|  |  |
| --- | --- |
| **Drafting** | **Session 4** |
| **Concept** | **Commentary** |
| **Teaching Point** | 1. Writers provide commentary to explain to the reader how the evidence proves the claim. 2. Commentary is typically the toughest concept for students to grasp in this unit because it requires them to analyze evidence. Some students are not developmentally ready to analyze, so the concept will need to be re-taught and practiced throughout the year. The more modeling and practice you can do with your students, the more likely they will be to grasp the concept. |
| **Suggested Materials** | * **Commentary Anchor Chart** * **Commentary Examples & Practice** handout * **Drafting Commentary Anchor Chart** |
| **Active Engagement** | 1. **Defining Commentary**   Full Class – Discussion   1. Write the word “commentary” on the board. 2. Ask your students to identify the root of the word – “comment” and to explain/define what it means. 3. Next, have them hypothesize about what the commentary in an argument paragraph does and why it is needed. They will likely come up with the ideas in the formal definition below. 4. Review the **Commentary Anchor Chart** with definition and graphic    1. To help students see how the word “because” can function in a sentence, have them practice writing sentences with the word “because.” Use sentence starters like: \_\_\_\_\_\_\_\_\_\_\_\_ is important because…. 5. **Examining Commentary Examples**   Full Class   1. On the **Commentary Examples & Practice** handout, review the claim together and each piece of factual evidence. 2. Have students read the commentary out loud. 3. On their own, have students underline the commentary verbs and circle instances of “because.” 4. Review as a class what students marked and ask: How does this commentary show us how the evidence proves the claim? |
| **Independent Practice** | **Practice Writing Commentary**  Solo or Small Group   1. Have students complete the You Try! Section of the **Commentary Examples & Practice** handout. Encourage them to return to the questions for writing commentary on the **Commentary Anchor Chart**. 2. Ideally, students would write 2-3 sentences. Have them work in pairs to share ideas. 3. **Write a 1st draft of paper with commentary** |