

Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on
Standard: (Write out complete essential standard) RI 4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	
Teaching Objective: Read a passage and determine if it is proposition and support.	
Instructional Expectation: (Evidence of Learning-product) Students will be able to read a passage and determine if it is proposition and support 85% of the time.	

I. Opening:

- **Importance to Student/Hook: (show pictures of each)**
 "How many of you live in a house? An apartment?"
 "How many of you live in a high rise building like a skyscraper?"
 "How many of you live in a church?"

Say, most people live in a type of house or apartment. That's because these buildings are structured or built specifically for people to live in. Skycrapers or high rise buildings are often full of offices with desks for people to work in.

A church is another type of structure or building that is structured with benches, an alter, and an organ so people can worship.

I can tell the purpose of building by how it is structured or built.

"Just like with buildings, writers of words, or authors, write their words in different ways called text structures. Each text structure uses different words or arranges sentences in a certain way so that the author can write his message so it can be understood. Just like looking at how a building is structured, You, the reader, can tell by the text structure what you are reading and the author's message.

Today we will learn how to recognize if words are written in the text structure of *proposition and support*.

Echo repeat underlined words. Tell a partner. Pull two sticks. Have students repeat what students say. Repeat sentence if necessary.

- Activate Prior Knowledge:

You have all read a story. Stories are written in sequence which means the events go in order, 1, 2, 3, 4 maybe more.

Pass out a text structure chart to students and display under camera. State structure/purpose of sequence eliciting information from students as they have background knowledge about it.

"Today, we are going to learn to recognize another type of text structure called proposition and support. I will help you do this."

- Student Friendly essential-standards based objective:

Say: "So, today, our objective is"

I will read a non-fiction passage and determine if it is proposition and support. (on board)

Track, chorally read, read to a partner, pull two sticks.



Transitional CFU: What are we going to do today? Tell a partner, pull sticks. Clarify: Are we writing or reading?

II. Presentation of Material:

Students need to have their text structure chart

- Concept Development:

- Definition(s)—on board

Proposition - a statement of fact or opinion

"Define: a statement tells you something"

Students echo, choral, pull sticks

Examples of statements:

I am a teacher.

I love warm weather.

We are at Highlands Elementary School.

I think baseball is the best sport.

These are all statements because they just give me information.

They tell me something. They are not asking a question or giving me a command to tell me to do something.

Why are these statements?

Students echo, choral, pull sticks

Define: A Fact is something that is true and can be proven.

Students echo, choral, pull sticks

Examples of Facts:

I grew up in Concord, California.

There are 180 days in a school year.

The Pacific Ocean is the largest ocean on Earth.

These are facts because they are true statements and I can prove them with evidence. I can prove that I grew up in Concord by showing you evidence of my address or schools that I attended. I can prove there are 180 days in the calendar by counting them. I can prove the Pacific Ocean is biggest by evidence of its size compared to other oceans.

Why are these facts?

How do I know they are facts?

Students echo, choral, pull sticks

Define: An opinion is what I think, feel, or believe.

Students echo, choral, pull sticks

Examples of Opinions:

Ms. Blackburn is the best principal in Pittsburg.

Football is the most fun sport to play.

I think the school year should be longer.

These are opinions because it is what I think, feel, or believe and you might think something different. MOST, BEST, I THINK are clue words that help us know it is an opinion.

Why are these opinions?

How do I know they are opinions? (clue words)

Students echo, choral, pull sticks

Track, choral read, tell a partner, write definition of proposition and on text structure chart—write the example "I think the school year should be longer."

Support - gives evidence or examples to prove the proposition

Examples:

One reason is that there are too many things for students to learn in 180 days.

A longer school year will help test scores.

Another example is that students don't have enough to do over the summer.

Track, choral read, tell a partner, write on text structure chart the definition and one support sentence.

Echo Read the proposition and support sentence together.

The RECIPE:

Say: To have a proposition and support paragraph, you need to:

- 1. Decide if it begins with a proposition sentence (a statement)**
- 2. Look at the rest of the sentences to see if they support (gives evidence to prove) the proposition (or statement).**



Transitional CFU: Read to your partner from your journal the definitions of proposition and support. Pull sticks.

Build Schema/Teacher Modeling:

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement
<p>PASS OUT PASSAGES TO STUDENTS</p> <p>"We are going to read some passages together. I will show you how to know if they are proposition and support. Please write whatever I write and be ready to repeat what I tell you."</p> <p>Elephants (A) Chorally Read sentence 1.</p> <p>"When I read this first sentence, I see that it is a statement sentence because it's just telling me something.</p> <p>"This sentence says that the elephant is the largest animal that walks on earth. This is making a statement of fact that could be proven so this is a statement of fact.</p> <p>Because it is a statement of fact, that could be a proposition because propositions are statements of fact or opinion. I'm going to circle it and write a "P" to help me remember that this is</p>	<p>Read passage chorally.</p> <p>Choral Response: "What kind of sentence is it?"</p> <p>Choral Response: " How did I know it is a statement?"</p> <p>Why is it a fact? (echo) Because it can be proven.</p> <p>Students circle and write a P for the proposition sentence.</p> <p>Echo Repeat: This is a proposition because it is a statement of fact.</p>

a proposition statement. "

"If this is a proposition and support passage and this first sentence is a proposition sentence, then the sentences after it need to be support sentences that tell me more about it with evidence to prove it. I'm going to read them to find out."

Chorally Read sentence 2. "If elephants can carry loads of 1,200 pounds. This is information that supports the proposition sentence that elephants are the largest animals. It helps give evidence to prove the proposition."

I'm going to underline this sentence and write an 'S' next to it for support."

Chorally Read sentence 3.

"This sentence tells me more about how much food the elephant eats. It is a lot!. This is more evidence that the elephant is the largest land animal, so it supports the proposition.

Tell your partner why it is a statement of fact.

Pull sticks.

Choral Response: What kind of sentences do the rest of the sentences need to be? (support sentences that prove the proposition—elephants are the largest animals)

Echo: They need to be support sentences that prove the proposition—elephants are the largest animals because the first sentence is a proposition.

Tell a partner what the rest of the sentences need to be.

Pull sticks—What kind of sentences do the rest of the sentences need to be? Why?

What does this sentence do? (supports or proves the proposition that elephants are the largest animals).

Tell your partner why this is a support sentence.

Pull sticks—What does this sentence do?

Students underline and write a S.

Tell your partner why I think this is a support sentence.

Pull sticks.

I'm going to underline it and mark it with an 'S' also as a support sentence."

Chorally Read Sentence 4.

"This sentence tells me that a baby elephant weighs 200 pounds at birth. This is definitely another piece of evidence that proves the elephant is the largest animal. So it is a support sentence.

I'm going to underline it and write an 'S' next to it for support sentence.

Chorally Read Sentence 5.

"This sentence tells me how long an elephant lives. If I am trying to prove my proposition that the elephant is the LARGEST animal, then this sentence does NOT give me evidence about its size. So, this is NOT a support sentence.

Chorally Read Sentence 6.

"This sentence tells me that elephants feet are large and round. If I am trying to prove my proposition that the elephant is the largest animal, then this sentence gives me more evidence about its size. So, this is a support sentence.

How I know this is Proposition/Support

"Looking back at this paragraph, I was able to see a proposition statement that the elephant is the largest animal

Students underline and write a S.

Tell your partner why I think this is a support sentence (this gives evidence to prove the proposition)

Pull sticks

Students underline and mark with an S.

Echo: I know this is NOT a support sentence because it does NOT give me evidence to support the proposition.

Tell your partner why this is NOT a support sentence.

Pull sticks.

Echo: I know this is a support sentence because it does gives me more evidence to support the proposition.

Tell your partner why this is a support sentence.

Pull sticks.

that walks on earth. It is a fact. Then it had four support sentences giving me evidence about the elephant's size, so it supported the proposition. **I know that this passage is written as proposition and support because it starts with an fact statement and has several support sentences,"**
WRITE IT

Lunch Period (B)

Chorally Read sentence 1.

"When I read this first sentence, I see that it is a statement sentence because it's just telling me something.

"This sentence says "I think lunch period at our school should be longer. This is making a statement of opinion because it says "I Think" and "Should" so this is a statement of opinion.

Because it is a statement of opinion, that could be a proposition because propositions are statements of fact or opinion. I'm going to circle it and write a "P" to help me remember that this is a proposition statement. "

Tell your partner how I knew this passage was written in proposition and support.

Pull several sticks. Repeat if necessary.

WRITE THE SENTENCE

Repeat to a partner

Pull sticks.

Read passage chorally.

Choral Response: "What kind of sentence is it?"

Choral Response: " How did I know it is a statement?"

Why is it an opinion? (echo) Because it can be proven.

Students circle and write a P for the proposition sentence.

Echo Repeat: This is a proposition because it is a statement of opinion.

Tell your partner why it is a statement of opinion.

Pull sticks.

"If this is a proposition and support passage and this first sentence is a proposition sentence, then the sentences after it need to be support sentences that tell me more about why the lunch period should be longer. It needs evidence to prove it. I'm going to read them to find out."

Chorally Read sentence 2. "If lunch period should be longer, than this is information that supports the proposition sentence because it tells just how short the lunch period is. It helps give evidence to prove the proposition."

I'm going to underline this sentence and write an 'S' next to it for support."

Chorally Read sentence 3.

"This sentence tells me more about how bad eating quickly is. This is more evidence as to why the lunch period should be longer, so it supports the proposition.

I'm going to underline it and mark it with an 'S' also as a support sentence."

Chorally Read Sentence 4.

"This sentence tells me that there is

Choral Response: What kind of sentences do the rest of the sentences need to be? (support sentences that prove the proposition—lunch period should be longer)

Echo: They need to be support sentences that prove the proposition—lunch period should be longer.

Tell a partner what the rest of the sentences need to be.

Pull sticks—What kind of sentences do the rest of the sentences need to be? Why?

What does this sentence do? (supports or proves the proposition that lunch period should be longer).

Tell your partner why this is a support sentence.

Pull sticks—What does this sentence do?

Students underline and write a S.

Tell your partner why I think this is a support sentence.

Pull sticks.

Students underline and write a S.

no time to visit with friends. This is definitely another piece of evidence about why the lunch period needs to be longer. So it is a support sentence.

I'm going to underline it and write an 'S' next to it for support sentence.

Chorally Read Sentence 5.

"This sentence tells me how the lunch period could be longer. If I am trying to prove my proposition that the lunch period should be longer, then this sentence gives me more information about how to do it. So, this is a support sentence.

How I know this is Proposition/Support

"Looking back at this paragraph, I was able to see a proposition statement that the lunch period should be longer.. It is an opinion because of I Think and Should. Then it had four support sentences giving me evidence about the short lunch period so it supported the proposition. **I know that this passage is written as proposition and support because it starts with an opinion statement and has several support sentences," WRITE IT**

Turkey Vultures—Wonderful (C) Chorally Read the first sentence.

"When I read this first sentence, I

Tell your partner why I think this is a support sentence (this gives evidence to prove the proposition)

Pull sticks

Students underline and mark with an S.

Echo: I know this is a support sentence because it gives me more information to support the proposition.

Tell your partner why this is a support sentence.

Pull sticks.

Tell your partner how I knew this passage was written in proposition and support.

Pull several sticks. Repeat if necessary.

WRITE THE SENTENCE

Repeat to a partner

Pull sticks.

Read passage chorally.

see that it is a statement sentence because it's just telling me something.

"This sentence says that turkey vultures are wonderful. I've never seen a turkey vulture before, so I don't know if they are wonderful or not. It is what one person thinks, feels, or believes, so this is a statement of opinion.

Because it is a statement of opinion, that could be a proposition because propositions are statements of fact or opinion.

I'm going to circle it and write a "P" to help me remember that this is a proposition statement. "

"If this is a proposition and support passage and this first sentence is a proposition sentence, then the sentences after it need to be support sentences that tell me more about it with evidence to prove the Turkey Vulture is Wonderful. I'm going to read them to find out."

Choral Response: "What kind of sentence is it?"

Choral Response: " How did I know it is a statement?"

Why is it an opinion? (echo) Because it is what someone thinks, feels, or believes.

Tell your partner why it is an opinion statement.

Echo Repeat: This is a proposition because it is a statement of opinion.

Tell your partner why it is a proposition.

Pull sticks.

Students circle and write a P for the proposition sentence.

Choral Response: What kind of sentences do the rest of the sentences need to be? (support sentences that prove the proposition—turkey vultures are wonderful)

Echo: They need to be support sentences that prove the proposition—turkey vultures are wonderful because the first sentence is a proposition.

Tell a partner what the rest of the sentences need to be.

Pull sticks—What kind of sentences do the rest of the sentences need to be? Why?

Chorally Read the second sentence.

"Right away I see the words, 'One reason' and in my definition it says that support sentences give reasons PLUS it tells me about the wings and how they spread six feet. Wow! That's an example of why these birds would be wonderful which supports the proposition sentence that these are wonderful birds.

Because of the words 'one reason' and the example of the wings, I can tell that this is a support sentence.

I'm going to underline this sentence and write an 'S' next to it for support."

Chorally Read the third sentence.

"This sentence tells me more about the wings of the turkey vulture. Even though it doesn't give me another reason or example of why turkey vultures are wonderful, it does continue to tell me more about the wings.

I'm going to underline it and mark it with an 'S' also as a support sentence."

Chorally Read the last sentence.

"This last sentence tells me that the turkey vultures look beautiful as they soar high. This is definitely another example of why the turkey vulture is wonderful so I'm going to underline it and write an 'S' next to it for support

What does this sentence do? (supports or proves the proposition that turkey vultures are wonderful).

Tell your partner why this is a support sentence.

Pull sticks—What does this sentence do?

Tell your partner why I think this is a support sentence.

Pull sticks.

Students underline and write a S.

Tell your partner why I think this is a support sentence (this gives more evidence to prove that turkey vultures are wonderful)

Pull sticks

Students underline and mark with an S.

Echo: I know this is a support sentence because it gives me more evidence to support the proposition that turkey vultures are wonderful.

Tell your partner why this is a support sentence.

sentence.

How I know this is Proposition/Support

"Looking back at this paragraph, I was able to see a proposition statement that turkey vultures are wonderful birds with three more sentences giving me reasons and examples of why the turkey vulture is wonderful. I know that this passage is written as proposition and support because it starts with an opinion statement and has several support sentences,"

WRITE IT

Pull sticks.

Tell your partner how I knew this passage was written in proposition and support.

Pull several sticks. Repeat if necessary.

WRITE THE SENTENCE

Repeat to a partner

Pull sticks.

Summarize How:

"So, to find out if a passage is proposition and support, I need to find two things. (Show under document camera)

The RECIPE:

- 1. Decide if it begins with a proposition sentence (a statement)**
- 2. Look at the rest of the sentences to see if they support (gives evidence to prove) the proposition (or statement).**



Transitional CFU: Tell your partner how to know if a passage is written as proposition and support (read from journals).

Pull sticks and ask:

What is the first thing to look for?

What do you look for next?

III. Guided Rehearsal: (Working Memory: Teachers & Students working together to monitor and clarify) **PRACTICE!PRACTICE! PRACTICE!**

Turkey Vultures—Awful (D)

1. Chorally Read the first sentence.
2. **Choral Response: What is the first thing we are looking for to see if this is proposition and support? (A statement of fact or opinion).**
3. **Choral response: Is this a statement?**
4. **How do you know? (it's just telling me something)**
5. **Restate definition—to be a fact it has to be true. An opinion is what I think, feel, or believe.**
6. **Tell your partner whether you think this is a fact or opinion and WHY.**
7. **Pull Sticks. Clarify thinking, if necessary.**
8. **Choral Cloze: Since this is a statement of opinion, it is a _____.**
9. **We need to circle it. What do we write next to it?**
10. **If this is a proposition statement, what are we looking for next?
Tell your partner.**
11. **Pull sticks.**
12. **Chorally Read sentence 2.**
13. **"Right away I see the words, 'To illustrate'. Illustrate means to show." If illustrate means to show, then this sentence is going to show me something.**
14. **Tell your partner what it shows. (It shows me that birds have wrinkled, red skin on their heads.)**
15. **In my definition it says that support sentences give evidence or proof.**
16. **Talk to your partner about whether you think this gives some evidence as to why turkey vultures are awful birds and HOW YOU KNOW.**
17. **Pull Sticks.**
18. **Since this is a support sentence, what do we do? (underline, write an S)**
19. **Chorally Read the third sentence.**
20. **"This sentence starts with the word 'also', so that word means I'm going to find something else out.**

21. Talk to you partner about what else it tells you. (that the turkey vultures feast on a diet of dead animals.)
22. The word DIET means what someone eats.
23. Give me a thumbs up/down if you think this is evidence that the turkey vulture is awful.
24. Call on students to give a reason WHY they think it is a support sentence.
25. Since this is a support sentence, what do we do with it?
26. Underline and write an S.
27. Chorally Read the last sentence.
28. "This last sentence starts with the words 'these are some reasons'. That just tells me that I just read some reasons of why the turkey vulture is an awful bird.
29. In this sentence it uses the synonym 'horrible' for 'awful'. This isn't a statement of support, but just stating the proposition sentence again another way.
30. As fourth graders, you know that concluding sentences very often just say the first sentence again using synonyms. So, I'm going to circle it and write a 'P' for proposition since it's stating the proposition again to end the paragraph.
31. How I know this is Proposition/Support
32. Tell your partner what kind of sentences make up this paragraph —proposition or support.
33. Pull Sticks.
34. So, "We know that this passage is written as proposition and support because it has a statement of opinion and support sentences giving evidence to prove the proposition."
35. WRITE IT

Paragraph E—Kids Paid for Chores

1. Chorally read paragraph with students.
2. **Choral Response:** To find out if it is proposition and support, what is the first thing you need to do?
3. Let's read the first sentence again to see if it is a statement of fact or opinion. (chorally read).
4. **Tell your partner** if you think this is a statement of fact or opinion.

5. Random call on students to tell you what they think and why. Reteach if necessary to clarify thinking.
6. I know it is a statement of opinion because the author is using words like "should".
7. **What do we write next to a statement of fact or opinion? _____ (P)**
8. If this is a proposition statement, **what are we going to be looking for next?** (examples, evidence or proof to support that statement.)
9. Let's read the next sentence to see if it gives examples or evidence to support that statement that kids should be paid for doing chores.
10. Chorally read sentence 2.
11. **Talk to your partner** about whether this is an example, evidence or proof for why kids should be paid for chores.
12. **Pull sticks to hear student think-alouds.** Clarify thinking if necessary.
13. **Choral Response:** Since this sentence is an example or evidence, what do we mark it with? **Choral Cloze :** _____ which stands for _____.
14. Chorally read sentence 3.
15. The words this sentence starts with give us a clue: **Read the first two words** (in addition). This means that the author is giving us another example or piece of evidence. These words help us know that this is a support sentence.
16. **Choral Response:** What do these words help us know?
17. **Tell your partner** what the evidence is in this sentence as to why kids should be paid for chores;
18. **Pull sticks.**
19. **Since this is a sentence of support, let's mark it with an S.**
20. Chorally read sentence 4.
21. What is the example or evidence in this sentence? **Tell your partner.**
22. **Pull sticks.**
23. **Since this is a sentence of support, let's mark it with an S.**
24. Chorally read sentence 5.
25. **Circle the clue words that you see. (another reason) Check with your partner.**
26. **Pull sticks. How did you know those were clue words?**
27. **Talk to your partner** about the evidence in this sentence.
28. **Pull Sticks.**

29. **Since this is another sentence of support, let's mark it with an S.**
30. Chorally read sentence 6.
31. **Talk to your partner** about whether this is a support sentence or not.
32. **Pull sticks.** Why is this a supporting sentence?
33. **Let's mark it with an S.**
34. **Talk to your partner** about whether this is a proposition and support paragraph or not and how you know.
35. **Pull sticks.**
36. **Chorally repeat.**
37. **Write the sentence together.**

Paragraph F—Bike Helmets

1. Chorally read paragraph with students.
2. **Choral Response:** To find out if it is proposition and support, what is the first thing you need to do?
3. Let's read the first sentence again to see if it is a statement of fact or opinion. (chorally read).
4. **Tell your partner** if you think this is a statement of fact or opinion.
5. Random call on students to tell you what they think and why. Reteach if necessary to clarify thinking.
6. I know it is a statement of opinion because the author is thinking something is important, however, maybe I don't think it is?
7. **What do we write next to a statement of fact or opinion?** ____ (P)
8. If this is a proposition statement, **what are we going to be looking for next?** (examples, evidence or proof to support that statement.)
9. Let's read the next sentence to see if it gives examples or evidence to support that statement that kids should be paid for doing chores.
10. Chorally read sentence 2.
11. This sentence is saying that 800 deaths are caused by bike accidents. That is what the words "due to" mean. It is not really telling me about helmets, but I'm wondering if the deaths happened because helmets weren't being worn? Let's read on to find out.
12. Chorally read sentence 3.
13. Yes, in sentence 3, it goes on to say that the deaths could be avoided—that means NOT happen if helmets were worn.
14. **Talk to your partner** about whether this is an example, evidence or proof for why riding a bike helmet is important.

15. **Pull sticks to hear student think-alouds.** Clarify thinking if necessary.
16. **Choral Response:** Since this sentence is an example or evidence, what do we mark it with? **Choral Cloze :**_____ which stands for _____.
17. Chorally read sentence 4.
18. In this sentence, it is telling you that your brain and life are worth paying the money, even if it is expensive, to buy a helmet.
19. What is the example or evidence in this sentence? **Tell your partner.**
20. **Pull sticks.**
21. **Since this is a sentence of support, let's mark it with an S.**
22. Chorally read sentence 5.
23. **Talk to your partner** about the evidence in this sentence.
24. **Pull Sticks.**
25. **Since this is another sentence of support, let's mark it with an S.**
26. Chorally read sentence 6.
27. **Talk to your partner** about whether this is a support sentence or not.
28. **Pull sticks.** Why is this a supporting sentence?
29. **Let's mark it with an S.**
30. Fill out Sentence Frame
31. **Talk to your partner** about whether this is a proposition and support paragraph or not and how you know.
32. **Pull sticks.**
33. **Chorally repeat.**
34. **Write the sentence together.**

Paragraph G—Willie Mays

1. Chorally read paragraph with students.
2. **Tell your partner:** To find out if it is proposition and support, what is the first thing you need to do?
3. What is the first thing you need to do? **Pull sticks to CFU. (2 strikes, you're out)**
4. Let's read the first sentence again to see if it is a statement of fact or opinion. (chorally read).
5. Thumbs Up/Down if you think this is a statement.

6. Random call on students to tell you how they know it is/isn't a statement. Reteach if necessary to clarify thinking.
7. I know it is a statement of opinion because the author is using words like "greatest".
8. **What do we right next to a statement of fact or opinion? _____ (P)**
9. I'm not sure if Willie Mays was the greatest or not, so **what are we going to be looking for?** (examples, evidence or proof to support that statement.)
10. Let's read the next sentence to see if it gives examples or evidence to support that Willie Mays was the greatest.
11. Chorally read sentence 2.
Right away I see some words that help me know that the author is about to give me some examples or evidence.
How many of you see those words too? **(Hands)**
Tell your partner what words you see.
Ask volunteers to tell you the words they see. **Ask—Why do you believe that is evidence?**
Clarify thinking if necessary.
12. Let's circle those words (several facts)
13. This sentence doesn't give me any evidence yet, so I can't mark it with an S. So let's keep reading.
14. Chorally read sentence 3.
15. This sentence gives me some facts about Willie Mays. It tells me that he was Rookie of the Year and the National League's best first year player. Show me a thumbs up/down if you think these facts give support or prove that he is the greatest centerfielder of all time?
(thumbs—ask a student with a thumb up/thumb down as to why)
16. I believe they support because both of those are awards given to baseball players.
17. **Since this is a sentence of support, let's mark it with an S.**
18. Chorally read sentence 4.
19. I see another word that helps me know that I'm reading another example or evidence that Willie Mays was the Greatest Centerfielder.
Tell your partner how you know this sentence is giving an example or evidence.
20. **Pull sticks** and ask how students know or what they discussed with their partner.
21. **Since this is a sentence of support, let's mark it with an S.**

22. Chorally read sentence 5.
23. I see some other words that help me know I am about to read some evidence. How many of you noticed some words also? The words are Most Importantly. Let's circle them. They tell me that I am reading something that's the most important reason that Willie Mays was the Greatest Centerfielder of all time.
24. Tell your partner what the most important reason is.
25. Pull Sticks.
26. Since this is another sentence of support, let's mark it with an S.
27. Chorally read sentence 6.
28. We saw this phrase yesterday in our Turkey Vulture paragraph: For These Reasons. Let's circle them. These words tell you that you have just read some reasons why Willie Mays was the Greatest Centerfield of all time. It is just restating the topic sentence another way. Who remembers what this sentence is called?
29. Choral Cloze: We call this the _____ sentence.
30. Since this is restating the proposition, let's mark it with a P.
31. Let's fill in the sentence frame together. I know this IS a proposition and support paragraph because it has a statement of opinion and sentences with supporting evidence.
32. Chorally read the sentence together.



Transitional CFU (Need proof of readiness for Independent Practice):

Passage G do independently and check that 85% of students identify the passage correctly and write a sentence as to why.

IV. Independent Practice: (Matches Guided Practice)

Passage H



Transitional CFU: Evidence of Learning:

Using Paragraphs H and I, 85% of students will be able to correctly identify which paragraphs are proposition and support and using the sentence frame, tell how they know.





