

Lesson 4: Writing an Opinion Essay: Drafting Proof Paragraphs



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **W.5.1b:** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1c:** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply *grade 5 Reading standards* to literature (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



Daily Learning Targets

- I can write Proof Paragraphs 1 and 2 of my opinion essay using evidence from the text to a reason for my opinion. (RI.5.1, W.5.1, W.5.4, W.5.6, W.5.9b)
- I can give kind, helpful, and specific feedback. (W.5.1b, W.5.1c, W.5.5)

Ongoing Assessment

- Proof Paragraphs 1 and 2 of opinion essay (RI.5.1, W.5.1, W.5.4, W.5.6, W.5.9b)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Independent Writing: Drafting Proof Paragraphs 1 and 2 (40 minutes)

3. Closing and Assessment

A. Whole Group Critique: Proof Paragraphs 1 and 2 (15 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 Work Time A, students draft the proof paragraphs for their opinion essays (RI.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.4, W.5.6, W.5.9b). To address W.5.6, students continue to word-process their essays. If technology is not available for this, students can continue to handwrite their essays, leaving a line between each line of writing for editing. This writing is done with minimal teacher guidance and without a topic-specific model in order to gradually release students to write opinion essays independently in response to an essay prompt in an on-demand assessment. Instead, students are directed to look back at the Model Essay: Branch Rickey (from Module 3, Unit 2, Lesson 9) and to transfer what they learned in Module 3 to this content.
- In the Closing, students participate in a whole group peer critique focused on providing logically ordered reasons that are supported by facts and detail from sources and also the use of linking words to connect reasons and opinions (W.5.1b, W.5.1c, W.5.5, W.5.9b). It is important for this whole group critique that a student volunteers to participate and that a relatively strong model is shown for all students to learn from. As students are writing during Work Time A, circulate to identify students with strong work and ask if they would be willing to have their work critiqued by the whole group. Allow the student to remain anonymous if this is preferred.
- In this lesson, students continue to focus on working to contribute to a better world as they apply their learning to help their school and community by educating them about preparing for natural disasters. They also consider the Working to Become Ethical People anchor chart, specifically respect, as they provide kind, specific, and helpful peer feedback during the whole group critique.

How this lesson builds on previous work:

- In the previous lesson, students planned their essays and wrote their introductory paragraphs. In this lesson, they continue to write their essays by drafting the proof paragraphs.

Areas in which students may need additional support:

- Students may need additional support writing their proof paragraphs. Consider placing those students in a group for focused teacher guidance.

Assessment guidance:

- Review students' proof paragraphs as they are writing during Work Time to identify common issues to use as whole group teaching points in the Closing, and also to identify a strong model to use in the whole group critique.

Down the road:

- In the next lesson, students will write the conclusion of their opinion essay.

In advance:

- Prepare technology necessary for students to word-process their proof paragraphs (see Technology and Multimedia).
- Consider working with a technology teacher to support students in word-processing their essays.
- 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.
- Work Time A: Prepare technology and tools necessary for students to word-process their essays (one device per student).
- Closing and Assessment A: Prepare technology necessary to display word-processed student work to the whole group.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.2, 5.I.A.4, 5.I.B.6, 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.C.6 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by building on the work begun in the previous lesson of planning an opinion essay and drafting an introduction; by providing the opportunity for students to work in pairs to organize their proof paragraphs and to say each paragraph aloud before writing it down; and by inviting students to reference the Linking Words and Phrases handout used in previous modules to ensure that they are supported in using linking words and phrases to connect ideas throughout their opinion essay.
- ELLs may find it challenging to keep pace with the class as they write both proof paragraphs and participate in a whole group critique in one lesson. Additionally, they may find it

challenging to complete each proof paragraph without a model essay to reference that is specific to this writing prompt, as they have had in previous modules. If necessary, consider extending the amount of time students have to plan their proof paragraphs during Work Time A and condensing time spent on the whole group critique. Additionally, consider working with a small group of students throughout the lesson and provide further scaffolding as needed (see levels of support and the Meeting Students' Needs column).

Levels of support

For lighter support:

- During Work Time A, invite students to substitute linking words and phrases that are synonymous with the linking words and phrases in the Model Essay: Branch Rickey. (e.g., though=however).

For heavier support:

- Consider modeling and thinking aloud drafting a proof paragraph that answers the prompt for this opinion essay, including an opinion about one item that is important to include in an emergency preparedness kit, followed by a reason and evidence that supports this opinion. This provides students with a concrete example of the content, language, and organization expected for each proof paragraph.

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):** Continue to support students in building their writing stamina and effort by providing scaffolds that create an environment conducive to writing.
- **Multiple Means of Engagement (MME):** Recall that some students may need additional support in linking the information presented back to the learning targets. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- Working to Contribute to a Better World anchor chart (begun in Module 1)
- Devices (one per student; see Technology and Multimedia)

- ✓ Essay Planner graphic organizers (completed in Lesson 3; one per student)
- ✓ Opinion essay (begun in Lesson 3; added to during Work Time A; one per student)
- ✓ Opinion Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Opinion Writing Checklist (from Lesson 3; example, for teacher reference)
- ✓ The Painted Essay® template (from Module 1; one per student)
- ✓ Model Essay: Branch Rickey (from Module 3; one per student)
- ✓ Linking Words and Phrases handout (from Module 1; one per student)
- ✓ Two Items Essay and Graphic Organizer (from Lesson 3; example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Sticky notes (two different colors; two of each per student)
- ✓ Peer Critique anchor chart (begun in Module 1)

Opening

A. Reviewing Learning Targets (5 minutes)

- Invite students to move to sit with their writing partner from the previous lesson and label themselves A and B.
- Direct students' attention to the posted learning targets and select volunteers to read them aloud:
 - "I can write Proof Paragraphs 1 and 2 of my opinion essay using evidence from the text to support a reason for my opinion."*
 - "I can give kind, helpful, and specific feedback."*
- Remind students that they saw all of these learning targets in Module 3 when writing opinion essays about Jackie Robinson and in this unit when providing peer feedback on introductory paragraphs.
- Remind students of the **Working to Contribute to a Better World anchor chart**, specifically applying their learning to help their school and community by educating them about preparing for natural disasters.

Meeting Students' Needs

- For ELLs: (Recalling Prior Work: Learning Targets) Invite students to discuss how they worked toward each learning target in the previous module.

Work Time

A. Independent Writing: Drafting Proof Paragraphs 1 and 2 (40 minutes)

- Set up students on **devices**.

- Post and review the writing prompt as needed:
 - “Which two items do you think are most important to include in your emergency preparedness kit? Why?”
- Remind students that in the previous lesson they created planning graphic organizers. Invite students to retrieve their **Essay Planner graphic organizers** and review their plans with their partner.
- Invite students to access their **opinion essay** on their devices. Tell students that partner B will read his or her introductory paragraph aloud to partner A first, and then they will switch.
- Invite students to read aloud their introductory paragraphs.
- Refocus whole group and invite students to mark/highlight the following criteria on their **Opinion Writing Checklist** and to read each one chorally with you:
 - “W.5.1b: Information is well organized to make my argument clear and convincing.”
 - “W.5.1b: I provide logically ordered reasons that are supported by facts and details from sources.”
 - “W.5.1c: I use linking words to connect my opinion and reasons.”
- Focus students on the third column: “Characteristics of my opinion essay.”
 - Think-Pair-Share:
 - **“What is specific to this essay for each of those criteria you have highlighted? What is the opinion?”**
 - As students share out, refer to the **Opinion Writing Checklist (example, for teacher reference)** to confirm their responses.
 - Invite students to update the third column of their checklists accordingly.
- Review the proof paragraphs on **The Painted Essay® template** and the **Model Essay: Branch Rickey**.
- Invite students to retrieve their **Linking Words and Phrases handout** and remind them to use this to address the W.5.1c criterion.
- Tell students they are going to use the information they have recorded on their Essay Planner graphic organizers to say aloud their first proof paragraph to their partner.
 - Give students time to think and plan what they are going to say in their heads.
 - After 2 minutes, invite partner A to say his or her first proof paragraph aloud to partner B. Then, invite partner B to do the same.
- Invite students to use the information they have recorded on their planners and what they just said orally to draft their first proof paragraph. Share that once they have written their first proof paragraph, they should move on to their second one, saying their second proof paragraph aloud to their partner before they write it.
 - Remind students that they should plan and discuss their writing with their partner, but they should each write their own essay.
 - Invite students to begin writing.
 - Circulate to support students and to identify a strong essay to use in the whole group critique in the Closing. Refer to the **Two Items Essay and Graphic Organizer (example, for teacher reference)** as necessary.

- When 2 minutes remain, invite students to record “Y” for “Yes” on their Informative Writing Checklist and the date in the final column if they feel that the criteria marked on their checklists in this lesson have been achieved in their writing.
- 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. (MME)
- For ELLs: Mini Language Dive. “**One person who was very important**/in Branch Rickey’s success/in integrating baseball/was the commissioner of baseball at the time,/A.B. (Happy) Chandler.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *One person*: “Who is this chunk about?” This chunk is about one person; we will find out who this one person is in a subsequent chunk. Note that we can replace one person with one of the people without changing the meaning. However, note how the meaning would change if we add the determiner *the* before one person, signaling that there is only one person for whom the subsequent information is true. (noun phrase)
 - *who*: “Can you figure out why the author wrote *who*?” *who* refers to one person and connects *one person* to the subsequent information, which will tell us more about this person. (relative pronoun)
 - “What does this chunk tell us?” This chunk tells us that this one person was *very important* for something; we will find out what this person was very important for in the subsequent chunks. (noun phrase)
 - Note that starting a sentence with *One* + noun phrase is a way of introducing one idea of multiple.
 - Practice: Students can practice using this structure to speak or write about something in their own lives. One _____ that is important to me is _____. (One book that is important to me is *Esperanza Rising*.)
 - Students can discuss in pairs how they can use this structure to begin Proof Paragraph 1. To provide heavier support, consider giving students a modified sentence frame. (Example: One supply that is important to include in an emergency preparedness kit is _____.) Invite students to compare this sentence frame with the focus structure. (Some responses may include: The structure of both includes a relative pronoun that introduces more information about a noun, and each is used to introduce one idea of multiple. However, the verb tenses change from past to present and the relative pronoun *who* is replaced with the relative pronoun *that* to introduce a thing rather than a person.) Students can use this structure to write their first sentence of Proof Paragraph 1.

- Reconstruct:
 - “What is another way to say this sentence?” (Responses will vary.)
 - “How does your understanding of this sentence add to your understanding of the guiding question about how we can prepare for a natural disaster?” (Responses will vary.)
- Practice: “How can we use this sentence structure to write our first sentence of Proof Paragraph 2? What would we have to change?” Students can discuss in pairs ways they can modify this sentence to begin Proof Paragraph 2. (Example: We can replace the word *One* with the word *Another* or with the phrase *One more*.) To provide heavier support, consider giving students this modified sentence frame: Another supply that is important to include in an emergency preparedness kit is _____. Students can use this structure to write their first sentence of Proof Paragraph 2. Note that the first sentence in Proof Paragraph 2 of the Model Essay: Branch Rickey uses the word *Another* to introduce the second idea in the opinion essay.
 - “How can we use our Linking Words and Phrases handout to think of additional ways to start our Proof Paragraph 2?” (We can use the phrase *In addition* from our Linking Words and Phrases handout to start our first sentence of Proof Paragraph 2.)
- Students can add new linking words and phrases to their Linking Words and Phrases handout as they use them, such as *One more* or *Furthermore*.
- For ELLs: (Language for Citing Sources) Remind students that, just like for their QuickWrite in Lesson 1, it is necessary to cite the sources they used to research the facts and details included in their proof paragraphs. Consider providing students with language to do so. (Examples: According to _____; On the website _____ [website name], it states that _____; As stated on _____ [website name], _____.) Invite students to practice this language orally in pairs before citing sources in writing in their proof paragraphs.

Closing and Assessment

A. Whole Group Critique: Proof Paragraphs 1 and 2 (15 minutes)

- Remind students that they are used to participating in peer critiques, and in this lesson they are going to participate in a whole group critique.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
- Focus students on the following criteria on their Opinion Writing Checklist and invite them to highlight or star these criteria:
 - “W.5.1b: I provide logically ordered reasons that are supported by facts and details from sources.”
 - “W.5.1c: I use linking words to connect my opinion and reasons.”

- Distribute **sticky notes** and focus students on the **Peer Critique anchor chart** to review how to effectively participate in a peer critique.
- Display the student work you selected as a model and read aloud the essay so far.
- Think-Pair-Share:
 - “*What is the opinion here?*” (Responses will vary.)
 - “*What are the reasons given for the opinion?*” (Responses will vary.)
- Tell students that now you are going to read just the first proof paragraph twice.
 - Invite students to consider the two criteria marked on their Opinion Writing Checklists for today’s critique and record one star and one step.
 - Once you have read the first proof paragraph twice, give students a couple of minutes to write their star and step.
 - Repeat with the second proof paragraph.
- Begin with stars on the first proof paragraph. Use total participation techniques to select three or four students to share their stars with the whole group. If displaying the essay in a word-processing tool with comments functionality, model adding stars to the document using the comments tool. If using a printed essay and document camera, stick students’ star sticky notes in the margin next to the writing.
- Repeat this process with steps, choosing two or three people to share steps, before moving on to do the same thing with the second proof paragraph.
- Having participated in the whole group peer critique, invite students to return to their own essays to consider how the stars and steps given to the displayed essay could be used to improve their own work.
- When 2 minutes remain, use a checking for understanding protocol (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they demonstrated respect during the peer critique.

Meeting Students’ Needs

- For students who may need additional support with visual perception: Provide an individual copy of the selected student work for near-point display. (MMR)
- For ELLs: (Modeling and Thinking Aloud: Identifying Stars and Steps) Consider modeling and thinking aloud being specific about identifying stars and steps during the whole group critique. (Example: “I clearly cited my sources in Proof Paragraph 1, so I will record that as a star. However, I only used one linking word in Proof Paragraph 1. Therefore, I will record ‘adding linking words and phrases’ as one of my steps for this paragraph and will reference my Linking Words and Phrases handout to do so. What is another star and step I could add, based on the criteria we are focused on today?”)
- For ELLs: (Linking Words and Phrases) Encourage students to use varying linking words and phrases as they share their stars and steps (e.g., for example, for instance, however).

Homework

A. 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 written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 4 or 6, or record an audio response. (MMAE)

There are no new supporting materials for this lesson.