



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.