

Lesson 9: Writing an Opinion Essay: Analyzing a Model



CCS Standards

- **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Daily Learning Target

- I can use the Painted Essay® structure to analyze a model. (W.5.1, W.5.4, W.5.5)

Ongoing Assessment

- The Painted Essay® template (W.5.1, W.5.4, W.5.5)

Agenda

1. Opening

- A. Research Reading Share (15 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Analyzing a Model (20 minutes)
- B. Language Dive I: Model Essay: Branch Rickey (15 minutes)

3. Closing and Assessment

- A. Debrief: Opinion Writing Checklist (5 minutes)

4. Homework

- A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.
- B. Complete the Language Dive I Practice: Model Essay: Branch Rickey in your Unit 2 Homework.
- C. 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 analyze a model opinion essay using the Painted Essay® structure to generate criteria for their own essays (W.5.1, W.5.4, W.5.5).

- The Painted Essay® (Diana Leddy, Vermont Writing Collaborative) guides students to code each section of their essay a different color to understand each part, the content of each part, and how the different parts connect.
- In Opening A, students are guided through a research reading share to hold them accountable for their research reading homework. Consider using the Independent Reading: Sample Plans if you do not have your own independent reading review routines.
- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from the Model Essay: Branch Rickey. The focus of this Language Dive is on understanding the authors' stated opinion as well as the function of the coordinating conjunction *but* to connect and show contrast between clauses. Students then apply their understanding of the meaning and structure of this sentence when writing focus statements for their opinion essays in upcoming lessons and when revising their essays to include linking language. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In this lesson, students focus on working to become ethical people, showing integrity as they discuss their independent reading. They also focus on working to become effective learners, persevering as they read and analyze a new opinion text.

How it builds on previous work:

- Students have worked with the Painted Essay® structure in Modules 1–2. In this unit, they use the same structure but analyze how it changes slightly for opinion writing.
- The model opinion essay students analyze is about factors that led to Branch Rickey's success; students are familiar with who Rickey is from their reading of *Promises to Keep* in Unit 1.

Areas where students may need additional support:

- A modified model essay has been provided for students who may need additional support. The modified model uses simplified Vocabulary and sentence structure; however, the overall content and structure follows the model essay. Note that supporting Materials related to the modified model essay have not been provided. Additionally, parts of the model essay that are used in Language Dives or in the Additional Language and Literacy Block and have not been provided for the modified model.
- Students may require additional support when reading for gist. Consider pairing students heterogeneously for this activity, or consider grouping students who may need additional reading support together while you read aloud for them.
- Some students may require additional support reading for gist in pairs. Consider grouping students who may need additional support in one for teacher guidance.

Assessment guidance:

- Throughout Work Time A, frequently review student work to ensure they are color-coding accurately. Use common issues as whole group teaching points.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data during students' research reading share in Opening A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will plan their essays. They will use their plan to draft and revise their essays in Lessons 11–14.

In advance:

- Prepare a research reading share using the Independent Reading: Sample Plans or use your own independent reading routine (see Module 1 Appendix).
- Review the Painting an Essay Plan from Module 1, Unit 2, Lesson 12 to familiarize yourself with the color-coding and the purpose of each choice of color.
- Review the Questions We Can Ask during a Language Dive anchor chart as needed (begun in Unit 1, Lesson 2).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk. (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- 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 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.C.6, and 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to unpack an example of the work they will complete during the remainder of the unit. The familiarity of the Painted Essay® structure, used in both Modules 1 and 2, allows students to focus on the language and content in an opinion essay rather than on a new writing structure. Students are also empowered to use a color-coding system to help them navigate the opinion essay structure using visual prompts.
- ELLs may find it challenging to follow the layout of the introduction paragraph because it deviates from the structure of the introduction paragraphs in previous modules, which included reasons. Additionally, they may find the amount of potentially unfamiliar Vocabulary in the Model Essay: Branch Rickey overwhelming. Remind students that the goal is to determine the gist of each paragraph today, and assure them that they will focus on each paragraph in greater depth in future lessons.

Levels of support*For lighter support:*

- Challenge students to use varying linking words and phrases to expand their sentences during Work Time A, including more than one piece of evidence to explain how they determined the gist of each paragraph. (Example: “I know this because _____. Additionally, _____.”)

For heavier support:

- Consider enlarging the Model Essay: Branch Rickey and color-coding each part, corresponding with the colors that students will later use to paint each component of the essay: red, green, yellow, blue, and green. As students record the gist next to each paragraph during Work Time A, do the same to the enlarged model essay. Display the enlarged model essay throughout the unit, providing students with a concrete example of an opinion essay for reference.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** 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):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences 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

- *Painted Essay*[®], *structure*, *analyze* (L)

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Independent Reading: Sample Plans (for teacher reference; see Module 1 Appendix)
- ✓ Directions for Opinion Essay (one per student and one to display)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Domain-specific Word Wall (begun in Unit 1, Lesson 1)

- Vocabulary log (from Module 1; one per student)
- Working to Become Effective Learners anchor chart (begun in Module 1)
- Model Essay: Branch Rickey (one per student and one to display)
- Modified Model Essay: Branch Rickey (optional; for students needing additional support; see Teaching Notes)
- Model Essay: Branch Rickey (example, for teacher reference)
- Colored pencils (red, yellow, blue, green; one of each per student)
- The Painted Essay® template (from Module 1; one per student)
- Painting an Essay lesson plan (from Module 1, Unit 2, Lesson 12; for teacher reference)
- Language Dive Guide I: Model Essay: Branch Rickey (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 2)
 - Language Dive Chunk Chart I: Model Essay: Branch Rickey (for teacher reference)
 - Language Dive Sentence Strip Chunks I: Model Essay: Branch Rickey (one to display)
 - Language Dive Note-catcher I: Model Essay: Branch Rickey (one per student and one to display;)
- Opinion Writing Checklist (one per student and one to display)

Opening

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of integrity. In the context of research reading homework, this means trying to do it each day, even when it is hard to do so, and if it isn't possible, being honest when recording the dates and pages read in your journal.
- Refer to the **Independent Reading: Sample Plans** to guide students through a research reading share or use your own routine.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with them in advance to prep them for the research reading share and minimize the threat associated with sharing. (MMAE, MME)

Opening

B. Reviewing Learning Target (5 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Remind students that the focus of this unit is considering which factor (or factors) was most important in Jackie Robinson’s success, and they have begun thinking about their opinion on which factor they think was most important to Jackie’s success.
- Distribute and display the **Directions for Opinion Essay** and read them aloud.
- Turn and Talk:

“In your own words, what will you be working on throughout the remainder of this unit?”
(writing an opinion essay)
- Answer clarifying questions.
- Think-Pair-Share:

“What can we use to guide our writing? Why?” (A model. A model can help us understand what information to include and a structure to follow.)
- Remind students that adults at work often use models to guide them in creating work products.
- Direct students’ attention to the posted learning target and select a volunteer to read it aloud:
- “I can use the Painted Essay® structure to analyze a model.”
- Underline the words *Painted Essay* and remind students that they used this in Module 1 when writing their essay comparing the reactions of characters in *Esperanza Rising* and in Module 2 when analyzing language in *The Most Beautiful Roof in the World*.
- Review the meaning of the words *structure* (how something is organized, arranged, or put together; if students are unsure, invite a student to look it up in the dictionary for the group) and *analyze* (examine in detail), adding any new Vocabulary to the **Academic Word Wall** and **Domain-Specific Word Wall**, and invite students to add them to their **Vocabulary log**.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically “persevere.” Tell students that because they will be reading and analyzing a new opinion piece, they will need to persevere.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs: (Explicit Connection to Prior Learning) Before distributing the Directions for Opinion Essay, invite students to share their opinion on the factor they think was most important to Jackie’s success. Explain that this is what they will be writing their opinion essays about.
- For ELLs: (Displaying a Model) Display the Painted Essay® template introduced in Module 1, connecting the meaning of the word *structure* to a structure that students are familiar with and will be using as the basis of their writing. Invite students to share one way in which they analyzed the Painted Essay® structure

in the previous modules, using their Vocabulary words in context. (Example: "I analyzed the Painted Essay® *structure* by ____ [looking closely at each paragraph to determine its purpose]."

Work Time

A. Analyzing a Model (20 minutes)

- Distribute and display the **Model Essay: Branch Rickey**. Distribute the **Modified Model Essay: Branch Rickey** as needed.
- Invite students to follow along, reading silently in their heads as you read the model aloud.
- Using a total participation technique, invite responses from the group:
 - *“What is this text about?” (explaining the factor the author thinks led to Branch Rickey’s success)*
 - *“Which factor does this author think led to Rickey’s success?” (support from others in baseball)*
- Point out that the writer uses evidence to support his claims, which helps the reader trust the writer. People who read these essays want evidence about why they believe something to be true.
- Emphasize that the essays they write, like the model, will be grounded in evidence so people will be more likely to believe them.
- Refocus students on the Model Essay: Branch Rickey.
- Invite them to follow along, reading silently in their heads as you reread aloud the first paragraph.
- Turn and Talk:
 - *“What is the gist of this paragraph?” (It provides brief background information on Rickey and clearly states a focus for the rest of the essay.)*
- Cold call students to share out. As students share, capture their response next to the first paragraph on the displayed model. Refer to **Model Essay: Branch Rickey (example, for teacher reference)** as necessary.
- Invite students to work in pairs to do this for each of the remaining paragraphs.
- After 7 minutes, refocus whole group and use total participation techniques to select students to share the gist of each paragraph with the whole group.
- Distribute **colored pencils** and guide students through using these and their **Painted Essay® template** to color code their Model Essay: Branch Rickey. Refer to **Painting an Essay lesson plan** for further detail.
- Focus students on the first paragraph of the Model Essay: Branch Rickey. Point out that this focus statement is different from the focus statements they have seen in the informational writing they did in Modules 1–2. This focus statement simply answers the focus question by stating an opinion and does not include the two yellow and blue points. Tell students that this is because in opinion writing, the author builds the argument as he or she writes. Reassure students they will have more opportunities to understand and practice this as they plan and draft their writing.

Meeting Students' Needs

- For students who may be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of the model essay with one paragraph per page. (MMR, MME)
- For ELLs: (Modeling and Thinking Aloud: Determining Gist) Consider modeling and thinking aloud determining the gist of the first paragraph before asking students to do so in partners.
- For ELLs: (Enlarged Model Essay: Annotating) As students share the gist of each paragraph, record it in the margins of the Enlarged Model Essay: Branch Rickey (see *For heavier support*), using the respective color corresponding to each part.

Work Time

B. Language Dive I: Model Essay: Branch Rickey (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**.
- Think-Pair-Share:
 - “*What is one question you can ask during a Language Dive?*” (*Responses will vary.*)
- Reread the first paragraph of the Model Essay: Branch Rickey.
- Focus on the sentence:
 - “There were many factors that led to Rickey’s success, but it was support from others in baseball that was most important.”
- Use the **Language Dive Guide I: Model Essay: Branch Rickey** and **Chunk Chart I: Model Essay: Branch Rickey** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher I: Model Essay: Branch Rickey** and **Sentence Strip Chunks I: Model Essay: Branch Rickey**.

Meeting Students' Needs

- For students who struggle with oral language and processing: Allow ample wait time after asking questions during the Language Dive. (MME, MMAE)

Closing and Assessment

A. Debrief: Opinion Writing Checklist (5 minutes)

- Distribute and display the **Opinion Writing Checklist**. Remind students of the Informative and Narrative Writing Checklists they have used so far this school year. Tell students that in this unit, they will be using a new checklist because they will be working on a new type of writing. Ensure students understand that they will be using this checklist each time they write an opinion piece because these are the things every good piece of opinion writing should contain.

- Invite students to read checklist to themselves.
- Using a total participant technique, invite responses from the group:
“What do you notice about this checklist? What do you wonder?” (Responses will vary.)
- Give students a few minutes to reread the Model Essay: Branch Rickey. Then, use a total participation technique to invite responses from the group:
“What characteristics on this checklist do you see done well in the model? What evidence from the model supports your thinking?” (Responses will vary.)
- If productive, cue students to listen carefully and seek to understand, and then to explain why a classmate came up with a particular response:
“Who can tell us what your classmate said in your own words?” (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.)
- Reassure students that they might not understand everything on this checklist right now, but they will learn more about it as they plan and write their essays.
- 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 need additional support with receptive language and comprehension: As students share out the characteristics, jot down, say aloud, sketch, and display each characteristic to provide visual reinforcement. (MMR)
- For ELLs: (Concrete, Corresponding Examples) Include an example for each criterion on the Opinion Writing Checklist, providing students with concrete, corresponding examples to refer to. (Example: I use linking words to connect my opinion and reasons. *Linking words = because, for example, in addition to, additionally, for instance...*) Invite students to refer to the Introductory Elements chart for examples of language they can use to connect ideas and add new examples to the chart as they come up.

Homework

A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.

B. Complete Language Dive I Practice: Model Essay in your Unit 2 Homework.

C. 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, a family member, or a student from Grades 4 or 6, or record an audio response.