



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.



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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.