



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Overview



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Unit 3: Case Study: The Mary River Project on Baffin Island

In this third unit, students conduct a case study of the Mary River Iron Mine proposal on Baffin Island, in the present-day Inuit territory of Nunavut. Students read and view informational texts and video that present multiple accounts of the opposing viewpoints regarding whether or not the mine should be approved. Students' research, analysis, and reflection upon the texts help to prepare them for the mid-unit assessment, during which they demonstrate their understanding of how to paraphrase and quote reasons and evidence related to both sides of an issue, form their own opinions based on details from the text, answer text-dependent questions to explain the similarities and differences between the points presented, and determine the meaning of unfamiliar terms using a variety of strategies.

For the end of unit assessment, students will use their notes and articles from the first part of the unit to write a draft editorial essay that expresses their opinion about the focus question: Should the Inuit community approve the Mary River mine proposal on Baffin Island? Students support their opinions with clear reasons and credible evidence from the texts they have read, using the Painted Essay structure. Students revise their drafts and refer to ideas from their editorials to participate in a Fishbowl discussion with peers for the final performance task.

Guiding Questions and Big Ideas

- **How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?**
- **How can we effectively communicate opinions?**
- *Research, analysis, and reflection on different points of view help us develop informed opinion.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*



Mid-Unit 3 Assessment	<p>On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled “Should We Drill?” and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.</p>
End of Unit 3 Assessment	<p>Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from <i>The New Book of Knowledge</i> titled “Nunavut.” They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.</p>



Content Connections

This module is designed to address English Language Arts standards as students read informational texts about resource use and distribution in Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will use physical, climate, and vegetation maps in combination with population density maps and land use and resource distribution maps to discern patterns in human settlement and types of economic activity.



Texts

1. "Excerpts from the Qikiqtani Inuit Association Website," found at <http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject>
2. "Monitoring the Mary River Project" from the Qikiqtani Inuit Association Website, found at <http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring>
3. "Nunavut Braces for Massive Mary River Mine" from the CBC, September 13, 2012, found at <http://www.cbc.ca/news/canada/north/nunavut-braces-for-massive-mary-river-mine-1.1179502>
4. "Multibillion-dollar Iron Mine Approved for Baffin Island" from the CBC, found at <http://www.cbc.ca/news/canada/north/multibillion-dollar-iron-mine-approved-for-baffin-island-1.1204024>
5. Nunavut Mega Project Approved, video clip from the CBC, found at <http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/>
6. "Should We Drill?" from Scholastic News, found at http://www.scholastic.com/content/collateral_resources/pdf/s/snonline/SN56-DRILLDECISION-042610.pdf
7. Bone, R.M. "Nunavut." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Sept. 2013.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands	<ul style="list-style-type: none"> I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) I can read and comprehend informational texts independently and proficiently. (RI.5.10) 	<ul style="list-style-type: none"> I can work with group members to identify benefits and concerns related to mining on Inuit lands. I can work with group members to develop an initial opinion about mining on Inuit lands. I can use established criteria to select a text for independent reading. 	<ul style="list-style-type: none"> Completed Point of View charts (one per group) Appropriate selection for independent reading 	<ul style="list-style-type: none"> Guiding Questions anchor chart Big Ideas anchor chart Canada's Natural Resources anchor chart Vocabulary Strategies anchor chart Criteria for Selecting Texts anchor chart
Lesson 2	Conducting Research: Analyzing Text from the Qikiqtani Inuit Association (QIA)	<ul style="list-style-type: none"> I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can paraphrase information in notes. (W.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) 	<ul style="list-style-type: none"> I can analyze the meaning of key words and phrases, using a variety of strategies. I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site. I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island. 	<ul style="list-style-type: none"> Vocabulary terms on index cards and Frayer Models Point of View graphic organizer: Qikiqtani Web site 	<ul style="list-style-type: none"> Developing an Opinion anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Conducting Research: Analyzing Expert Texts about the Mary River Project	<ul style="list-style-type: none"> I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) 	<ul style="list-style-type: none"> I can analyze the meaning of key words and phrases, using a variety of strategies. I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts. I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island. 	<ul style="list-style-type: none"> Vocabulary terms defined on index cards and Frayer Models Point of View Graphic Organizer: Expert Texts 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Developing an Opinion anchor chart
Lesson 4	Close Reading and Viewing: Nunavut Iron Ore Mine Approval	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) 	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video. I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent. 	<ul style="list-style-type: none"> Nunavut Mine note-catcher Vocabulary defined on index cards 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"	<ul style="list-style-type: none"> I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can paraphrase information in notes. (W.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> I can use context as a clue to the meaning of a word or phrase. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 	<ul style="list-style-type: none"> I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States. I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text. I can determine the meaning of unknown words, using a variety of strategies. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Criteria for Selecting Texts anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	The Painted Essay for Opinion Writing: The Introductory Paragraph	<ul style="list-style-type: none"> I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can introduce the topic clearly. I can state an opinion. I can create an organizational structure in which ideas are logically grouped to support my purpose. 	<ul style="list-style-type: none"> I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power. With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States. 	<ul style="list-style-type: none"> Introductory Paragraph on Draft Editorial charts 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Guiding Questions anchor chart Big Ideas anchor chart Parts of a Painted Essay anchor chart
Lesson 7	The Painted Essay for Opinion Writing: Writing Proof Paragraphs	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.1) <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Proof paragraphs on Draft Editorial charts 	<ul style="list-style-type: none"> Parts of a Painted Essay anchor chart Developing an Opinion anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	The Painted Essay for Opinion Writing: Developing a Conclusion and Adding Linking Words	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can link opinion and reasons using words, phrases, and clauses. I can provide a concluding section related to the opinion presented. I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1) 	<ul style="list-style-type: none"> With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary. With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words. 	<ul style="list-style-type: none"> Conclusion paragraph that includes specific language and key terms on Draft Editorial charts Linking words added to proof paragraphs and conclusion of offshore drilling editorial 	<ul style="list-style-type: none"> Parts of a Painted Essay anchor chart Linking Words anchor chart
Lesson 9	End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island	<ul style="list-style-type: none"> I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) I can paraphrase information in finished work. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) 	<ul style="list-style-type: none"> I can explain information about the Inuit territory of Nunavut by quoting accurately from the text. I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial. I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Developing an Opinion anchor chart Parts of a Painted Essay anchor chart Linking Words anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Peer Critique and Revision: Editorial Essay	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) 	<ul style="list-style-type: none"> I can follow our class norms when working with partners to give and receive feedback. I can use feedback from peers to revise my editorial essay to better meet the criteria. 	<ul style="list-style-type: none"> Draft Editorial revisions Editorial Essay Criteria feedback forms 	<ul style="list-style-type: none"> Peer Critique protocol Group Norms anchor chart Parts of a Painted Essay anchor chart
Lesson 11	Group Discussions and Revision: Editorial Essay	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) 	<ul style="list-style-type: none"> I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. I can use feedback from peers to revise my editorial to better meet the criteria. 	<ul style="list-style-type: none"> Lesson 10 Discussion Questions (from homework) Fishbowl discussion feedback from reviewers Revised editorial essay 	<ul style="list-style-type: none"> Fishbowl protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Final Performance Task: Fishbowl Discussion about Editorial Essay	<ul style="list-style-type: none"> • I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) • I can paraphrase information in finished work. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) • I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) • I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) 	<ul style="list-style-type: none"> • I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island. 	<ul style="list-style-type: none"> • Lesson 11 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essays 	<ul style="list-style-type: none"> • Fishbowl protocol • Guiding Questions anchor chart • Big Ideas anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of the Inuit community who are familiar with the Mary River Project to speak with students about the community's decision-making process.
- Encourage students to learn more about the lives of Inuit people today, by accessing the "Inuit Tapiriit Kanatami" website at <https://www.itk.ca/about-inuit>.

Fieldwork:

- Arrange for students to visit a local mine that is open to tourist groups and/or a reclaimed mining area.

Service:

- Consider getting students involved with a local reclamation project.
- Ask students to conduct an investigation of how much energy is used by the school and ways energy can be conserved in order to make recommendations to the staff and school board regarding ways to conserve energy.

Optional: Extensions

- Coordinate with a media specialist or a technology or art instructor to help students create a class newspaper and/or design accompanying political cartoons for their editorials.
- Consider having students present their speeches to family members and interested local community members.



Preparation and Materials

- In advance, review texts from the Qikiqtani Inuit Association Website (Lessons 2 and 3) as well as the articles and video from the Canadian Broadcasting Company (Lessons 3 and 4). This will help you build your own background knowledge about what the Inuit people in Nunavut see as the benefits (e.g., jobs, infrastructure) and concerns (e.g., impact to wildlife, pollution) related to allowing the development of the Mary River Iron Mine.
- Review the Unit 3 Recommended Texts list and gather a variety of books for students to choose from for independent reading, beginning in Lesson 1.
- If you did not teach Module 2B, you will need to add an additional lesson to Unit 3 of this module, immediately following the mid-unit assessment, in order to teach the Painted Essay® lesson plan. For your reference, you can find a sample lesson in Module 2B, Unit 3, Lesson 8.



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Grade 5: Module 3B: Unit 3:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the folktale, myths, and legends of the Inuit. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>The Polar Bear Son: An Inuit Tale</i>	Lydia Dabovich (author)	Literature	470
<i>Arctic Stories</i>	Michael Kusugak (author) Vladyana Krykorka (illustrator)	Literature	510*
<i>Kamik: An Inuit Puppy Story</i>	Donald Uluadluak (author) Qin Leng (illustrator)	Literature	660*
<i>Earth Care: World Folktales to Talk About</i>	Margaret Read McDonald (author)	Literature	690
<i>Inuit</i>	Barbara A. Gray-Kanatiiosh (author) David Kanietakeron Fadden (illustrator)	Informational	740*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
<i>Igloos and Inuit Life</i>	Louise Spilsbury (author)	Informational	750
<i>Under the Ice</i>	Rachel A. Qitsualik (author) Jae Korim (illustrator)	Literature	800*
<i>Ookpik: The Travels of a Snowy Owl</i>	Bruce Hiscock (author)	Literature	810*
<i>The Legend of the Fog</i>	Qaunaq Mikkigak and Joanne Schwartz (authors) Danny Christopher (illustrator)	Literature	850*
<i>The Inuit</i>	Brian Alexander and Cherry Alexander (authors)	Informational	860*
<i>The Inuit</i>	Kevin Cunningham and Peter Benoit (authors)	Informational	910
<i>Kaugjagjuk</i>	Marion Lewis (author) Kim Smith (illustrator)	Informational	900*
<i>Inuit History and Culture</i>	Helen Dwyer and Michael Burgan (authors)	Informational	980*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>Stories of the Amautalik: Fantastic Beings from Inuit Myths and Legends</i>	Neil Christopher (author) Larry McDougall (illustrator) Louise Flaherty (translator)	Literature	no1xl
<i>Stones, Bones, and Stitches: Storytelling through Inuit Art</i>	Shelley Falconer and Shawna White (authors)	Informational	no1xl
<i>Magic Words: From the Ancient Oral Tradition of the Inuit</i>	Mike Blanc (author) Edward Field (translator)	Poetry	NP



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Grade 5: Module 3B: Unit 3: Lesson 1

Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands



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

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)

I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

I can read and comprehend informational texts independently and proficiently. (RI.5.10)

Supporting Learning Targets

- I can work with group members to identify benefits and concerns related to mining on Inuit lands.
- I can work with group members to develop an initial opinion about mining on Inuit lands.
- I can use established criteria to select a text for independent reading.

Ongoing Assessment

- Completed Point of View charts (one per group)
- Appropriate selection for independent reading



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Background Knowledge: Exploring Different Points of View (35 minutes) B. Selecting Independent Reading Texts (10 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. Begin reading your independent reading book for this unit. Read for at least 30 minutes. 	<ul style="list-style-type: none"> • In this lesson, students transition from learning general information about the ways Canada's natural resources are used to meet people's needs and wants as well as the environmental impacts of resource industries, to building background knowledge about the benefits of and concerns about mining in the present-day Inuit territory of Nunavut. Beginning in Lesson 2, students will conduct a case study of opposing points of view regarding the Mary River Project on Baffin Island in order to develop an opinion about whether or not the Inuit community of Baffin Island should approve the Mary River iron mine proposal. • Students are introduced to the performance task during the Opening of this lesson. Review the performance task in advance, in order to clearly explain the task and establish expectations for student work throughout this unit. • Students will work in groups throughout this unit. Place students in new heterogeneous groups of four, so they continue to have practice using their speaking and listening skills with a variety of peers. Because this topic is complex and many of the texts are at a high fifth grade reading level, having stronger readers work with struggling readers will support all students' ability to access ideas presented in the texts. However, use caution when placing students who have large discrepancies in their reading abilities together, as this may cause embarrassment or frustration. • In Work Time A, students are introduced to the concept of analyzing opposing points of view in order to develop an opinion about an issue. They are given a packet of resources that express different points of view about mining on Inuit lands. They work with group members to review the information provided, sort it onto a group Point of View chart, and then develop and record a group opinion based on their initial understanding of the benefits and concerns related to mining in Nunavut. Students will continue to revisit the information and opinion recorded on their group charts in successive lessons, as a way to emphasize to students that often opinions are formed based on limited knowledge of a issue, but that as we learn more about both sides, it is important to reflect and either add to or revise the opinion, based on new insights gained from research. • During Work Time B, students may choose a new book for independent reading or continue reading their books from Unit 2. • In advance: <ul style="list-style-type: none"> – Determine and post new heterogeneous groups of four.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Create and post a Point of View chart for each group (see example in the supporting materials).– Prepare a “Point of View packet” for each group by cutting apart the text strips (see supporting materials).• Post: Learning targets; Guiding Questions and Big Ideas anchor charts; Canada’s Natural Resources anchor chart (completed); Vocabulary Strategies anchor chart; Criteria for Selecting Texts anchor chart.



Lesson Vocabulary	Materials
develop, informed, opinions, issue, research, analysis, reflection, points of view, effectively, communicate, benefits, concerns, related, initial; investment, potential wealth, sacred, access, affect, natural state, primary beneficiaries, wages, flowing, self-reliance, transportation networks	<ul style="list-style-type: none">• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Big Ideas anchor chart (from Unit 2, Lesson 1)• Canada's Natural Resources anchor chart (completed; from Unit 2 Overview)• Map of Nunavut (for display)• Point of View chart (new; teacher-created; one per group; see blank example in supporting materials)• Point of View packet (one per group):<ul style="list-style-type: none">– Point of View task card (one per packet)– Text Strips (one set per packet; cut apart into strips)– Graph (one per packet)– Mary River Iron Mine Map (one per packet)– Magazine cover (one per packet)• Document camera• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Dictionary and/or thesaurus (one per student or group)• Bolded Words and Phrases (for teacher reference)• Tape (for each group)• Point of View chart (sample answers, for teacher reference)• Criteria for Selecting Texts anchor chart (from Unit 1, Lesson 1)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Praise students for their work in Unit 2, where they closely examined a variety of media and texts to build their understanding of not only how Canada's natural resources meet people's wants and needs today, but also how resource industries modify the physical environment. • Bring students' attention to the Guiding Questions anchor chart and the Big Ideas anchor chart. Revisit the guiding questions and big ideas from Unit 1, by asking students to read each one aloud with you: <ul style="list-style-type: none"> * "How do people adapt to their environment and use the resources that are available to meet their needs?" * "How do the ideas conveyed through informational texts help us understand complex relationships?" * "People adapt to their environment and use the resources that are available to meet their needs." * "The multiple ideas conveyed through informational texts help us understand complex relationships." • Then, focus students on the guiding questions from Unit 2, and ask them to once again read each one aloud with you: <ul style="list-style-type: none"> * "How are Canada's available resources used to meet peoples' needs and wants today?" * "How do natural resource industries modify the physical environment?" * "How can I integrate information from a variety of texts and media to build knowledge about a topic?" • Ask students to think about and discuss with a nearby partner: "Based on the various types of media and text we viewed and read in Unit 2, what do you think were the big ideas for that unit?" • Encourage students to refer to the Canada's Natural Resources anchor chart (completed), developed over the course of Unit 2, as they consider and discuss with group members what the big ideas from Unit 2 may be. • Invite a few students to share their thinking with the class, and listen for: <ul style="list-style-type: none"> – "Canada's natural resources are used to meet people's needs and wants (in Canada, the United States, and other parts of the world)." – "Analyzing information from different types of media can deepen my understanding of an idea." • Synthesize students' thinking to add big ideas for Unit 2 to the Big Ideas anchor chart. • Then share the new Unit 3 questions: <ul style="list-style-type: none"> * "How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?" 	<ul style="list-style-type: none"> • To provide all students access to the peer discussion, provide a sentence starter: "Based on what we saw and read in Unit 2, I think one big idea was ..." • Consider creating a Word Wall and/or adding key terms to an existing Word Wall with student-generated synonyms or images to support all students with appropriate vocabulary recall as they speak and write about this topic throughout the unit.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “How can we effectively communicate opinions?”• Underline the key terms: <i>develop, informed, opinions, issue, research, analysis, reflection, points of view, effectively, and communicate.</i>• Ask students to discuss with two or three nearby peers what they recall about the meaning of each of these familiar terms from previous units and modules, and then to consider: “What do you think we will be learning about in this third unit?”• After 2 minutes, invite a few students to share out whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “I think we will be learning about different sides of an issue and writing what we think about it, because the questions refer to an issue, different points of view, and how we can communicate our opinion.”• If students struggle to explain what they think they will learn in this unit, consider revisiting the key terms and then asking students to think about it again.• Provide a brief overview of the final performance task. Explain that after learning about traditional Inuit people’s use of natural resources in Unit 1, then analyzing various media and texts to learn about how resources currently available in Canada are used to meet people’s needs and wants in Unit 2, students will shift their focus in this unit to researching different points of view, regarding the benefits and concerns associated with resource development in the present-day Inuit territories. They will use the information they collect to write an opinion piece in the form of a newspaper editorial, which will be their final performance task. (If students are not familiar with what an editorial is, provide a short definition, but tell them they will learn more about this type of writing in later lessons.)	



Work Time	Meeting Students' Needs
<p>A. Building Background Knowledge: Exploring Different Points of View (35 minutes)</p> <ul style="list-style-type: none"> Post and ask students to join their new small groups (see Teaching Notes). Refer students once again to the Canada's Natural Resources anchor chart (completed), from Unit 2. Cold call a few students to share out ways that mining meets people's needs and wants, as well as the ways that mining modifies the physical environment (listen for students to mention specific examples from the resources chart). Tell students that today they are going to begin building background knowledge about mining in the Inuit territory of Nunavut. Display and point out the five color-coded areas on the Map of Nunavut. Provide a little background for students by telling them that the color-coded areas on the map are referred to as Nunavut, which means "our land" in the Inuit language of Inuktitut. Nunavut was established as an Inuit-governed and -controlled territory in 1999. Then, post and ask students to chorally read the first two learning targets aloud with you: <ul style="list-style-type: none"> * "I can work with group members to identify benefits and concerns related to mining on Inuit lands." * "I can work with group members to develop an initial opinion about mining on Inuit lands." Draw students' attention to the terms <i>benefits</i>, <i>concerns</i>, <i>related</i>, and <i>initial</i>. Ask students to briefly think about and then discuss in groups what they think each of these terms means in the context of the targets. After 1 or 2 minutes, cold call a few students to share their thinking aloud. Listen for: <ul style="list-style-type: none"> – "Benefits are advantages—things that are good." – "Concerns are worries, fears, or feelings of unease." – "Related in this context means connected to, associated with." – "Initial means first, earliest, original." Ask a few students to use their understanding of the key terms to explain what they think they will be doing to build background knowledge about mining on Inuit lands. Listen for ideas such as: <ul style="list-style-type: none"> – "I think we will work in groups to identify ways that mining is good for Inuit communities and worries about mining on Inuit lands." – "I think that after we identify ways mining is good and concerns about mining, we will form our own opinion about whether mining is good or bad for people in Inuit territories." 	<ul style="list-style-type: none"> When displaying the map, consider also showing students on a globe or Internet mapping tool where Nunavut is in relation to New York State. Consider adding these terms to a Word Wall or student dictionary as a resource when speaking and writing about this topic throughout the unit. Consider previewing the Point of View task card as well as text strips, graph, map and magazine cover with students who struggle to integrate ideas from multiple sources. You might preview this activity with fewer items during a small group at another time during the day. Consider pulling a small group to support a few students who may have trouble forming or capturing their initial opinion. Work together to brainstorm reasons they might support or not support mining in Nunavut.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– “I think we will continue to revise our thinking as we learn more.”• Confirm or clarify students’ thinking by explaining that they will work within groups to sort and analyze short excerpts of text and other media about mining on Inuit lands. Then they will form an opinion based on their <i>initial</i> understanding of the benefits and concerns associated with mining in the Nunavut territory.• Point out each group’s Point of View chart and distribute the Point of View packets.• Ask students to locate the first packet item: the Point of View task card. Using a document camera, display and read the task card directions aloud. Then ask students to reread the directions in groups and review each of the materials in their packet: the text strips, the graph, the Mary River Iron Mine Map, and the magazine cover. Answer any clarifying questions students may have, and then ask them to begin working with group members to complete the first two steps of the task.• As you circulate to offer guidance and support, encourage students to refer to the Vocabulary Strategies anchor chart and other available resources such as a dictionary or thesaurus to help them determine the meaning of bolded words and phrases in the packet materials. Students may also benefit from writing synonyms or short definitions above or next to bolded words and phrases.• After 10–12 minutes, or once most groups complete the first two steps, pause students in their work. Invite students from different groups to share out their thinking about the meaning of bolded words and phrases from the packet materials—see Bolded Words and Phrases (for teacher reference). Confirm or clarify definitions as needed.• Then, focus students on and reread Step 3 of the task card. Clarify as needed and distribute tape to each group.• Direct students to use their understanding of bolded terms to sort and tape each strip of text (Text Strips), the graph, the Mary River Iron Mine map, and the magazine cover onto either the “Benefits” or “Concerns” side of their charts. Note: Some students may feel a source could fit into either category. In this case, allow students to place the material in the center of the chart, between “Benefits” and “Concerns,” and explain why they feel it could belong in either category. Use this as an opportunity to reinforce the idea that evidence is sometimes unclear and could be used to support more than one point of view.• After 3 or 4 minutes, invite group members to share out how and why they sorted each packet resource the way they did—see Point of View chart (sample answers, for teacher reference).	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As students share out, ask students from other groups to show a thumbs-up if they agree and sorted the source onto the same side of the chart, or a thumbs-down to show they disagree and sorted the source onto the other side of the chart. If there is disagreement about how to sort packet items, encourage students to further explain and justify their thinking by referring to specific parts of the text and images, as well as key highlighted terms. Allow students to revise their charts as necessary.• Next, ask students to reread Step 4 of the task directions and then review the information they added to the “Benefits” side of their charts to discuss: “Why do some people believe mining is beneficial to Inuit communities?”• After 2 or 3 minutes, cold call a few students to share their thinking with the class—see Point of View chart (sample answers, for teacher reference) for ideas students may share.• Repeat for Step 5 of the task.• Then ask students to focus on Step 6. Read the directions and question aloud to students. Ask a few students to review the information on their charts to help them develop an initial opinion about mining on Inuit lands, discuss their ideas with group members, and then record an opinion. (A group may record more than one opinion if group members are not able to arrive at a consensus.)• Emphasize that the opinion students record on their charts today will be revisited and revised in successive lessons as students learn more about the issue of mining in Nunavut. Briefly explain that often people form an opinion based on limited background knowledge, just as students did today by considering only the sources provided in the packet. However, as they continue to research, analyze, and reflect on the issue further, their opinion may be confirmed or it may change, based on their evaluation of new information.• After 3 or 4 minutes, cold call a member from each group to share the opinion(s) they recorded on their chart—again refer to Point of View chart (sample answers, for teacher reference) for ideas students may share.• Congratulate students on their growing knowledge about both the benefits of and concerns about mining in Inuit territories. Remind students that in the following lessons, they will further build their understanding of this issue as they read several new texts about a current mining project being proposed in Nunavut.	



Work Time (continued)	Meeting Students' Needs
<p>B. Selecting Independent Reading Texts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will have an opportunity to choose a new independent reading book to read for homework throughout this third unit, or they may continue reading their independent book from the previous unit.• Read the third learning target aloud:<ul style="list-style-type: none">* “I can use established criteria to select a text for independent reading.”• Cold call a few students to share out reasons it is important to read a variety of texts both in class and independently.• Then, display the Criteria for Selecting Texts anchor chart and review as needed.• Give students 7 or 8 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for students to review the independent reading choices and select a text.	<ul style="list-style-type: none">• For struggling readers who may have trouble selecting appropriate texts, consider building a “bookshelf” of books that are just right for them to narrow their selection. Explain that you would like them to use the same process to select a book from the choices you provide.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Revisit the guiding questions for Unit 3, by asking students to chorally read them aloud:<ul style="list-style-type: none">* “How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?”* “How can we effectively communicate opinions?”• Ask students to consider the first two learning targets in the context of these questions and then discuss with a nearby partner:<ul style="list-style-type: none">* “How did the targets you worked toward today help you build background knowledge about the benefits and concerns related to mining in Nunavut?”* “What do you think you will learn about mining in Nunavut? Explain why you think so.”• After 1 minute, invite a few students to share their thinking with the class.• Briefly review each learning target and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.	<ul style="list-style-type: none">• To provide all students with access to the debrief questions, offer sentence starters and/or frames, such as: “The targets helped me build background knowledge about ... by ...” and “I think we’ll learn about ... because ...”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit. Read for at least 30 minutes.	<ul style="list-style-type: none">• As available, provide audio versions of independent reading texts to support students who struggle reading independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 1

Supporting Materials



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Map of Nunavut



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Point of View Chart

(Blank Example, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
<p>Benefits</p>	<p>Concerns</p>
<p>One point of view is ...</p>	<p>Another point of view is ...</p>
<p><i>Initial opinion:</i> _____</p>	



Point of View Packet:
Point of View Task Card

Directions for completing the Point of View chart:

1. With group members, read and view each of the packet resources: text strips, graph, Mary River Iron Mine Map, and magazine cover.
2. As you review each item, notice and work with group members to determine the meaning of bolded words and phrases from context and other strategies (you may also use a dictionary and/or thesaurus).
3. Discuss in groups if each resource describes a benefit or a concern about mining on Inuit lands, and then sort and tape each resource onto either the “Benefits” or “Concerns” side of your chart.
4. After your group finishes sorting each resource, review and discuss the information you added to the “Benefits” side of your chart, and complete the sentence starter in the left box: “One point of view is ...” to explain why some people think mining is beneficial to Inuit communities.
5. Review and discuss the information you added to the “Concerns” side of your chart and complete the sentence starter in the right box: “Another point of view is ...” to explain why some people are concerned about mining on Inuit lands.
6. Talk with group members about both points of view, and the supporting information regarding benefits and concerns about mining, to collaboratively develop and record an *initial opinion* that answers the focus question:

Should Inuit communities allow mining in Nunavut?

*Remember to use key words from the question in your initial opinion statement (if you are not able to agree on one opinion, you may record more than one).



Point of View Packet:
Text Strips

Nunavut has a very small population and very little industry. Mining is the only large source of **potential wealth** in the area.

The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is **sacred** to them.

How will mining impact the caribou and muskox?

How will mining affect **access** to traditional hunting grounds?

What will mining do to the water?

It is important that mining companies clean up and return the land to its **natural state** when the mines are no longer producing anything.

The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.

The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.

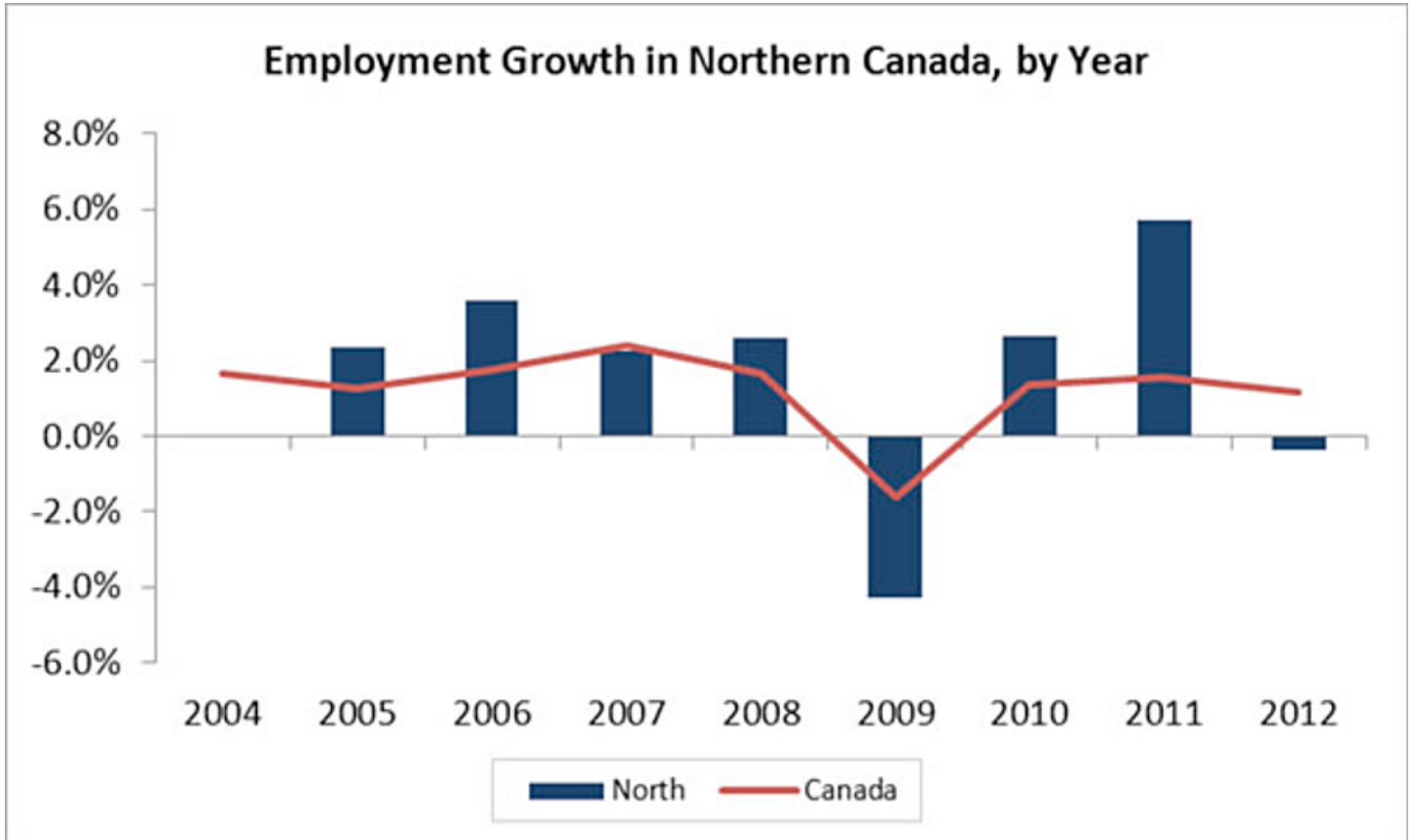
Not enough of the profits and **wages** go to people in Nunavut.

Ideas from <http://theindependent.ca/2013/05/06/mining-the-land-the-resource-industry-in-nunavut/>



Point of View Packet:

Graph



Moving forward ... employment in ... resource extraction should pick up ... as mining projects enter development phases.



Point of View Packet:
Mary River Iron Mine Map

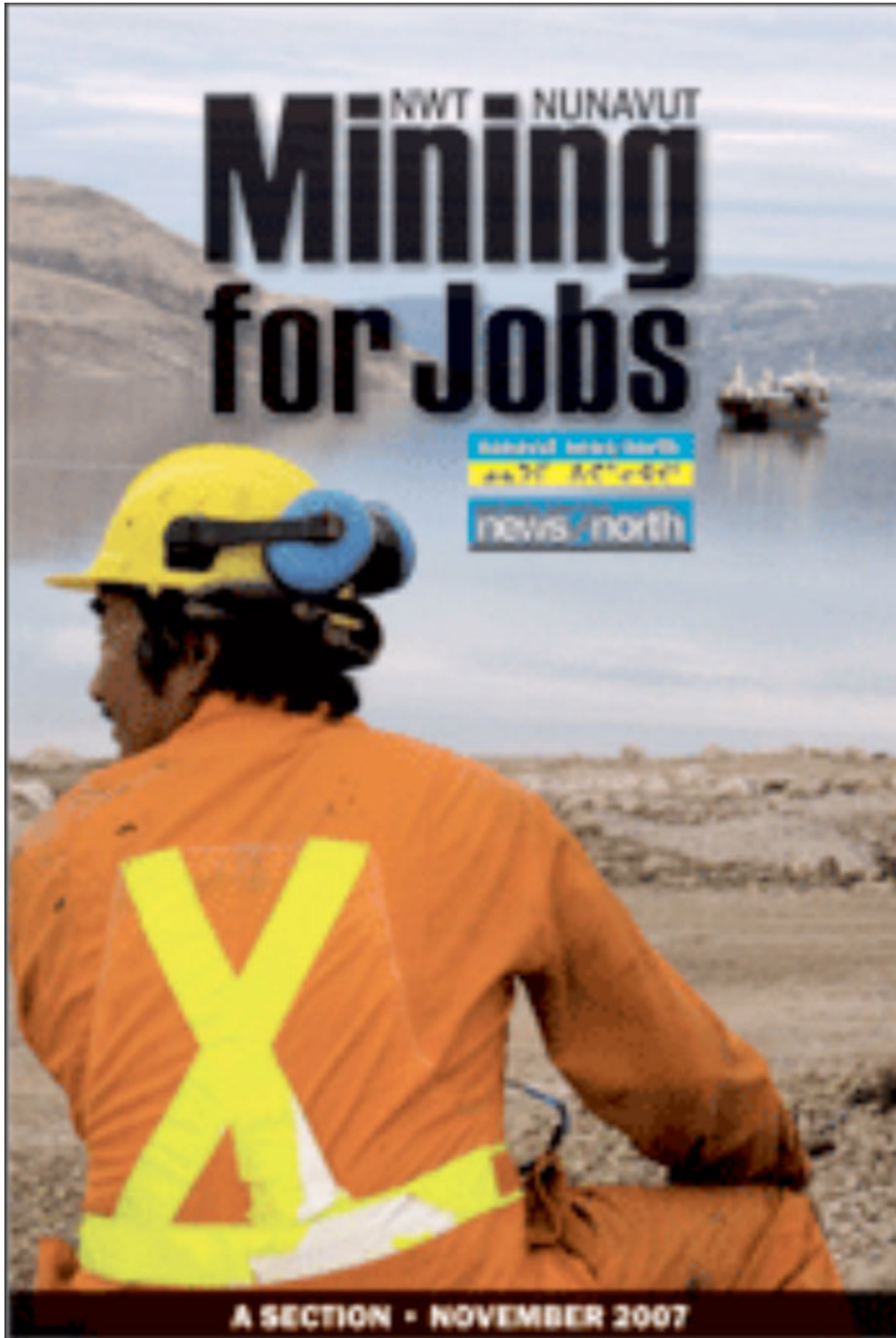


Mining holds great promise to help pave the way to Nunavut's economic **self-reliance**.... It is estimated that several thousand jobs will emerge over the coming years, making the mining industry Nunavut's largest ... employer.

... the minerals industry plays a substantial role in developing Nunavut's infrastructure. With new **transportation networks** such as roads, port facilities, and airstrips, Nunavut will be able to provide easier and cheaper access to not only support expanding exploration programs and new mining development, but also lower the cost of living for communities.



Point of View Packet:
Magazine Cover



Source: <http://www.nunavutnews.com/>



Bolded Words and Phrases
(For Teacher Reference)

Potential wealth: money that could be made

Sacred: worshiped; highly respected

Access: a way into a certain place

Natural state: the way something was to begin with

Wages: money earned

Self-reliance: taking care of oneself/own community

Transportations networks: ways to travel (roads, port facilities, airstrips)



Point of View Chart
(Sample Answers, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
<p>Benefits</p> <p>Nunavut has a very small population and very little industry. Mining is the only large source of potential wealth in the area.</p> <p>The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.</p> <p>The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.</p> <p>{graph}{map}{magazine cover}</p> <div> <p>One point of view is ...</p> <p>The Inuit will benefit from mining through jobs and community investments.</p> </div>	<p>Concerns</p> <p>The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is sacred to them.</p> <p>How will mining impact the caribou and muskox?</p> <p>How will mining affect access to traditional hunting grounds?</p> <p>What will mining do to the water?</p> <p>It is important that mining companies clean up and return the land to its natural state when the mines are no longer producing anything.</p> <p>Not enough of the profits and wages go to people in Nunavut.</p> <div> <p>Another point of view is ...</p> <p>There are many concerns about the environmental impacts of mining and whether or not wages will stay in Nunavut.</p> </div>
<p><i>Initial opinion:</i> We/I believe Inuit communities should/should not allow mining in Nunavut.</p>	



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 2

Conducting Research: Analyzing Text from the Qikiqtani Inuit Association (QIA)



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

I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)
I can paraphrase information in notes. (W.5.8)
I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b)
I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can analyze the meaning of key words and phrases, using a variety of strategies.
- I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site.
- I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island.

Ongoing Assessment

- Vocabulary terms on index cards and Frayer Models
- Point of View graphic organizer: Qikiqtani Web site



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist (10 minutes)B. Analyzing Vocabulary (15 minutes)C. Researching to Build Understanding: The Mary River Project (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread “Excerpts from the Qikiqtani Inuit Association Web Site.”B. Complete the Lesson 2 Homework task card.	<ul style="list-style-type: none">• In this lesson, students begin research on their case study of the proposed Mary River Project on Baffin Island, in the Inuit territory of Nunavut, by reading excerpts from the Qikiqtani Inuit Association Web site. The Mary River case study will form the basis for their performance task, an editorial essay about the Mary River Iron Mine project.• Students read an article from the Qikiqtani Inuit Association Web Site in order to begin building their knowledge about what the Mary River project is, foreseen benefits of the project, and key concerns the Inuit people have raised about the project (see the Unit 3 Overview, “Preparation and Materials” for more details).• Because of the challenging nature of the text analyzed in this lesson, the text is introduced as a read-aloud.• In advance:<ul style="list-style-type: none">– Review the text and key terms bolded within the text in order to support and provide clarification for students as needed.– Create and post a new anchor chart titled: Developing an Opinion (see example in supporting materials).• Post: Learning targets.



Lesson Vocabulary	Materials
draw, evidence, support, analysis, reflection, research, context, reference, analyze, key, reasons, points of view; ore, unrealistic, operations, transportation/transport, feasibility, contamination, financial(ly)	<ul style="list-style-type: none">• Document camera• Map of Nunavut (from Lesson 1)• Modified map of Nunavut (for display)• Journals (begun in Unit 1, Lesson 1)• “Excerpts from the Qikiqtani Inuit Association Web Site” (one per student)• Index cards (seven per student)• Modified Frayer Model (for display)• Dictionary and thesaurus (one of each per student or group)• Developing an Opinion anchor chart (new; teacher-created)• Point of View task card (one per student)• Point of View graphic organizer: Qikiqtani Web site (one per student)• Sample Opinion, Prediction, Call to Action (one to display)• Point of View graphic organizer: Qikiqtani Web site (sample answers, for teacher reference)• Point of View chart (from Lesson 1; one per group)• Lesson 2 Homework: Letter to a Partner task card (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to briefly consider and then turn to a nearby partner to share:<ul style="list-style-type: none">* “Based on what you read for homework, do you believe the independent reading text you chose in the previous lesson was a good choice for you? Explain.”• After 1 minute, invite a few students to share their thoughts whole group.• Then, use a document camera to display the map of Nunavut (from Lesson 1) and the modified map of Nunavut.• Ask students what they notice about the two maps.• Listen for students to identify that the maps are the same, except the modified map shows the approximate location of the Baffinland Iron Mine.• Invite a student to point to where the mine is located on the map.• Explain to students that over the next several lessons, they will conduct research to learn about an iron mine proposal in Nunavut, specifically in the Inuit community of Baffin Island. They will analyze and reflect on different points of view about the project to form an opinion about whether or not the Inuit community should allow a mine to be built there.	<ul style="list-style-type: none">• If any students mention they do not feel they made an appropriate independent text selection, consider allowing them to choose a different book during another time of the day.• When displaying the map, consider also showing students on a globe or Internet mapping tool to show Nunavut's location in relation to New York State.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist (10 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and meet in their groups.• Distribute the text “Excerpts from the Qikiqtani Inuit Association Web Site.”• Explain that for the first read, you are going to read the text aloud, pausing at several points to give students a chance to discuss the gist and annotate, or write their ideas in the margins. Tell the students that some of them may notice that several words are bolded. Let them know they can try to determine the meaning of these words using strategies they have practiced before, but they should not spend too much time on them at this point, as they will have an opportunity to more closely analyze these terms during Work Time B.• Begin reading the text aloud. Use the document camera to help students follow along as you read.• Pause after the second paragraph, ending with, “... which lessens some of the risks associated with working in a location and severe climate.”• Ask students to consider and discuss the gist of the first two paragraphs.• After 1 minute, cold call a few students to share their thinking whole class. Listen for:<ul style="list-style-type: none">– “Changes in the world market are making it possible to mine the iron at Mary River.”• After several students share out, ask students to record the gist of the first two paragraphs in the margin of the text.• Continue reading aloud, stopping after the fourth paragraph, “... there will be between 700 and 900 workers required for all project activities.”• Have students discuss the gist of the section in their small groups.• After 1 minute, cold call several students to share possible gist statements whole class. Listen for ideas such as:<ul style="list-style-type: none">– “The proposed project will employ a lot of people; it will be very large.”• Direct students to record a second gist statement in the margin of their texts.• Finish reading the first page of text and pause to allow students to discuss the gist.• After 1 minute, cold call several students to share possible gist statements whole class. Listen for responses such as:<ul style="list-style-type: none">– “They plan to build a train and a deep water port.”• Have students record the gist in the margin.• After reading the second page of the text aloud, give students another minute to discuss the gist of the section.	<ul style="list-style-type: none">• To support students who struggle to comprehend complex text, consider grouping them and sitting with them to guide their thinking when you invite groups to consider and discuss the gist of each section.• Consider modeling how to record one or two of the gist statements in the margins of the text, under the document camera, to support visual learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call a few students to share out whole class. Listen for ideas such as: <ul style="list-style-type: none"> – “Many Inuit have concerns about the project.” • Direct students to once again record a gist statement in the margin of the text. • Then, ask students to review all of the gist statements they recorded, consider them, and then discuss with group members: <ul style="list-style-type: none"> * “What do you think the author of this article is trying to help readers understand? Explain.” • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for responses such as: <ul style="list-style-type: none"> – “I think the author is trying to help readers understand what the Mary River project is, how it will affect the area, and the concerns Inuit have about it, because the text describes what will be mined, the high demand for ore, the transportation that will be built, and concerns the Inuit people have about the project.” • Ask students to record a brief statement at the bottom of their articles to explain what they think this article is mostly about. • Tell students that during the next part of Work Time, they will take a closer look at the key terms bolded in the text to help them further refine their understanding of the ideas presented in the article from the Qikiqtani Inuit Association Web site. 	
<p>B. Analyzing Vocabulary (15 minutes)</p> <ul style="list-style-type: none"> • Explain that this text includes many challenging but important vocabulary terms. Focus students' attention on the terms that are bolded. • Ask students to read the learning target aloud chorally: <ul style="list-style-type: none"> * “I can analyze the meaning of key words and phrases, using a variety of strategies.” • Point out that this target is similar to ones students have worked with in previous units and modules. Then cold call a few students to share out strategies and/or resources they have used to determine the meaning of unfamiliar key terms. • Distribute seven index cards to each student and display the modified Frayer Model. • Provide the following directions: <ol style="list-style-type: none"> 1. Record each highlighted vocabulary word from the text onto its own index card. 2. Work with your group members to define each term. On the <i>same side of the card</i> that you recorded each word, record a definition or synonym for the term. 3. Select one of the bolded terms to analyze further by creating and completing a modified Frayer Model on the back of the appropriate index card. Refer to the modified Frayer Model displayed in class. 	<ul style="list-style-type: none"> • For support students struggling to write the same volume as their peers, provide partially completed index cards. They will still go through the important steps of using resources to complete each side of their card. • Consider displaying, neat, accessible and accurate Frayer Models on a Word Wall to support students' appropriate use of vocabulary as they speak and write about this topic throughout the unit.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Clarify directions as needed then ask students to begin working. Ensure that appropriate vocabulary resources are available (such as a dictionary and/or a thesaurus) and circulate to provide assistance as needed. • As you move throughout the room, point out common roots and affixes in terms such as <i>unrealistic</i> and <i>transportation</i>, and encourage students to refer to reference materials and context clues to distinguish between the multiple meanings of the term <i>operations</i>. • After 10 minutes, cold call several students to share out a definition or synonym for each term. Encourage students to explain what strategy they used to determine the meaning of the word. Listen for: <ul style="list-style-type: none"> – “<i>Ore</i> is a naturally occurring solid material from which metal or minerals can be extracted.” – “<i>Unrealistic</i> means not realistic, not worth the effort and challenge.” – “<i>Operations</i> are work or functions.” – “<i>Transport</i> is to move from one place to another.” – “<i>Feasibility</i> is the state of being done easily or conveniently.” – “<i>Contamination</i> is pollution; it’s something made impure by adding something harmful.” – “<i>Financial(ly)</i> means relating to money or economics.” • Praise students for their ability to use a variety of strategies to determine the meaning of unfamiliar terms. • Ask students to consider and discuss: <ul style="list-style-type: none"> * “How does determining the meaning of these terms help you better understand the text?” • After 1 or 2 minutes, cold call a few students to share their thinking whole class. Student responses will vary, but listen for students to explain how a specific word helped them better understand an important point that was previously unclear. • Then, direct students to review and discuss the statements they recorded at the bottom of their articles during Work Time A and add to them or revise them, based on new understandings about key vocabulary. Invite a few students to share out what they changed and why, as time allows. 	<ul style="list-style-type: none"> • For students who struggle to express how determining the meaning of vocabulary helps them better understand the text, provide a pallet of choices to choose from based on the most common responses.



Work Time (continued)	Meeting Students' Needs
<p>C. Researching to Build Understanding: The Mary River Project (25 minutes)</p> <ul style="list-style-type: none"> Explain that students will now use their deeper understanding of the text to work toward two more complex targets. Have students read the second and third learning targets aloud chorally: <ul style="list-style-type: none"> * "I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site." * "I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island." Draw students' attention to the familiar terms: <i>draw</i>, <i>analysis</i>, <i>reflection</i>, and <i>research</i>. Clarify terms if needed. Then, focus students on the terms <i>reasons</i>, <i>evidence</i>, and <i>points of view</i>. Refer students to the Developing an Opinion anchor chart and reveal definitions for these terms. Ask students to consider and discuss: <ul style="list-style-type: none"> * "What is the difference between reasons and evidence?" * "How are reasons and evidence used to support a point a view?" * "Why is it important to include <i>clear reasons</i> and <i>credible evidence</i> in support of an opinion?" After 1 or 2 minutes, cold call a few students to share their responses whole class. Listen for: <ul style="list-style-type: none"> – "Reasons explain <i>why</i> the author has a particular opinion/point of view; evidence includes facts, information, quotes from experts, statistics/data that help prove or back up the reasons and opinion." – "Both reasons and evidence are used to support a point of view or an opinion." – "Clear reasons and credible evidence make people more likely to agree with your opinion." Provide clarification as needed to ensure students understand what an opinion is, and how reasons and evidence are used to support an opinion. Then refer to the learning targets. Invite a few students to use their understanding of the key terms to restate these targets in their own words. Distribute the Point of View task card and Point of View graphic organizer: Qikiqtani Web site. Review the task directions and all parts of the Points of View graphic organizer. Clarify as needed and ask students to begin. Give them 12–15 minutes to work with their group members to complete the first four steps of the Point of View task card. 	<ul style="list-style-type: none"> Offer a sentence starter to provide all students access to the peer discussion. Examples: "Both reasons and evidence ..." or "Reasons can be used ..., whereas evidence is used ..." Offer a sentence starter for the next peer discussion: "_____ could be considered evidence because ..." Consider recording a student-restated learning target above the original target to support all learners, especially ELLs. Consider abbreviating the text that struggling readers work with and/or working with them in a small group to complete their Point of View graphic organizer. For students who struggle to generate language, consider providing predictions and calls to action for them to choose from, or provide sentence frames for them to complete, such as: "If mining is allowed in Nunavut, _____ will happen."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate to provide support as needed. Consider pushing student thinking by asking questions such as:<ul style="list-style-type: none">* “How might this project benefit the Inuit community?”* “How might this project have a negative impact on the Inuit community?”* “How do you think local Inuit community members feel about the project proposal? Explain your thinking.”• Once most or all students complete Steps 1–4 of the task, refocus them whole class and point out the two boxes at the bottom of the graphic organizer, “My prediction” and “A call to action.”• Underline the words <i>prediction</i> and <i>action</i>. Explain the meaning of each term in the context of this graphic organizer:<ul style="list-style-type: none">* “A prediction is something you tell your audience will happen if they support your opinion; a call to action is a way of asking to get involved in some way that will support your opinion.”• Display the Sample Opinion, Prediction, Call to Action.• Ask students to read the opinion and the example of a prediction aloud with you. Tell them to think about and then discuss:<ul style="list-style-type: none">* “What do you notice about how the prediction supports the opinion?”* “How might the prediction convince readers to agree with the opinion?”• After 1 or 2 minutes, invite a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “I notice the prediction supports the opinion because it explains what will happen if we do not stop using fossil fuels.”– “The prediction might convince readers to agree with the opinion because it tells them that we could one day run out of energy resources.”• Then, ask students to read the opinion and example of a call to action aloud with you. Ask students to consider and discuss:<ul style="list-style-type: none">* “What does the call to action ask the reader to do?”* “How does the call to action support the opinion?”• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “The call to action asks the reader to write a state representative to ask them to stop allowing the use of fossil fuels.”– “It supports the opinion because it asks people to take action, to write to politicians in support of the author’s opinion.”• Provide additional examples or clarification about what a prediction and call to action are and how they support the opinion, as needed.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to independently refer to their notes and the text to think about and discuss in groups:<ul style="list-style-type: none">* “What prediction or call to action could I add to my graphic organizer to support my opinion and convince the reader to agree with my point of view?”• Cold call several students to share their opinion, one supporting reason, one piece of evidence, and a prediction or call to action. Refer to Point of View graphic organizer: Qikiqtani Web site (sample answers, for teacher reference) for possible student ideas.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review each of the learning targets and ask students to consider and discuss in groups:<ul style="list-style-type: none">* “How did the Point of View graphic organizer help you work toward these targets?”• After 1 minute, cold call several students to share their thinking whole class.• Remind students that as they learn more about the issue of mining in Nunavut, it is important to reflect on their initial opinions and add to or refine them based on new understandings from research and analysis. Ask groups to quickly refer to the “initial opinion” they recorded on the bottom of their Point of View charts, refer to their Point of View graphic organizers from today, and determine:<ul style="list-style-type: none">* “Do you still agree with your initial opinion? Why or why not?”• Direct student groups to place a check mark next to the initial opinion if they still agree with it, or to write a new opinion below it if they have changed their minds. (If any groups are not able to reach consensus, allow them to write a check mark next to the initial opinion and record a new opinion.)• After 2 minutes, invite a few groups to share their thinking with the class. Answers will vary, but prompt students to support their initial or new opinion with reasons and evidence from today’s reading.• Reread each target aloud once more, pausing to ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.• Distribute the Lesson 2 Homework: Letter to a Partner task card. Read the directions and provide clarification as needed.	<ul style="list-style-type: none">• Offer a sentence starter to provide all students with access to the discussion questions: “The Point of View graphic organizer helped me meet [target] because ...” or “I do/do not still agree with the initial opinion because ...”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread “Excerpts from the Qikiqtani Inuit Association Web Site.”• Complete the homework task card.	<ul style="list-style-type: none">• Provide an audio version of the text, if available.• Allow students who struggle with independent work and/or writing to dictate their homework to someone at home to scribe.• Consider providing a partially completed task card for students to fill in; ask them to complete only one Frayer Model.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 2

Supporting Materials

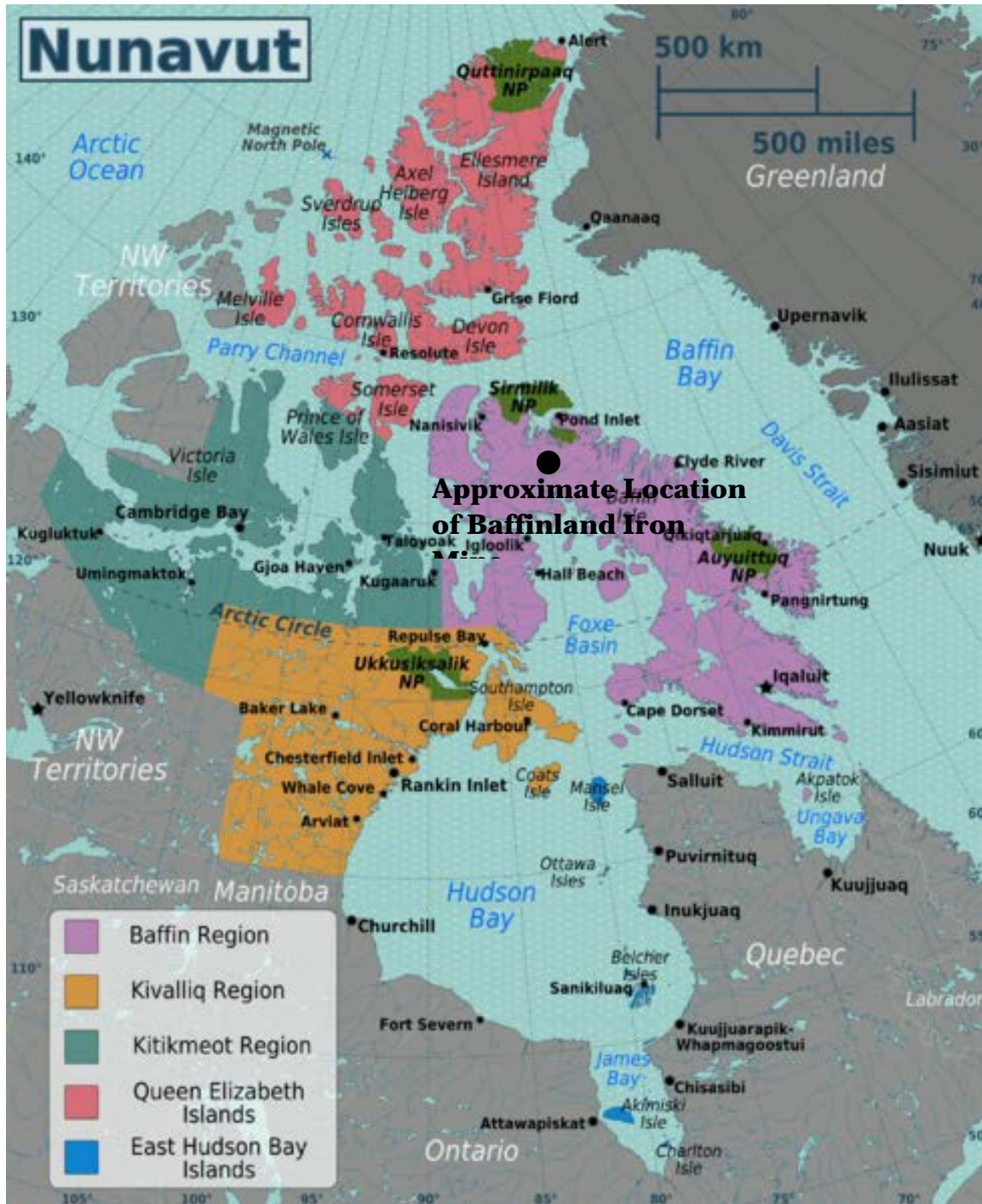


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Modified Map of Nunavut



Peter Fitzgerald,
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Excerpts from the Qikiqtani Inuit Association Web Site

Section 1:

What is the Mary River Project?

The area where the Mary River Project is located has long been known to Inuit as Nuluujaat (□□□□). The Mary River iron **ore** deposits were first discovered by mining prospectors in 1960s. Following their original discovery, tests conducted demonstrated that the iron ore was of very high quality. However, given the area and lack of transportation for a bulk commodity like iron, the cost of further exploration and development made it **unrealistic** to open a mine.

Many things have changed in recent years. There is a high world demand for iron ore, and the market price has significantly increased. New technologies are also available, making access to Arctic resources possible, which lessens some of the risks associated with working in a location and severe climate.

The current Project Proposal is focused on Deposit No. 1. Mining of Deposit No.1 is expected to produce approximately 18 million tons of iron each year with **operations** estimated to last for 21 years. In addition to operations, project construction is expected to last for four years.

During operation there will be permanent work camps at Mary River, Milne Inlet, and Steensby Inlet. During construction additional camps will be required along the rail line. At the peak of construction over 1,000 employees will be required. Later, during the operation of the mine there will be between 700 and 900 workers required for all project activities.

Plans are for a 150 km railway to be constructed from Mary River to Steensby Inlet. During operations there would be several train sets each carrying ore to the project port-site on a daily basis. The trains would consist of up to 110 ore cars. Trains would also be used to **transport** people, supplies, and fuel. Once transported to site, the ore would be stockpiled at Steensby Inlet.

BIMC's project plans call for an all-season deep water port and ship loading facility to be built at Steensby Inlet. Shipping will be year round with a ship passage approximately every day either in or out of the port. A fleet of ice-reinforced ships will be built specifically for this Project. These will be the largest ships ever to be seen in the area. Each vessel will be approximately 310 meters long.



Excerpts from the Qikiqtani Inuit Association Web Site

Impacts to Inuit, Communities and the Qikiqtani Region

The area that will be affected by the Project is large and diverse. The land and waters of the North Baffin Region support many resources. The waters of Eclipse Sound are key habitat for narwhal and the waters of Steensby Inlet provide important habitat for walrus, ringed seals, and other marine mammals. The land around Mary River is an important calving area and migration range for caribou. Arctic char is an important fish resource throughout the region.

Here is a summary of the key concerns that have been raised by Inuit and the QIA up to this point:

- The impact of the shipping route in Steensby Inlet on marine wildlife and traveling across the sea ice.
- The impacts of the rail line and rail traffic on caribou migrations and health.
- The potential for **contamination** of water from sewage and fuel spills throughout the area.
- Inuit need employment. In order to fully benefit from the jobs that will be created by the Project, Inuit will need training, education, and other forms of support.
- Archeological and other cultural sites must be protected.
- Inuit must benefit **financially** from the revenues of the Project.

These statements were supported by hundreds of pages of technical comments and submitted to NIRB, which can be accessed on NIRB's Web site.

"Mary River." *Qikiqtani Inuit Association*. Web. 30 June 2014.



Modified Frayer Model

Definition	Synonyms Antonyms
<div data-bbox="500 829 1149 1113" data-label="Diagram">A central oval shape containing the text "Key Term".</div> <div data-bbox="86 1113 815 1728">Examples</div> <div data-bbox="815 1113 1552 1728">How does knowing this term help you understand the text better?</div>	



Developing an Opinion Anchor Chart
(Example, for Teacher Reference)

Developing an Opinion

Opinion

A personal belief, point of view, or judgment about something

Authors use clear reasons and **credible** evidence to support their opinion. If evidence is **credible**, it is considered trustworthy, reliable, or believable. If you want people to agree with your opinion, it is important to support your opinion with clear reasons and credible evidence.

Reasons

Why the author believes the opinion

Evidence

Information used to demonstrate accuracy or provide support for a reason and opinion

- Facts
- Information from the text
- Quotes from experts
- Statistics/data



Point of View Task Card

1. With group members, reread both excerpts to determine and record both points of view (“Some people think ... / Other people think ...”).
2. With group members, skim the texts to locate and record at least two reasons and evidence in support of each point of view (four total) (“Reasons and evidence that support this point of view ...”). **Be sure to include at least one quote in support of each point of view (two total).*
3. With group members, review the details recorded on your graphic organizer, as well as both texts, to write a 3-5 sentence summary of the articles (“Summary”).
4. With group members, review both points of view, reasons and evidence, your summary, and the article to develop a response to the focus question. Record your opinion about whether or not the Inuit community on Baffin Island should approve the Mary River mine proposal (“After reading both points of view, I think ...”). **Remember to use key words from the focus question in your opinion statement.*
5. Pause after completing the first four steps for a whole group discussion about the boxes titled “My prediction” and “A call to action.”



Point of View Graphic Organizer:
Qikiqtani Web Site

Focus Question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading about both points of view, I think:

My prediction:

A call to action:

OR



Point of View Graphic Organizer:
Qikiqtani Web Site (Sample Answers, for Teacher Reference)

Focus Question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

There is a proposal for a new iron ore mine on Inuit land. Changes in the demand for iron ore and the technologies used for mining make it reasonable to mine the high-quality iron ore in Nuluujaat. The current project proposal for mining Deposit No. 1 is a very large operation. In order to transport the iron ore, the mining company will need to build a train and a controversial deep water port. The Inuit have many concerns about the project proposal, including worries about the environmental impacts and if the money will benefit the community. Some people are excited about the new opportunities the mine might bring, but others are worried about the impacts.



Point of View Graphic Organizer:
Qikiqtani Web Site (Sample Answers, for Teacher Reference)

Some people think:

- **It is a good idea to mine the iron ore at Mary River.**

Reasons and evidence that support this point of view:

- **The proposed mine will bring new jobs and resources to the community.**
- **Mining of Deposit No. 1 should provide 18 million tons of iron ore each year for 21 years.**
- **During construction, the mine will need up to 1,000 employees. During operation, the mine will need 700–900 employees.**
- **The mining company will build a train and a deep water port for transportation of ore, people, and supplies.**

Other people think:

- **An iron ore mine at Mary River might have negative impacts on the land and community.**

Reasons and evidence that support this point of view:

- **The ships traveling to the port may have a negative impact on marine wildlife.**
- **The train might have a negative impact on caribou migrations and health.**
- **Water could become contaminated.**
- **Inuit don't yet have the training to participate in jobs at the mine.**
- **Inuit might not make money from the mine.**

After reading about both points of view, I think:

The Inuit community of Baffin Island should/should not approve the Mary River mine proposal.

My prediction:

(should) The mine would bring much needed jobs and resources that will benefit the Inuit community for many years.

(should not) If the mine is built, caribou and other animals will be

OR

A call to action:



Sample Opinion, Prediction, Call to Action

OPINION: Fossil fuels should no longer be used to meet our energy needs.

PREDICTION: If we continue using only nonrenewable fossil fuels to meet our energy needs, we will have no energy resources to use in the future.

CALL TO ACTION: Tell your state representative to stop allowing the use of fossil fuels to meet America's energy needs!



Lesson 2 Homework: Letter to a Partner Task Card

1. Reread “Excerpts from the Qikiqtani Inuit Association Web Site.”
2. Select two highlighted terms from the text and use them to complete the modified Frayer Models below. Select terms that are different from the term you analyzed in class.
3. Write a letter to your partner that shares your response to the text.
 - As you think about your letter, consider the following questions:
 - Why is this text important?
 - What does the author want readers to understand about the issue?
 - What do you think is the most important reason to approve or not approve the mine?
 - Your letter should include:
 - The date
 - A greeting
 - At least one body paragraph
 - At least seven sentences
 - A closing

Definition	Synonyms	Definition	Synonyms
	Antonyms		Antonyms
Key Term		Key Term	
Examples	How does knowing this term help you understand the text better?	Examples	How does knowing this term help you understand the text better?



EXPEDITIONARY
LEARNING

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

Conducting Research: Analyzing Expert Texts about the Mary River Project



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

I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)
I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b)
I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can analyze the meaning of key words and phrases, using a variety of strategies.
- I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts.
- I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island.

Ongoing Assessment

- Vocabulary terms defined on index cards and Frayer Models
- Point of View Graphic Organizer: Expert Texts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist (10 minutes)B. Determining the Meaning of Vocabulary Terms (10 minutes)C. Analyzing Points of View (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (10 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Analyzing Key Terms task card.B. Read your independent reading book for at least 15 to 20 minutes.	<ul style="list-style-type: none">• This lesson follows a similar format to Lesson 2.• Because of the challenging nature of the text excerpts analyzed in this lesson, the text will be introduced as a read-aloud.• Scaffolding throughout the lesson is intended to help students complete the graphic organizer in Work Time C with less support from the teacher so they will be prepared to complete a similar task for homework at the end of Lesson 4 and during the mid-unit assessment in Lesson 5. Encourage students to refer back to the Developing an Opinion anchor chart to support their work.• In advance:<ul style="list-style-type: none">– Read each text carefully to determine additional vocabulary terms that may need clarification to further support students' access to the complex texts.– Review Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; anchor charts listed in materials.



Lesson Vocabulary	Materials
draw, evidence, support, analysis, reflection, research, context, reference, analyze, key, reasons, points of view; disturb, scrutinized, wary, boon	<ul style="list-style-type: none">• Journals (begun in Unit 1; one per student)• Expert texts (one per student)<ul style="list-style-type: none">– “Monitoring the Mary River Project” (excerpt 1)– “Nunavut Braces for Massive Mary River Mine” (excerpt 2)• Document camera• Index cards (four per student)• Dictionary and thesaurus (one of each per student or group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Point of View task card (one per student)• Point of View graphic organizer: Expert Texts (one per student)• Developing an Opinion anchor chart (from Lesson 2)• Point of View graphic organizer: Expert Texts (answers, for teacher reference)• Point of View chart (from Lesson 1; one per group)• Lesson 3 Homework: Analyzing Key Terms task card (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to quickly locate their homework letters and meet with a nearby partner.• Direct them to exchange letters with their partners.• Give students 2 or 3 minutes to read the letters silently, then record a question about or response to their partner's letter in the margins of the paper.• Ask students to return their partner's letter and discuss the question and/or response recorded in the margin. Encourage them to consider this question:<ul style="list-style-type: none">* "Do you agree or disagree with your partner's response to the text? Explain."• After 1 or 2 minutes, invite a few students to share ideas from their discussion whole group.• Tell students that today they will read two excerpts of text that present opposing views about the Mary River mine proposal to build their understanding of the issue and further refine or revise their initial opinions about mining on Inuit lands.	<ul style="list-style-type: none">• To provide all students access to the discussion with their partner, offer a sentence starter ("I agree/disagree with your response because ...").



Work Time	Meeting Students' Needs
<p>A. Reading for Gist (10 minutes)</p> <ul style="list-style-type: none">• Tell students to collect their journals and meet with their group members.• Distribute and orient students to the expert texts.• Ask them to follow along as you read aloud, beginning with the title of the first expert text, “Monitoring the Mary River Project.” Use an overhead projector or document camera to help students read along with you. Encourage students to consider the highlighted vocabulary terms, but remind them that they will have time to work with these terms later in the lesson.• Pause after reading the first text to ask students to consider and discuss the gist of the excerpt.• After 1 minute, cold call a few students to share gist statements whole class. Listen for ideas such as:<ul style="list-style-type: none">– “The Inuit value local wildlife and worry that the Mary River project will disrupt the ecosystem.”• Direct students to record a gist statement in the margin next to the first expert text.• Read aloud the second text, “Nunavut Braces for Massive Mary River Mine,” as students follow along silently.• Ask students to consider and discuss the gist of the second expert text.• After 1 minute, cold call a few students to share out possible gist statements. Listen for ideas such as:<ul style="list-style-type: none">– “Many Inuit think the development of the Mary River will create jobs and wealth for the region, but they are worried about the environmental impact.”• Have students record the gist in the margin, next to the second text.• Ask students to review their gist statements and both texts to consider and discuss in groups:<ul style="list-style-type: none">* “How are the ideas expressed in these texts similar and different?”• After 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as:<ul style="list-style-type: none">– “Both articles discuss environmental concerns.”– “The first article seems more focused on the impact the project will have on wildlife and marine life.”– “The second article gives more details about jobs and wealth that could benefit the region.”• Tell students that they will have a chance to refine their thinking after analyzing key terms from both texts and reading them more closely.	<ul style="list-style-type: none">• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools such as a weighted lap blanket and/or squishy ball or other object to hold in their hand.• To support struggling writers, consider providing a scribe or word processing tool to record gist statements.



Work Time (continued)	Meeting Students' Needs
<p>B. Determining the Meaning of Vocabulary Terms (10 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 analyze the meaning of key words and phrases, using a variety of strategies.”• Invite students to clarify the terms <i>analyze</i>, <i>meaning</i>, <i>variety</i>, and <i>strategies</i> as needed before cold calling a few students to restate the target in their own words.• Distribute four index cards to each student. Then draw their attention to highlighted terms in the expert texts: <i>disturb</i>, <i>scrutinized</i>, <i>wary</i>, <i>boon</i>.• Direct students to work with group members to record and write a definition and synonym for each term on a separate card.• Clarify directions as needed before releasing students to work in groups.• Circulate to provide assistance. Ensure that students have appropriate vocabulary resources available (online or print dictionary and thesaurus) and encourage them to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unfamiliar terms. Consider helping students locate roots and affixes for terms such as <i>disturb</i> and <i>scrutinized</i>. If students do not independently identify it, point out the relationship between <i>disturb</i> and <i>disturbance</i>, used in the final paragraph of the first text.• After 6 or 7 minutes, cold call several students to share a definition or synonym for each term. Listen for:<ul style="list-style-type: none">– “<i>Disturb</i> means to interfere with or to stop something from doing what it was doing; to disrupt.”– “<i>Scrutinized</i> means to examine closely.”– “<i>Wary</i> means cautious or suspicious.”– “<i>Boon</i> means something that is beneficial, in this case jobs and wealth.”• Explain that students will choose two of these key terms to analyze for homework to help deepen their understanding of the ideas presented in the texts.	<ul style="list-style-type: none">• Consider displaying a strong student-restated version of the target to support all learners, especially ELLs.• Consider adding some or all of the key words to the word wall as a resource for students as they speak and write about this topic throughout the unit.



Work Time (continued)	Meeting Students' Needs
<p>C. Analyzing Points of View (25 minutes)</p> <ul style="list-style-type: none"> Ask a few students to remind the class of the purpose for reading these expert texts. Listen for: <ul style="list-style-type: none"> “To conduct research about different points of view regarding the Mary River mine proposal in Nunavut, so we can analyze and reflect on both sides of the issue to help us further develop, refine, or revise our initial opinion.” If students are not able to articulate the purpose for reading these texts, provide clarification. Have students read the second and third learning targets aloud together: <ul style="list-style-type: none"> * “I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts.” * “I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island.” Focus on the familiar terms <i>draw</i>, <i>evidence</i>, <i>analysis</i>, <i>reflection</i>, <i>research</i>, <i>reasons</i>, and <i>points of view</i>. Clarify if needed. Invite several students to use their understanding of the terms to restate the targets in their own words. Distribute the Point of View task card and Point of View Graphic Organizer: Expert Texts. Have students read the focus question at the top of the graphic organizer aloud together: <ul style="list-style-type: none"> * “Should the Inuit community on Baffin Island approve the Mary River mine proposal?” Remind students that as they work with group members to reread the texts and complete the graphic organizer, they should use the focus question to guide their work. Read the task card directions aloud and answer any clarifying questions. Refer to and review the Developing an Opinion anchor chart as needed to support students’ ability to complete the graphic organizer. Then ask them to begin. Circulate to offer guidance and support. Give groups about 15 minutes to complete the task card. Then refocus them whole class. Cold call several students to share parts of their work whole class. Refer to the Points of View Graphic Organizer: Expert Texts (answers, for teacher reference) for possible student responses. Praise students for their growing understanding of both points of view, as well as their ability to think critically and develop their own opinions based on clear reasons and credible evidence from reliable sources such as today’s expert texts. 	<ul style="list-style-type: none"> Consider recording student-generated synonyms above or below the spot they appear in the original target to support all learners, especially ELLs. Consider supporting a group of struggling readers and writers to circle or underline reasons and evidence they locate in the text. Consider working with a small group of struggling readers and/or writers to complete the Point of View graphic organizer. To support students who struggle with the physical act of writing, provide this graphic organizer electronically to allow the student to type or provide a scribe.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Ask students to pair up with a nearby peer who is not a member of their regular small group. Invite pairs to discuss:<ul style="list-style-type: none">* “In what ways were the points of view presented in each excerpt <i>similar</i> and in what ways were they <i>different</i>?”• After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “Both sides are concerned about the environment.”– “One side thinks protecting wildlife and the environment is more important than building a mine.”– “The other side thinks that the damage to the environment will not be a problem and that the jobs and wealth the mine will bring are what is most important.”• Reiterate that as students learn more about the different perspectives regarding mining on Inuit lands, it is important to reflect on their opinions and determine whether they still agree with or want to revise their initial thinking.• Ask group members to come together and review the “initial opinion” (with a check mark near it or the initial and revised opinion recorded) at the bottom of their Point of View charts, and then review their Point of View graphic organizers from today to determine and discuss:<ul style="list-style-type: none">* “Do I still agree with my initial or revised opinion? Why or why not?”• Direct groups to place a check mark next to the initial or revised opinion they still agree with (some students in a group may place a check mark next to the initial opinion and others may place a check mark next to the revised opinion).• After 2 or 3 minutes, invite a few groups to share their thinking with the class (answers will vary, but prompt students to support their initial or revised opinion with reasons and evidence from today’s reading).• Then, read each of the learning targets aloud and ask students to use a Fist to Five to demonstrate their level of mastery toward each target.• For students showing three or fewer fingers, consider providing additional practice opportunities before the mid-unit assessment in Lesson 5.• Distribute the Lesson 3 Homework: Analyzing Key Terms task card and preview as needed.	<ul style="list-style-type: none">• Provide sentences starters and frames to allow all students access to the discussion.• Consider providing a Pair-Share opportunity and/or cold calling one to three students to give the reasoning behind the number they put up for each target.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Homework: Analyzing Key Terms task card.• Read your independent reading book for at least 15 to 20 minutes.	<ul style="list-style-type: none">• Provide an audio version of the texts, if available.• Allow students who struggle with independent work and/or writing to dictate their Frayer Model ideas to someone at home to scribe.• For struggling language learners, consider providing partially completed Frayer Models or asking students to complete only one.



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

Supporting Materials



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Expert Texts

Monitoring the Mary River Project (excerpt 1)

From the Qikiqtani Inuit Association website

Inuit are extremely attached to the wildlife found in the Arctic. From the Inuit point of view, this is talking about the traditional staple diet, food that nourishes and is directly connected to our bodies and sense of who we are.

If the Mary River project goes ahead, it would be sure to **disturb** the wildlife around it. Keeping a close eye on how animals are being impacted by the mining activities would be a critical job to carry out.

The three major disturbances would be the mine itself, the railway as well as the port and year-round shipping. For the mine itself, Mary River would actually be transformed into an open-pit and thus changing the face and the Inuktitut meaning of the land called Nuluuya. Monitoring the rail seems straight-forward yet the biggest concern remains of how caribou would be impacted and the dynamite explosions to build a tunnel, the impacts this would have on nearby lake fish. And probably the largest concerns have involved the port and shipping components, which means that monitoring the port facility and shipping lanes would likely be **scrutinized** most stringently.



Expert Texts

Nunavut Braces for Massive Mary River Mine (excerpt 2)

CBC, September 13, 2012

A massive open-pit iron mine proposed on northern Baffin Island would be the North's largest industrial development to date, but Nunavut residents are divided over what it would mean for the territory.

Some people in Nunavut welcome the potential wealth they could gain from the mine. Others, however, are **wary** about its potential impacts.

Baffinland says the project, if approved by regulators, will benefit Inuit who live in the region. For one, the company will need about 3,000 people to build the mine and 950 people to run it. The mine will not only be a potential source for employment, but also a huge financial **boon**.

Though the Government of Nunavut supports the proposed mine, it has voiced concerns to the Nunavut Impact Review Board about environmental impacts.

Baffinland says its project will have little or no impact on wildlife.



Point of View Task Card

1. With group members, reread both excerpts to determine and record both points of view (“Some people think” and “Other people think”).
2. With group members, skim the texts to locate and record at least three reasons and evidence in support of each point of view (six total—“Reasons and evidence that support this point of view”).
*Be sure to include at least one quote in support of each point of view (two total).
3. With group members, review the details recorded on your graphic organizer, as well as both texts, to write a three- to five-sentence summary of both articles (“Summary”).
4. With group members, review both points of view, reasons and evidence, your summary, and the articles to develop a response to the focus question and record your opinion about whether the Inuit community on Baffin Island should approve the Mary River mine proposal (“After reading both points of view, I think”). *Remember to use key words from the focus question in your opinion statement.
5. Think about, discuss with group members, and then record a prediction or a call to action in support of your opinion (“My prediction,” “A call to action”).



Points of View Graphic Organizer: Expert Texts

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading *more* about both points of view, I think:

My prediction:

A call to action:

OR



Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Many Inuit support the Mary River mine, but others have concerns. Some Inuit rely on the migrating caribou and whales, as well as the seals and walruses, but the mine may disrupt wildlife. Baffinland says the project will create jobs for Inuit living in the region, and although the Inuit community welcomes the potential wealth, they continue to worry about environmental impacts.



Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Some people think:

The mine will benefit the community by creating jobs and wealth.

Reasons and evidence that support this point of view:

- **“The company will need about 3,000 people to build the mine and 950 people to run it.”**
- **The mine will create jobs and bring a financial boon to the region.**
- **“The Government of Nunavut supports the proposed mine.”**

Other people think:

The mine will have a negative impact on the environment.

Reasons and evidence that support this point of view:

- **The QIA says, “Inuit are extremely attached to wildlife.”**
- **The mine, the train, and the port will all disturb the environment.**
- **The open-pit mine will change the shape of the landscape.**
- **“The biggest concern remains of how caribou would be impacted.”**
- **Ships travelling to and from the port could harm marine mammals, such as walrus and whale.**
- **“The Government of Nunavut ... has voiced concerns to the Nunavut Impact Review Board about environmental impacts.”**

After reading *more* about both points of view, I think:

The Inuit community of Baffin Island should/should not approve the Mary River mine proposal

My prediction:

OR

A call to action:

(should) Accept the mining proposal now!

(should not) Tell community leaders not to accept this project proposal!



Lesson 3 Homework:
Analyzing Key Terms Task Card

Directions:

- Select one highlighted key term from each of the expert texts.
- Use the terms you selected to complete the two modified Frayer Models below.

Definition	Synonyms Antonyms
Examples	How does knowing this term help you understand the text better?

Key Term

Definition	Synonyms Antonyms
Examples	How does knowing this term help you understand the text better?

Key Term



EXPEDITIONARY
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Grade 5: Module 3B: Unit 3: Lesson 4

Close Reading and Viewing: Nunavut Iron Ore Mine Approval



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

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)
I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can determine the meaning of unfamiliar words and phrases, using a variety of strategies.
- I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video.
- I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.

Ongoing Assessment

- Nunavut Mine note-catcher
- Vocabulary defined on index cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Gist (15 minutes)B. Close Reading and Viewing Guide: The Mary River Project (35 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 independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students closely read a short informational text, “Multibillion-dollar Iron Mine Approved for Baffin Island,” and view an excerpt from the video “Nunavut Mega Project Approved” to continue building their understanding of opposing points of view regarding the Mary River mine proposal for Baffin Island in Nunavut.• In Work Time A, students hear the text read aloud (as it is above grade level) and then discuss and record the gist. Then, they view and listen to the video excerpt twice before discussing and recording the gist in their journals.• During Work Time B, students are led through a close reading of the text and viewing of the video excerpt. The questions are arranged so that they access the text first, then build upon their understanding of ideas presented in the text through reviewing and responding to questions about the video clip.• In advance:<ul style="list-style-type: none">– Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1).– Read the text “Multibillion-dollar Iron Mine Approved for Baffin Island,” view the video clip “Nunavut Mega Project Approved” (1:13–3:05) found at http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/.– Review the Close Reading and Viewing Guide (see supporting materials).– Ensure that technology to view and listen to the video excerpt is available and in working order.– Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; anchor charts listed in materials.



Lesson Vocabulary	Materials
meaning, variety, strategies, support, research, analysis, reflection, drawing, evidence, note, similarities, differences, accounts; proceed, conditions, monitoring, minimizing, divided, opposed, deliver	<ul style="list-style-type: none">• Journals (begun in Unit 1; one per student)• “Multibillion-dollar Iron Mine Approved for Baffin Island” (one per student)• Video clip: “Nunavut Mega Project Approved” (1:13–3:05) (http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/).• Nunavut Mine note-catcher (one per student)• Index cards (two per student)• Dictionary and thesaurus (one of each per student or group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Close Reading and Viewing Guide: Nunavut Mine (for teacher reference)• Point of View charts (from Lesson 1; one per group)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the Frayer Models they completed for homework.• Review directions for Milling to Music as needed, then ask students to mill and find a partner who is not a member of their regular group.• Once students are paired, ask them to complete the following:<ol style="list-style-type: none">1. Share your Frayer Models with your partner.2. If you analyzed the same terms, what similarities and differences do you notice between your ideas?3. How did analyzing the meaning of these terms deepen your understanding of ideas presented in the expert texts?• After 2 or 3 minutes, invite a few students to share ideas from their partner discussion whole group.• Tell students that today they will closely read a short informational text and view a video excerpt about the Mary River mine proposal for Baffin Island, to further build their understanding of what Inuit community members see as benefits and potential concerns related to the project. Remind students that as they research and analyze multiple accounts of this issue, it is important for them to continuously reflect on the reasons and evidence presented by both sides to refine or revise their own opinions about whether the Inuit community should approve the mine proposal.	<ul style="list-style-type: none">• Provide sentence starters and frames for partner discussions, as needed. ("I analyzed the words _____. "I notice these ideas from our Frayer Models are similar/different because _____. "Analyzing the meaning of the word _____ deepened my understanding of the ideas by _____.")



Work Time	Meeting Students' Needs
<p>A. Determining the Gist (15 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and join their regular groups.• Focus them on the learning targets. Invite them to read the targets aloud with you:<ul style="list-style-type: none">* “I can determine the meaning of unfamiliar words and phrases, using a variety of strategies.”* “I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video.”* “I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.”• Underline or circle the key words in the first two targets that students are familiar with from previous work: <i>meaning, variety, strategies, support, research, analysis, reflection, drawing, and evidence.</i>• Ask students to think about, briefly discuss, and then share out ideas for how they could restate the first two targets, based on their understanding of key terms and previous work with similar targets.• Then focus students on the third learning target and underline “multiple accounts” and the last part of the target, “note similarities and differences in the points of view they represent.”• Tell students that over the course of the previous two lessons, they read several “accounts” (descriptions, versions) of the Mary River project. For the most part, the texts highlighted the differences between the points of view represented; however, in Lesson 3, students were able to recognize a similarity between the accounts.• Ask them to discuss what they recall from the debrief in Lesson 3 regarding how the ideas in both articles were similar. Invite a few students to share their thinking with the class and listen for:<ul style="list-style-type: none">– “Both texts shared information about environmental concerns, even though one account was strongly against the mine and the other was in more in favor of the mine because it would bring jobs and wealth.”• If students are not able to recall or articulate the similarity between the previous lessons’ accounts, clarify for them.• Tell students that before they closely read the new text and view the video clip about the Mary River project, they will first read and view to determine the gist.• Distribute the article “Multibillion-dollar Iron Mine Approved for Baffin Island.”• Ask students to follow along silently as you read the full article, starting with the title, and end, “There’s still some opposition to the project going ahead.”	<ul style="list-style-type: none">• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools.• To support struggling writers, consider providing a scribe or word processing tool to record gist statements.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to discuss in groups what they think the gist of this article is. Then, invite a few students to share their thinking whole group. Listen for:<ul style="list-style-type: none">– “The Nunavut review board decided to let the mine be built, but there are a lot of conditions.”– “The Inuit community decided to let them build the mine, but only if the mining company meets certain terms and conditions.”• Direct students to record the gist of the article in the margin.• Tell students they will view and listen to a brief video clip: “Nunavut Mega Project Approved” (1:13–3:05). Tell them the video clip will be played twice before they discuss the gist within groups.• Play the video from (1:13–3:05), and then ask students to independently think about what the gist of the clip is. Then tell students you will play it one more time. As students listen and view a second time, they should keep their mental gist in mind and add to or revise their thinking as needed.• Play the video clip once again (1:13–3:05), and then ask students to think about and discuss with group members what they think is the gist of the video.• After 1 or 2 minutes, invite a few groups to share out with the class. Listen for:<ul style="list-style-type: none">– “The gist of the video clip is that the mine is expected to bring jobs and money, but that the environmental impacts will need to be monitored and dealt with.”• Ask students to turn to the next blank page in their journals to record the gist of the video.• Explain to students that during the next part of Work Time, they will read and view these texts much more closely to build upon their understanding of the benefits and issues associated with the Mary River project on Baffin Island.	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading and Viewing Guide: The Mary River Project (35 minutes)</p> <ul style="list-style-type: none">• Tell students they will now be led through a close reading of “Multibillion-dollar Iron Mine Approved for Baffin Island” and viewing of the video clip, “Nunavut Mega Project Approved” (1:13–3:05), to consider and further develop their own opinions about the Mary River mine proposal.• Distribute Nunavut Mine note-catcher. Ask students to work with group members to skim the questions and ask clarifying questions as needed.• Then distribute index cards and make sure that a variety of resources are available for students to use to determine the meaning of key terms from the text (e.g., a dictionary and thesaurus, as well as the Vocabulary Strategies anchor chart).• When students are ready, begin the close read using the Close Reading and Viewing Guide: Nunavut Mine (for teacher reference).	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to consider what they learned about the similarities and differences between the points of view presented in the text and video in this lesson. Then refer to their group Point of View charts and discuss:<ul style="list-style-type: none">* “How does what you learned today influence the opinion(s) you recorded, refined, and/or revised on your chart during previous lessons?”• After 2 or 3 minutes, invite members from a variety of groups to share their thinking with the class.• Review each of the learning targets and ask students to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.• Inform students they will take the Mid-Unit 3 Assessment in the next lesson.	<ul style="list-style-type: none">• Provide sentence starters and frames to allow all students access to the discussion.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether you think this book is a good choice for you and why or why not. <p><i>Note: In Lesson 5, students take the Mid-Unit 3 Assessment. Preview the Lesson 5 Teaching Notes. Specifically, note that since the assessment text, “Should We Drill?” is slightly above grade level (1070) accommodations are recommended.</i></p>	<ul style="list-style-type: none">• Provide an audio version of the texts, if available.



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Grade 5: Module 3B: Unit 3: Lesson 4

Supporting Materials



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Multibillion-dollar Iron Mine Approved for Baffin Island

CBC News Posted: Sep 15, 2012

1. The Nunavut Impact Review Board (NIRB) issued its final report Friday night allowing Baffinland's Mary River iron project to proceed, with conditions.
2. The board's decision is the culmination of a four-year assessment of the project, in which Baffinland Iron Mines Corporation plans to build a massive open-pit mine at its Mary River site ... along with a railway and port that would allow icebreakers to ship the ore through Arctic waters year-round.
3. The 17,000-hectare mine will cost about \$4 billion to build.
4. "Obviously NIRB recommended in the direction we were hoping they would," said Baffinland spokesperson Greg Missal. "Now we have to spend a number of days looking at the document and looking at the terms and conditions."
5. The decision comes with close to 200 terms and conditions, most of them focused on monitoring and minimizing some of the possible negative environmental and social effects of the development.
6. A wide range of concerns on the project were raised during the final public hearings this summer. They included:
 - the mine's potential impact on the North Baffin caribou herd and on archeological sites;
 - the possibility of oil spills in the shipping lane and disruptions to marine wildlife;
 - the availability of training and jobs for Inuit;
 - and the possible social problems that could result from an influx of money into nearby communities.
7. In Igloolik, one of the closest communities to the proposed mine site, acting mayor Peter Ivalu said the mine will mean jobs. But his community is still **divided**.
8. "It's about 50-50," he said. "There's still some **opposition** to the project going ahead."



Nunavut Mine Note-catcher

Guiding questions:

- How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?
- Why is it important for authors to use clear reasons and credible evidence to support their opinions?

*Refer to “Multibillion-dollar Iron Mine Approved for Baffin Island” and the video excerpt, “Nunavut Mega Project Approved,” to help you respond to these questions.

Directions	Questions	
With group members, read Paragraphs 1 and 2 of the article aloud together. Then work together to answer the questions on the right.	In the first sentence, first paragraph, what do you think the words <i>proceed</i> and <i>conditions</i> mean? Record each term on its own index card, then determine and record a definition , synonym , and antonym for each word.	
	* As time allows, sketch an image to represent the meaning of each word.	
	What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?	
With group members, whisper- read Paragraphs 5 and 6, plus the bullet points of the article. Then work together to respond to the questions on the right.	What do most of the 200 terms and conditions focus on?	
	Complete the chart to show the “negative environmental impacts” and “social effects” the review board is concerned about.	
	Negative Environmental Impacts	Social Effects



Nunavut Mine Note-catcher

Directions	Questions
Independently, read Paragraphs 7 and 8 of the article . Then discuss the questions on the right with group members before recording your responses.	<p>Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still <i>divided</i> about?</p> <p>Why would some people in the Igloolik community still be <i>opposed</i> to the project?</p>
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the video excerpt (1:13–1:55) . You may record notes about your thinking in the margin of your note-catcher as you view and listen to the video to help you remember details from the excerpt. You will discuss your thinking in groups before recording a response.	<p>According to the reporter, what is the Mary River mine expected to <i>deliver</i> in the North?</p>



Nunavut Mine Note-catcher

Directions	Questions
<p>With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the video clip (1:55–2:52). You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.</p>	<p>Why was the project review “so long and involved”?</p> <p>What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?</p>



Nunavut Mine Note-catcher

Directions	Questions
<p>With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of the video clip (2:52–3:05). You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.</p>	<p>What did the review board focus on?</p>



Nunavut Mine Note-catcher

Directions	Questions
<p>Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.</p>	<p>After analyzing multiple accounts of the Mary River project, determine which of the following statements BEST explains the <i>similarities</i> and <i>differences</i> between the points of view presented in the article and video. Place a check mark next to the answer you choose. Be prepared to discuss your thinking by referring to details from the article and your responses.</p> <ul style="list-style-type: none">– Both sides want to keep a traditional lifestyle and to protect the environment; they disagree about whether the review board should approve the project.– Both sides want jobs, money, and infrastructure that the mine will bring; they disagree about how many jobs the mine will bring and how much the project will affect the environment.– Both sides want the mine to be built; they disagree about whether they want the jobs, money, and infrastructure the mining company will bring to the area. <p>After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should allow Baffinland's mining proposal to move forward?</p> <p>Has your <i>initial opinion</i> changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Total time: 35 minutes

Directions	Questions	Teaching Notes
With group members, read Paragraphs 1 and 2 of the article aloud together. Then work together to answer the questions on the right.	<p>In the first sentence, first paragraph, what do you think the words <i>proceed</i> and <i>conditions</i> mean? Record each term on its own index card, then determine and record a definition, synonym, and antonym for each word.</p> <p>* As time allows, sketch an image to represent the meaning of each word.</p> <p>What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?</p>	<p>Ask students to circle or underline each word. Encourage them to use a variety of resources to determine the meaning, a synonym, and an antonym for each term. After 2 or 3 minutes, cold call a few students to share their thinking whole group. Listen for ideas such as:</p> <ul style="list-style-type: none">– “<i>Proceed</i> means to go forward; a synonym is ‘go’; an antonym is ‘stop.’”– “<i>Conditions</i> are the things that must happen before the project can proceed; synonyms are ‘requirement, restriction’; an antonym is ‘unnecessary.’” <p>Ask students to think about and then discuss in groups:</p> <ul style="list-style-type: none">• “So what does it mean that the review board allowed the project to <i>proceed</i>, but with <i>conditions</i>?” <p>After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “It means they said that Baffinland Mining Co. could build the mine on Baffin Island, but only if it agrees to certain requirements and restrictions.



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Direct students to focus on the second question, review the text, and discuss their thinking within groups. After 1 or 2 minutes, invite a few students to share their group's thinking whole group. Listen for:</p> <p>“We think the author is trying to emphasize to the reader that even though the NIRB approved the mine, it still may not be built if the mining company doesn't agree to conditions set by the review board.”</p>
<p>With group members, whisper- read Paragraphs 5 and 6, plus the bullet points of the article. Then work together to respond to the questions on the right.</p>	<p>What do most of the 200 terms and conditions focus on?</p> <p>Complete the chart to show the “negative environmental impacts” and “social effects” the review board is concerned about.</p>	<p>Ask students to look back to the beginning of Paragraph 5 to locate and underline the phrase “monitoring and minimizing.” Ask them to use their vocabulary strategies and resources to determine the meaning of <i>monitor</i> and <i>minimize</i> and discuss their ideas with their group.</p> <p>After 2 minutes, invite a few groups to share out. Listen for:</p> <ul style="list-style-type: none">– “<i>Monitor</i> means to keep an eye on, observe, watch, check on something over a period of time.” <p>“<i>Minimize</i> means to lessen, decrease, reduce.”</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions		Teaching Notes
	Negative Environmental Impacts	Social Effects	<p>Ask students to once again look back to Paragraph 5 to determine what the 200 terms and conditions mostly focus on “monitoring and minimizing.” After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for:</p> <ul style="list-style-type: none">– “The 200 terms and conditions mostly focus on monitoring and minimizing negative environmental and social effects of the development.” <p>Ask students to record a response to the first question.</p> <p>Then cold call a few students to use their knowledge from this module to briefly explain what they think the author means by “negative environmental impacts.” Listen for a response such as:</p> <ul style="list-style-type: none">– “We learned in Unit 2 that resource industries like mining can modify the physical environment in negative ways; we have also been reading about Inuit people’s concerns regarding the disruption to migrating caribou and marine life due to railways and shipping connected to the mine, so I think the ‘negative environmental impacts’ the author is referring to have to do with land and animals/wildlife in the area.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Ask students to write “land/animals” below “Negative Environmental Impacts” on the left side of the T-chart.</p> <p>Then focus students on the phrase “Social Effects.” Ask them to think about and then briefly discuss in groups what this may refer to. After 1 minute, invite a few students to share aloud. Listen for:</p> <ul style="list-style-type: none">– “Based on the word <i>social</i> and the bullet points, I think ‘social effects’ may refer to concerns about what happens to the people and/or community when the mine opens.” <p>If students are not able to determine the meaning of “social effects,” define the term for them.</p> <p>Ask students to write “people/community” below “Social Effects” on the right side of the T-chart.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Ask students to work with group members to read, paraphrase, and then record concerns from the bullet points that deal with either “environmental” or “social” effects of the mining project, on either side of the T-chart on their note-catchers. As students work in groups, encourage them to use multiple strategies to determine the meaning of unfamiliar terms that may interfere with their ability to comprehend and paraphrase the text, such as: <i>archaeological sites</i> (areas where archaeologists study remains of ancient cultures); <i>disruptions</i> (disturbances, interference); <i>availability</i> (accessibility; how easily accessible or obtainable something is); <i>influx</i> (arrive in large numbers, flood, inflow).</p> <p>After 3 or 4 minutes, cold call members from a variety of groups to share their thinking with the class. Listen for:</p> <ul style="list-style-type: none">– “Environmental concerns include the impact on caribou herds and archaeological sites, and oil spills that may disrupt marine life; social concerns include the number of jobs and amount of training that will be available to the Inuit, as well as social problems due to an influx of money.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
Independently, read Paragraphs 7 and 8 of the article . Then discuss the questions on the right with group members before recording your responses.	<p>Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still <i>divided</i> about?</p> <p>Why would some people in the Igloolik community still be <i>opposed</i> to the project?</p>	<p>As students read and then discuss their thinking about the questions with group members, encourage them to use vocabulary strategies to determine the meaning of the terms: <i>divided</i> (split; not in agreement) and <i>opposed</i> (against) to help them understand and develop an appropriate response to each question. Also, refer students to other relevant sections of the text and their responses above to support their thinking.</p> <p>After 3 minutes, invite several students to share their thinking aloud. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “I think the community is still divided about whether jobs and money or protecting the environment is most important.”– “I think some members of the Igloolik community are still opposed to the project because they don’t know if the mining company will accept all the conditions; how the project will negatively impact the environment; how they will deal with social problems that may arise.” <p>Praise students for their close reading and critical thinking around the issues and benefits associated with the Mary River mine. Then ask them to prepare to closely view and listen to the video clip to build upon their understanding of the Mary River proposal.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the video clip (1:13–1:55) . You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video to help you remember details from the clip. You will discuss your thinking in groups before recording a response.	According to the reporter, what is the Mary River mine expected to <i>deliver</i> in the North?	<p>After students review and restate the question in groups, invite a few to share their restated version of the question whole group.</p> <p>Then cue the video clip to 1:13 and pause at 1:55. Ask students to refer to the question and silently think about their initial response, based on what they just saw and heard. Tell them you will play the clip again, so they should keep the question and their initial thinking in mind as they review and listen once again to this portion of the video. Play from 1:13–1:55 a second time, and then direct students to discuss their ideas with group members.</p> <p>After 2 minutes, cold call a few groups to share their answers with the class. Listen for:</p> <ul style="list-style-type: none">– “The reporter explains that the mine is supposed to bring a lot of jobs (hundreds for construction; thousands when the mine opens); royalties and benefits (\$2 to \$5 billion over 20 years); infrastructure; jobs; and money.



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>If students are not able to identify all of the above, consider playing the clip one more time and asking them to define and listen for specific terms they are familiar with from previous lessons and units that may help them identify important details from the clip that help to answer the question (e.g., <i>royalties</i>, <i>benefits</i>, <i>infrastructure</i>).</p> <p>After students share out their responses, ask them to record an answer to the question, using details from the video clip, on their note-catchers.</p>
<p>With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the video clip (1:55–2:52). You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.</p>	<p>Why was the project review “so long and involved?”</p> <p>What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?</p>	<p>After students review and restate the questions in groups, invite a few students to share their restated version whole group.</p> <p>Then cue the video clip to 1:55 and pause at 2:52. Ask students to refer to the questions and silently think about their initial responses. Encourage them to record notes about their initial thinking in the margin of their note-catchers. Then, tell students you will play the clip again, so they should keep the questions and their initial thinking in mind as they view and listen once again to this portion of the video. Play from 1:55–2:52 a second time, then direct students to discuss their ideas with group members.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>After 2 minutes, cold call a few groups to share their answers with the class. Listen for:</p> <ul style="list-style-type: none">– “The project review was so long and involved because it’s such a major project; there are potential impacts not just from the mine but from the types of transportation that have to be built and used.”– “The main concerns about the types of transportation that will have to be used are what effects will be on caribou (in North Baffin Island), the walrus (Steensby Inlet, where a port will be built), and other marine life; general environmental effects.” <p>If students struggle to respond to the questions after two views, consider playing the clip again.</p> <p>Ask students to record a response to each question on their note-catchers.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of the video clip (2:52–3:05) . You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.	What did the review board focus on?	<p>After students review and restate the question in groups, invite a few to share the restated question whole class.</p> <p>Cue the video to 2:52 and pause at the end of the video, 3:05. Ask students to refer to the question and silently think about their initial response. Encourage them to record notes in the margin of their note-catchers. Tell students you will play the clip again, so they should keep the question and their initial thinking in mind as they view and listen once again to the last few seconds of the video. Play from 2:52–3:05 a second time, then direct students to discuss their ideas with group members.</p> <p>After 2 minutes, cold call a few groups to share their answer aloud. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “They focused on the need for monitoring the project to make sure any (negative) effects from the mine are dealt with.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
<p>Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.</p>	<p>After analyzing multiple accounts of the Mary River project through this close reading and viewing, what are at least two <i>similarities</i> between the points of view presented?</p> <p>What are the most common <i>differences</i> between the points of view presented?</p> <p>After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should give final approval to Baffinland's mining proposal?</p> <p>Has your <i>initial opinion</i> changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.</p>	<p>Once students read and discuss each question within groups, cold call a few students to restate the questions in their own words. Clarify any misconceptions as needed. Then ask them to refer to the article and responses on their note-catchers to help them answer the questions. Consider replaying portions of the video as needed. Circulate to offer support.</p> <p>After 5 minutes, invite students from multiple groups to share their thinking aloud. Listen for ideas such as:</p> <ul style="list-style-type: none">– “It seems that both sides want jobs, money, benefits, infrastructure that will come from the mine; they both agree that impacts from the project need to be monitored and minimized.”– “The most common differences between the points of view seem to be that some people think there will be a major impact on the environment (animals, land, marine life); they are concerned about the actual availability of jobs at the mine for Inuit people; they think the mine could cause social problems for the Inuit community.” <p><i>*Answers to the last question will vary, but listen for students to support their opinion with reasons and evidence from today's article and video clip.</i></p>



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”



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

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)
- I can paraphrase information in notes. (W.5.8)
- I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b)
- I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)
- I can use context as a clue to the meaning of a word or phrase.
 - I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Supporting Learning Targets

- I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.
- I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.
- I can determine the meaning of unknown words, using a variety of strategies.

Ongoing Assessment

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 3 Assessment (45 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Sharing Reflections (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students take the Mid-Unit 3 Assessment. They apply what they have learned about vocabulary strategies, research, analysis, and reflection on opposing points of view that are supported by reasons and evidence, taking notes from a new article titled “Should We Drill?” and then responding to short-answer and text-dependent questions.• The assessment text, “Should We Drill?” was chosen for several reasons, 1) The structure of the article (clear introduction, one side “yes,” one side “no”) allows students to get an overall sense of the issue and to clearly identify each point of view, supporting reasons and evidence; 2) The text focuses on both the benefits and impacts of drilling for a natural resource (oil), which relates to the case study students have been conducting about the Mary River Project; 3) Students will be able to refer to the structure of and information contained in the article, as well as their assessment notes, to collaboratively practice writing an editorial about drilling for oil, in preparation for the end-of-unit assessment when they will write an editorial about the Mary River Project, independently.• Because the assessment text, “Should We Drill?” is slightly above grade level (1070), the first read is aloud. Also, set up listening stations with an audio version of the text for struggling readers. When reviewing students’ completed assessments, be sure to focus primarily on whether or not students are able to paraphrase both sides of the issue, locate and record supporting reasons and evidence for each point of view, and form their own opinions based on the details provided. Note that asking struggling readers to work with a complex text, with appropriate support (e.g., read aloud and audio versions of the text) will help them move toward mastery of RI.5.10.• Students will use their notes from the Mid-Unit 3 Assessment Point of View graphic organizer for a shared writing experience during Lessons 6–9 of this unit. Therefore, be prepared to return their assessments in the next lesson. If you are not able to score all assessments before the next lesson, consider making copies of students’ assessments to score so you may return their original work.• Some students may require additional time to complete this assessment independently. Make provisions for them accordingly.• Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly.• Post: Learning targets.



Lesson Vocabulary	Materials
paraphrase, reasons, evidence, support, points of view, research, analysis, reflection, issue, drawing, meaning, strategies	<ul style="list-style-type: none">• Criteria for Selecting Texts anchor chart (from Lesson 1)• “Should We Drill?” (assessment text; one per student)• Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (one per student)• Tracking My Progress, Mid-Unit 3 recording form (one per student)• Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they were to read independently and then consider and be prepared to discuss whether their independent text is a good choice for them.• Ask students to refer to the Criteria for Selecting Texts anchor chart and silently formulate a response to the question:<ul style="list-style-type: none">* “Based on the criteria, did you make a good text selection for independent reading? Why or why not?”• Once students have had a moment to independently consider their responses, ask them to quickly find a nearby partner to discuss their ideas.• After 1 or 2 minutes, invite a few students to share their thinking with the class and encourage them to refer to specific criteria from the anchor chart to support their explanations.• Tell students that today they will take the Mid-Unit 3 Assessment to demonstrate all they have learned about analyzing key terms, explaining how opposing points of view are supported by reasons and evidence, and developing their own opinions based on research, analysis, and reflection on information from reliable sources.	<ul style="list-style-type: none">• Continue providing sentence starters or frames for students who have difficulty expressing their ideas orally.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 3 Assessment (45 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets. Invite them to read them aloud with you:<ul style="list-style-type: none">* “I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.”* “I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.”* “I can determine the meaning of unknown words, using a variety of strategies.”• Remind students of the guiding questions:<ul style="list-style-type: none">* “How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?”* “How can we effectively communicate opinions?”• Invite a few students to restate the guiding questions in their own words and share out any reflections they may have about the questions at this point.• Distribute the article “Should We Drill?” and the Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”• Take some time to orient students to the assessment without giving them any of the answers. Point out that they will first read and take notes using the familiar Point of View graphic organizer, and then they will refer to their notes and the article to respond to short-answer and text-dependent questions.• Ask students to set the assessment aside, then follow along silently as the article “Should We Drill?” is read aloud once before they reread, take notes, and respond to questions independently.• When students are ready, begin the read-aloud. Start with the title and read through to the last sentence in the box “No.” Then point students to the captions and vocabulary and invite individual students to read them aloud with you.• Ask students to gather their assessments and the text, reread the directions, and then complete the assessment. Clarify as needed. If you have established listening centers with audio recordings of the text, direct students to move to designated listening areas.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Remind the class that because this is an assessment, it is to be completed independently; however, if they need assistance, they should raise their hand to speak with a teacher.• Circulate and support students as they work. During an assessment, prompting should be minimal.• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.• Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.	
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute a Tracking My Progress Mid-Unit 3 form to each student. Remind them that this form is just like the progress trackers they have completed during previous units and modules. Provide clarification as necessary.• Ask students to refer to their responses on the Mid-Unit 3 Assessment as they reflect on their ability to meet each of the targets.• Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief (use the Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”, Answers, for Teacher Reference to review and score students’ work.)	<ul style="list-style-type: none">• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Sharing Reflections (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.• After 2 or 3 minutes, invite several students to share their thinking whole group.• Collect students’ progress trackers to review.	<ul style="list-style-type: none">• Offer sentence starters to support all students in accessing the debrief conversation. (“I think I have mastered _____ because _____.” “I’m still struggling with _____ because _____.”).
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes. Be prepared to discuss the “organizational structure” of your independent reading book and how it helps you understand ideas the author(s) is trying to convey. <p><i>Note: Students will need their Mid-Unit 3 Assessment for a shared writing experience in Lessons 6–9. Ideally, each student’s assessment will be reviewed and scored prior to the next lesson. However, if you are not able to score students’ assessments before the next lesson, make sure to at least review and comment on each student’s Point of View graphic organizer to ensure they understand and have paraphrased both points of view, and that there is at least one recorded reason and piece of evidence in support of each side. This will allow all students to participate and contribute to group discussions as well as the shared writing activities in the lessons leading up to the end-of-unit assessment, in Lesson 10.</i></p>	<ul style="list-style-type: none">• Consider providing an audio version of the independent reading text to students who struggle to read independently.



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

Supporting Materials



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“Should We Drill?”

cover story

Should We DRILL?

Offshore oil rigs are some of the largest facilities in the world.

Weighing economic concerns against environmental ones

Large areas of U.S. coastal waters are set to be opened to offshore drilling for oil and natural gas. President Barack Obama says it was no easy decision to allow new offshore drilling in the Atlantic Ocean south of New Jersey, the Gulf of Mexico, and part of Alaska (see map). His plan reverses a decades-long ban on drilling in areas other than the Gulf. People concerned about how much oil the U.S. buys from other countries and excited about the jobs oil and gas exploration may create say it is a step in the right direction. People concerned about the environmental damage drilling can cause are outraged. Read on to learn more. Then you decide!

Words to Know

perceived (pur-SEEVD) *adjective*. Assumed or expected.

renewable energy *compound noun*. Power that can never be used up. Sources include wind, waves, and the sun.



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YES

We'll Energize America

Oil fuels America. The fossil fuel powers cars, fuels power plants, and heats homes. Americans use 19.5 million barrels of oil each day. That is the most of any country in the world. The United States pumps some of its own oil, but it buys most of it from nations like Canada and Saudi Arabia.

Oil is big business. It is a \$100 billion industry. Oil companies provide more than 100,000 jobs in the U.S. Geologists figure out the best places to drill for it. Then companies set up oil rigs—elaborate platforms—in the ground, or ocean for offshore operations, to find the oil. Hundreds of engineers, operators, and technicians are needed to work on a rig. Rigs also employ people like cooks, doctors, and cleaning staff to take care of the rig workers' needs.

Reducing America's need to buy oil from foreign countries and creating more U.S. jobs are major reasons that some people support President Obama's recent decision to expand offshore drilling. The

perceived benefits may be years away, but supporters say Obama's move is a step in the right direction. “The President's decision . . . will mean thousands of new jobs” for Virginia, says Virginia Governor Bob McDonnell. Virginia is one of the states affected by Obama's decision. “It will also help our nation take a further step towards energy independence,” adds McDonnell.

Leaders in other states along the Atlantic and Gulf coasts see similar benefits.

“With record gas prices straining the budgets of many Georgia families, we cannot afford to take any option off the table,” says Georgia Governor Sonny Perdue, a longtime supporter of offshore drilling.



Men hard at work at an offshore oil rig.

NO

We'll Enter Dangerous Waters

Ducks and other water fowl covered in suffocating oil. Beaches damaged during the construction of needed oil rigs. Air and water pollution. Those are among the concerns critics have about President Obama's plan to open more of America's coastline to oil drilling.

“This is not a decision that I've made lightly,” Obama says. The President says he had to balance the need to protect America's natural resources with the country's increasing need for energy and jobs. Offshore drilling is one part of a larger energy plan, according to Obama. Ultimately, the President says, he wants to end the country's dependence on fossil fuels—like oil—and on foreign sources of those fuels. His aim is cleaner energy—like wind power—and greater use of oil and gas found in U.S. waters.

Many environmental groups and lawmakers are not happy about the drilling. They say the risks to the environment outweigh any benefits. They believe the President should focus on pushing

Americans toward cleaner, **renewable energy**, instead of continuing to support the use of oil and other fossil fuels. Even in states like New Jersey, where offshore drilling will not take place, there is concern about toxins brought there by wind and waves.

“It makes no sense to threaten the East Coast of America . . . with spills and other drilling disasters when we're about to unleash the real solutions to energy dependence—cleaner cars, cleaner fuels, and clean energy,” says Doug O'Malley of Environment New Jersey.

A bird covered in oil.

YOU DECIDE!

What do you think? Is offshore drilling a good idea? Take a position and defend it by using supporting details from this story.





Mid-Unit 3 Assessment:

On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

Long-Term Learning Targets Assessed:

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)

I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)

I can paraphrase information in notes. (W.5.8)

I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b)

I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

- a. I can use context as a clue to the meaning of a word or phrase.
- b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Directions:

1. Reread the article “Should We Drill?”
2. Refer to the article to help you fill in the Point of View graphic organizer:
 - Determine and record both points of view (“Some people think” and “Other people think”).
 - Record at least three reasons and evidence in support of *each* point of view (six total—“Reasons and evidence that support this point of view”). **Be sure to include at least one quote in support of each point of view (two total).*
 - Summarize the article in three to five sentences (“Summary”).
 - Review both points of view, reasons and evidence, your summary, and the article to develop a response to the focus question and record your opinion about offshore oil drilling in the United States (“After reading both points of view, I think”). **Remember to use key words from the focus question in your opinion statement.*
 - Record a prediction or a call to action in support of your opinion (“My prediction,” “A call to action”).
3. Refer to your notes and the article to respond to the text-dependent questions.



Mid-Unit 3 Assessment:
Point of View Graphic Organizer

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

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading about both points of view, I think:

My prediction:

A call to action:

OR



Mid-Unit 3 Assessment:
On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"

1. Determine the meaning of the term in bold, using context clues.

a. In the sentence "His plan reverses a decades-long **ban** on drilling in areas other than the Gulf," what does the word **ban** mean?

- ☐ order
- ☐ allow
- ☐ stop

b. How did you use context clues to determine the meaning of the word **ban**?

2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words.

a. In the sentence "It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we're about to **unleash** the real solutions to energy dependence," what does the word **unleash** mean?

- ☐ let loose
- ☐ keep under control
- ☐ begin to develop

b. How did you use context clues or the prefix and root word in **unleash** to determine the meaning of this word?



Mid-Unit 3 Assessment:

On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States?
- ☐ Offshore oil drilling won’t really harm the environment; beaches and marine life are not affected.
 - ☐ Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.
 - ☐ It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.
4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States?
- ☐ There are no benefits to offshore oil drilling; it will not create jobs or meet America’s energy needs.
 - ☐ Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.
 - ☐ Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America’s energy needs.
5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States?
- ☐ Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.
 - ☐ Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.
 - ☐ Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.



Mid-Unit 3 Assessment:

On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”
(Answers, for Teacher Reference)

Focus question: Should offshore oil drilling be allowed along the Atlantic Coast of the United States?
(RI.5.1, W.5.8, W.5.9b)

Summary:

Not everyone agrees about President Obama’s new plan to allow offshore drilling for oil and gas in American waters. Except for a few areas in the Gulf of Mexico, this is the first time offshore drilling has been allowed in U.S. waters in decades. The drilling will provide fuel for cars and homes, reduce the need to buy oil from other countries, and create jobs. On the other hand, some people are worried about the environmental impacts and think President Obama should focus on renewable energy instead. President Obama said it was a hard decision, but he decided that he had to find a balance between environmental concerns and the need for energy and jobs.



Mid-Unit 3 Assessment:

On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”
(Answers, for Teacher Reference)

Some people think:

- **Offshore oil drilling will provide the resources we need and many jobs.**

Reasons and evidence that support this point of view:

- **Offshore drilling will provide necessary fuel for cars, homes, and power plants.**
- **Offshore drilling will provide jobs.**
- **“It will also help our nation take a further step towards energy independence,” adds McDonnell.**
- **“Americans use 19.5 million barrels of oil each day. That is the most of any country in the world.”**
- **Oil is a \$100 billion industry.**
- **In the United States, the oil industry creates 100,000 jobs, including work for geologists, engineers, technicians, doctors, and cooks.**

Other people think:

- **Offshore oil drilling will hurt the environment, and we need to try to develop clean energy sources.**

Reasons and evidence that support this point of view:

- **Animals will be in danger of suffocating if oil leaks or spills.**
- **Air and water will be polluted.**
- **The focus should be on creating renewable energy.**
- **Oil spills are dangerous to animals, such as ducks and penguins.**
- **“Ultimately, the president says, he wants to end the country’s dependence on fossil fuels—like oil—and on foreign sources of those fuels.”**
- **Doug O’Malley from Environment New Jersey says it doesn’t make sense to threaten the environment when other solutions, such as clean energy and clean cars, exist.**

After reading about both points of view, I think:

Offshore oil drilling should/should not be allowed along the Atlantic Coast of the United

My prediction:

OR

A call to action: **We could all write letters to President Obama to encourage him to put more money and research into cleaner energy, like wind energy.**



Mid-Unit 3 Assessment:
On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”
(Answers, for Teacher Reference)

1. Determine the meaning of the term in bold, using context clues. (L.5.4a)

- a. In the sentence “His plan reverses a decades-long **ban** on drilling in areas other than the Gulf,” what does the word **ban** mean?

- ☐ order
☐ allow
☒ **stop**

- b. How did you use context clues to determine the meaning of the word **ban**?

The sentence before this says, “It was no easy decision to allow new offshore oil drilling,” and that President Obama’s “plan reverses a ban”; so if it is allowed now and that reverses a ban, it means that offshore oil drilling was stopped before, when there was a ban on it.

2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words. (L.5.4a, b)

- a. In the sentence “It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we’re about to **unleash** the real solutions to energy dependence,” what does the word **unleash** mean?

- ☒ **let loose**
☐ keep under control
☐ begin to develop

- b. How did you use context clues or the prefix and root word in **unleash** to determine the meaning of this word?

The prefix *un-* means “not,” and *leash* means “to control, keep something tied up.” So *unleash* would mean to let something loose, not keep it tied up.



Mid-Unit 3 Assessment:

On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”
(Answers, for Teacher Reference)

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States? **(RI.5.6, RI.5.8)**
- ☐ Offshore oil drilling won’t really harm the environment; beaches and marine life are not affected.
 - ☐ Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.
 - ☒ **It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.**
4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States? **(RI.5.6, RI.5.8)**
- ☐ There are no benefits to offshore oil drilling; it will not create jobs or meet America’s energy needs.
 - ☒ **Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.**
 - ☐ Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America’s energy needs.
5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States? **(RI.5.6)**
- ☐ **Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.**
 - ☐ Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.
 - ☐ Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.



Tracking My Progress Mid-Unit 3

Name:

Date:

Learning Target: I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning Target: I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning Target: I can determine the meaning of unknown words, using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 6

The Painted Essay for Opinion Writing: The Introductory Paragraph



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

- I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1)
- a. I can introduce the topic clearly.
 - a. I can state an opinion.
 - a. I can create an organizational structure in which ideas are logically grouped to support my purpose.

Supporting Learning Targets

- I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power.
- With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States.

Ongoing Assessment

- Introductory Paragraph on Draft Editorial charts



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 the Gist and Structure: Model Painted Essay: Editorial about Wind Power (10 minutes) B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes) C. Shared Writing: Developing an Introductory Paragraph for an Editorial (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 independent reading book for at least 30 minutes. 	<ul style="list-style-type: none"> • In this lesson, students analyze a model Painted Essay about wind power, and then work with group members during a shared writing experience to develop an introductory paragraph that expresses an opinion about offshore oil drilling in the United States. This work supports students both in their understanding of the purpose of each part of a Painted Essay as it is applied to opinion writing, as well as in their preparation for the End of Unit 3 Assessment, in Lesson 9, when they will be asked to write an editorial essay that expresses an opinion about whether the Inuit community should approve the Mary River project on Baffin Island. • First, students read through the entire Model Painted Essay: Editorial about Wind Power to get a sense of the flow of this opinion piece, how all the parts work together, and to determine the gist. • During the second part of Work Time, students color-code and analyze how each piece of the introductory paragraph in the model Painted Essay fits together and establishes a foundation for crafting the proof and conclusion paragraphs. It is important to read through Work Time B carefully to reinforce your own understanding of each part and purpose of the introductory paragraph in the context of an opinion piece. This will prepare you to accurately explain and precisely model the use of the Painted Essay structure for students. • In the final part of Work Time, students work within groups to craft an introductory paragraph that expresses an opinion about offshore oil drilling in the United States, using their Mid-Unit 3 Assessment: Point of View graphic organizers and the article “Should We Drill?” • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print some colored copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 3B, Unit 3 lessons. • Based on the needs of your students, and their familiarity with the Painted Essay (which was taught in Module 2B), this lesson may be extended to two sessions. • In advance: <ul style="list-style-type: none"> – If your students did not do Module 2B, make sure students have completed the Painted Essay lesson before this lesson (see Unit 3 Overview, Preparation and Materials). – Create a new anchor chart titled Parts of a Painted Essay (see supporting materials). – For Work Time A, consider searching the Internet for examples of editorial from newspapers, magazines, or online blogs to show students.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> – Review the Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: a blank Draft Editorial chart for each group to write their introductory paragraphs on Learning targets; anchor charts listed in Materials.

Lesson Vocabulary	Materials
<p>introductory paragraph, introduction, attention-getter, background, thesis, opinion, point, reason, evidence, focus</p>	<ul style="list-style-type: none"> • Guiding Questions anchor chart (from Unit 1, Lesson 1) • Big Ideas anchor chart (from Unit 2, Lesson 1) • Journals (begun in Unit 1; one per student) • Model Painted Essay: Editorial about Wind Power (one per student and one to display) • Document camera • Painted Essay templates (students' own, from Module 2B, Unit 2, Lesson 8; provided in supporting materials for ease of reference; see Unit 3 Overview, Preparation and Materials) • Parts of a Painted Essay anchor chart (new; teacher-created) • Crayons, colored pencils, or highlighters (one of each color: red, green, yellow, blue; one set per student) • Overhead markers (red, green, yellow, and blue; one set for teacher use) • Color-Coded Model Painted Essay: Editorial about Wind Power (for teacher reference) • Tape, glue, or staplers (one per student) • Mid-Unit 3 Assessment: Point of View graphic organizer (from Lesson 5; students' completed graphic organizers; with teacher feedback; see Note at end of Lesson 5) • Color-Coded Model Introductory Paragraphs: Narrative Lead, Quote, Statistic (one to display) • "Should We Drill?" (from Lesson 5; one per student) • Draft Editorial chart (blank; teacher-created; one per group)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they were to read independently and then reflect on how the structure of their independent reading book supports their understanding of the ideas presented.• Review directions for the Back-to-Back, Face-to-Face protocol and ask students to quickly pair up and turn back-to-back. Ask:<ul style="list-style-type: none">* “How does the way your independent reading book is structured (organized) support your understanding of the ideas the author is trying to convey?”• After about 30 seconds, ask students to turn face-to-face to discuss their thinking with their partner.• After 1 or 2 minutes, invite several students to share their thinking with the class.• Focus students’ attention on the first Unit 3 guiding question on the Guiding Questions anchor chart.<ul style="list-style-type: none">* “How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?”• Ask students to briefly consider the question in the context of the research they conducted during Lessons 1–4 about the Mary River mine proposal and then discuss their thinking with their partner.• After 1 minute, cold call a few students to share their ideas whole group. Listen for them to mention that reading and viewing a variety of texts that presented opposing points of view helped them develop an opinion based on clear reasons and evidence from reliable sources.• Ask a few students to share out what a possible big idea related to the guiding question might be. Listen for ideas such as:<ul style="list-style-type: none">– “We can develop informed opinions about an issue based on our research, analysis, and reflection on different points of view.”• Synthesize students’ thinking to record a big idea associated with the first guiding question on the Big Ideas anchor chart.• Tell students that in this and the next two lessons, they will participate in a shared writing experience, using their notes from the Mid-Unit 3 Assessment to practice how to develop a well-organized editorial essay that will help them deepen their understanding of the second guiding question for this unit:<ul style="list-style-type: none">* “How can we effectively communicate opinions?”	<ul style="list-style-type: none">• Allow students who struggle to express their thinking aloud to write or dictate a response to the discussion question.• Provide sentence starters to support student discussions and reflections on the guiding questions.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Go on to remind students that during the previous lesson (or Module 2B), they learned about the Painted Essay structure for writing an informational piece. Explain that in today's lesson, they will closely examine each part of the introductory paragraph for a Painted Essay to understand and explain each part and its purpose, how authors can connect each part to support readers' understanding of the opinion, and how the opinion is supported by clear reasons and credible evidence. 	
Work Time	Meeting Students' Needs
<p>A. Determining the Gist and Structure: Model Painted Essay: Editorial about Wind Power (10 minutes)</p> <ul style="list-style-type: none"> Ask students to collect their journals and join their regular small groups. Distribute the Model Painted Essay: Editorial about Wind Power and display a copy using a document camera. Focus students' attention on the word <i>editorial</i>. Explain that an <i>editorial</i> is an article, usually written for a newspaper or magazine, in which the editor, a staff member, or a guest writer shares her or his opinion about an issue. Clarify and/or provide additional examples as needed (see Teaching Note.) Ask students to complete the following with their group members: <ol style="list-style-type: none"> Each person takes a turn reading one paragraph aloud, starting with the first paragraph. After reading the model aloud, discuss what you think the gist of this editorial is. Then, as a group, find and underline the sentence or sentences in the introductory paragraph that best describe what the whole editorial article is about (the gist). On a new page in your journal, write the gist of this editorial. Clarify directions as needed and then ask students to begin. Circulate to offer support. After 5 minutes, cold call members from each group to share out their gist statements with the class. Listen for them to identify all or part of the <i>focus</i> (thesis/opinion, Points 1 and 2) of the piece: <ul style="list-style-type: none"> “Wind is a valuable source of energy.” “Wind will never run out.” “Wind power doesn't hurt the environment.” Next, ask students to locate and review their Painted Essay templates. Tell students to refer to their templates and model editorial to discuss these questions in groups: 	<ul style="list-style-type: none"> As needed, consider displaying and discussing examples of editorials written by students, or editorials that are about topics students can understand, to support their understanding of what an editorial is (see Teaching Note). Consider working with a small group of struggling readers to support their reading of the Editorial about Wind Power and the completion of their gist statement. Consider modifying the length of text struggling readers take on. Make sure they have enough to support a reasonable and accurate gist statement.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “What do you notice about the structure of the model editorial in comparison to the Painted Essay template?” * “What do you wonder about the structure of the model editorial?” • After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “I notice that both the template and the essay have four parts, or paragraphs.” – “I notice there are introduction sentences in the essay that catch the reader’s attention and provide background information.” – “I notice that the last sentences (the thesis, Points 1 and 2) of the introductory paragraph tell you the gist, or focus, of the essay.” – “I notice that the proof paragraphs have information about wind power that is related to each point from the introductory paragraph.” – “I notice the conclusion sounds similar but different from the introductory paragraph.” • Tell students that during the next part of Work Time, they will focus specifically on analyzing each part of the model editorial introductory paragraph so they can better understand the importance of the introductory paragraph, as well as how the parts of this paragraph fit together to establish a plan for developing the remainder of the editorial. 	
<p>B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 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 identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power.” • Circle these key terms in this target: <i>identify</i>, <i>explain</i>, and <i>purpose</i>. Then focus students on the first two words, <i>identify</i> and <i>explain</i>. Ask them to consider what they already know about the meaning of each of these familiar target words and then discuss in groups how they could restate the target in their own words. • After 1 or 2 minutes, cold call a few students to share their thinking with the class. • Display and draw students’ attention to the top row of the Parts of a Painted Essay anchor chart. Underline the next three key terms from the target: <i>introduction</i>, <i>thesis</i>, and <i>points</i>. Ask students to locate each of these words on their Painted Essay templates and then discuss: 	<ul style="list-style-type: none"> • Consider pausing periodically and asking students to check in with their neighbors to make sure they are highlighting accurately. If they are not, ask them to support their neighbor by showing their own as a model and coaching them to highlight the correct section. In extreme circumstances, a student might offer to highlight for another student to keep him or her on pace.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “What do you recall about the purpose of each of these parts in the introductory paragraph?” • After 3 or 4 minutes, invite students from each group to share out with the class. Listen for: <ul style="list-style-type: none"> – “The <i>introduction</i> catches the reader’s attention so he or she will want to read more, gives some background information, and provides context about the topic.” – “The <i>thesis</i> is the most important part of the introductory paragraph; it tells the reader the main idea of the essay and ‘steers’ your writing the way a steering wheel steers a car.” – “The <i>points</i> are the parts of your thesis that are going to be described in the proof paragraphs of the essay; they are colored blue and yellow because when blue and yellow combine they make green, to show they are put together to create the (green) thesis.” – “The thesis and points combine to create the focus of the essay, or what the essay is mainly about.” • After a brief review of each part of the introductory paragraph, distribute crayons, colored pencils, or highlighters (red, green, yellow, blue) and lead the class in color-coding the introductory paragraph, stopping to check for accuracy and address misunderstandings after each step. As you work, use your overhead markers (red, green, yellow, blue) to underline each sentence and phrase on the displayed Model Painted Essay: Editorial about Wind Power. Refer to the Color-Coded Model Painted Essay: Editorial about Wind Power (for teacher reference) to inform your own understanding of how to guide students through color-coding each part of the introductory paragraph. • Begin by drawing a red box around the whole introductory paragraph of the wind power editorial (be sure students draw a red box around the whole paragraph, including the introduction, thesis, and both points). • Then explain that a red box is drawn around this entire paragraph to indicate that this section of the editorial provides context (attention-getter and background information) and focuses readers on what the entire article will be about. • Ask: <ul style="list-style-type: none"> * “Which sentences in the introductory paragraph do you think are the <i>introduction</i> to the essay, the sentences that provide context by grabbing the reader’s attention and giving some background information?” • After 1 minute, invite a few students to share their thinking and listen for: <ul style="list-style-type: none"> – “The first three sentences grab the reader’s attention by asking the reader to imagine a wind farm; they sort of tell a story or create a mind picture for the reader.” – “The fourth and fifth sentences provide background information about both sides of the issue, which provides context for the reader.” 	<ul style="list-style-type: none"> • To increase participation and ensure all students have opportunities to successfully contribute to the discussion, consider alerting all of them that you will cold call or draw a name to discuss the meaning of these key terms from the target. If the student you call doesn’t know how to respond, allow him or her to hear from one or two other students and then come back to him/her. Repeat this process until students can answer successfully and be sure to celebrate their growth and perseverance. • To provide all students access to the synthesis questions, offer sentence starters. (“The introduction grabbed the readers’ attention by _____” and “_____ was an example of background information provided in the introduction.”) • Offer sentence starters to support all students in participating in the discussion. (“I was able to identify the focus by _____,” “I was able to identify the thesis by _____,” and “The thesis steers the editorial because _____.”)



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Underline the first through fifth sentences with the red marker and ask students to do the same. Then write, “Gets the reader’s attention and gives background/provides context” in the third box (Purpose) of the first row of the anchor chart, to the right of Introduction.• Reiterate to students that the introduction provides not only engagement but also <i>context</i> or background knowledge about the topic of the editorial for the reader.• Next, draw a green box around the <i>focus</i> (this will include the thesis and yellow and blue points).• Remind students that the focus tells the reader what the piece is mostly about.• Ask students to consider and discuss in groups:<ul style="list-style-type: none">* “Which sentence in the focus is the <i>thesis</i>, the author’s opinion about wind power?”* “What will this essay be about?”• After 1-2 minutes, invite a few students to share out and listen for:<ul style="list-style-type: none">– “I think that ‘the wind is a valuable source of energy’ is the thesis.”• Model and ask students to lightly highlight the thesis in <i>green</i>. Tell them to be sure they color the thesis lightly so they can still read all the words.• Ask:<ul style="list-style-type: none">* “What is the purpose of the thesis?”• After 1 minute, invite a few students to share out whole class and listen for:<ul style="list-style-type: none">– “The thesis gives the reader an overall idea of what the piece will be about; in this editorial, the thesis is an opinion.”• If students do not recognize that the opinion statement is the thesis in this case, clarify this point for them.• Record “Tells what the essay is about” in the third box (Purpose) of the first row of the anchor chart, to the right of Thesis.• Next, tell students that each point helps explain the focus. In an opinion piece, each point is a reason that supports the opinion.• Ask students to consider, then discuss:<ul style="list-style-type: none">* “What do you think is the first point that the author will use to explain why she believes wind is a valuable source of energy?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After a moment, ask a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “Wind will never run out is one reason she believes wind is a valuable source of energy.”• Model and ask students to lightly highlight the first point in <i>yellow</i>. Remind them to color lightly so they are still able to read all the words.• Ask students to identify and discuss the second point that the author will use to explain why she believes wind is a valuable source of energy.• After a moment, cold call a few students to share their ideas aloud with the class. Listen for:<ul style="list-style-type: none">– “(Wind) doesn’t contaminate the environment is another reason the author believes wind is a valuable source of energy.”• Model and ask students to lightly highlight the second point in <i>blue</i>.• Ask students to consider:<ul style="list-style-type: none">* “What is the purpose of the first and second points of the focus and thesis of an opinion essay?”• After 1 minute, invite a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “The first and second points provide more detail about the focus; they explain why the author believes the opinion; they break the thesis down into more specific parts.”• Record “Provide more details about the focus and breaks the thesis into more specific parts” in the third box (Purpose) of the first row of the anchor chart, to the right of Points 1 and 2.• Then, pose these synthesizing questions for groups to discuss:<ul style="list-style-type: none">* “How does the introduction of this editorial grab the reader’s attention?”* “What type of background information is provided in the introduction?”• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “It grabs the reader’s attention by creating a mind picture for the reader, telling the reader a little story to help him or her better understand the issue.”– “The background information presents both sides of the issue, as in ‘some people think ...’ and ‘other people think....’”• Next, ask students to think about and discuss in groups:<ul style="list-style-type: none">* “How were you able to identify the <i>focus</i> of this editorial?”* “How were you able to identify the <i>thesis</i>?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "In what ways does the <i>thesis</i> 'steer' the editorial?"• After 1 or 2 minutes, cold call several students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– "Knowing that the <i>focus</i> connects to the <i>context</i> (introduction) helped me locate and identify it."– "The thesis is the author's general opinion about wind energy; it tells the reader what the whole editorial will be about, that wind energy is a valuable resource."• Ask students to think about and discuss in groups:<ul style="list-style-type: none">* "How were you able to identify the two <i>points</i> of the editorial?"* "How do they BOTH connect to the focus and thesis of this editorial about wind power?"• After 1 or 2 minutes, cold call several students to share out whole group. Listen for:<ul style="list-style-type: none">– "I noticed on my Painted Essay template that the <i>points</i> seem to be two parts of the same sentence, so I located the sentence in the introductory paragraph that provides more details about the focus and thesis/opinion of the editorial."– "Both points tell why the author believes wind is a valuable resource for energy, because one point explains how wind will never run out and the second point says that wind will not hurt the environment."• Ask students to tape, glue, or staple their model wind power essays onto the next blank page in their journals.• Congratulate students on their growing understanding of the Painted Essay structure, as well as their ability to explain the purpose of each part of the introductory paragraph.	



Work Time (continued)	Meeting Students' Needs
<p>C. Shared Writing: Developing an Introductory Paragraph for an Editorial (20 minutes)</p> <ul style="list-style-type: none"> Introduce the target: <ul style="list-style-type: none"> * “With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States.” Tell students that over the course of this and the next two lessons, they will practice writing an editorial about offshore oil drilling in the United States, using the notes from their Mid-Unit 3 Assessment: Point of View graphic organizer and the Painted Essay structure. Explain that students’ work during this and the next two lessons serves to further develop their understanding of how to use the Painted Essay structure to craft a well-organized opinion piece and will help prepare them for the editorials they will write for the end of unit assessment to argue whether Inuit communities should or should not allow mining on Baffin Island in Nunavut. Distribute and display the Color-Coded Model Introductory Paragraphs: Narrative Lead, Quote, Statistic. Focus students’ attention on the first introductory paragraph example, Narrative Lead. Point out that this is the introductory paragraph from the model editorial students just worked with. Ask them to follow along silently as you read the first three underlined sentences aloud. Remind them that they already identified these sentences as the “attention-getter” portion of the introduction. Then ask students to consider and discuss: <ul style="list-style-type: none"> * “What do you notice about how these sentences are written?” * “How do these first three sentences grab the reader’s attention?” After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for: <ul style="list-style-type: none"> – “I notice these sentences sound kind of like a story.” – “I notice the use of figurative language: metaphor, ‘a field of giant pinwheels’; and personification, ‘spinning madly.’” – “They grab the reader’s attention by comparing windmills to pinwheels, creating a picture of a wind farm in the reader’s mind by using a story-like introduction.” Explain that this first example is called a “narrative lead,” which is a technique authors sometimes use to grab readers’ attention by telling a short story that helps readers understand the issue. Next, focus students on the second introductory paragraph example, Quote, and read the underlined portions of the paragraph aloud as students follow along silently. 	<ul style="list-style-type: none"> Offer sentence starters to help all students participate fully in the discussion. (“These first sentences_____” and “They grab the readers’ attention by_____.”) Offer another set of sentence starters to support students with the next discussion. (“A quote can grab the readers’ attention by_____,” “The author infused this quote with her own thinking by_____,” and “The author connected the quote to the background information by_____.”) Consider challenging students to find examples of narrative leads, quotes, and statistics as attention-getters during their independent reading and bring in examples to share with the class. Consider inviting students who may get overwhelmed with the number of choices for an attention-getter to focus on one type and guide them through the process of using that type to grab the readers’ attention in their piece.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask them to consider and discuss: <ul style="list-style-type: none"> * “How can a quote grab readers’ attention?” * “How did the author infuse this quote into her own thinking?” * “How does the author connect the quote to the background information?” • After 2 minutes, cold call a few students to share their group’s thinking with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “Quotes are a good way to grab readers’ attention because they provide factual information and can establish credibility right away, especially if the quote is from a reliable, recognized source.” – “The author started by telling the audience who said the quote and what her expertise is (manager for a company that buys and sells wind power).” – “The author uses a connecting phrase (transition) to connect the quote to the background information by saying, ‘This quote illustrates that some people think....’” • Point out that the author used her own words as well as a quote from a reliable source. This is similar to the way students practiced adding quotes to their summary paragraphs in Unit 1 of this module. • Ask students to focus on the third introductory paragraph example, Quote/Statistic, and read the last underlined sentence of the introductory paragraph aloud as they follow along silently. • Ask groups to discuss: <ul style="list-style-type: none"> * “How is this sentence both a quote and a statistic?” * “What do you notice about where this sentence is placed within the paragraph, in contrast to the other two examples?” * “How does the quote/statistic grab the readers’ attention?” • After 2 minutes, cold call several groups to share their thinking with the class. Listen for suggestions such as: <ul style="list-style-type: none"> – “It is a quote because it was said by the U.S. secretary of energy, Steven Chu, and it is in quotation marks.” – “It is a statistic because it provides data in the form of a number, 25 percent of future energy use.” – “I notice it is at the end of the paragraph instead of the beginning like the other two examples; it’s separated from the background information.” – “It grabs the reader’s attention because it is specific information in the form of data and is provided by a reliable source, the U.S. secretary of energy; it’s interesting because 25 percent is a large amount.” 	<ul style="list-style-type: none"> • If group dynamics alone aren’t enough to support students who are struggling to read or write grade-level text, offer to support them in a small group to guide them through these steps.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Take a moment to explain that authors can grab readers' attention in a variety of ways. These three examples demonstrate the use of a narrative lead, a quote, and a statistic for that purpose. Remind students that during previous modules, they also learned that authors sometimes choose to use a question or exclamation to gain their readers' interest.• Go on to emphasize that these examples also illustrate that an introductory paragraph can be organized differently. What is most critical for students to understand are the parts and purpose of each piece of the introductory paragraph and how those pieces can be crafted and arranged in numerous ways that allow each individual writer to express her or his ideas clearly and creatively.• Tell students they are now going to participate in a shared writing experience to develop an introductory paragraph for an editorial about offshore oil drilling, using their notes from the Mid-Unit 3 Assessment: Point of View graphic organizer, the article "Should We Drill?" and the Painted Essay structure.• Return and/or help students locate their mid-unit assessment graphic organizer and article. Then point out each group's Draft Editorial chart.• Explain that students will work with group members to develop each part of an introductory paragraph for an editorial about offshore oil drilling in the United States. After each group develops and records their thinking on their chart, they will have an opportunity to share their ideas aloud for you to synthesize and record on a class version of the same chart.• Direct students to begin by completing the following in groups:<ol style="list-style-type: none">1. With group members, review your Point of View graphic organizers and article from the mid-unit assessment.2. Discuss, based on the information in your notes and the text, what would be a good way to grab your readers' attention in the first sentence of the introduction (narrative lead, quote, statistic, question, exclamation).3. Work with group members to develop and record an attention-getter at the top of your chart (remember to indent the first sentence).• Clarify directions as needed and then circulate to offer support and guidance.• After 3 or 4 minutes, invite groups to share the attention-getter they each recorded and explain why they chose to use either a narrative lead, quote, statistic, question, or exclamation (responses will vary).• Synthesize students' thinking to record an attention-getter at the top of the class chart and underline with red marker.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then give these directions to groups:<ol style="list-style-type: none">1. Once again, review your graphic organizers and article to determine the background information you will include in the introduction of your introductory paragraph (what each side thinks about the issue).2. Discuss with group members how you could restate the information in your graphic organizers and from the article to provide background knowledge to readers about both sides of the issue.3. Record background information after the attention-getter on your chart.• Clarify as needed and then circulate to support.• After 2 or 3 minutes, invite groups to share the background information they recorded (responses will vary, but listen for students to share ideas that include both sides of the issue).• Synthesize students' thinking to record background information on the class chart and underline with red marker.• Direct students to work in groups to:<ol style="list-style-type: none">1. Review the opinion each group member recorded on his or her mid-unit assessment graphic organizer.2. Discuss and arrive at a group consensus: "Should offshore oil drilling be allowed along the Atlantic Coast of the United States?"3. Record your opinion (thesis) directly after the background information. Be sure to use key words from the question in your opinion statement.• Provide clarification and then circulate to offer guidance as necessary.• After 2 or 3 minutes, invite groups to share the opinion statement (thesis) they recorded. Responses will vary, but listen for students to take one side of the issue and use key terms from the question (e.g., offshore oil drilling should/should not be allowed along the Atlantic Coast of the United States).• Synthesize students' thinking to record a statement of the most prevalent class opinion (thesis) on the class chart. Underline with green marker.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, direct students to develop their two points by working in groups:<ol style="list-style-type: none">1. Review your graphic organizers and article to locate information that helps you explain the reasons you believe the opinion (thesis).2. Discuss how you could develop a sentence that expresses two separate reasons (points) that support the opinion (thesis).3. Once you arrive at consensus, record your group's thinking after the opinion on your group chart.• Provide clarity as needed and then circulate to support. Encourage students to refer to the introductory paragraph from the model essay, or other model introductory paragraphs, for ideas.• After 3 or 4 minutes, cold call groups to share their thinking with the class. Answers will vary, but listen for students to share two reasons (points), combined into one sentence, that support the opinion they recorded on their group chart. Synthesize students' ideas to record a sentence that expresses two reasons (points) in support of the class opinion on the class chart just after the opinion. Underline the first reason with yellow marker and the second reason with blue marker.• Then, draw a green box around the opinion (thesis) and two reasons (Points 1 and 2) on the class chart and ask students:<ul style="list-style-type: none">* "What is the purpose of the thesis (opinion) and Points 1 and 2 (reasons)?"* "Why are they boxed in green?"• Listen for them to share that these are the <i>focus</i> of the article; they have a green box around them because the green thesis and the yellow and blue points all combine to make green and establish a focus for the piece.• Draw a red box around the entire introductory paragraph on the class chart then ask students to consider and discuss:<ul style="list-style-type: none">* "Why is there a red box around the entire paragraph?"* "How do all the parts of the introductory paragraph work together to establish a plan for your editorial?"• After 2 minutes, listen for students to share out that the introductory paragraph is boxed in red because this first section of the editorial is meant to provide context, through an attention-getter and background information, and it focuses readers on what the entire article will be about (or similar suggestions).• Once again, praise students for their developing understanding of the purpose for each part of the introductory paragraph in a Painted Essay and their ability to explain how these parts work together to engage and support readers' understanding of the ideas conveyed.	



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' attention on the top row, third column of the Parts of a Painted Essay anchor chart, titled Purpose. Point out that one of the purposes of the introduction is to grab the reader's attention. Ask students to refer to their introductory paragraphs about offshore oil drilling and discuss with group members: <ul style="list-style-type: none"> * "What are the types of attention-getters you learned about today?" * "Which one do you think would be most effective for grabbing the readers' attention in an opinion piece, like an editorial? Explain your thinking." Give students 2 or 3 minutes to share their ideas in groups. Then invite a few students to share out their thinking with the class. Listen for ideas such as: <ul style="list-style-type: none"> – "We learned about a narrative lead, quote, and statistic." – "I think a narrative lead/quote/statistic is the best way to grab the reader's attention in an opinion piece because_____." Read each learning target aloud and ask students to use Fist to Five to demonstrate their level of mastery toward each target. Note students who show three to fist, as they may need more support identifying the parts of an introductory paragraph and the purpose of each. 	<ul style="list-style-type: none"> Provide sentence starters as needed to allow all students access to the debrief discussion.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read your independent reading book for at least 30 minutes. Be prepared to discuss one interesting piece of information from your book and explain why it is interesting. 	<ul style="list-style-type: none"> As available, provide audio versions of texts to students who struggle with independent reading.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 6

Supporting Materials



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Model Painted Essay:
Editorial about Wind Power

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think wind power is part of the solution to our need for new energy resources, but others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Wind power is a renewable source of energy. The wind is present everywhere on the planet, and it is never going to stop blowing. Other energy sources, like coal and oil, will run out someday. This is one reason why the cost of coal is rising while the cost of wind power is dropping steadily. The winds that blow offshore are especially strong and reliable, which makes offshore wind farms a very promising source of energy to power our coastal cities.

Wind is also a great energy source because it produces no pollution. When coal and other fossil fuels are burned to generate electricity, they fill the air with dangerous pollutants that can make it hard to breathe. Oil spills and coal mining also cause water pollution. Mining for fossil fuels can leave the land barren, but farms can still grow crops right next to where wind turbines are built.

The wind is one source of energy we will be able to count on for an unlimited amount of time. Wind can also provide electricity without causing extensive damage to the environment. Therefore, I believe people should begin to recognize the value of this incredible resource. If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.



Painted Essay template

The Painted Essay ®

A tool for teaching basic essay form

Introduction

Catches the readers' attention
Gives some background information

THESIS

Point 1

Point 2

Proof Paragraph 1

Gives evidence and reasons to support point 1

Transition

Proof Paragraph 2

Gives evidence and reasons to support point 2

Conclusion

What?
So What?



Parts of a Painted Essay Anchor Chart
(For Teacher Reference)

	Parts	Purposes
Introductory Paragraph	1. Introduction 2. Thesis (opinion) 3. Point 1 and Point 2 (reasons)	
Proof Paragraph 1 _____	Point 1 (Reason 1) Evidence	
Proof Paragraph 2 _____	Transition Point 2 (Reason 2) Evidence	
Conclusion Paragraph	What? So what?	



Color-Coded Model Painted Essay:
Editorial about Wind Power
(For Teacher Reference)

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think wind power is part of the solution to our need for new energy resources, but others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Wind power is a renewable source of energy. The wind is present everywhere on the planet, and it is never going to stop blowing. Other energy sources, like coal and oil, will run out someday. This is one reason why the cost of coal is rising while the cost of wind power is dropping steadily. The winds that blow offshore are especially strong and reliable, which makes offshore wind farms a very promising source of energy to power our coastal cities.

Wind is also a great energy source because it produces no pollution. When coal and other fossil fuels are burned to generate electricity, they fill the air with dangerous pollutants that can make it hard to breathe. Oil spills and coal mining also cause water pollution. Mining for fossil fuels can leave the land barren, but farms can still grow crops right next to where wind turbines are built.

The wind is one source of energy we will be able to count on for an unlimited amount of time. Wind can also provide electricity without causing extensive damage to the environment. Therefore, I believe people should begin to recognize the value of this incredible resource. If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.



Color-Coded Model Introductory Paragraphs:
Narrative Lead, Quote, Statistic

Narrative Lead:

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think that wind power is part of the solution to our need for new energy resources. Others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Quote:

According to Cindy Bothwell, manager of Integrated Resource Planning for PNM, a company that buys wind power to sell as electricity to its customers, "Wind farms help our nation's energy supply without creating greenhouse gases or other pollutants." This quote illustrates that some people think wind power is part of the solution to our need for new energy resources. However, other people worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Quote/Statistic:

Some people think that wind power is part of the solution to our need for new energy resources. Others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment. In fact, "wind energy could provide as much as 25 percent of our electricity [in the future]," according to U.S. Secretary of Energy Steven Chu.



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"> 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 Proof Paragraphs of a Painted Essay (15 minutes) B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (15 minutes) C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (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 independent reading book for at least 30 minutes. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • In advance: <ul style="list-style-type: none"> – 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. – Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; anchor charts listed in materials.



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



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to partner with a classmate they have not worked with much or at all.• Ask students to discuss their homework reflections:<ul style="list-style-type: none">* “What is one interesting piece of information you learned from your independent reading book?”* “Why is this information interesting to you?”• After 2 minutes, invite a few students to share out interesting ideas they heard from their partner. Answers will vary.• 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.• 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.	<ul style="list-style-type: none">• Provide sentence starters to allow all students access to partner discussions.



Work Time	Meeting Students' Needs
<p>A. Determining Related Ideas: Reasons and Evidence for the Proof Paragraphs of a Painted Essay (15 minutes)</p> <ul style="list-style-type: none"> Ask students to collect their journals, Painted Essay templates, and Model Painted Essays: Editorial about Wind Power and join their regular groups. Distribute crayons, colored pencils, or highlighters (yellow and blue). Tell 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 editorial? What will this editorial be mostly about?” Listen for students to repeat or paraphrase the thesis: <ul style="list-style-type: none"> – “I think that the wind is a valuable source of energy.” 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"> * “Wind will never run out.” Draw students’ attention to the Parts of a Painted Essay anchor chart 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. 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. 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.” 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.” 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"> * “What doesn’t contaminate the environment? What is the topic of the essay?” 	<ul style="list-style-type: none"> Consider displaying the Editorial about Wind Power under the document camera and pointing out the thesis and points as they are discussed. 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. Offer a sentence starter to give all students access to the discussion question. (“Reasons are used to_____, whereas evidence is_____.”) 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. Consider displaying the wind power editorial and pointing to the sentences students suggest is the transition.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call one or two students to share out and listen for: <ul style="list-style-type: none"> – “Wind energy is the topic of this essay, so the second point is wind energy doesn’t contaminate the environment.” • 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. • 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. • 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"> * “What do you recall from the beginning of this unit about how authors use reasons and evidence to support an opinion?” • After 2 minutes, invite a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “We learned that reasons explain why the author believes the opinion.” – “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.” – “Evidence from reliable sources makes our opinion more credible, trustworthy, and believable.” • If students cannot explain the distinction between reasons and evidence, briefly refresh their memories by referring to the Developing an Opinion anchor chart. • 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.” • Then ask students to complete the following: <ol style="list-style-type: none"> 1. With group members, reread Proof Paragraph 1 (the second paragraph) of the model wind power editorial. 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. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Clarify directions as needed and then ask students to begin working. Circulate to offer support. • 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"> – “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.’” – “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.’” – “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.’” • If students have trouble distinguishing between reasons and evidence, provide further clarification as needed. • Focus students on the second row, third column, Purposes, and ask them to consider and discuss in groups: <ul style="list-style-type: none"> * “What is the purpose (goal, objective) of the point (reason) 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 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.” – “Give more information to the 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, “Wind doesn’t contaminate the environment,” and Proof Paragraph 2 to complete the following steps: <ol style="list-style-type: none"> 1. With group members, reread Proof Paragraph 2 (the third paragraph) of the model wind power editorial. • 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. • Provide clarification as needed and then ask students to begin. 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 ideas with the class. Listen for: <ul style="list-style-type: none"> – “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.’” – “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.’” • Focus students on the third row, third column (Purposes) and ask them to consider and discuss in groups: <ul style="list-style-type: none"> * “What is the purpose (goal/objective) of Point 2 (Reason 2) 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 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.” – “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.” • Record students’ ideas in the Purposes box of the second row of the anchor chart. • 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"> * “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 (reason) and the second point (reason).” • 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. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> 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"> “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.” 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. 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. 	
<p>B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (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 editorial about offshore oil drilling in the United States.” Underline words students are familiar with: <i>determine, reasons, evidence, related, points, and editorial.</i> Ask them 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 focus on the Draft Editorial charts they created during Lesson 6. Distribute a Proof Paragraphs graphic organizer to each group. <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"> Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. 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. Consider using talking tokens to ensure that each student participates in this discussion equally.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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). • 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. • 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). • 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. • 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 • Help students locate their article, "Should We Drill?" and completed Mid-Unit 3 Assessment: Point of View graphic organizer. • Then distribute the Reasons and Evidence task card. 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. • Provide clarification as needed and then ask students to begin. Circulate to provide support and guidance. • 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). 	<ul style="list-style-type: none"> • 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to review 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 (opinion) they recorded on their group charts. 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. 	
<p>C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (20 minutes)</p> <ul style="list-style-type: none"> Ask students to read the second learning target aloud: <ul style="list-style-type: none"> * “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.” 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. 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. Distribute a Proof Paragraphs task card to each group. Read the directions aloud as students follow along silently. Answer clarifying questions, then ask students to begin. Circulate to offer guidance and support as needed. Prompt students' thinking by asking questions such as: <ul style="list-style-type: none"> * “How is the reason in this proof paragraph a restatement of Point 1 or 2 (Reason 1 or 2) from your introductory paragraph?” * “How does the evidence you have chosen connect to the point (reason) and thesis (opinion)?” * “How did your group determine the order in which they would add evidence to the proof paragraph?” * “How do the reason and evidence in this proof paragraph support the focus (thesis and points) of your editorial?” 	<ul style="list-style-type: none"> Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. To support students who may struggle writing their proof paragraphs, consider pulling them in a small group to guide them through the task card.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> 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. 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. 	
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, then pose the following question for them to think about and discuss with group members: <ul style="list-style-type: none"> * "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?" 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 writing proof paragraphs that support the thesis and points from the introductory paragraph. 	<ul style="list-style-type: none"> 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 _____.")
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> As available, provide an audio recording of the text for students who struggle to read independently. Encourage those who struggle with oral expression to write their reflections on a blank page in their journals.



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.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 8

The Painted Essay for Opinion Writing: Developing a Conclusion and Adding Linking Words



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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)

c. I can link opinion and reasons using words, phrases, and clauses.

d. I can provide a concluding section related to the opinion presented.

I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1)

Supporting Learning Targets

- With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary.
- With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words.

Ongoing Assessment

- Conclusion paragraph that includes specific language and key terms on Draft Editorial charts
- Linking words added to proof paragraphs and conclusion of offshore drilling editorial



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. The Painted Essay: Analyzing and Writing a Conclusion (25 minutes)B. Using Linking Words to Connect Ideas (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (10 minutes)4. Homework<ol style="list-style-type: none">A. In preparation for the End of Unit 3 Assessment, make sure you have completed your graphic organizers, note-catchers, vocabulary cards and Frayer models.B. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 6 and 7. Today, students focus on analyzing and writing a conclusion paragraph and recognizing the types of linking words (transitions) and how they are used in writing to show the relationship between ideas.• Review the example Linking Words anchor chart (in the supporting materials) to become familiar with the four types of linking words, as well as the descriptions and examples for each type, to support students' understanding of them during Work Time B.• In advance:<ul style="list-style-type: none">– Post the Parts of a Painted Essay anchor chart for student reference.– Create a new anchor chart: Linking Words (see the supporting materials).– Cut chart-size (large) paper strips for students to use as idea strips during Work Time A. Each group will need four idea strips.– Review Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; anchor charts listed in materials.



Lesson Vocabulary	Materials
conclusion, linking words, addition, contrast, cause, time	<ul style="list-style-type: none">• Draft Editorial chart (from Lesson 6; one per group)• Painted Essay templates (from Lesson 7)• Parts of a Painted Essay anchor chart (from Lesson 6)• Model Painted Essay: Editorial about Wind Power (from Lesson 6; one per student and one to display)• Crayons, colored pencils, or highlighters (one of each color: green, yellow, blue; one set per student)• Conclusion Paragraph task card (one per group)• Idea strips (chart-size; teacher-created; four per group)• Glue stick (one per student or group)• Linking Words anchor chart: Opinion (new; teacher-created)• Linking Words and Phrases: Opinion Writing (one per student and one to display)• Document camera• Linking Words and Phrases: Opinion Writing (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to consider their homework reflections regarding their independent reading book.• Ask them to find a partner who is <i>not</i> a member of their regular group and discuss:<ul style="list-style-type: none">* “How does the author (and illustrator) of your independent reading book help readers understand the information and ideas she or he is trying to convey?”• After 1 or 2 minutes, invite a few partners to share their thinking whole group. Encourage students to display and/or refer to specific pages in their independent reading texts that support their thinking.• Remind students that to support their ability to craft a well-organized editorial essay about the Mary River mine proposal on Baffin Island for the End of Unit 3 Assessment, they have been learning about the parts of the Painted Essay and how they connect to support readers' understanding of the ideas they, as authors, want to convey.• Explain that today, they are going to analyze the final piece of the Painted Essay, the conclusion paragraph, and then work collaboratively within groups to write a conclusion for their editorials about offshore oil drilling in the United States. Once all four paragraphs of their editorials are written, they will learn about the various types of linking words that can be used to connect ideas within a written piece. Then they will apply their understanding of linking words to ensure the ideas in their editorials are clearly connected and that the parts connect clearly, so the reader can more fully understand the ideas they are trying to convey.	<ul style="list-style-type: none">• Provide sentence starters as needed to support partner discussions.



Work Time	Meeting Students' Needs
<p>A. The Painted Essay: Analyzing and Writing a Conclusion (25 minutes)</p> <ul style="list-style-type: none"> Ask students to join their regular small groups at their group's Draft Editorial chart. Display and direct students to locate the Painted Essay template and then focus their attention on the bottom row of the Parts of a Painted Essay anchor chart, Conclusion Paragraph, What? and So What? Give students 1 or 2 minutes to discuss what they recall about the What? part of the conclusion. Then, invite a few students to share their thinking whole group and listen for: <ul style="list-style-type: none"> – “The What? is a restatement of the thesis.” Give students another 1 or 2 minutes to discuss what they remember about the So What? part of the conclusion. Invite a few students to share out with the class. Listen for them to say something like: <ul style="list-style-type: none"> – “The So What? is your own thinking about the thesis or focus of the piece.” – “You explain why the points presented in the essay are important.” Ask students to take out their Model Painted Essay: Editorial about Wind Power and complete the following with group members: <ol style="list-style-type: none"> Independently read the conclusion (fourth paragraph) of the model essay. With group members, review the conclusion of the model essay to identify the What?: <ul style="list-style-type: none"> • “Which sentence in the conclusion is a new way to restate the thesis (opinion) from the introductory paragraph?” • “How did you identify the What?” With group members, review the conclusion of the model essay to identify the So What?: <ul style="list-style-type: none"> • “Which sentences explain the author's own thinking about each point (reason)?” Clarify directions for students as necessary. After 2 or 3 minutes, cold call several students to share out the What? and So What? from the conclusion of the model essay. Listen for them to share: <ul style="list-style-type: none"> – “The third sentence of the conclusion, ‘Therefore, I believe people should begin to recognize the value of this incredible resource,’ is the What?—a new, interesting way to restate the thesis (opinion) of the essay.” – “We figured out which sentence related to the thesis by restating the thesis first in our own words and thought a new way to say that would be to emphasize again that you believe wind should be recognized as a valuable resource.” 	<ul style="list-style-type: none"> Consider writing the definitions of the “what” and “so what” portions of the conclusion as a visual reference for students as they work. Consider displaying the part of the model editorial on wind power that matches the “what” and “so what” under the document camera. Offer a sentence starter to provide all students with access to the discussion about the conclusion. (“The purpose of a conclusion paragraph is_____.”) Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. To support students who may struggle to write their conclusion paragraph with the support of their peers, consider pulling them in a small group to guide them through the directions on the Conclusion Paragraph task card. For students who struggle with multi-step directions, consider highlighting or drawing a box around just 2-3 steps of the Conclusion Paragraph task card for students to complete, before moving on to the next 2-3 steps, and so on.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– “The sentences that explain the author’s own thinking about why the wind is a valuable source of energy, the So What?, are: ‘The wind is one source of energy we will be able to count on for an unlimited amount of time,’ ‘Wind can also provide electricity without causing extensive damage to the environment,’ and ‘If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.’”– “We figured this out by checking to see if the sentences would answer the question ‘Why is wind a valuable source of energy?’”– “On our Painted Essay templates, we mixed green, yellow, and blue to create a new shade of green that represents all the ideas in the essay, and these sentences used specific language, vocabulary from the thesis, points, and proof paragraphs.”• If students are unable to arrive at these conclusions or clearly explain their thinking, consider modeling with a think-aloud using the “Listen for” examples above.• Next, draw students’ attention back to the last sentence in the model conclusion paragraph: “If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.”• Point out this is an example of a call to action and a prediction. Ask them to recall and then briefly discuss in groups what they learned about the purpose of a prediction or call to action from Lesson 2 and how this last sentence of the model editorial is an example of both.• After 1 or 2 minutes, invite a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “A call to action is a way to get your audience involved with or interested in the issue and is in support of your opinion; the first part of the model editorial sentence is a call to action because it supports the opinion by saying ‘If we act now to harness this....’”– “A prediction is in support of your opinion and a way to get your audience to see what could happen as a result of following your recommendation, or agreeing with your opinion; the second half of the model editorial sentence is a prediction because it supports the opinion that wind is a valuable energy source and explains that using wind power can save the earth from more harm in the future.”• If students are not able to recognize and articulate how the last sentence of the conclusion is both a call to action and a prediction, explain it to them.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then ask students to consider and discuss with group members:<ul style="list-style-type: none">* “What is the purpose of the conclusion paragraph?”• Give them 1 or 2 minutes to discuss their thinking. Then cold call members from each group to share out. Listen for ideas such as:<ul style="list-style-type: none">– “It’s a way to bring your audience back to the focus (thesis and points/opinion and reasons) of your essay and let them know why you think the topic or issue is important.”– “The conclusion combines the thesis and points presented in the essay in a new and interesting way.”– “It’s a way to remind your reader why the topic or issue is important, to sum up the focus.”• Record students’ ideas in the third box of the Conclusion row on the anchor chart. If students do not mention these ideas, add them to the anchor chart.• Distribute the crayons, colored pencils, or highlighters. Model and ask students to draw a green box around the entire last paragraph of their model wind power editorials. Continue to model and ask students to use the green, yellow, and blue highlighters to put dots of each color mixed together inside of the green box as a way to visualize how each piece of the focus (thesis, points) and the proof paragraphs fits together to create a cohesive conclusion for the essay.• Next, focus students on the first learning target and ask them to read it aloud together:<ul style="list-style-type: none">* “With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary.”• Ask students to think about and then share out a restated version of the target, based on their understanding of the key terms: <i>conclusion</i>, <i>editorial</i>, <i>specific language</i>, and <i>key vocabulary</i>.• Tell students they will now work with group members to develop and write a conclusion paragraph for the draft editorials they have been working on about offshore drilling along the Atlantic Coast of the United States.• Direct students to focus on their group’s Draft Editorial chart and distribute the Conclusion Paragraph task card, four idea strips, and a glue stick to each group. Read the directions aloud as students follow along silently. Answer clarifying questions, then ask students to begin. Circulate to offer guidance and support as needed.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 10 to 12 minutes, invite a few students to share their paragraphs whole group. After each student presents aloud, pose questions such as:<ul style="list-style-type: none">* “How did you use specific language or key vocabulary to restate the thesis of your group editorial in a new or interesting way?”* “How were you able to incorporate specific language and key vocabulary to explain the So What? and express your own thinking about the issue of offshore oil drilling in the United States?”* “How does your prediction and/or call to action restate the thesis and engage your audience in the issue?”* “How did you determine the order of your ideas?”• Students' responses will vary.• Congratulate students on their ability to put all the pieces of their Painted Essays together to express their opinion in the form of a group editorial. Then explain that during the next part of Work Time, students will learn how to use linking words to connect, or link, the ideas expressed in their editorials to support readers' understanding of how the ideas are interrelated and create a “flow” for the piece.	
<p>B. Using Linking Words to Connect Ideas (20 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the second learning target:<ul style="list-style-type: none">* “With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words.”• Underline the words from this target that students should now be familiar with: <i>connect, ideas, linking words</i>.• Ask students to briefly consider, then discuss in groups how they could restate the target in their own words.• After 1 minute, cold call a few students to share their thinking whole group.• Explain that today students are going to work within groups to add linking words and phrases to their editorials to clearly connect the opinion, reasons, and evidence and to improve the overall readability of their editorials.• Tell students that before they begin working in groups to add linking words and phrases to their editorials about offshore oil drilling, they will practice identifying a variety of linking words and phrases and then discuss how the words and phrases help to connect important ideas.	<ul style="list-style-type: none">• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute Linking Words and Phrases: Opinion Writing and display a copy under the document camera. • Read aloud the first example under “Sample opinion linked to reason”: <ul style="list-style-type: none"> * “Summer is the best time of year <i>because</i> there is so much to do outside!” • Ask students to briefly discuss in groups how the word <i>because</i> links the opinion to the reason. • After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for: <ul style="list-style-type: none"> – “The word <i>because</i> connects the opinion ‘summer is the best time of year’ to the reason ‘there is so much to do.’ <i>Because</i> is used to indicate that the author is expressing an opinion and then telling the reader why he or she believes the opinion.” • If students have difficulty articulating the connection between the opinion and reason in the sample sentence, explain it to them. • Draw students’ attention to the Linking Words Anchor Chart: Opinion and add the word <i>because</i> to the left side. Synthesize students’ thinking to write how the word <i>because</i> links the opinion to a reason, on the right side of the chart. • Focus students on the “Sample reason linked to evidence.” Read the reason and each piece of evidence aloud as students follow along silently. Then ask them to review the sample and discuss in groups: <ul style="list-style-type: none"> * “How do the italicized linking words in this sample connect the reason to evidence?” • After 2 or 3 minutes, cold call a few students to share out whole class. Listen for them to mention ideas like: <ul style="list-style-type: none"> – “The linking phrases ‘one example’ and ‘something else’ indicate a list of examples or information in support of the reason.” – “The linking phrase ‘as a matter of fact’ connects the last piece of evidence to the reason and indicates it is an important piece of information, a fact in support of the reason.” • Record each linking phrase on the anchor chart and synthesize students’ thinking to explain how each phrase connects the reason and evidence, on the right side of the chart. • Point students to the Practice section on their handouts. Read the directions aloud, answer any clarifying questions, then ask students to work with group members to locate and underline each linking word and phrase in the practice sentences. • Circulate to provide support and guidance as needed. 	<ul style="list-style-type: none"> • Offer sentence starters to provide all students with access to each discussion. • Consider using talking tokens to ensure equal participation so that one student isn’t doing all the thinking about coding the linking words while the other students in the group acquiesce. • Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. • To support students who may have trouble locating sentences to revise with linking words, even with the support of their peers, consider pulling them in a small group to guide them through these steps.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 5 minutes, cold call members from various groups to share out the linking words and phrases they identified and explain how each word or phrase connects the opinion and reason, or reason and evidence. See Linking Words and Phrases: Opinion Writing (answers, for teacher reference).• Add linking words, phrases, and student explanations to the anchor chart.• Explain that students will use their new understandings about linking words to make a final revision to their editorials about offshore oil drilling along the Atlantic Coast of the United States. They will go back through each paragraph they wrote and add linking words to show the relationships between the opinion, reasons, and evidence, as well as improve the readability or “flow” of the piece to ensure readers can understand the ideas each group is trying to convey.• Ask students to once again refer to their group Draft Editorial charts. Direct groups to complete the following:<ol style="list-style-type: none">1. With group members, read through your introductory paragraph, then pause to think about and discuss:<ul style="list-style-type: none">• “Are there any ideas or sentences we could combine to make this piece flow more clearly?”• “Are the ideas similar? Are they different? Did one cause the other? Are they connected over time?”• “How could we use linking words to show the relationship between these ideas more clearly?”2. Once you arrive at a group consensus, cross out the old sentence(s) and write a new sentence in the space above your original sentence(s) or in the margin of your chart.3. Repeat Steps 1 and 2 for each of the remaining paragraphs (Proof Paragraph 1, Proof Paragraph 2, and conclusion paragraph.)4. If time allows, read your revised essay aloud to another group and ask them to provide feedback on the flow of your piece.• Provide clarification as needed and then ask students to begin their work. Circulate to offer guidance.• After 8 to 10 minutes, focus students whole group and pose these questions for discussion:<ul style="list-style-type: none">* “How did adding linking words to your group editorials make the relationships between ideas clearer?”* “In what ways did adding linking words improve the flow or readability of your editorial?”• Students’ answers will vary, but listen for them to mention how specific linking words or phrases they added to their editorials made the relationships between ideas clearer and improved the readability of the piece.• Tell students they will have an opportunity to share their group work with another small group during the Closing.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Ask groups to partner up, then complete the following:<ol style="list-style-type: none">1. Read the other group's editorial.2. Think about:<ul style="list-style-type: none">• “How did this group use linking words to show a clear connection between ideas and improve the readability/flow of their editorial?”• Give groups 5 or 6 minutes to complete Steps 1 and 2 and remind students that when offering peer critique, they must remember to be both <i>kind</i> and <i>specific</i>.• After groups have shared their editorials with one another, invite a few groups to share out a compliment about their partner group's use of linking words to connect ideas or improve the flow of the editorial.• Reread each of the learning targets aloud and ask students to use Thumb-O-Meter to show their level of mastery toward each target.• Tell students they will take the End of Unit 3 Assessment in the next lesson.	<ul style="list-style-type: none">• Circulate to support students reading each other's editorial and listening for linking words.• Invite one or two students to provide the reasoning for their Thumb-O-Meter rating for each target to give you and them a better idea of what's standing in the way of meeting the targets.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• In preparation for the End of Unit 3 Assessment, make sure you have completed:<ul style="list-style-type: none">– Point of View organizers from Lessons 2 and 3– Nunavut Mine note-catcher from Lesson 4– Vocabulary cards and Frayer models from Lessons 2–4• Read your independent reading book for at least 20 minutes. <p><i>Note: Students will need their completed graphic organizers, note-catcher, vocabulary cards and Frayer models from lessons two through four of this unit, for the End-of-Unit 3 Assessment. Preview Lesson 9 in advance to consider ways to help students organize and efficiently access relevant materials during the assessment.</i></p>	<ul style="list-style-type: none">• Schedule short, one-on-one meetings with students to help them check that they have all the necessary materials completed for the End of Unit 3 Assessment. If there are students who do not have the necessary materials completed, help them establish a plan for completion and/or provide one-on-one support as needed for them to complete their work.• As available, provide an audio version of the text for students who struggle to read independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 8

Supporting Materials



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Conclusion Paragraph Task Card

1. Independently reread your group's introductory paragraph about offshore oil drilling.
2. With group members, chorally reread the *thesis* (opinion) of the introductory paragraph. Think about, then discuss:
 - “How can we restate the thesis (opinion) in a new and interesting way to convey the What? of our conclusion?”
 - “How can we use specific language and key terms from the thesis (opinion) in our conclusion?”
3. Come to consensus. Then work together to record a sentence that restates the thesis (opinion) on one of your idea strips.
4. Independently, reread the *points* of your group's introductory paragraph, as well as both *proof paragraphs*. Think about and discuss:
 - “How can we express our own thinking about why offshore oil drilling should or should not be allowed along the Atlantic Coast of the United States?”
 - “How can we explain the So What? of our editorial focus by adding a prediction or call to action to the conclusion?” (Hint: See the lower boxes of your Mid-Unit 3 Assessment: Point of View graphic organizer for ideas.)
 - “How can we use specific language and key terms to emphasize important details about offshore oil drilling along the Atlantic Coast of the United States?”
5. Come to consensus. Then work together to record two or three additional sentences for your group's conclusion paragraph on your remaining idea strips.
6. Once your group has recorded the What? and So What? of your conclusion onto idea strips, move the strips around to place sentences in the order you collectively think makes the most sense.
7. With group members, read aloud through the sentences in the order you placed them, as if you are reading the complete conclusion paragraph. Then discuss:
 - “Does this make sense?”
 - “Does it sound right?”
 - “Do these sentences clearly connect back to our thesis (opinion), points (reasons), and proof paragraphs in a sequence that makes sense?”
8. Continue to move the idea strips around until all group members feel they can answer yes to each of the questions from Step 7.
9. Once your group has the idea strips in the proper order, paste them onto the group Draft Editorial chart, below the second proof paragraph, and prepare to share out with the class.



Linking Words Anchor Chart: Opinion
(For Teacher Reference)

Linking Words and Phrases	How this word or phrase connects the opinion, reason, evidence ...



Linking Words and Phrases:
Opinion Writing

Sample opinion linked to reasons:

Summer is the best time of year *because* there is so much to do outside!

Sample reason linked to evidence:

There is so much to do outdoors during the summer. *One example* of a fun summer activity is swimming at the pool. *Something else* to do outside in the summer is play baseball with friends. *As a matter of fact*, there are so many things to do outside when the weather is warm that it's almost impossible to choose what to do next!

Practice

With group members, read each sentence below, then identify and underline the linking word or phrase in each one. Be prepared to explain how each linking word or phrase connects the opinion to the reason and reasons to evidence.

1. The best pet to have is a turtle, since a turtle can live for a really long time.
2. Turtles can live for decades. In fact, one turtle born in the late 1700s lived to be 188 years old.
3. I don't think people should be allowed to talk on their cell phones during a movie because it interferes with other people's enjoyment of the movie.
4. It's hard to enjoy a movie when someone is talking on a cell phone. For one, it's hard to hear the movie. Moreover, it can be distracting when someone is talking loudly.



Linking Words and Phrases:
Opinion Writing
(Answers, for Teacher Reference)

Practice

With group members, read each sentence below then identify and underline the linking word or phrase in each sentence. Be prepared to explain how each linking word or phrase connects the opinion to the reason and reasons to evidence.

*Answers in **bold**.

1. The best pet to have is a turtle, **since** a turtle can live for a really long time.
2. Turtles can live for decades. **In fact**, one turtle born in the late 1700s lived to be 188 years old.
3. I don't think people should be allowed to talk on their cell phones during a movie **because** it interferes with other people's enjoyment of the movie.
4. It's hard to enjoy a movie when someone is talking on a cell phone. **For one**, it's hard to hear the movie. **Moreover**, it can be distracting when someone is talking loudly.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 9

End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island



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

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1)

I can paraphrase information in finished work. (W.5.8)

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

I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.
- I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.
- I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

Ongoing Assessment

- End of Unit 3 Assessment
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Introduction of Learning Targets and Preparing the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 3 Assessment (45 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Sharing Reflections (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students complete the End of Unit 3 Assessment by reading a new informational text about Nunavut, answering text-dependent questions, determining the meaning of key terms, and writing their draft editorials about the Mary River mine proposal on Baffin Island, using the Painted Essay structure they have practiced using in groups during the past three lessons.• Note that the Opening of this lesson is brief and focuses on introducing the learning targets and helping students gather necessary materials for successful completion of the assessment. This allows students as much time as possible to read the new text, respond to questions, and write a draft editorial.• To complete the assessment, students must refer to their completed Point of View graphic organizers, Nunavut Mine note-catcher, group Draft Editorial chart, and the articles from Lessons 2–4, as well as their vocabulary cards and Frayer Models. All of these materials should be accessible to students throughout the lesson. It may be useful to spend some time before the assessment, to help students locate and organize relevant materials. Consider providing each student with paper clips and a two-pocket folder, so they can attach each article to its related graphic organizer or note-catcher then place together in one side of the folder; students could then place their Frayer models and vocabulary cards in the other side of the folder, for easy access. Also, placing students in areas of the room where their group charts are posted, will allow them to easily see and refer to the charts as needed. Post class anchor charts in an area of the room where all students are able to see them.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print some colored copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 3B, Unit 3 lessons.• In advance: Review the End of Unit 3 Assessment.• Post: Learning targets; Vocabulary Strategies anchor chart; Developing an Opinion anchor chart; Parts of a Painted Essay anchor chart; Linking Words anchor chart.



Lesson Vocabulary	Materials
<p>explain, quoting, editorial essay, point of view, proposal, draw, evidence, support, thesis, points</p>	<ul style="list-style-type: none"> • “Excerpts from the Qikiqtani Inuit Association Web Site” (from Lesson 2) • Point of View graphic organizer: Qikiqtani Web site (from Lesson 2) • Expert Texts (from Lesson 3) <ul style="list-style-type: none"> – “Monitoring the Mary River Project” (excerpt 1) – “Nunavut Braces for Massive Mary River Mine” (excerpt 2) • Point of View graphic organizer: Expert Texts (from Lesson 3) • “Multibillion-dollar Iron Mine Approved for Baffin Island” (from Lesson 4) • Nunavut Mine note-catcher (from Lesson 4) • Vocabulary cards and Frayer Models (from Lessons 2–4) • Model Painted Essay: “Editorial about Wind Power” (from Lesson 6) • Linking Words handout (from Lesson 8) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Point of View charts (from Lessons 1–4) • Developing an Opinion anchor chart (from Lesson 2) • Parts of a Painted Essay anchor chart (from Lesson 6) • Draft Editorial charts (from Lessons 6–8) • Linking Words anchor chart (from Lesson 8) • Lined paper (two or three pieces per student) • “Nunavut” (assessment text; one per student) • End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (one per student) • End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference)



Lesson Vocabulary	Materials (continued)
	<ul style="list-style-type: none"> Tracking My Progress, End of Unit 3 recording form (one per student) Criteria for an Editorial Essay (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Introduction of Learning Targets and Preparing the Writer (5 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group and focus them on the learning targets: <ul style="list-style-type: none"> * "I can explain information about the Inuit territory of Nunavut by quoting accurately from the text." * "I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial." * "I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island." Underline terms in the first target students are familiar with: <i>explain</i> and <i>quoting</i>. Cold call a few students to restate the target in their own words. Underline terms from the second target students are familiar with: <i>editorial essay</i>, <i>point of view</i>, and <i>proposal</i>. Cold call a few students to share their understanding of each term aloud with the group. Listen for: <ul style="list-style-type: none"> – "An editorial essay is a complete essay with an introductory paragraph, two proof paragraphs, and a conclusion paragraph in which you express your thesis in the form of an opinion, points or reasons, evidence that supports each point and the thesis, and a conclusion paragraph that explains the 'what' and 'so what' of your editorial." Underline terms from the third target that students are familiar with: <i>draw</i>, <i>evidence</i>, <i>support</i>, <i>thesis</i>, and <i>points</i>. Ask students to briefly consider and then discuss with a nearby partner: "How can you use the evidence from texts you have read and viewed, as well as your notes, to support your thesis and points?" After 1 minute, invite a few students to share out whole group. Listen for ideas like: <ul style="list-style-type: none"> – "The evidence from our texts is considered reliable, so paraphrased details, facts, information, quotes, statistics, and data from those sources would be credible evidence in support of our points and thesis." 	<ul style="list-style-type: none"> Write synonyms and/or appropriate pictorial representations of key words to support second language and visual learners. Support students who struggle with organization and/or multiple materials by sorting their resources into "like" piles (e.g., graphic organizers paper-clipped to each related text) so they do not become overwhelmed and can easily locate items as needed.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Inform students they will have 45 minutes to complete the assessment during the first part of Work Time.• Help students gather and organize the materials they will need:<ul style="list-style-type: none">– “Excerpts from the Qikiqtani Inuit Association Web Site”– Point of View graphic organizer: Qikiqtani Web site– Expert Texts (“Monitoring the Mary River Project” (excerpt 1) and “Nunavut Braces for Massive Mary River Mine” (excerpt 2)– Point of View graphic organizer: Expert Texts– “Multibillion-dollar Iron Mine Approved for Baffin Island”– Nunavut Mine note-catcher– Vocabulary cards and Frayer Models– Model Painted Essay: “Editorial about Wind Power”– Linking Words handout• Display the following for student reference throughout the assessment:<ul style="list-style-type: none">– Vocabulary Strategies anchor chart– Point of View charts– Developing an Opinion anchor chart– Parts of a Painted Essay anchor chart– Draft Editorial charts– Linking Words anchor chart	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment (45 minutes)</p> <ul style="list-style-type: none"> Ask students to set aside the materials they gathered during the Opening. Then distribute lined paper, the article “Nunavut,” and the End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island. Read the directions, questions, and editorial rubric. Point out to students that they will first read the new text about Nunavut and respond to text-dependent questions. Then, they will begin to write their draft editorials for Part 2 of the assessment. Clarify as needed and then ask students to begin. Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher. Circulate and support students as they work. During an assessment, prompting should be minimal. If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book. Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief. 	<ul style="list-style-type: none"> If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Distribute a Tracking My Progress, End of Unit 3 recording form to each student. Ask students to refer to their responses on the End of Unit 3 Assessment as they reflect on their ability to meet each of the targets. Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief. Use End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference) and the Criteria for an Editorial Essay to score students' work. 	<ul style="list-style-type: none"> Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.• After 2 or 3 minutes, invite several students to share their thinking whole group.• Collect students' progress trackers to review.	<ul style="list-style-type: none">• Offer sentence starters to support all students in accessing the debrief conversation: "I think I have mastered ... because..." and "I'm still struggling with ... because ..."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether or not you would recommend your independent book to a peer. <p><i>Note: Students will need their End of Unit 3 Assessment (draft editorials) for peer critique, revision, and group discussions in Lessons 10 and 11. If possible, use the Criteria for an Editorial Essay to grade students' editorials before Lesson 10. If that is not feasible, consider skimming students' editorials to provide one piece of specific positive feedback—based on one focus area of the criteria—and one specific suggestion they should focus on when revising. Then, photocopy students' editorials, so you can return their scored originals in Lesson 10 and keep the photocopied versions to score as time permits. Or, if you need more time before returning students' work in Lesson 10, consider inserting a day of independent reading between Lessons 9 and 10.</i></p>	<ul style="list-style-type: none">• As available, provide an audio version of texts to support students who struggle reading independently.• Write the reflection question on a card or blank page in students' journals to help them remember the discussion point for the next lesson.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 9

Supporting Materials



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Nunavut

The People and Their Work

Nunavut is the native homeland of the Inuit, who make up nearly 85 percent of the total population. In 2001, its population was almost 27,000, making Nunavut the least populated territory in Canada.

Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem. Nunavut has few resources. Without fertile land and forests, the territory's natural wealth lies in its minerals, petroleum deposits, and wildlife. Minerals are found in the Canadian Shield, and oil and gas deposits exist in the Arctic Islands.

Hunting for caribou and seal is a traditional aspect of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts. The fur industry is based on seal, white fox, and polar bears. Fishing is also important to Nunavut's economy. Most commercial fishing takes place at the mouths of the main rivers flowing into the Arctic Ocean and Hudson Bay. Arctic char is the most important commercial fish.

Nunavut abounds in natural beauty, and the tourist industry, while still small, is growing.

Cities

Most of Nunavut's inhabitants live in settlements (very small villages). Iqaluit, the capital, is the largest city, with a population of about 5,300. Iqaluit is located on the southern part of Baffin Island. Rankin Inlet, the second largest settlement, has a population of about 2,200.

R.M. Bone
Department of Geography
University of Saskatchewan

Lexile: 970



End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

Name:

Date:

Part 1: Text-Dependent Questions

Directions:

- Read the article “Nunavut.”
- Consider the gist of the article—what it is mostly about.
- Skim the assessment questions below.
- Reread the text in chunks to help you think about the answers to the assessment questions.
- Answer short response questions in complete sentences.
- Be sure to cite evidence from the text to support your thinking.
- After you complete Part 1 of the assessment, complete Part 2: Editorial Draft.

1. Part A: According to the article, what is a problem for the people of Nunavut?

- a. They live in the least populated area of Canada.
- b. Most of the people in Nunavut work for the government.
- c. Unemployment is an ongoing problem.
- d. There are not enough seals or caribou to hunt.

Part B: Support your response to Part A with a quote from the text.



End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

2. Name three sources of “natural wealth” in the Nunavut territory.

On the lines below, record a quote from the text to support your response.

3. In the sentence “Hunting for caribou and seal is a traditional **aspect** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts,” what does the word **aspect** mean? Use context clues to help you.

- a. expression
- b. part
- c. viewpoint

How did you use context clues to determine the meaning of **aspect**?



End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

4. In the sentence “Most of Nunavut’s ***inhabitants*** live in settlements (very small villages),” what does the word ***inhabitants*** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for ***inhabitants***, on the line below.

Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of ***inhabitants***.



End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

Part 2: Draft Editorial

Directions:

1. Think about the focus question: ***Should the Inuit community approve the Mary River mine proposal on Baffin Island?***
2. Review the assessment text “Nunavut,” your Point of View graphic organizers, Nunavut Mine note-catcher, and the informational texts you read during the first part of the unit about the Mary River Project to help you develop each part of your editorial draft.
3. On your lined paper, develop an *introductory paragraph* that includes:
 - An *introduction* that grabs the reader’s attention and provides background knowledge about the topic of your essay
 - A *thesis (opinion)*
 - Two *points (reasons)*
4. Review your graphic organizers, note-catcher, and texts to identify and record *three pieces of evidence* to support each point (reason) from your introductory paragraph (six pieces of evidence total), on the chart provided.
5. Below your introductory paragraph, write “Proof Paragraph 1” to support “Point 1.” Make sure to include the following:
 - A restatement of Point 1 (Reason 1)
 - Three pieces of evidence in support of Point 1 and the thesis
 - At least one piece of evidence in the form of a quote
6. Below “Proof Paragraph 1,” write “Proof Paragraph 2” to support “Point 2.” Make sure to include the following:
 - A restatement of Point 2 (Reason 2)
 - Three pieces of evidence in support of Point 2 and the thesis
 - At least one piece of evidence in the form of a quote
7. Write a conclusion paragraph for your essay that explains the “what?” and “so what?” of your editorial.
8. Check your work against the Criteria for an Editorial Essay and make revisions as needed.



Proof Paragraph Graphic Organizer

Focus Question: Should the Inuit community approve the Mary River mine proposal on Baffin Island?

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



End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:
The Mary River Project on Baffin Island
(Answers, for Teacher Reference)

Part 1: Text-Dependent Questions

Answers in **bold**.

1. Part A: According to the article, what is a problem for the people of Nunavut?
 - a. They live in the least populated area of Canada.
 - b. Most of the people in Nunavut work for the government.
 - c. Unemployment is an ongoing problem.**
 - d. There are not enough seals or caribou to hunt.

Part B: Support your response to Part A with a quote from the text.

“Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem.”

2. Name three sources of “natural wealth” in the Nunavut territory.

Minerals, petroleum (deposits), wildlife

On the lines below, record a quote from the text to support your response above.

“Without fertile land and forests, the territory’s natural wealth lies in its minerals, petroleum deposits, and wildlife.”



End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:
The Mary River Project on Baffin Island
(Answers, for Teacher Reference)

3. In the sentence “Hunting for caribou and seal is a traditional **aspect** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts,” what does the word **aspect** mean? Use context clues to help you.

- a. expression
- b. part**
- c. viewpoint

How did you use context clues to determine the meaning of **aspect**?

The rest of the paragraph describes other income sources, so it made sense that aspect would mean one part of the sources of income; I tried substituting each word in place of aspect, and “part” made the most sense in this context.

4. In the sentence “Most of Nunavut’s **inhabitants** live in settlements (very small villages),” what does the word **inhabitants** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for **inhabitants**, on the line below.

I think inhabitants are occupants, residents—the people who live in a particular place.

Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of **inhabitants**.

I was able to determine this from context because it says inhabitants “live” in a place; I know the prefix *in-* means in or into and *habitants* reminds me of habitat, which is the place where someone/something lives.

Part 2: Draft Editorial

***Refer to the elements outlined in the student directions for Part 2 of this essay, as well as the Criteria for an Editorial Essay, to score students’ editorial drafts.**



Tracking My Progress End of Unit 3 Form

Name:

Date:

Learning Target: I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress End of Unit 3 Form

Name:

Date:

Learning Target: I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress End of Unit 3

Name:

Date:

Learning Target: I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Criteria for an Editorial Essay

Criteria	4	3	2	1	0
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	<p>___clearly introduce a topic in a manner that follows logically from the task and purpose</p> <p>___demonstrate insightful comprehension and analysis of the text(s)</p>	<p>___clearly introduce a topic in a manner that follows from the task and purpose</p> <p>___demonstrate grade-appropriate comprehension and analysis of the text(s)</p>	<p>___introduce a topic in a manner that follows generally from the task and purpose</p> <p>___demonstrate a literal comprehension of the text(s)</p>	<p>___Introduce a topic in a manner that does not logically follow from the task and purpose</p> <p>___demonstrate little understanding of the text(s)</p>	<p>___demonstrate a lack of comprehension of the text(s) or task</p>
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<p>___develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of varied, relevant evidence</p>	<p>___develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of relevant evidence, with some lack of variety</p>	<p>___partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>___use relevant evidence inconsistently</p>	<p>___demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</p>	<p>___provide no evidence or provide evidence that is completely irrelevant</p>



Criteria for an Editorial Essay

Criteria	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<p>___exhibit clear, purposeful organization/exhibit use of all parts of the Painted Essay structure</p> <p>___skillfully link ideas using grade-appropriate words and phrases</p> <p>___use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows clearly from the focus and points presented</p>	<p>___exhibit clear organization</p> <p>___ link ideas using grade- appropriate words and phrases</p> <p>___use grade-appropriate precise language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows from the focus and points presented</p>	<p>___exhibit some attempt at organization</p> <p>___ inconsistently link ideas using words and phrases</p> <p>___inconsistently use appropriate language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows generally from the focus and points presented</p>	<p>___exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>___ lack the use of linking words and phrases</p> <p>___use language that is imprecise or inappropriate for the text(s) and task</p> <p>___provide a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>___exhibit no evidence of organization</p> <p>___ exhibit no use of linking words and phrases</p> <p>___use language that is predominantly incoherent or copied directly from the text(s)</p> <p>___do not provide a concluding statement</p>



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Peer Critique and Revision: Editorial Essay



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

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5)

I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)

Supporting Learning Targets

- I can follow our class norms when working with partners to give and receive feedback.
- I can use feedback from peers to revise my editorial essay to better meet the criteria.

Ongoing Assessment

- Draft Editorial revisions
- Editorial Essay Criteria feedback forms



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Introducing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Peer Critique (30 minutes)B. Revision (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. If necessary, finish revising your editorial draft based on feedback from your peers.B. Complete the Discussion Questions.C. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students use the Peer Critique protocol to give and receive feedback on the content of their draft editorials, using an Editorial feedback form. Each student will receive feedback from the other three members of his or her group.• Following this, students have in-class time to revise their draft editorials and continue this revision for homework.• This lesson and Lesson 11 both help students prepare for the final performance task in Lesson 12—when they will read aloud then discuss their editorials, using the Fishbowl protocol, with their regular small group members and one other group.• Note that language skills were assessed using Criteria for an Editorial Essay (from Lesson 9, End of Unit 3 Assessment). However, this and the next lesson focus specifically on revision and preparing students for the Fishbowl discussions in Lesson 12. If, after reviewing students’ editorial drafts from Lesson 9, you notice a need for more robust instruction of editing skills related to grammar, conventions, and spelling, consider developing centers, mini lessons, and/or whole group lessons after this and Lesson 11 (see the “Foundational Reading and Fluency Skills Package” for ideas and resources).• In advance: Be prepared to return students’ draft editorials from Lesson 9 (see Teaching Notes in that lesson).• Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Parts of a Painted Essay anchor chart; Group Norms anchor chart.



Lesson Vocabulary	Materials
norms, feedback, revise, criteria	<ul style="list-style-type: none"> • Draft editorial (from Lesson 9; returned in this lesson with teacher feedback) • Group Norms anchor chart (from Unit 1, Lesson 1) • Parts of a Painted Essay anchor chart (from Lesson 6) • Editorial feedback form (three per student) • Document camera • Editorial Revision task card (one per student) • Lesson 10 Discussion Questions (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their regular small groups. • Then ask students to discuss their reflections from homework with group members: <ul style="list-style-type: none"> * “Would you recommend your independent reading book to a classmate? Why or why not?” • After 1 or 2 minutes, invite a few students to share their thinking with the class. • Return students’ draft editorials (their End of Unit 3 Assessments). • Remind students of this guiding question for the second half of Unit 3: <ul style="list-style-type: none"> * “How can we effectively communicate opinions?” • Invite a few students to restate the question and share out any reflections and/or responses. • Explain to students that for the final performance task, they will revise, read aloud, and discuss the editorials they developed during the End of Unit 3 Assessment. Remind students that when authors use clear reasons and credible evidence, their audience is more likely to agree with their point of view. Emphasize that during this lesson, their focus is on working with peers to revise their editorials so they are sure to present a clear and well-organized argument that explains their point of view regarding whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island in the territory of Nunavut. 	<ul style="list-style-type: none"> • Allow students who struggle to express their thinking aloud to write or dictate a response to the discussion question. • Provide sentence starters to support student discussions and reflections upon the guiding question. • Write synonyms or pictorial representations above key words in the targets to support second language and visual learners.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students they will use the Peer Critique protocol, which they are familiar with from previous modules, to give and receive feedback about their editorials. Then, in the second part of Work Time, they will have time to make revisions based on the feedback from peers.• Focus students' attention on the posted learning targets and ask students to chorally read them aloud:<ul style="list-style-type: none">* "I can follow our class norms when working with partners to give and receive feedback."* "I can use feedback from peers to revise my editorial essay to better meet the criteria."• Underline the key words in these targets, then invite students to share out the meaning of the following terms:<ul style="list-style-type: none">– <i>Norms</i>—rules or agreements– <i>Feedback</i>—comment, advice, critique– <i>Revise</i>—change, correct, improve– <i>Criteria</i>—measures, standards• Cold call students to restate the learning targets in their own words, based on their understanding of key terms.	



Work Time	Meeting Students' Needs
<p>A. Peer Critique (30 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Group Norms anchor chart. Remind them that they have used these norms during this and previous modules. Ask students to review the norms, and then cold call a member from each regular small group to share out how he or she has used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today.• Review the Peer Critique protocol with students.• Remind students that as they offer and receive critique, it is important to:<ul style="list-style-type: none">– Be specific.– Be kind.– Stay on topic (talk about the criteria).– Thank your partner.• Post the Parts of a Painted Essay anchor chart. Review each part and purpose as needed to support student discussions and work during the Peer Critique.• Distribute three copies of the Editorial feedback form to each student, and use a document camera to display a copy.• Point out that this form is based on criteria from the Parts of a Painted Essay anchor chart that students developed in Lessons 6–8. Read the directions and all of the criteria, and tell students they will use these forms to provide written feedback to their peers.• Tell students they will exchange their draft editorials with three members of their regular small groups. They should provide written feedback on all four parts of the editorial. After this, they'll have time to revise their own draft editorials based on their peers' feedback.• Clarify as needed and then ask students to begin. Circulate to offer support and guidance as needed.• Once students have exchanged and received feedback on their editorial drafts three times, ask them to prepare to revise their work, based on the feedback they received, during the next part of Work Time.	<ul style="list-style-type: none">• Display the Peer Critique protocol steps for students to reference.• Consider allowing students who struggle with writing to dictate their comments to a partner, the teacher, or another adult.• Provide support to small groups of students in need of additional guidance.



Work Time (continued)	Meeting Students' Needs
<p>B Revision (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Editorial Revision task card to each student. Read the directions aloud and clarify as needed.• Give students 15 minutes to complete the steps on their task card.• As time permits, invite students to share out specific elements of their editorials they revised and explain why.	<ul style="list-style-type: none">• Continue to support individual and/or small groups of students as needed.• For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers for students to focus on first. Once they complete the first revisions, continue to highlight one or two steps and/or confer with the student about what he or she feels would be the next best revision to tackle and why.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group, and invite them to turn and discuss the following with a partner:<ul style="list-style-type: none">* “How did the revision(s) you made clarify or better help support the focus (thesis and points) of your editorial? Explain.”• After 2 minutes, invite a few students to share out whole group.• Redirect students' attention to the posted learning targets. Read them aloud and ask students to use Fist to Five to demonstrate their mastery of each target.• Distribute the Lesson 10 Discussion Questions, which students must address for homework. Read the directions and each question. Then explain that students will use a protocol called a Fishbowl, which may be new to them, in order to discuss these questions with peers in the next lesson. Clarify as needed.	<ul style="list-style-type: none">• Provide a sentence starter for students who struggle with language: “The revisions I made to my editorial improved clarity and supported my focus by _____. ”• Note students who show a fist, one, or two fingers, as they may need more support revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If necessary, finish revising your editorial draft based on feedback from your peers.• Complete the Discussion Questions.• Read your independent reading book for at least 30 minutes. <p><i>Note: Review Lesson 11 in advance, to be able to support students with the Fishbowl protocol.</i></p>	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate or record their responses to the discussion questions.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Supporting Materials



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Editorial Feedback Form



Writer's Name:

Reviewer's Name

Directions:





Read your partner's draft editorial about whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island.

1. Review the criteria for each part of an editorial essay.
2. Reread your partner's editorial and provide kind and specific feedback about each part of the editorial (introduction, two proof paragraphs, and conclusion paragraphs), based on the criteria:
 - a. At least one to two *Stars*—what your partner did well to meet the criteria.
 - b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her editorial to better meet the criteria.

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Introductory Paragraph	<p>INTRODUCTION:</p> <ul style="list-style-type: none"> – Includes an “attention-getter” – Provides background information (“Some people think ... / Other people think ...”) <p>THESIS: Clearly states the author's thesis (opinion) and uses key words from the focus question: <i>“Should the Inuit community approve the Mary River mine proposal on Baffin Island?”</i></p> <p>POINTS: Provides two points (reasons) in support of the thesis (opinion)</p>	<p>Star(s):</p>  <p>Step(s):</p> 





Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Proof Paragraph 1	<ul style="list-style-type: none">– Clearly restates Point 1 (Reason 1, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 1 (Reason 1) and the thesis (opinion)– Evidence includes at least one quote from texts read in class <p>Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece</p>	Star(s):  Step(s): 
Proof Paragraph 2	<ul style="list-style-type: none">– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2– Clearly restates Point 2 (Reason 2, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 2 (Reason 2) and the thesis (opinion)– Evidence includes at least one quote from texts read in class– Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece	Star(s):  Step(s): 



Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Conclusion Paragraph	<p>WHAT? Restates the thesis (opinion) in a new and interesting way</p> <p>SO WHAT?</p> <ul style="list-style-type: none">– Expresses the author’s own thinking about the thesis or focus of the editorial– Includes a “prediction” or “call to action” in support of the author’s thesis or focus	<p>Star(s):</p>  <p>Step(s):</p> 



Editorial Revision Task Card

Complete the following:

1. Review the comments each of your “reviewers” made.
2. Ask your reviewers any clarifying questions about the comments.
3. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on the feedback from your reviewers.
4. Share your revisions with reviewers to see if you addressed their feedback.



Lesson 10 Discussion Questions

Review each of the questions below. Then refer to your revised editorial essay to help you determine and record a response to each question. (If you are not able to determine an answer based on information from your editorial, you may refer to your texts, graphic organizers, and note-catcher from Lessons 2–4, for help.)

1. What is the thesis of your editorial?

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below. Then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 11

Group Discussions and Revision: Editorial Essay



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

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5)

I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)

I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

Supporting Learning Targets

- I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions.
- I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.
- I can use feedback from peers to revise my editorial to better meet the criteria.

Ongoing Assessment

- Lesson 10 Discussion Questions (from homework)
- Fishbowl discussion feedback from reviewers
- Revised editorial essay



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Speaker (7 minutes) B. Introduce Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Sharing Points of View: Fishbowl Protocol (30 minutes) B. Revision (15 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. If necessary, finalize revisions to your editorial. B. Write a response to each of the discussion questions, based on the revisions you made to your editorial in today's lesson. C. Read your independent reading book for at least 20 minutes. 	<ul style="list-style-type: none"> • In this lesson, students participate in the Fishbowl protocol to share and support their opinions about the Mary River mine proposal and receive feedback from reviewers regarding their ability to convey a clear thesis and points that are supported by credible evidence from their editorials. • In the Opening of this lesson, students share their responses to the Lesson 10 Discussion Questions homework in preparation for the Fishbowl discussions they will participate in during Work Time A. This helps students clarify and revise their thinking before sharing their ideas with a larger group. It also serves to alleviate anxiety some students may feel about speaking in front of peers. • In Work Time A, student groups pair up to participate in a Fishbowl protocol for the purpose of sharing and hearing the ideas of others regarding the Mary River mine proposal for Baffin Island. This type of work supports students' ability to synthesize and share their thinking aloud and encourages constructive peer critique by using the Fishbowl Discussion feedback form. Each student will have the opportunity to participate in the inner circle discussion as well as the outer circle review. • During Work Time B, students review comments from reviewers. They use the critique as well as their own reflections on Fishbowl discussions to make final revisions to their editorials. Students have the option to complete revisions for homework if necessary. • In advance: <ul style="list-style-type: none"> – Review the Fishbowl protocol (see Appendix). – Review the Fishbowl directions (see supporting materials). Then determine groups to be paired, which students from both groups will start in the “inner circle,” and which students will be assigned as Speakers 1, 2, 3, and 4. – Review Work Time A in order to prepare to model steps for the Fishbowl. – Review the Fishbowl Discussion feedback form to be able to support students' understanding of criteria. • Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, and 4 for each group.



Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, feedback, revise, criteria	<ul style="list-style-type: none"> • Editorial drafts (students' own revised drafts, from Lesson 10) • Fishbowl Discussion feedback form (one per student) • Fishbowl directions (one to display) • Editorial Criteria (one per student) • Revision task card (one per student) • Lesson 11 Discussion Questions (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Speaker (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the Lesson 10 Discussion Questions they completed for homework and then partner up with a member of their regular group. • Direct students to complete the following: <ol style="list-style-type: none"> 1. Student A reads each homework discussion question and his or her responses, to Student B. 2. Student B summarizes Student A's thesis and paraphrases the point (reason) and evidence s/he heard Student A share in support of her or his thesis. 3. Student B offers one piece of positive praise regarding the ideas shared by Student A. 4. Then, Student B shares, and Student A completes Steps 2 and 3. • Clarify directions as needed and ask students to begin. Circulate to offer guidance. • After both partners have shared, pose questions such as: <ul style="list-style-type: none"> * "In what ways did you partner use clear reasons and credible evidence to support his or her thesis?" * "How did sharing your ideas aloud with a partner help clarify your own thinking about the thesis, points (reasons), and evidence in your editorial?" 	<ul style="list-style-type: none"> • Consider posting directions for partner discussions for student reference. • For students who struggle to share their ideas orally, allow their partner to read their responses silently or aloud for them, then summarize and provide praise.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Allow students a moment to consider and discuss their thinking. Then invite several partners or individuals to share out whole group.• Tell students that today they will participate in a new protocol called a Fishbowl to share their own thinking about the Mary River mine proposal with a variety of their peers. Explain that the purpose of the Fishbowl is to help students synthesize their own and others' ideas and to receive constructive feedback from peers regarding the use of points and evidence from their editorials to support their thesis (opinion) during a group discussion.	
<p>B. Introduce Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and ask them to chorally read each target aloud with you:<ul style="list-style-type: none">* "I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions."* "I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence."* "I can use feedback from peers to revise my editorial to better meet the criteria."• Underline key terms from the targets that students are familiar with from previous units and modules: <i>build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, feedback, revise, and criteria.</i>• Invite students to share their understanding of each term with the group. Clarify any misconceptions about the meaning of key terms. Then ask students to consider and share out a restatement of each target or an explanation of what they think they will be doing today.• Ask students to gather their Lesson 10: Discussion Questions homework and editorial drafts and then join their regular group members to prepare for the Fishbowl discussion.	<ul style="list-style-type: none">• Write synonyms or draw pictorial representations above each key term to support all students, but particularly second language and visual learners.



Work Time	Meeting Students' Needs
<p>A. Sharing Points of View: Fishbowl Protocol (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Fishbowl Discussion feedback form.• Post and review the Fishbowl directions. Then model how to use the Lesson 10 Discussion Questions and feedback form during the Fishbowl by asking a student to act as “Speaker 1” and another student to act as the reviewer (you will act as Speaker 2).• Explain that you and Speaker 1 would be in the inner circle, and the reviewer would be in the outer circle. Begin modeling:<ul style="list-style-type: none">– Ask Speaker 1 to read and share a response to each question from the Lesson 10: Discussion Questions by referring to her or his responses from homework and editorial.– As Speaker 1 shares, direct the reviewer to complete the feedback form for Speaker 1.– Then, model the role of Speaker 2 by briefly summarizing Speaker 1’s focus (thesis and points) and explaining how s/he used reasons and evidence to support his or her argument.• Explain to students that another reviewer will provide feedback to Speaker 2, another to Speaker 3, and yet another to Speaker 4. Also point out that Speaker 1 will summarize and explain ideas shared by Speaker 4.• Clarify or provide further modeling as needed. Then post groups, pre-assigned speakers, inner and outer circle for Round 1.• When students are ready, ask them to join their groups and arrange chairs in an inner and outer circle formation. Ask students to quickly determine which reviewers will provide feedback to which speakers, and then ask students to begin.• Circulate to provide guidance and support.• After 10–12 minutes, ask speakers and reviewers to switch places (outer circle students go to the inner circle and vice versa). Remind students to quickly decide which reviewers will provide feedback to which speakers.• Ask students to begin and then circulate to offer support as needed.• After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback. Then, focus students whole group.• Based on what you observed during the Fishbowl, offer specific and positive praise to students regarding their ability to follow group norms, summarize speakers’ ideas, and/or provide specific and useful feedback.	<ul style="list-style-type: none">• Consider selecting and preparing students to act as “Model Speaker 1” and “model reviewer” in advance, so they are able to accurately demonstrate these roles to their peers.• For students who struggle with orally expressing their ideas, consider reviewing and practicing Fishbowl discussion in advance.• Provide sentence starters to allow all students access to the discussion questions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Pose the following questions for students to consider and discuss with a partner in their group:<ul style="list-style-type: none">* “How did it feel to be a speaker in the inner circle?”* “What observations and insights do reviewers have to share about inner circle discussions?”* “How can a Fishbowl improve group interactions and discussions?”• After 2 or 3 minutes, invite a few students to share their thinking with the class.• Then, ask students to prepare for a final revision of their editorials, based on feedback from reviewers.	
<p>B. Revision (15 minutes)</p> <ul style="list-style-type: none">• Ask reviewers to give feedback forms to the speakers they evaluated during the Fishbowl.• Distribute the Editorial Criteria and the Revision task card. Review criteria and directions and answer any clarifying questions.• Ask students to begin, and circulate to offer support.• After 10 minutes, pose the following discussion questions:<ul style="list-style-type: none">* “How did your own reflection upon the Fishbowl discussion help you improve your editorial?”* “How did your reviewer’s comments help you revise your editorial?”• Invite a few students to share their thinking whole class. Praise students for their ability to express themselves during group discussions, offer specific and helpful feedback to peers, and revise their work based on their own reflections as well as suggestions from classmates.	<ul style="list-style-type: none">• Support individual and/or small groups of students as needed.• For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers, for students to focus on or confer with the student about what s/he feels would be the best revision to make and why.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Ask them to consider and discuss with a nearby partner who they did not work with today:<ul style="list-style-type: none">* “How did being a speaker and reviewer support your ability to revise your editorial to better meet the criteria?”• After 2 or 3 minutes, invite a few students to share their thinking aloud.• Ask students to read each of the learning targets aloud with you and use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.• Distribute the Lesson 11 Discussion Questions for homework and point out that these are the same questions students responded to for the previous lesson’s homework. Explain that students should refer to their completely revised editorials to answer each question, in preparation for the final performance task in Lesson 12.	<ul style="list-style-type: none">• Provide a sentence starter for students who struggle with language: “Being a speaker/reviewer supported my ability to revise my editorial by _____.”• Note students who show Bugs or Mud, as they may need more support revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If necessary, finalize revisions to your editorial.• Write a response to each of the discussion questions, based on the revisions you made to your editorial in today’s lesson.• Read your independent reading book for at least 20 minutes.	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate or record their responses to the discussion questions.



EXPEDITIONARY
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Grade 5: Module 3B: Unit 3: Lesson 11

Supporting Materials



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Fishbowl Discussion Feedback Form

Reviewer Name:

Speaker Date:

Complete each part of the feedback form below for your speaker. Be sure to provide comments to explain your thinking and support your speaker's ability to make revisions to his or her editorial.

Collaborative Skill	Yes	Somewhat	No	Reviewer Comments
The speaker clearly states the thesis of her/his editorial.				
The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.				
The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.				
The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.				
The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.				



Fishbowl Discussion Feedback Form

In one to two sentences, explain how the speaker supported her or his thesis with clear reasons and credible evidence AND provide one specific piece of feedback about how the speaker could add to or revise the editorial to better meet the criteria.



Fishbowl Directions

1. Speaker 1 begins by reading aloud and sharing a response to each discussion question:
 - What is the thesis of your editorial?
 - Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).
 - What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Explain why you believe this is the clearest reason and most credible piece of evidence in support of your thesis.
2. When Speaker 1 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 2 briefly summarizes Speaker 1's thesis, as well as the supporting point and evidence Speaker 1 shared.
3. Speaker 2 reads and responds to each discussion question.
4. When Speaker 2 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 3 briefly summarizes Speaker 2's thesis, as well as the supporting point and evidence Speaker 2 shared.
5. Speaker 3 reads and responds to each discussion question.
6. When Speaker 3 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 4 briefly summarizes Speaker 3's thesis, as well as the supporting point and evidence Speaker 3 shared.
7. Speaker 4 reads and responds to each discussion question.
8. When Speaker 4 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 1 briefly summarizes Speaker 4's thesis, as well as the supporting point and evidence Speaker 4 shared.

Reviewers use feedback forms to provide specific and helpful comments to their assigned speaker throughout the discussion.



Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Introductory Paragraph	<p>INTRODUCTION:</p> <ul style="list-style-type: none">– Includes an “attention-getter”– Provides background information (“Some people think ... / Other people think ...”) <p>THESIS: Clearly states the author’s thesis (opinion) and uses key words from the focus question: <i>“Should the Inuit community approve the Mary River mine proposal on Baffin Island?”</i></p> <p>POINTS: Provides two points (reasons) in support of the thesis (opinion)</p>
Proof Paragraph 1	<ul style="list-style-type: none">– Clearly restates Point 1 (Reason 1, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 1 (Reason 1) and the thesis (opinion)– Evidence includes at least one quote from texts read in class <p>Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece</p>
Proof Paragraph 2	<ul style="list-style-type: none">– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2– Clearly restates Point 2 (Reason 2, from the introductory paragraph)– Provides three pieces of <i>credible</i> evidence in support of Point 2 (Reason 2) and the thesis (opinion)– Evidence includes at least one quote from texts read in class– Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece



Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Conclusion Paragraph	<p>WHAT? Restates the thesis (opinion) in a new and interesting way</p> <p>SO WHAT?</p> <ul style="list-style-type: none">– Expresses the author’s own thinking about the thesis or focus of the editorial– Includes a “prediction” or “call to action” in support of the author’s thesis or focus



Revision Task Card

Complete the following:

1. Review the comments each of your reviewers made.
2. Ask your reviewers any clarifying questions about the comments.
3. Review the criteria for an editorial essay.
4. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on feedback from your reviewers and the criteria.
5. Share your revisions with reviewers to see if you addressed their feedback.



Lesson 11 Discussion Questions

Review each of the questions below and then refer to your revised editorial essay to help you determine and record a response to each question, in preparation for Fishbowl discussions during the final performance task.

1. What is the thesis of your editorial?

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below and then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 12

Final Performance Task: Fishbowl Discussion about Editorial Essay



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

- I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
- I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5)
- I can paraphrase information in finished work. (W.5.8)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)
- I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2)
- I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)
- I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

Supporting Learning Targets

- I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions.
- I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.
- I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

Ongoing Assessment

- Lesson 11 Discussion Questions (from homework)
- Fishbowl discussion feedback from reviewers
- Revised editorial essays



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Speaker (7 minutes)B. Review Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Read-aloud and Final Revision (15 minutes)B. Sharing Points of View: Fishbowl Protocol (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students complete the final performance task by once again participating in a Fishbowl discussion to share ideas and receive feedback from peers on the final versions of their editorial essays about the Mary River mine proposal on Baffin Island.• During the Opening, students have a short time to share with a partner the changes they made to their editorials based on self-reflections and reviewer feedback. This helps to focus students on specific ideas from their editorials and prepares them for group discussions during the Fishbowl.• During Work Time A, students have a choice to either whisper-read their editorials independently or read them aloud to a partner within their small group. This will allow students to “hear” their ideas and make any final minor revisions to their editorials based on personal reflections, before the Fishbowl discussions.• In Work Time B, students use the Fishbowl protocol to share thinking from their revised editorials, as well as to summarize the ideas of their peers and offer constructive feedback to speakers. A modified version of the reviewer criteria is provided to allow you to assess students’ ability to meet components of NYSP12 ELA CCLS SL.5.1 and SL.5.3.• In advance:<ul style="list-style-type: none">– Review the Fishbowl protocol (see Appendix).– Review the Fishbowl directions (see Lesson 11 supporting materials). Determine whether you will have students remain in the same groups, same inner circle, same Speakers 1, 2, 3, 4 from Lesson 11; or whether you will change student groups.• Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, 4 for each group.



Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, editorial essay, point of view, proposal	<ul style="list-style-type: none">• Editorial essays (students' own drafts; returned in Lesson 9; revised in Lessons 10 and 11)• Fishbowl Discussion feedback form (from Lesson 11; one new blank copy per student)• Fishbowl directions (from Lesson 11; one to display)• Fishbowl Discussion Teacher Checklist (for teacher reference)• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Big Ideas anchor chart (from Unit 2, Lesson 1)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Speaker (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their editorial essays and the Lesson 11 Discussion Questions from homework then partner up with a peer they did not work with in the previous lesson.• Ask partners to discuss:<ul style="list-style-type: none">* “What changes did you make to your essay based on feedback and self-reflection from the previous lesson?”* “How did the Fishbowl discussion help you determine revisions you wanted to make to your essay?”• Allow students a moment to consider and discuss their thinking. Then invite several partners or individuals to share out whole group.• Tell students that today they will once again participate in a Fishbowl to share ideas from their editorial essays in order to express their own thinking about the Mary River mine proposal with peers. Remind students that the purpose of the Fishbowl is to help them synthesize ideas and continually reflect on their growth as writers by providing and receiving constructive feedback from classmates.	<ul style="list-style-type: none">• Consider posting directions for partner discussions for student reference.• For students who struggle to share their ideas orally, allow their partner to read their responses silently or aloud for them, then summarize and provide praise.
<p>B. Introduce Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and ask them to chorally read each one with you:<ul style="list-style-type: none">* “I can build on others’ ideas and express my own ideas clearly, by engaging effectively in collaborative discussions.”* “I can summarize ideas shared during group discussions and explain how speakers’ ideas are supported by reasons and evidence.”* “I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.”• Underline key terms from the targets students are familiar with from previous units and modules: <i>build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, editorial essay, point of view, and proposal.</i>• Invite students to share their understanding of each term with the group and then share out a restatement of each target.	<ul style="list-style-type: none">• Write synonyms or draw pictorial representations above each key term to support all students, but particularly second language and visual learners.



Work Time	Meeting Students' Needs
<p>A. Read-aloud and Final Revision (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that before presenting written work, often it is a good idea to read the piece aloud to yourself or to someone else. Reading aloud allows you to “hear” your ideas and determine if you want to make any final changes that will improve the readability, flow, or clarity of your composition so your ideas can be more readily understood by listeners and readers.• Direct students to complete the following:<ol style="list-style-type: none">1. Whisper-read your editorial independently OR read aloud to a member of your regular small group.2. As you read, listen to your ideas and consider:<ul style="list-style-type: none">• Does this sound right?• Will it make sense to listeners and readers?• Is there any way to more clearly state my thesis, points, evidence, or other parts of my editorial?3. Take a moment to add to or revise minor elements of your editorial as necessary.• Clarify directions as necessary and then ask students to begin. Circulate to offer support.• After 7 or 8 minutes, pose the following questions for students to consider and discuss with a nearby partner:<ul style="list-style-type: none">* “How did reading your editorial aloud help you identify revisions you wanted to make?”* “In what ways did you revise your editorial to improve the readability, flow, or clarity?”* “How does reading your work aloud in advance help you prepare for group discussions?”• After 2 minutes, invite a few students to share their thinking with the class.• Then, ask students to collect their editorials and responses to the Discussion Questions homework in preparation for Fishbowl discussions.	<ul style="list-style-type: none">• Post directions for students’ reference.• Allow the option for students to record themselves and then listen to their recording to make determinations about revision.• Work with individual or small groups of students in need of additional support.• Provide sentence frames to allow all students access to the discussion.



Work Time (continued)	Meeting Students' Needs
<p>B. Sharing Points of View: Fishbowl Protocol (30 minutes)</p> <ul style="list-style-type: none">• Distribute the Fishbowl Discussion feedback form.• Display and review the Fishbowl directions. Clarify or provide further modeling as needed. Then post groups, pre-assigned speakers, inner and outer circle for Round 1.• When students are ready, ask them to join their groups and arrange chairs in an inner and outer circle formation. Ask students to quickly determine which reviewers will provide feedback to which speakers (preferably a peer who did not review their work in the previous lesson). Ask students to begin.• Circulate to provide guidance and use the Fishbowl Discussion Teacher Checklist to assess students' ability to meet the speaking and listening criteria described.• After 10–12 minutes, ask speakers and reviewers to switch places (outer circle students go to the inner circle and vice versa). Remind students to quickly decide which reviewers will provide feedback to which speakers.• Ask students to begin. Then circulate to offer support and continue assessing students using the teacher checklist.• After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback; then focus students' attention whole group.• Be sure to offer specific and positive praise to students based on what you observed during the Fishbowl, based on criteria described in the teacher checklist.• Pose the following questions for students' consideration:<ul style="list-style-type: none">* “Did it feel any different to be a speaker or reviewer in this lesson in comparison to the previous lesson? If so, explain.”* “What observations do reviewers have to share about the differences and similarities between inner circle discussions during this lesson as compared to the previous lesson?”* “How can participating in a Fishbowl discussion multiple times improve group interactions and discussions?”• After 2 or 3 minutes, invite a few students to share their thinking with the class.• Once again, congratulate students on their ability to conduct research and analyze different points of view for the purpose of developing and sharing an informed opinion editorial about an issue.• Collect students' editorial essays and feedback forms from group discussions to review.	<ul style="list-style-type: none">• Consider allowing students to practice and/or prepare for the Fishbowl discussion in advance if they struggle to express their ideas aloud or in front of others.• Provide sentence starters to allow all students access to the discussion questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Post and direct students' attention to the Guiding Questions anchor chart and Big Ideas anchor chart.• Focus students on the second guiding question for Unit 3. Ask them to consider and discuss with a nearby peer what they think the big idea associated with this question might be:<ul style="list-style-type: none">* "How can we effectively communicate opinions?"• After 1 minute, invite a few students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none">– "I think the big idea is that it is important for authors to use clear reasons and credible evidence to support their opinions so their audience is more likely to agree with their point of view;– It is important to clearly explain the reasons for your opinion and use credible evidence to support your thinking," etc.• Synthesize students' ideas to record a big idea on the anchor chart.• Then ask students to reread and reflect upon the questions and ideas from each unit of this module, and then discuss with a different peer:<ul style="list-style-type: none">* "How do these questions and ideas connect?"* "How does an idea from one unit help build knowledge that supports learning in the next unit?"* "What part of this module did you find most interesting, compelling, difficult, and why?"• After 2 or 3 minutes, invite several partners or individuals to share their thinking whole group.• Congratulate students on their hard work developing critical thinking skills and the ability to express their own thinking about important issues, based on sound reasoning and reliable information.	<ul style="list-style-type: none">• Provide sentence starters or frames to allow all students access to the debrief conversation.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">• As available, provide an audio recording of texts to students who struggle reading independently.



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Grade 5: Module 3B: Unit 3: Lesson 12

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Fishbowl Discussion Teacher Checklist

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria). Use the "Notes/Comments" area to record any additional observations.

Student Name and Date:	Criteria:
Notes/Comments:	<p>___ The speaker clearly states the thesis of her/his editorial.</p> <p>___ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.</p> <p>___ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.</p> <p>___ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.</p> <p>___ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.</p>



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<p>Notes/Comments:</p>	<p>___ The speaker clearly states the thesis of her/his editorial.</p> <p>___ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.</p> <p>___ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.</p> <p>___ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.</p> <p>___ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.</p>