

Lesson 11: Writing a Literary Essay: Drafting Proof Paragraph 1



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2a:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.4.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.4.2c:** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- **W.4.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9a:** Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").



Daily Learning Target

- I can write Proof Paragraph 1 of my literary essay, elaborating on evidence to support the theme I have identified. (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)

Ongoing Assessment

- Literary essay Proof Paragraph 1 (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)

Agenda

1. Opening

- A. Reading in Triads: *The Hope Chest*, Chapter 18 (20 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Independent Writing: Writing Proof Paragraph 1 (30 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students continue to read *The Hope Chest* and analyze the themes evidenced in Chapter 18 (RL.4.1, RL.4.2).
- In Work Time A, students analyze the model literary essay before planning and drafting their own Proof Paragraph 1 (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6).

How this lesson builds on previous work:

- In Lesson 10, students identified the evidence they will use in their essay. In this lesson, they use that information to write their first proof paragraph.
- The proof paragraphs of this essay follow a similar structure to those in the informational and opinion essays that students wrote in Modules 1–3.

Areas in which students may need additional support:

- For students who may need additional support with writing, consider providing sentence frames or starters for students to use as they draft.
- Consider grouping students who need a lot of additional support together and writing the first proof paragraph as a group with teacher guidance.

Assessment Guidance

- Review students' Proof Paragraph 1 to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group in the next lesson.
- Consider using the Writing Process Checklist for Writing and Language Skills during independent writing in Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will write the second proof paragraph of their essays.

In advance:

- Prepare technology necessary for students to word-process their essays (see Technology and Multimedia).
- Consider working with a technology teacher to help students word-process their essays.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- Work Time A: Prepare technology and tools necessary for students to word-process their essays, one device per student.
- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.A.2, 4.II.C.6, and 4.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by following a similar routine of reading a chapter of *The Hope Chest* in triads and identifying new themes as in previous lessons, and providing opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on Proof Paragraph 1 for their literary essay. Students continue to benefit from the color-coding system established in prior lessons for visual support, and from building on the work in previous lessons of analyzing a model, planning an essay, and drafting an introductory paragraph.
- ELLs may find it challenging to keep pace with the class as they read a chapter of *The Hope Chest*, as well as plan and write their first proof paragraph. Additionally, they may find it challenging to determine the most relevant evidence and elaboration for each paragraph. Consider working with a small group after working with the class to help students find evidence and create their paragraph together. The group can begin writing as an interactive writing experience and finish independently.

Levels of support

For lighter support:

- Challenge students to vary the linking words and phrases they use to expand their sentences during Work Time B, connecting elaboration to evidence. Invite them to add new words to their Linking Words and Phrases sheet as they use them (e.g., *for instance, additionally, furthermore*).

For heavier support:

- Consider reading Chapter 18 aloud to students before the lesson, and inviting students to practice reading aloud a section of the chapter that they can then be responsible for reading in their triads in Opening A.
- During Work Time A, consider providing an outline for students to organize their first proof paragraphs. (Example: [Introduction to Point 1] _____. [Evidence #1] _____. [Elaboration #1] _____. [Evidence #2] _____. [Elaboration #2] _____.)

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to reduce barriers to metacognition in this lesson by providing a visual reminder of the focus for each activity.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students' ability to appropriately express knowledge about the content by varying the options for composition and communication. Match students' abilities and the demands of the writing task by offering alternatives for students to express their ideas (e.g., partial or full dictation during independent writing).
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during independent writing. Consider breaking independent writing time into parts and offering breaks at appropriate intervals.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- evidence, proof paragraph, elaborating (L)

Materials

- ✓ *The Hope Chest* (from Unit 1, Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Theme anchor charts (begun in Unit 1, Lesson 6; added to during Opening A; see supporting materials)
- ✓ Theme Anchor Charts: Chapter 18 (example, for teacher reference)
- ✓ Devices (one per student; used by students to type their essay in Work Time A)
- ✓ Literary essay (begun in Lesson 10; added to during Work Time A; one per student)
- ✓ Model Literary Essay: “Do Something Meaningful” (from Lesson 9; one per student and one to display)
- ✓ Painted Essay® template (from Module 1; one per student)
- ✓ Essay planners (from Lesson 10; one per student)
- ✓ Informative Writing Checklist (from Lesson 9; one per student)
- ✓ Informative Writing Checklist (from Lesson 10; example, for teacher reference)
- ✓ Linking Words and Phrases (from Module 1; one per student)

Opening

A. Reading in Triads: *The Hope Chest*, Chapter 18 (20 minutes)

- Invite students to get into their reading triads and use the same routine from Unit 1 (and the Opening B of Lesson 1) to guide them through reading Chapter 18 of *The Hope Chest*.
- Review the **Working to Become Ethical People anchor chart**.
- Remind students to use the following materials: **Close Readers Do These Things anchor chart** and **vocabulary logs**.
- Direct students’ attention to the **Theme anchor charts** and follow the same routine from Unit 1 (and Opening B of Lesson 1) to guide them through the process of identifying any new themes and adding evidence of themes to the anchor charts. Refer to **Theme Anchor Charts: Chapter 18 (example, for teacher reference)** as necessary.

Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 17 of *The Hope Chest* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs: (Sticky Notes) Invite students to use sticky notes to mark places in the text where they see evidence of a particular theme or themes, and to write the theme on the sticky notes for easy reference.

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can write Proof Paragraph 1 of my literary essay, elaborating on evidence to support the theme I have identified."
- Tell students that today they will continue drafting their literary essays, writing their first proof paragraph.
- Underline the word *evidence* and review its definition (facts or information to prove that something is true).
- Circle the words *proof paragraph*. Remind students that the purpose of Proof Paragraph 1 is to give evidence and reasons to support point 1—the reasons being an explanation of how the evidence chosen supports the focus statement.
- Underline the word *elaborating*. Turn and Talk:
"What does elaborate mean? What does it mean to elaborate on evidence in an essay?"
(Elaborate means to provide detail, and when we elaborate in an essay we explain how the evidence we have chosen supports our focus statement.)

Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: (Practicing with Something Familiar) Invite students to practice elaborating in a familiar context, to solidify understanding of this key concept. Provide an oral and visual example for support. (Example: I had dinner last night. = I had chicken, rice, and peas for dinner last night. We also had warm biscuits. It was delicious!) (MMR)

Work Time

A. Independent Writing: Writing Proof Paragraph 1 (30 minutes)

- Organize students on **devices**. Invite them to open their **literary essay** and to read it silently to themselves.
- Display and invite students to retrieve **Model Literary Essay: "Do Something Meaningful"** and the **Painted Essay® template**.
- Invite students to read the second paragraph—the first proof paragraph—of the model essay chorally with you.
- Think-Triad-Share:
"What is the first proof paragraph about?" (how two of Chloe's actions show evidence of the theme "do something meaningful")
"What are the two pieces of evidence the author has selected about Chloe?" (Chloe writing to Violet explaining she is a public health nurse, and Chloe leaving for Tennessee to fight for women's right to vote)

“How does the author of the essay elaborate on the first piece of evidence about being a public health nurse?” (by explaining that the work was dangerous and difficult, but that Chloe made a difference in the lives of sick people who needed her, showing why it is something meaningful)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

“How does the author elaborate on the second piece of evidence about going to Tennessee to fight for women’s right to vote?” (explains that voting makes a difference)

- Invite students to retrieve their **essay planners** and to review the evidence they chose in the previous lesson.
- Tell students that if they haven’t already, they need to determine which character to discuss in each proof paragraph, and ensure they know which pieces of evidence they will be using in each proof paragraph.
- After 2 minutes, refocus whole group. Think-Triad-Share:

“Look at your first piece of evidence for your first character. How does this show evidence of the theme you are writing about? What about this evidence makes you think of the theme you have chosen?” (Responses will vary.)
- Invite students to note this elaboration for this piece of evidence in the appropriate place on their essay planner.
- Repeat for the second piece of evidence for that character.
- Display and invite students to retrieve their **Informative Writing Checklist**. Remind them that this checklist is something they have been using to help them ensure that they have included everything they need to write a successful essay.
- Invite students to mark/highlight the following criteria on their checklist and to read each one chorally with you:
 - **“W.4.9:** My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.”
 - **“W.4.2a:** I group related information in paragraphs and sections. Each paragraph or section explains a main idea.”
 - **“W.4.2b:** I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.”
 - **“W.4.2c:** I use linking words to connect ideas.”
 - **“W.4.2d, L.4.6:** The words I use show that I am knowledgeable about this topic.”
- Think-Triad-Share:

“What is specific to this writing for each of those criteria you have highlighted? What is the topic? What information does the reader need in the introduction to understand the piece?”
- Invite students to update the third column of their checklists accordingly. Refer to **Informative Writing Checklist (example, for teacher reference)** as necessary.
- Invite students to retrieve their **Linking Words and Phrases** handout, and remind them to use linking words and phrases to connect their ideas.

- Invite students to use their essay planners to draft their first proof paragraphs. Although students planned in triads, remind them that they are each supposed to work on their own device and write their own essay. They can continue to discuss ideas in triads and orally say their sentences aloud to one another, but they should not all be writing the same thing.
- Circulate to support students as they write and to identify common issues to use as whole group teaching points. Ask questions to guide student thinking:
 - “How does this evidence support the theme you are writing about?”
 - “How can you connect these two ideas? What words or phrases can you use from the Linking Words and Phrases handout?”

Meeting Students' Needs

- For students who may need additional support with comprehension: As students share in response to Think-Triad-Share questions, highlight the evidence in a displayed copy of the model literary essay. (MMR)
- For ELLs: (Enlarged Model Literary Essay: Annotating) Display the enlarged model literary essay (see Lesson 9, *For heavier support*) as students talk through each sentence of the first proof paragraph. As they share out the purpose of each sentence, record it above the corresponding sentence in the proof paragraph. (Example: Above the sentence starting with “Chloe tells Violet that she is a public health nurse ...” write *evidence*. Above “This work was dangerous and difficult, but Chloe made a difference in the lives of sick people who needed her,” write *elaboration*, etc.) Invite students to refer to these annotations for support as they draft their first proof paragraphs.
- For ELLs: Mini Language Dive: ***This work is dangerous and difficult,*** / but Chloe made a difference / in the lives of sick people / who needed her.
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *this work*: “What is this chunk about?” This chunk is about the work that Chloe did as a public health nurse, mentioned in the previous sentence. (noun phrase)
 - *dangerous and difficult*: “What does this chunk tell us?” This chunk includes elaboration about Chloe’s work. It tells us that being a public health nurse was neither safe nor easy, providing us with details about Chloe’s meaningful work. (adjectival phrase)
 - Students can take 30 seconds in pairs to list as many synonyms for *dangerous and difficult* as possible. Then they can switch pairs and share antonyms for this feeling, discussing how the meaning of the sentence would change if the words *dangerous and difficult* were replaced with their antonyms.
 - Practice: Students can practice using this structure to speak or write about their own lives. “This ____ [noun phrase] is ____ [adjective] and ____ [adjective].”

- Reconstruct:
 - “What is another way to say this sentence?” (Responses will vary.)
 - “How does your understanding of this sentence add to your understanding of how you can elaborate on evidence to support the theme you have chosen for your literary essay?” (Responses will vary.)
- Practice: “____ [noun phrase] is ____ [adjective] and ____ [adjective].”
 - “How can we use this sentence structure when elaborating on evidence in Proof Paragraphs 1 and 2?”
- For ELLs: (Fishbowl: Choosing Pieces of Evidence) Invite a confident triad to fishbowl choosing which pieces of evidence to use in their proof paragraphs. Encourage them to use the Summarizing *The Hope Chest* note-catchers and the sticky notes that mark key evidence in their books corresponding to their theme to do so. This will help clarify the process for choosing evidence, as well as provide examples of concrete resources to reference during this process.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Refocus the whole group and invite students to record “Y” for “Yes” and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklist earlier in the lesson have been achieved in their writing in this lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring their learning: (Sharing Specific Examples) Invite students to share specific examples of criteria they achieved during their writing in this lesson. Encourage them to use linking words and phrases as they share (*for example, for instance*). (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response.