a total participation technique, invite responses from the group:
“What are the differences between the two examples?” (The second proof paragraph in Example 2 connects the reason and evidence to the opinion. The second proof paragraph in Example 1 includes the reason and evidence but doesn't connect or explain them.)
- Invite students to underline the differences in Example 2 and model this on the displayed copy (“Another”; “because doing so will lead to violence”; “Paying taxes that go toward the military means giving”)
- If productive, cue students with a challenge. Using a total participation technique, invite responses from the group:
“How does including linking words and phrases in Example 2 help us understand the author's point?” (They help show how the evidence supports the reason and how the reason is connected to the opinion; they make the author's point more convincing.)
- Tell students that now they will reread their drafts and revise them for linking words and phrases, prepositional phrases, and complete sentences.
- Invite students to refer to the revision notes they made in Lesson 8 and the Prepositional Phrases and Writing Complete Sentences handouts as needed. Circulate to support them as they revise and to identify common issues to use as whole group teaching points.
- 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 second learning target.

Meeting Students' Needs

- For students who may need additional support with motivation: Make this activity relevant by reminding students that real authors revise their work many times because it improves their writing skills. (MME)
- For ELLs: (Opinions/Reasons/Evidence Chart: Practicing Linking Language) Invite students to practice linking language by describing an opinion from the Opinions/Reasons/Evidence chart, citing one reason and one example of evidence. Encourage students to use the sentence starters and linking words and phrases listed under each column to connect these ideas.
- For ELLs: (Listing Linking Words and Phrases) Consider listing and displaying the most frequently used linking words and phrases and those that may be most useful for students in their revisions (*because, and, also, another, so*). Consider providing time for students to use their online or paper translation dictionary to translate the words.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Invite students to whisper-read their revised draft.
- Say: “Show a thumbs-up if your draft has linking words and phrases that connect your opinion and reasons.”
- Check in with students who showed a thumbs-down in the next lesson.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to reflect on the process of drafting and revising their writing by thinking about the following to themselves:

“How did you use your strengths as you drafted and revised today?” (Responses will vary.)

“What were your challenges as you drafted and revised today?” (Responses will vary.)

“What were your successes?” (Responses will vary.)

- Select volunteers to share out.

Meeting Students' Needs

- For students who may need additional support with metacognition as they reflect: Provide a visual reminder of the questions for focus. (Example: Display the questions on chart paper or sentence strips or offer an index card with the questions to individual students.) (MMR)
- For ELLs: (Share Out: Linking Words and Phrases) Invite students to share the linking words and phrases they used during their revisions. Record them in the appropriate column of the Opinions/Reasons/Evidence chart to serve as concrete examples of language that can be used to connect these ideas.

Homework

A. Choose and respond to an opinion QuickWrite prompt 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)