



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 3: Lesson 10**

## **Whole Class Model Letter Writing: Organizing Reasons and Evidence and Using Transition Words**



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

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can create an organizational structure in which I group together related ideas.
- b. I can use linking words to connect my opinion and reasons.

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

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

**Supporting Learning Targets**

- I can organize reasons and evidence logically (with my peers) to support our opinion about Jackie Robinson's legacy.
- I can use linking words (with my peers) to connect our opinion and reasons in our letter to a publisher.
- I can write reason body paragraphs (with my peers) to support our opinion in a letter to a publisher.

**Ongoing Assessment**

- Group reason body paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Review Learning Targets and Logically Ordered Reasons (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Whole Class: Reviewing Criteria and Creating Rubric for Reason Body Paragraphs (10 minutes)</li><li>B. Whole Class Review: Using Linking Words to Connect Our Opinion and Reasons (10 minutes)</li><li>C. Group Work: Writing a Reason Body Paragraph and Building Consensus through a Gallery Walk (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson is the second in a series of three in which students experience shared writing. They work with their small groups of four, as well as a larger group, to collaboratively write a reason body paragraph. Planning and writing with peers helps students build on knowledge and skills from their classmates, which strengthens their ability to write high-quality reason body paragraphs.</li><li>• During Opening Part A, students review and get further practice with previously taught and practiced skills of ordering reasons and evidence logically (Lesson 3).</li><li>• The students will continue to build on the Opinion Letter Rubric, adding criteria for reasons and evidence within body paragraphs. This rubric will be used to assess their Final Performance Task.</li><li>• In this lesson, students work with the reasons and evidence written on individual index cards to practice logically ordering them in preparation for writing the reason body paragraphs. In advance: Prepare Reasons and Evidence Cards for students to use during Opening Part A. On a separate index card, copy each reason and evidence from the Class Opinion, Reasons, and Evidence graphic organizer anchor chart. Make one set for each group.</li><li>• In advance: Locate and post the Linking Words anchor chart (Unit 2).</li><li>• Review: Gallery Walk protocol and Fist to Five strategy (Appendix).</li></ul>



Lesson Vocabulary	Materials
opinion, reasons, evidence, logically, linking, connect, support (all from previous lessons)	<ul style="list-style-type: none"><li>• Document camera</li><li>• Class Opinion Letter (Lesson 9)</li><li>• Reasons and Evidence Cards (one set per group) OR index cards (12 per group)</li><li>• Class Opinion, Reasons, and Evidence graphic organizer anchor chart (from Lesson 9)</li><li>• Criteria for Writing Opinion Essays anchor chart (from Unit 2)</li><li>• Opinion Letter Rubric anchor chart (from Lesson 9)</li><li>• Students' completed End of Unit 2 Assessment essays</li><li>• Linking Words anchor chart (from Unit 2)</li><li>• Writing a Reason Body Paragraph Task Card (one per group)</li><li>• Chart paper (one piece per group and three extra pieces)</li><li>• Marker (one per group)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Review Learning Targets and Logically Ordered Reasons (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into their groups of four.</li><li>• Remind them of the work they began in the previous lesson writing (from the point of view of Sharon Robinson) an opinion letter to a publisher. Invite a student to read aloud the introduction paragraph of the <b>Class Opinion Letter</b> that the class wrote yesterday.</li><li>• Invite volunteers to read aloud the learning targets, one at a time.</li><li>• Focus students on the words <i>logically</i>, <i>support</i>, <i>linking</i>, and <i>connect</i> in each learning target. Ask a different student to share out the meaning of each of these words in these learning targets one at a time. Listen for definitions such as:<ul style="list-style-type: none"><li>– <i>logically</i> – so it makes sense</li><li>– <i>support</i> – make stronger or prove</li><li>– <i>linking</i> – connect</li><li>– <i>connect</i> – show how they go together</li></ul></li><li>• Call on another group to remind the class of the two ways in which they could put their reasons and evidence in an order that makes sense (from Lesson 3). Listen for students to share:<ul style="list-style-type: none"><li>– “Chronological order, by dates or times”</li><li>– “Order of importance, from most important to least important.”</li></ul></li><li>• Say to students: “You will now get to practice logically ordering the reasons and evidence for our class opinion letter by physically sorting them.”</li><li>• Distribute the <b>Reasons and Evidence Cards</b> (if they are already created) or <b>index cards</b> (if groups are making the reasons and evidence cards themselves).</li><li>• If groups are making the cards themselves, give them about 3 minutes to copy each reason and evidence onto a separate index card from the <b>Class Opinion, Reasons, and Evidence graphic organizer anchor chart</b>. Encourage groups to divide the responsibility in order to save time.</li></ul>	<ul style="list-style-type: none"><li>• List and post the directions to Logically Order Reasons and Evidence with their groups so that the students may refer to them as they work.</li><li>• Intentionally assign spokesperson roles (that can rotate for each discussion) in each group so that students all have an opportunity to take the lead.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give groups about 5 minutes to do the following:<ol style="list-style-type: none"><li>1. Decide as a group which way you will logically order your reasons and evidence—either chronologically or by importance, or a combination of both.</li><li>2. Physically place the cards in order on your tables or desk to refer to throughout the lesson.</li><li>3. Be prepared to share with another group why your group decided to order them the way you did.</li></ol></li><li>• Circulate to provide clarification or redirect as necessary.</li><li>• Tell students: “You will now have an opportunity to share with another group the way you ordered your reasons and evidence and why.” Partner each group with another one and give them 3 or 4 minutes to share their thinking.</li><li>• Refocus the students whole group and call on a few to share any similarities or differences they heard or observed between groups.</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. Whole Class: Reviewing Criteria and Creating Rubric for Reason Body Paragraphs (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Criteria for Writing Opinion Essays anchor chart</b> (from Unit 2 and Lesson 9). Focus students on the “Reason Body Paragraphs” criteria. Remind students that in this unit, they are turning this general criteria list into a more complete rubric that will be used to assess their Final Performance Task.</li><li>• Ask students to silently read the criteria listed and then turn and talk to a partner about what each criterion means. Invite a few students to share out their discussions. Listen for: “Each paragraph should be about one reason,” “You should use linking words to show how the reasons connect to the opinion and the evidence connects to the reasons,” and “The reasons and evidence should be logically ordered.”</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* “How do these criteria apply to the reason paragraphs we will be writing today for the letter to a publisher?”</li></ul></li><li>• Invite a few students to share their thoughts. Listen for: “They are the same.”</li><li>• Display and draw students’ attention to the <b>Opinion Letter Rubric anchor chart</b>. Ask students to refer to the criteria they already identified and now help define each “score point” for this row of the rubric. Invite several students to share their thoughts and write their suggestions in the appropriate boxes (see suggestions in the supporting materials).</li></ul>	<ul style="list-style-type: none"><li>• Consider asking students to copy the rubric as the class creates it into their journals for individual reference.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Whole Class Review: Using Linking Words to Connect Our Opinion and Reasons (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that later in this lesson, they will work in groups to write a body paragraph for one of the reasons listed on the anchor chart for their class letter. Assign each group a different reason. (Two or three groups will write for the same reason.)</li><li>• Tell them that before they begin their group writing, they will review linking words and how to use them to write high-quality paragraphs. Remind students that they will be using the linking words to show connections between the reasons, evidence, and opinions, specifically how they are logically ordered.</li><li>• Remind students of the work they did in Unit 2 (leading up to their <b>End of Unit Assessment essays</b> on Jackie Robinson's legacy). Ask students to take that essay out:<ul style="list-style-type: none"><li>* "What transition words did you use? Circle them."</li></ul></li><li>• Invite students to share with a partner the linking words they used, noting similarities and differences.</li><li>• Call on a few partners to share out their words. Listen for, and point out, words that are listed on the <b>Linking Words anchor chart</b> (from Unit 2). Add any new words students share that are not listed on the anchor chart.</li><li>• Ask students to discuss and identify words with their group members that they may use in their reason paragraph writing. Invite one group member to put a star next to those words.</li></ul>	<ul style="list-style-type: none"><li>• Consider pre-assigning, or choosing, linking words for students to use in their writing if they may struggle with making that decision on their own.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Group Work: Writing a Reason Body Paragraph and Building Consensus through a Gallery Walk (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and read to each group the <b>Writing a Reason Body Paragraph Task Card</b>. Clarify any instructions for students.</li><li>• Distribute the <b>chart paper</b> and <b>marker</b> to each group.</li><li>• Give students 8 minutes to work. Circulate to offer support and redirection to groups when necessary, checking to make sure that all group members are participating and that the evidence is logically ordered.</li><li>• Then refocus students whole group. Tell them that in a moment, they will use the <b>Gallery Walk protocol</b> to read the paragraphs that other groups (that were assigned the same reason) wrote. Give directions:<ol style="list-style-type: none"><li>1. There are three areas in the classroom. Move so that all the groups who wrote about the same reason are together in one area.</li><li>2. In your area, hang up your paragraphs side by side, so everyone in your big group can see all the paragraphs.</li><li>3. Silently read the paragraphs, noticing similarities and differences.</li><li>4. Assign two recorders for your larger group. Give each recorder a marker. As a group, discuss the similarities and differences you notice. Recorder 1: underline the similarities. Recorder 2: circle the differences.</li></ol></li><li>• Give students 8 minutes to do the steps above. Circulate to listen in and support as needed.</li><li>• Then distribute a new piece of chart paper to each group. Be sure each group has a recorder and a facilitator. Direct groups to now do a shared writing for their body paragraph. They can choose to either use one of the paragraphs already written or to combine sentences from all of them in order to write a new one.</li><li>• Give students about 5 more minutes to work. Circulate to each group to provide support and redirection, listening specifically for logically ordered evidence and linking words. Ensure that all group members have a voice and are participating.</li><li>• Then direct each group to send one person up to the front of the room to hang their paragraph where the class can see it.</li></ul>	<ul style="list-style-type: none"><li>• Consider having a strong reader in each group read aloud the paragraphs written by the different groups so that all students are able to participate in the activity equally.</li><li>• Students may need the teacher to pace the shared writing by indicating when they should be on each sentence in order to move through the process efficiently.</li><li>• Ask students to indicate with sticky notes on the class shared opinion letter where each indicator for the rubric is evidenced to give students a visual check for each one.</li></ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Focus students back as a whole class on the paragraphs. Tell students they will hear one another's paragraphs read aloud. They should focus on how the evidence is logically ordered and how the group used linking words. Ask a student from each group to read their paragraph aloud. Invite students from other groups to share what they noticed. Listen for: "The evidence was clearly ordered chronologically because they were written in order of the dates from the text," "The word 'most' was used to show which piece of evidence is most important," etc.</li><li>• Tell students that they now need to work together to determine a logical order for their three reason body paragraphs.</li><li>• Ask students to turn to a partner and discuss:<ul style="list-style-type: none"><li>* "Do you think that the class should order the reasons chronologically or in order of importance? Why?"</li></ul></li><li>• Invite students to vote by holding up their fingers:<ul style="list-style-type: none"><li>– 1 finger = chronological order</li><li>– 2 fingers = order of importance</li></ul></li><li>• Call on a few students to share aloud their reason for their decision on order. Based on majority rule, declare which way the three body paragraphs will be ordered.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "Given the organizational structure we just chose, which paragraph do you think should go first, second, and third? Why?"</li></ul></li><li>• Invite a few partners to share their thinking. Listen for comments that indicate they are ordering the paragraphs based on either chronology or importance, depending on which one the class chose.</li><li>• Move the chart paper so that the reason body paragraphs are in the order that makes most logical sense.</li><li>• Then ask students to go back to their larger reason groups:<ol style="list-style-type: none"><li>1. Talk together to decide how to rewrite their first sentence to include a linking word that would connect it to the opinion now that they know which logical way they are ordering their reasons.</li><li>2. Recorder, write the revised first sentence on the chart paper.</li></ol></li><li>• Refocus students whole group. Read aloud the entire class opinion letter (now across four pieces of chart paper).</li><li>• Draw students' attention back to the Opinion Letter Rubric anchor chart. Ask students to share with a partner the score point they would give the reason body paragraphs and why. Call on a few partners to share aloud their discussions. Listen for the students to share specific evidence from the paragraphs that would justify the score point they would assign. Take suggestions from students of what could still be improved.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Say to students: “Today each group wrote one reason body paragraph for our shared opinion letter about Jackie Robinson’s legacy. In a few days, you’ll be doing the same thing for the athlete you chose to research, either Roberto Clemente or Althea Gibson.”</li><li>• Read aloud each learning target and ask students to turn and talk to a partner:<ul style="list-style-type: none"><li>* “What is important for us to notice about the thinking and writing we did today?”</li></ul></li><li>• Invite a few partners to share their thoughts with the whole class. Listen for comments such as: “You have to be sure that your reasons and evidence support your opinion,” “You have to be sure that you order your reasons and evidence so that it makes sense (logically),” “You must use linking words to connect the opinion, reasons, and evidence,” etc.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul>	<ul style="list-style-type: none"><li>• Provide audio version of independent reading books for students that struggle reading independently.</li></ul>



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## Supporting Materials



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Opinion Letter Rubric anchor chart  
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Topic and Opinion</b>	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
<b>Reasons (in the Introduction)</b>	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
<b>Reasons (Body Paragraphs)</b>	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.



### Writing a Reason Body Paragraph Task Card

1. Read aloud the reason your group was assigned.
2. Review the evidence. What type of logical ordering did you use?
3. Check your ordering:
  - If you used chronological order, the earliest date is the one on the first card after the reason card.
  - If you used order of importance, the evidence you think is MOST important is the first card after the reason card.
  - Check your other two evidence cards to be sure they are in the right order as well.
4. As a group, choose a recorder: one person who will write down your group's paragraph.
5. As a group, decide what the first sentence should be.
  - Remember, the first sentence should state the reason. Have your recorder write that sentence on the chart paper.
6. As a group, decide on and write a sentence for each piece of evidence.
  - Remember to paraphrase (put into your own words) the evidence AND use linking words in these sentences to show the connection to the reason. Use the words you put a star next to earlier or any of the words from the Linking Words anchor chart that makes sense.
7. As a group, decide on and write the last sentence of your paragraph. Remember, it should restate the reason but NOT in the same way as the first sentence.
8. Be ready to share your paragraph with the other groups that have your same reason.