



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3B: Unit 3: Lesson 7**

## **The Painted Essay for Opinion Writing: 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.5.1)

b. I can provide logically ordered reasons that are supported by facts and details.

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

**Supporting Learning Targets**

- With group members, I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States.
- With group members, I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph.

**Ongoing Assessment**

- Proof paragraphs on Draft Editorial charts



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Homework Review and Engaging the Writer (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Determining Related Ideas: Reasons and Evidence for the Proof Paragraphs of a Painted Essay (15 minutes)</li> <li>B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (15 minutes)</li> <li>C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review of Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read your independent reading book for at least 30 minutes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson follows a similar pattern to Lesson 6; however, in this lesson students focus on analyzing and writing the proof paragraphs of a Painted Essay.</li> <li>• First, students closely review the parts and purposes of the proof paragraphs in the Model Painted Essay: Editorial about Wind Power to build their understanding of how the proof paragraphs use reasons and evidence to support the opinion and points presented in the introductory paragraph.</li> <li>• Then, students review their notes from the Mid-Unit 3 Assessment: Point of View graphic organizers and the article “Should We Drill” to locate and record evidence that supports the group thesis (opinion) and points (reasons) from their introductory paragraph.</li> <li>• During the final part of Work Time, students use the reasons and evidence they locate and record during Work Time B to develop two proof paragraphs to support the thesis and each point made in the introductory paragraph about offshore oil drilling. 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 thesis and points presented in the introductory paragraph, as well as their ability to write proof paragraphs for the editorials they will develop to express an opinion about the Mary River project on Baffin Island for the End of Unit 3 Assessment in Lesson 9.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Closely review Work Times A, B, and C to help reinforce your own understanding of how the proof paragraphs use reasons and evidence to support the thesis and points made in the introductory paragraph, so you are prepared to accurately explain and precisely model the use of the Painted Essay structure.</li> <li>– Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).</li> </ul> </li> <li>• Post: Learning targets; anchor charts listed in materials.</li> </ul>



Lesson Vocabulary	Materials
proof paragraphs, introductory paragraph, thesis, opinion, point, reason, evidence	<ul style="list-style-type: none"><li>• Journals (begun in Unit 1; one per student)</li><li>• Painted Essay templates (students' own, from Module 2B, Unit 2, Lesson 8; or from this unit, Lesson 6)</li><li>• Model Painted Essay: Editorial about Wind Power (from Lesson 6; one per student and one to display)</li><li>• Crayons, colored pencils, or highlighters (one yellow and one blue for each student)</li><li>• Parts of a Painted Essay anchor chart (from Lesson 6)</li><li>• Developing an Opinion anchor chart (from Lesson 2)</li><li>• Draft Editorial charts (from Lesson 6; one per group)</li><li>• Proof Paragraphs graphic organizer (one per group)</li><li>• "Should We Drill?" (from Lesson 5; one per student)</li><li>• Mid-Unit 3 Assessment: Point of View graphic organizer (from Lesson 5; one per student)</li><li>• Reasons and Evidence task card (one per group)</li><li>• Proof Paragraphs task card (one per group)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to partner with a classmate they have not worked with much or at all.</li><li>• Ask students to discuss their homework reflections:<ul style="list-style-type: none"><li>* “What is one interesting piece of information you learned from your independent reading book?”</li><li>* “Why is this information interesting to you?”</li></ul></li><li>• After 2 minutes, invite a few students to share out interesting ideas they heard from their partner. Answers will vary.</li><li>• Focus students whole group and remind them that during the previous lesson, they examined a complete model Painted Essay about wind power. They focused specifically on the introductory paragraph to analyze the purpose of each part and how those parts work together to introduce the issue and establish a plan for the rest of the essay. Then they worked collaboratively with group members to write their own introductory paragraphs about offshore oil drilling in the United States.</li><li>• Explain that today students will take a closer look at the two points (reasons) from the model introductory paragraph to help focus their writing of the proof paragraphs for their group editorial about whether offshore oil drilling should be allowed along the Atlantic Coast of the United States. Remind students that their work in these lessons is meant to support their understanding of how to write an editorial about whether the Inuit community should approve the Mary River mine proposal on Baffin Island for the End of Unit 3 Assessment in Lesson 9.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters to allow all students access to partner discussions.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Determining Related Ideas: Reasons and Evidence for the Proof Paragraphs of a Painted Essay (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to collect their <b>journals, Painted Essay templates, and Model Painted Essays: Editorial about Wind Power</b> and join their regular groups. Distribute <b>crayons, colored pencils, or highlighters</b> (yellow and blue).</li> <li>Tell students to refer to the introductory paragraph of their model essays and locate the thesis. Ask: <ul style="list-style-type: none"> <li>* “According to the thesis, what is the main idea of this editorial? What will this editorial be mostly about?”</li> </ul> </li> <li>Listen for students to repeat or paraphrase the thesis: <ul style="list-style-type: none"> <li>– “I think that the wind is a valuable source of energy.”</li> </ul> </li> <li>Ask students to point to the part of the introductory paragraph that tells the reader the first point (reason) the author uses to support the thesis (opinion): “Wind is a valuable source of energy.” Help students locate Point 1 (Reason 1), which they highlighted in yellow during Lesson 6. Direct students to read Point 1 aloud together: <ul style="list-style-type: none"> <li>* “Wind will never run out.”</li> </ul> </li> <li>Draw students’ attention to the <b>Parts of a Painted Essay anchor chart</b> and then write, “Wind will never run out” on the line below Proof Paragraph 1 in the first box of the second row of the anchor chart.</li> <li>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 them to point to the second paragraph of the model essay, then ask them to highlight the entire second paragraph in yellow.</li> <li>Direct students to once again refer to the introductory paragraph of their model essays and review the thesis (opinion) of the essay. Ask them to point to the part of the introductory paragraph that tells the reader the second point (reason) the author will use to support the thesis (opinion): “Wind is a valuable source of energy.”</li> <li>Help students to locate Point 2 (Reason 2), which they highlighted in blue during Lesson 6. Ask them to read Point 2 aloud together: “... and it doesn’t contaminate the environment.”</li> <li>Draw students’ attention to the fact that the second point is a “sentence fragment,” or an incomplete sentence, and ask them to complete this sentence by thinking about: <ul style="list-style-type: none"> <li>* “What doesn’t contaminate the environment? What is the topic of the essay?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider displaying the Editorial about Wind Power under the document camera and pointing out the thesis and points as they are discussed.</li> <li>Pause after students have had some time to color their paragraphs. Ask them to check in with their table mates to make sure they have located the correct paragraph.</li> <li>Offer a sentence starter to give all students access to the discussion question. (“Reasons are used to_____, whereas evidence is_____.”)</li> <li>Consider supporting students struggling to read grade-level text by meeting with them as a small group to guide them through the steps to link the reasons and evidence in each paragraph to reasons from the introductory paragraph and the purpose of each point and the evidence provided.</li> <li>Consider displaying the wind power editorial and pointing to the sentences students suggest is the transition.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call one or two students to share out and listen for:<ul style="list-style-type: none"><li>– “Wind energy is the topic of this essay, so the second point is wind energy doesn’t contaminate the environment.”</li></ul></li><li>• Write, “Wind energy doesn’t contaminate the environment” on the line below Proof Paragraph 2 in the first box of the third row of the anchor chart.</li><li>• 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 need to hold up their model essays and point to the paragraph they believe should be color-coded blue. Look for them to point to the third paragraph of the model essay and ask them to highlight the entire third paragraph in blue.</li><li>• Next, focus students’ attention on these boxes of the anchor chart in the second and third rows: Point 1 (Reason 1), Point 2 (Reason 2), and Evidence. (Tell them they will come back to the Transition a little later.) Then, ask students to think about and discuss in groups:<ul style="list-style-type: none"><li>* “What do you recall from the beginning of this unit about how authors use reasons and evidence to support an opinion?”</li></ul></li><li>• After 2 minutes, invite a few students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “We learned that reasons explain why the author believes the opinion.”</li><li>– “We learned that evidence is information, facts, details, and direct quotes from reliable sources (such as experts or information from the texts read in class) that support the reason and opinion.”</li><li>– “Evidence from reliable sources makes our opinion more credible, trustworthy, and believable.”</li></ul></li><li>• If students cannot explain the distinction between reasons and evidence, briefly refresh their memories by referring to the <b>Developing an Opinion anchor chart</b>.</li><li>• Tell students they will reread Proof Paragraph 1 of the model editorial (highlighted in yellow) to analyze how reasons and evidence are used to support Point 1 (Reason 1) of the introductory paragraph: “Wind will never run out.”</li><li>• Then ask students to complete the following:<ol style="list-style-type: none"><li>1. With group members, reread Proof Paragraph 1 (the second paragraph) of the model wind power editorial.</li><li>2. With group members, identify and discuss how Point 1 (Reason 1) and evidence in the first proof paragraph are related to Point 1 (Reason 1) from the introductory paragraph.</li></ol></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Clarify directions as needed and then ask students to begin working. Circulate to offer support.</li> <li>• After 3 or 4 minutes, cold call students from each group to share their thinking with the class. Listen for:             <ul style="list-style-type: none"> <li>– “In the model editorial, the first point (reason) we identified is ‘Wind power is a renewable source of energy.’ This point (reason) explains why the author holds the opinion that ‘Wind is a valuable source of energy.’”</li> <li>– “Point 1 (Reason 1) of this model paragraph, ‘Wind power is a renewable source of energy,’ is a restatement of the first point (reason) from the introductory paragraph, ‘Wind will never run out.’”</li> <li>– “Examples of evidence that support the first point (reason) and opinion are: ‘The wind is present everywhere on the planet, and it is never going to stop blowing,’ ‘Energy sources, like coal and oil, will run out someday,’ ‘The cost of coal is rising while the cost of wind power is dropping steadily,’ and ‘Wind that blows offshore is especially strong and reliable, making offshore wind farms a very promising source of energy to power our coastal cities.’”</li> </ul> </li> <li>• If students have trouble distinguishing between reasons and evidence, provide further clarification as needed.</li> <li>• Focus students on the second row, third column, Purposes, and ask them to consider and discuss in groups:             <ul style="list-style-type: none"> <li>* “What is the purpose (goal, objective) of the point (reason) and evidence you identified in Proof Paragraph 1?”</li> </ul> </li> <li>• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for:             <ul style="list-style-type: none"> <li>– “The purpose of Point 1 (Reason 1) and the evidence in the proof paragraph is to explain and support Point 1 (Reason 1) and the thesis (opinion) from the introductory paragraph.”</li> <li>– “Give more information to the readers so they will find the piece credible.”</li> </ul> </li> <li>• Record students’ ideas in the Purposes box of the second row of the anchor chart.</li> <li>• Ask students to now look at Point 2, “Wind doesn’t contaminate the environment,” and Proof Paragraph 2 to complete the following steps:             <ol style="list-style-type: none"> <li>1. With group members, reread Proof Paragraph 2 (the third paragraph) of the model wind power editorial.</li> </ol> </li> <li>• With group members, identify and discuss how Point 2 (Reason 2) and evidence in the second proof paragraph are related to Point 2 (Reason 2) from the introductory paragraph.</li> <li>• Provide clarification as needed and then ask students to begin. Circulate to offer support.</li> </ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After 4 or 5 minutes, cold call students from each group to share their ideas with the class. Listen for: <ul style="list-style-type: none"> <li>– “The second point (reason) in Proof Paragraph 2 is ‘Wind is also a great energy source because it produces no pollution’; this explains why the author believes the opinion that wind is a valuable energy source and is a different way of stating Point 2 (Reason 2) from the introductory paragraph, ‘Wind doesn’t contaminate the environment.’”</li> <li>– “Examples of evidence that supports Point 2 (Reason 2) and the opinion are: ‘When coal and other fossil fuels are burned to generate electricity, it fills the air with dangerous pollutants that can make it hard to breathe,’ ‘Oil spills and coal mining also cause water pollution,’ and ‘Mining for fossil fuels can leave the land barren.’”</li> </ul> </li> <li>• Focus students on the third row, third column (Purposes) and ask them to consider and discuss in groups: <ul style="list-style-type: none"> <li>* “What is the purpose (goal/objective) of Point 2 (Reason 2) and evidence you identified in Proof Paragraph 2?”</li> </ul> </li> <li>• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: <ul style="list-style-type: none"> <li>– “The purpose of Point 2 (Reason 2) and the evidence in the second proof paragraph is to explain and support Point 2 (Reason 2) and the thesis (opinion) from the introductory paragraph.”</li> <li>– “The purpose is to give more information about Point 2 so the reader might be persuaded to agree with the author’s opinion; to learn more facts and information about the issue.”</li> </ul> </li> <li>• Record students’ ideas in the Purposes box of the second row of the anchor chart.</li> <li>• Focus students’ attention on the word <i>Transition</i> 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"> <li>* “What do you recall about the purpose of the transition sentence?”</li> </ul> </li> <li>• After 1 or 2 minutes, invite a few students to share out whole group. Listen for: <ul style="list-style-type: none"> <li>– “The transition moves the reader from one point to the next.”</li> <li>– “The transition is a ‘bridge’ between the first point (reason) and the second point (reason).”</li> </ul> </li> <li>• Record students’ thinking in the Purpose box of the third row. If they are not able to remember and share out the role of the transition sentence, explain it to them and then add a description of the purpose to the anchor chart.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to look back at their templates for help in finding the transition sentence in the model editorial. Cold call a few students to share out which sentence they believe is the transition and explain why they think it is the transition sentence. Listen for:             <ul style="list-style-type: none"> <li>– “The first sentence of Proof Paragraph 2, ‘Wind is also a great energy source because it produces no pollution,’ is the transition. I think this is a transition sentence because it combines the ideas of Proof Paragraph 1, ‘Wind will never run out (which is why it’s a valuable energy source)’ and Proof Paragraph 2, ‘Wind doesn’t contaminate the environment,’ which is what that third paragraph is mostly about.”</li> </ul> </li> <li>• Praise students’ for their ability to identify the points (reasons) and evidence from the proof paragraphs that support the points (reasons) and thesis (opinion) stated in the introductory paragraph, as well as their ability to locate and explain how the transition sentence moves the reader from one point to the next.</li> <li>• Tell students that during the next part of Work Time, they will review the introductory paragraphs they crafted during the previous lesson about offshore oil drilling in the United States, revisiting details they recorded on their graphic organizers during the mid-unit assessment to build an understanding of how to develop proof paragraphs that connect to and support the thesis and points stated in the introductory paragraph.</li> </ul>	
<p><b>B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the first learning target aloud together:             <ul style="list-style-type: none"> <li>* “I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States.”</li> </ul> </li> <li>• Underline words students are familiar with: <i>determine, reasons, evidence, related, points, and editorial</i>.</li> <li>• Ask them to discuss in groups how they could restate the target based on their understanding of key terms.</li> <li>• After 1 or 2 minutes, cold call a few students to share out their ideas whole group.</li> <li>• Ask students to focus on the <b>Draft Editorial charts</b> they created during Lesson 6. Distribute a <b>Proof Paragraphs graphic organizer</b> to each group.</li> </ul> <p>Ask students to find and share out the thesis of each of their charts. Listen for either: “Offshore oil drilling should be allowed along the Atlantic Coast of the United States” or “Offshore oil drilling should not be allowed along the Atlantic Coast of the United States.”</p>	<ul style="list-style-type: none"> <li>• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.</li> <li>• Consider pausing throughout this exercise and asking students to check in with their neighbors to make sure each is completing his or her graphic organizer accurately.</li> <li>• Consider using talking tokens to ensure that each student participates in this discussion equally.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask a few students to locate Point 1 (Reason 1) in the introductory paragraph recorded on their charts (responses will vary, but listen for students to share out the first point (reason) that supports the group thesis (opinion) recorded on their chart).</li><li>• Ask students to write a complete sentence to express the first point (reason) of their editorials on the line below Point 1 (Reason 1) on their graphic organizers.</li><li>• Ask students to locate Point 2 (Reason 2) in the introductory paragraph recorded on their charts (again, responses will vary, but listen for students to share out the second point (reason) that supports the group thesis (opinion) recorded on their chart).</li><li>• Ask students to write a complete sentence to express the second point (reason) of their editorials on the line below Point 2 (Reason 2) on their graphic organizers.</li><li>• Remind students that before authors begin to write an opinion piece, such as an editorial, they must first conduct research and collect information related to the focus (thesis and points) of their article. Explain that when authors provide clear reasons and credible evidence to support their opinion, their readers are more likely to agree with their point of view, which is the primary purpose of opinion writing, to argue one side of an issue or another for the purpose of persuading one's audience to agree with her/his point of view. Tell students that before they start to write the proof paragraphs that support their thesis, they must first collect information related to the thesis (opinion) and each point (reason) of their editorials</li><li>• Help students locate their article, “<b>Should We Drill?</b>” and completed <b>Mid-Unit 3 Assessment: Point of View graphic organizer</b>.</li><li>• Then distribute the <b>Reasons and Evidence task card</b>. Focus students on the Proof Paragraphs graphic organizer, specifically the second column of the and the boxes labeled “Proof Paragraph 1: Evidence that supports Point 1” and “Proof Paragraph 2: Evidence that supports Point 2.” Then read aloud and ask students to complete the steps on their Reasons and Evidence task card to prepare for writing the proof paragraphs of their editorials about offshore oil drilling in the United States, during Work Time C.</li><li>• Provide clarification as needed and then ask students to begin. Circulate to provide support and guidance.</li><li>• After 10 to 12 minutes, cold call members from each group to share their points (reasons) and supporting evidence and explain why they think each piece of evidence is related to one point (reason) more than the other (answers will vary, but listen for students to justify their choices by making specific connections between each point in their introductory paragraphs and direct quotes and paraphrased evidence from the article).</li></ul>	<ul style="list-style-type: none"><li>• To support students who struggle to locate information from multiple sources, consider working with them in a small group to guide them through these steps.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask students to review all of the evidence in both columns and reflect:               <ul style="list-style-type: none"> <li>* “What single main idea does all of this evidence help the reader understand?”</li> </ul> </li> <li>Be sure students understand that all of the evidence gathered under these two points is designed to explain the thesis (opinion) they recorded on their group charts.</li> <li>Tell them that during the next part of Work Time, they will write their proof paragraphs using the points (reasons) and evidence they added to their Proof Paragraphs graphic organizer.</li> </ul>	
<p><b>C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the second learning target aloud:               <ul style="list-style-type: none"> <li>* “I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph.”</li> </ul> </li> <li>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>editorial</i>, <i>reasons</i>, <i>evidence</i>, <i>related</i>, <i>points</i>, and <i>introductory paragraph</i> that they are familiar with from Work Times A and B.</li> <li>Explain that now students will review the points (reasons) and evidence recorded on their Proof Paragraphs graphic organizer and work collaboratively with group members to develop two proof paragraphs that support the focus (thesis and points) of the introductory paragraph on their charts.</li> <li>Distribute a <b>Proof Paragraphs task card</b> to each group. Read the directions aloud as students follow along silently.</li> <li>Answer clarifying questions, then ask students to begin.</li> <li>Circulate to offer guidance and support as needed. Prompt students' thinking by asking questions such as:               <ul style="list-style-type: none"> <li>* “How is the reason in this proof paragraph a restatement of Point 1 or 2 (Reason 1 or 2) from your introductory paragraph?”</li> <li>* “How does the evidence you have chosen connect to the point (reason) and thesis (opinion)?”</li> <li>* “How did your group determine the order in which they would add evidence to the proof paragraph?”</li> <li>* “How do the reason and evidence in this proof paragraph support the focus (thesis and points) of your editorial?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.</li> <li>To support students who may struggle writing their proof paragraphs, consider pulling them in a small group to guide them through the task card.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After 10 or 15 minutes, ask students to complete their work and then focus them whole group. Invite a few groups to read aloud the introductory and proof paragraphs from their charts. Invite students from other groups to offer specific and positive praise regarding other groups' use of clear reasons and credible evidence that supports the focus (thesis and points) of their editorial.</li> <li>Congratulate students on their growing understanding of how to develop an editorial that expresses a clear and thoughtful opinion (thesis) and their ability to support the thesis of their editorials with clear points (reasons) and credible evidence.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Focus students whole group, then pose the following question for them to think about and discuss with group members:             <ul style="list-style-type: none"> <li>* "How do the proof paragraphs connect to the thesis and points of the introductory paragraph to support readers' understanding of the ideas that are conveyed?"</li> </ul> </li> <li>After 1 or 2 minutes, invite a few students to share out their thinking whole group.</li> <li>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 writing proof paragraphs that support the thesis and points from the introductory paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence frames to support students during group discussions. ("The proof paragraphs connect to the thesis and points by _____, which supports readers' understanding of the ideas _____.")</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read your independent reading book for at least 30 minutes. Consider and be prepared to discuss ways the author and, if applicable, the illustrator of your book helps readers understand the information and ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>As available, provide an audio recording of the text for students who struggle to read independently.</li> <li>Encourage those who struggle with oral expression to write their reflections on a blank page in their journals.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3B: Unit 3: Lesson 7

## Supporting Materials



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Proof Paragraph Graphic Organizer

**Focus question:** Should offshore oil drilling be allowed along the Atlantic Coast of the United States?

Point 1 (Reason 1):	Proof Paragraph 1: Evidence related to Point 1
Point 2 (Reason 2)	Proof Paragraph 2: Evidence related to Point 2



**Reasons and Evidence task card**

1. With group members, review and discuss details from the article “Should We Drill?” and your Point of View graphic organizers. Locate and highlight evidence that supports Point 1 (Reason 1) and the thesis (opinion) in yellow.
2. With group members, review and discuss details from the article “Should We Drill?” and your Point of View graphic organizers. Locate and highlight evidence that supports Point 2 (Reason 2) and the thesis (opinion) in blue.
3. With group members, review all the evidence you highlighted to choose and record three pieces of evidence that support Point 1 (Reason 1) in the yellow box and three pieces of evidence that support Point 2 (Reason 2) in the blue box of your group’s Proof Paragraphs graphic organizer. Be sure to include both paraphrased evidence and quotes.
4. Be prepared to discuss your thinking whole class.





Proof Paragraphs Task Card

1. With group members, review Point 1 (Reason 1) and discuss how you could restate it to write the first sentence of Proof Paragraph 1.
2. On your Draft Editorial chart, indent and then record the first sentence of Proof Paragraph 1 just below your introductory paragraph (a restatement of Point 1).
3. Review the evidence you recorded in support of Point 1 (Reason 1), then discuss with group members:
  - In what order should we add this evidence to our first proof paragraph?
  - Which piece of evidence would make a strong connection to Point 1?
  - Which piece of evidence should come next?
  - Which piece of evidence would be best to end the first paragraph and also help transition into the next proof paragraph?
4. Add three sentences to Proof Paragraph 1 that support both Point 1 (Reason 1) and the thesis (opinion) of your editorial.
5. Repeat the above steps for Proof Paragraph 2.
6. Be prepared to share your paragraphs aloud with the class.

**NOTE:** Refer to the Model Painted Essay: Editorial about Wind Power for ideas.