



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 10

The Painted Essay: Writing Proof Paragraphs



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can develop the topic with facts, definitions, details, and quotations.

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can determine reasons and evidence related to the first and second points of an essay about the invention of basketball.
- I can write two proof paragraphs for an essay about the invention of basketball by using reasons and evidence related to each point in my introductory paragraph.

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- Proof Paragraphs graphic organizer
- Written proof paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining Related Ideas: Reasons and Evidence for the Body Paragraphs of a Painted Essay (15 minutes)B. Determining Related Reasons and Evidence: The Invention of Basketball (15 minutes)C. Writing proof paragraphs: The Invention of Basketball (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your basketball essay aloud; self-evaluate fluency.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lesson 9. In this lesson, students focus on analyzing and writing the proof paragraphs of a Painted Essay.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons.• First, students closely review the parts and purposes of the proof paragraphs in the Model Painted Essay: “The Electric Motor” in order to build their understanding of how the proof paragraphs use reasons and evidence to support the points presented in the introductory paragraph.• Then, students are given reasons and evidence, in the form of notes, that could be used to support the two points from their introductory paragraphs about basketball from Lesson 9. Before writing, students work with their groups to physically sort their Reasons and Evidence strips onto a Proof Paragraph graphic organizer to help them see the connection between reasons and evidence and each point made in the introductory paragraph.• During the final part of Work Time, students use the reasons and evidence they sort during Work Time B to write complete sentences and craft two proof paragraphs to support each point made in the introductory paragraph about the invention of basketball. Note that linking words will be introduced in the next lesson; therefore, do not focus on having students use linking/transitional words in their proof paragraphs at this point. Students’ work during this lesson supports their understanding of the connection between the proof paragraphs and the points presented in the introductory paragraph, as well as their ability to write proof paragraphs for the end of unit assessment.• In advance:<ul style="list-style-type: none">– Display the Parts of a Painted Essay anchor chart (from Lesson 9).– Closely review Work Times A, B, and C so that you are prepared to accurately explain and precisely model the use of the Painted Essay structure for students.– Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
determine, reasons, evidence, related, points, essay, proof paragraphs, revise, feedback	<ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• Painted Essay templates (from Lesson 8)• Model Painted Essay: “The Electric Motor” (from Lesson 9)• Highlighters (one yellow and one blue per student)• Parts of a Painted Essay anchor chart (begun in Lesson 9)• Color-Coded Painted Essay Introductory Paragraph: Basketball (from Lesson 9)• Proof Paragraph graphic organizer (one per student and one to display; see Teaching Notes re colored copies)• Reasons and evidence strips (cut apart; one set per student)• Proof Paragraph graphic organizer (answers, for teacher reference; one for display; see Teaching Notes re colored copies)• Tape, glue, or staplers (enough for each student to have access)• Document camera• Proof paragraphs (example, for teacher reference)• Fluency self-assessment (from Lesson 5; see standalone Foundational Reading and Language Skills Resource Package)• Independent Reading Choice Board (from Lesson 4)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework.• Review the directions for Milling to Music and clarify as needed.• Give students 1 or 2 minutes to “mill” and find a partner who is not a member of their regular small group.• Ask students to share their homework responses with partners:<ul style="list-style-type: none">* “In what ways do the pieces of the introductory paragraph form a plan for the rest of the essay?”• After 2 minutes, invite a few students to share out interesting ideas they heard from their partner. Answers will vary, but listen for ideas such as:<ul style="list-style-type: none">– “The introductory paragraph provides a focus for the essay.”– “The points represent the information that will be explained in the proof paragraphs of the essay.”• Focus students whole group and help frame the purpose of today’s lesson, saying something like: “During the previous lesson, we analyzed the introductory paragraph of a model essay. Then you pieced together an introductory paragraph about the invention of basketball. Today, we are going to take a closer look at the two points presented in the introductory paragraph to help focus your writing of the proof paragraphs of an essay about the invention of basketball.”	<ul style="list-style-type: none">• To give all students access to the Milling to Music prompt, offer a sentence starter (“The pieces of the introductory paragraph form a plan for the rest of the essay by ...”)



Work Time	Meeting Students' Needs
<p>A. Determining Related Ideas: Reasons and Evidence for the Body Paragraphs of a Painted Essay (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their journals, Painted Essay templates and Model Painted Essay: “The Electric Motor” and join their group. Distribute highlighters (yellow, blue). • Tell students that today they will start by reexamining their Painted Essay templates and model Painted Essays about the electric motor to further develop their understanding of the parts and purposes of the proof paragraphs and how they relate to the points presented in the introductory paragraph. • Ask students to refer to the introductory paragraph of their model essays and locate the thesis. Ask: <ul style="list-style-type: none"> * “According to the thesis, what is the main idea of this essay? What will this essay be mostly about?” • Listen for students to repeat or paraphrase the thesis: “The electric motor changed everything.” • Ask students to point to the part of the introductory paragraph that tells the reader the first point the author will make in explaining how the electric motor “changed everything.” Help them locate point 1 that they highlighted in yellow during Lesson 9. Then direct students to read point 1 together aloud: <ul style="list-style-type: none"> * “The invention of the electric motor solved a big problem for people living in the 1800s.” • Draw students’ attention to the Parts of a Painted Essay anchor chart, then write: “The invention of the electric motor solved a big problem for people living in the 1800s” on the line below Proof Paragraph 1 in the first box of the second row of the anchor chart. • Next, ask students to refer to their Painted Essay templates to determine which paragraph of the model essay should be color-coded yellow (the same as point 1 in the introductory paragraph). Tell students that once they determine which paragraph relates to point 1, they need to hold up their model essays and point to the paragraph they believe should be color-coded yellow. Look for students to point to the second paragraph of the model essay, and then ask them to highlight the entire second paragraph in yellow. • Direct students to once again refer to the introductory paragraph of their model essays. Ask them to point to the part of the introductory paragraph that tells the reader the second point the author will make in explaining how the electric motor “changed everything.” Help students to locate point 2, which they highlighted in blue during Lesson 9. Ask them to read point 2 aloud together: “... and improved people’s lives in many ways.” 	<ul style="list-style-type: none"> • To support students who struggle with organization or the management of a lot of materials at once, consider holding the highlighters and distributing the color they need as they are ready. • Offer a sentence starter to provide all students access to the discussion question (“In Unit 1, we learned that reasons ... and evidence ...”). • Strategically group students who have a strong handle on reasons and evidence to support the points of an essay with students who are still struggling to identify reasons and evidence and understand the purpose of each. • Offer a sentence starter to provide all students access to the discussion question (“The purpose of the transition sentence is ...”). • Consider providing a neat version of the correctly color-coded essay for students who make mistakes.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Draw students' attention to the fact that the second point is a sentence fragment, or incomplete sentence, and ask them to complete this sentence by thinking about: <ul style="list-style-type: none"> * "What improved people's lives in many ways? What is the topic of the essay?" • Cold call 1 or 2 students to share out. Listen for: "The electric motor is the topic of this essay, so the second point is 'the electric motor improved people's lives in many ways.'" • Write "The electric motor improved people's lives in many ways" on the line below Proof Paragraph 2 in the first box of the third row of the anchor chart. • Ask students to look to their Painted Essay templates to help them determine which paragraph of the model essay should be color-coded blue, the same as point 2 in the introductory paragraph. Tell them that once they determine which paragraph relates to point 2, they should hold up their model essays and point to the paragraph. Look for students to point to the third paragraph of the model essay, and then ask them to highlight the entire third paragraph in blue. • Next, focus students' attention on the boxes of the anchor chart in the second and third rows that say Reasons and Evidence (tell them they will come back to Transition a little later). Ask them to think about and discuss in groups: <ul style="list-style-type: none"> * "What do you recall from Unit 1 about using reasons and evidence to support an opinion?" • After 2 minutes, invite a few students to share out whole group. Listen for ideas such as: <ul style="list-style-type: none"> – "When we wrote opinion paragraphs in Unit 1, we learned that reasons explain why you believe the opinion." – "We learned that evidence is information, facts, and direct quotes from reliable sources that support the reason and opinion." – "Evidence from reliable sources makes our opinion more credible, or trustworthy and believable." • If students cannot recall information about reasons and evidence from Unit 1, briefly refresh their memories. • Tell students they will reread Proof Paragraph 1 of the model essay (highlighted in yellow) to help them think about how reasons and evidence are used to support point 1 of the introductory paragraph. • Give students directions: <ul style="list-style-type: none"> – Independently reread Proof Paragraph 1 (the second paragraph) of the model electric motor essay. – With group members, identify and discuss how the reason(s) and evidence relate to point 1. • Clarify directions as needed, then ask students to begin working. Circulate to offer support. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • After 4 or 5 minutes, cold call students from each group to share their thinking about reasons(s) and evidence with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “People’s problem was that batteries were expensive and didn’t work, so most people didn’t have electricity; – “Scientists wanted to find other ways to create electricity, so more people could have access to electricity;” – “Faraday’s electric motor was able to generate electricity better and for less money than batteries, which helped to solve people’s problem,” Etc. • Focus students on the second row, third column, Purposes, and ask groups to discuss: <ul style="list-style-type: none"> * “What is the purpose (goal, objective) of the reasons and evidence you identified in Proof Paragraph 1?” • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “The purpose of the reasons and evidence is to explain and support point 1 and give more information to readers so they will find the piece credible.” • Record students’ ideas in the Purposes box of the second row of the anchor chart. • Ask students to now look at point 2, “The electric motor improved people’s lives in many ways,” and Proof Paragraph 2 to complete these steps: <ul style="list-style-type: none"> – Independently reread Proof Paragraph 2 (the third paragraph) of the model electric motor essay. – With group members, identify and discuss how the reason(s) and evidence relate to point 2. • Provide clarification as needed, and then ask students to begin. Circulate to offer guidance and support. • After 4 or 5 minutes, cold call students from each group to share their thinking about reasons(s) and evidence that support point 2. Listen for ideas such as: <ul style="list-style-type: none"> – “The reasons and evidence in Proof Paragraph 2 are ‘Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives.’ This sentence explains that people’s lives were improved by new technologies.” – “In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes.... Then, in the 1930s, the electric motor was used to make useful household items.... Today, electric motors can also be found in ... many other devices we use.” – “These reasons and evidence support point 2 because they give more information and facts, along with specific examples of other inventions that were developed based on the electric motor.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus students on the third row, third column Purposes and ask groups to discuss:<ul style="list-style-type: none">* “What is the purpose (goal, objective) of the reasons and evidence you identified in Proof Paragraph 2?”• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “The purpose of the reasons and evidence is to explain and support point 2 so the reader will understand the topic better, learn more facts and information about the topic.”• Record students’ ideas in the Purposes box of the third row of the anchor chart.• Focus students’ attention on the word Transition in the second box of the third row of the anchor chart. Ask them to look back to their Painted Essay templates and locate the area called “transition,” colored with yellow and blue. Ask groups to discuss:<ul style="list-style-type: none">* “What do you recall about the purpose of the transition sentence?”• After 1 or 2 minutes, invite a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “The transition moves the reader from one point to the next.”– “The transition is a ‘bridge’ between the first point and the second point.”• Record students’ thinking in the Purposes box of the third row. If students are not able to remember and share out the role of the transition sentence, explain it to them and add a description of the purpose to the anchor chart.• Ask students to look back at their templates for help in locating where the transition sentence can be found in the model essay. Cold call a few students to share out which sentence they believe is the transition and explain their reasons. Listen for a response such as:<ul style="list-style-type: none">– “The first sentence of Proof Paragraph 2, ‘Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives,’ is the transition. I think this because it combines the ideas of Proof Paragraph 1 and Proof Paragraph 2.”• Give students specific positive feedback for their ability to identify the reasons and evidence that support the points made in the introductory paragraph, as well as locate and explain how the transition sentence connects the two proof paragraphs.• Tell students that during the next part of Work Time they will look back to their color-coded introductory paragraphs about the invention of basketball (from Lesson 9) to further refine their understanding of how the introductory and proof paragraphs work together.	



Work Time (continued)	Meeting Students' Needs
<p>B. Determining Related Reasons and Evidence: The Invention of Basketball (15 minutes)</p> <ul style="list-style-type: none"> Ask students to read the first learning target aloud together: <ul style="list-style-type: none"> * “I can determine reasons and evidence related to the first and second points of an essay about the invention of basketball.” Underline words students are familiar with from previous lessons and Work Time A: <i>determine, reasons, evidence, related, points, and essay</i>. Ask students to discuss in groups how they could restate the target based on their understanding of key terms. After 1 or 2 minutes, cold call a few students to share out their ideas whole group. Ask students to turn to the page in their journals where they pasted (taped or stapled) the Color-Coded Painted Essay Introductory Paragraph: Basketball during Lesson 9. Distribute the Proof Paragraph graphic organizer. Ask students to locate and share out all at once what the <i>thesis</i> (green) of the basketball essay is. Listen for: <ul style="list-style-type: none"> – “Basketball has become a big part of people’s lives.” Ask students to locate point 1 of the focus in the color-coded essay. Cold call one or two students to share aloud. Listen for: <ul style="list-style-type: none"> – “What began as a game for students to play indoors during the winter ...” Point out that this is another example of a sentence fragment. Ask groups to discuss: <ul style="list-style-type: none"> * “<i>What</i> began as a game for students to play indoors during the winter? What is the topic of the essay?” After 1 minute, cold call a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “Basketball is the topic, so the first point is: ‘Basketball began as a game for students to play indoors during the winter.’” Ask students to write a complete sentence to express the first point of this essay on the line below Point 1 on their graphic organizers. Ask students to locate point 2 of the focus in the color-coded essay. Cold call one or two students to share aloud. Listen for: <ul style="list-style-type: none"> “... quickly became a popular form of entertainment for fans across the country.” Ask students to briefly think about and discuss with group members: <ul style="list-style-type: none"> * “<i>What</i> quickly became a popular form of entertainment for fans across the country? What is the topic of the essay?” 	<ul style="list-style-type: none"> Record the restated target under the original version for student reference. Consider displaying an anchor chart of Sentence Fragments and examples to support all students in distinguishing between sentence fragments and complete sentences. To support visual learners and students who struggle with multistep directions, display the four-step directions for student reference.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 1 minute, cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “Basketball is the topic, so the second point is ‘Basketball quickly became a popular form of entertainment for fans across the country.’”• Ask students to write a complete sentence to express the second point of the essay on the line below Point 2 on their graphic organizers.• Next, distribute the reasons and evidence strips. Read each strip aloud as students follow along silently. Then ask groups to discuss:<ul style="list-style-type: none">* “What do you notice about how these reasons and evidence strips are written?”• After 1 or 2 minutes, invite a few students to share their thinking aloud with the class. Listen for suggestions like:<ul style="list-style-type: none">– “I notice they’re written like notes, not complete sentences.”– “I notice there is a direct quote from a text.”– “They are written like paraphrased evidence from a text.”• Explain that before authors begin to write an informational piece, they must first conduct research and collect information related to the focus (thesis and points) of their essay. Remind students that when authors provide clear and credible information to support their ideas, their readers are better able to understand and learn from the text, which is the primary purpose of informational writing: to inform others.• Draw students’ attention to the second column of the graphic organizer and the boxes labeled “Proof Paragraph 1: reasons and evidence related to point 1” and “Proof Paragraph 2: reasons and evidence related to point 2.” Give them these directions:<ul style="list-style-type: none">– Independently reread each reasons and evidence strip.– With group members, review and discuss each strip to determine if it is more closely related to Point 1 or Point 2.– Sort the strips by placing each one into the proof paragraph box it belongs in.– Be prepared to discuss your thinking whole class.• Provide clarification as needed, and then ask students to begin. Circulate to provide support and guidance.• After 5 minutes, cold call members from each group to share out how they sorted the reasons and evidence strips and explain why they think each reason or piece of evidence is related to one point more than the other. Refer to Proof Paragraph graphic organizer (answers, for teacher reference) as needed for guidance.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Once all reasons and evidence have been discussed and students have them sorted correctly, ask them to quickly tape, glue, or staple each strip into either the yellow Proof 1 box or the blue Proof 2 box.Have students look at all of the evidence in both columns and reflect:<ul style="list-style-type: none">* "What single main idea does all of this evidence help the reader understand?"Be sure students understand that all of the evidence gathered under these two points is designed to explain the thesis, that basketball has become a big part of people's lives. Tell them that during the next part of Work Time, they will write their proof paragraphs using the reasons and evidence they added to each box of their graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>C. Writing Proof Paragraphs: The Invention of Basketball (20 minutes)</p> <ul style="list-style-type: none"> Ask students to read the second learning target aloud together: <ul style="list-style-type: none"> * “I can write two proof paragraphs for an essay about the invention of basketball by using reasons and evidence related to each point in my introductory paragraph.” Invite a few students to restate the target in their own words based on their understanding of key terms such as <i>proof paragraphs</i>, <i>essay</i>, <i>reasons</i>, <i>evidence</i>, <i>related</i>, <i>points</i>, and <i>introductory paragraph</i>. Explain that in order to write their proof paragraphs, they must first determine the order in which they will present their reasons and evidence in each paragraph. Model for students by doing a think-aloud. Display the Proof Paragraph graphic organizer (answers, for teacher reference) via a document camera. Say something like: <ul style="list-style-type: none"> * “First I am going to reread point 1, ‘Basketball began as a game for students to play indoors during the winter.’ Then I am going to reread each of the reason and evidence strips I pasted onto my graphic organizer and ask myself: Which strip, or strips, best explains why students needed a game that could be played indoors during the winter?” Read each strip aloud, then go on to say something like: <ul style="list-style-type: none"> * “I think the strip that says ‘problem—needed an indoor winter sport’ could be turned into a sentence to support the first point because it uses the words ‘problem’ and ‘needed,’ which are words that indicate a reason ‘why’ basketball was invented. I also notice the phrase ‘indoor winter sport’ somewhat mirrors language from the first point, ‘a game for students to play indoors during the winter,’ indicating that it is related to the first point.” Ask groups to discuss how they could change the reasons and evidence strip “problem—needed an indoor winter sport” into a complete sentence for the start of the first proof paragraph. After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions like: <ul style="list-style-type: none"> – “The problem was that students needed a sport they could play indoors during the winter.” Synthesize students’ thinking to model writing a complete sentence to begin Proof Paragraph 1 on the board or some other area where all students can see. Ask them to record the sentence below the Color-Coded Painted Essay Introductory Paragraph: Basketball they pasted into their journals during the previous lesson. 	<ul style="list-style-type: none"> Record the student-restated target near the original target for student reference. Consider displaying the incomplete sentences from the “strips” next to the complete-sentence versions generated by students to serve as a reminder of the thinking that occurred during this discussion. Consider displaying the text under the document camera as you read aloud and point to the text. Although students have a version of the text in front of them, struggling readers will benefit from this resource if they lose their place for any reason. To support students who struggle with the physical act of writing, provide assistive technology, a computer with word processing, or a scribe to help them capture their ideas on paper.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read through each piece of evidence, then ask groups to discuss:<ul style="list-style-type: none">* “Which strip do you think should be written as the second sentence for Proof Paragraph 1? Why?”• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:<ul style="list-style-type: none">– “‘Could be played inside, fairly small space’ because it is information that is closely related to the first sentence, which is about the need for a game that could be played indoors.”– “‘Could be played inside, fairly small space’ because it provides factual information to support the first point.”• Ask groups to discuss:<ul style="list-style-type: none">* “How could you write a complete sentence from this reasons and evidence strip?”• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– “Students needed a game that could be played inside within a fairly small space.”• Synthesize students’ thinking to once again model writing a complete second sentence for Proof Paragraph 1 and ask students to skip a line on their paper and record it after the first sentence they recorded, below their color-coded introductory paragraphs. (Note: Do not instruct students on the use of linking words at this point, as they will receive instruction on adding linking words to their essays in the next lesson.)• Continue to model as needed for students. See proof paragraphs (example, for teacher reference) for ideas students may share about the remaining order of evidence and types of sentences that could be included in Proof Paragraph 1. Consider “releasing” students who seem able to continue crafting the first proof paragraph independently while you work with a small group(s) of students who are in need of additional modeling and support with writing.• After 4 or 5 minutes, have students share one or more of the paragraphs orally with the full class.• Direct them to move on to writing Proof Paragraph 2, using the same strategies that were modeled. Once again, consider working with a small group(s) of students who need more support with writing and “releasing” students who are capable of writing with greater independence.• Give students 8 to 10 minutes to write the second proof paragraph. When not working with small groups, circulate to offer guidance and positive praise to those who are working independently about specific elements of their second proof paragraph (e.g., the order of reasons and evidence, the use of complete sentences, etc.).• Once students have written their second proof paragraphs, invite a few of them to read their paragraphs aloud and share out strategies they used to determine what order to write the reasons and evidence.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group. Ask them to turn and talk with a partner:<ul style="list-style-type: none">* “How do the proof paragraphs connect to the points of the introductory paragraph to create a big picture for the reader?”• After 1 or 2 minutes, invite a few students to share out their thinking whole group.• Read each of the learning targets aloud and ask students to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target. Note students who show “bugs” or “mud,” as they may need more support determining and writing reasons and evidence related to the focus and points presented in an informational essay.	<ul style="list-style-type: none">• Offer a sentence starter to give all students access to the debrief prompt (“The proof paragraphs create a big picture for the reader by ...”).
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the first three paragraphs of your essay about basketball to someone at home or aloud to yourself in front of the mirror. Use the fluency self-assessment to determine one area of fluency that is a strength for you and one area you want to improve.• Read independently for at least 15 or 20 minutes and respond to another question on your Independent Reading Choice Board.	<ul style="list-style-type: none">• Consider loaning students a phonics phone to practice reading with at home. This will allow them to hear themselves more clearly to more accurately self-assess.



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Supporting Materials



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Proof Paragraph Graphic Organizer

<p>Point 1:</p> <hr/>	<p>Proof Paragraph 1: reasons and evidence related to point 1</p>
<p>Point 2:</p> <hr/>	<p>Proof Paragraph 2: reasons and evidence related to point 2</p>



Reasons and Evidence Strips

January 1896 (five years after being invented), first college game played for a live audience

Naismith “... wanted to create a game of skill for the students instead of one that relied solely on strength”

Still popular neighborhood sport—great way to stay active/spend time with friends

Could be played inside, fairly small space

By 1963, college games on national television; fans could watch from their living rooms

problem—needed an indoor winter sport

1891, first game of basketball played, used a soccer ball and two peach baskets as goals

1980s, basketball as popular as football and baseball



Proof Paragraph Graphic Organizer
(Answers, for Teacher Reference)

Point 1:

Basketball began as a game for students to play indoors during the winter.

Proof Paragraph 1: reasons and evidence related to point 1

- Problem—needed an indoor winter sport
- Naismith “... wanted to create a game of skill for the students instead of one that relied solely on strength”
- Could be played inside, fairly small space
- 1891, first game of basketball played, used a soccer ball and two peach baskets as goals

Point 2:

Basketball quickly became a popular form of entertainment for fans across the country.

Proof Paragraph 2: reasons and evidence related to point 2

- January 1896 (five years after being invented), first college game played for a live audience
- By 1963, college games on national television; fans could watch from their living rooms
- 1980s, basketball as popular as football and baseball
- Still popular neighborhood sport—great way to stay active/spend time with friends



Proof Paragraphs

(Example, for Teacher Reference)

A problem for students was that they needed a game that could be played indoors during the winter. Students needed a sport that could be played in a fairly small space inside. Dr. Naismith “wanted to create a game of skill for students instead of one that relied solely on strength.” The first game of basketball was played in 1891, using a soccer ball and two peach baskets as goals.

Five years after basketball was invented, the first college game was played for a live audience in January of 1896. By 1963, college basketball was on national television, so fans could watch the games from their living rooms. In the 1980s, basketball had become as popular as football and baseball. Basketball is still a popular neighborhood sport and a great way to stay active and spend time with friends.