

## Lesson 9: Writing a Literary Analysis Essay: Proof Paragraph 1



### CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4a:** Read grade-level text with purpose and understanding.
- **RF.5.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2a:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.5.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9a:** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



### Supporting Learning Targets

- I can work with a partner to write a proof paragraph for our literary analysis. (W.5.2a, W.5.2b, W.5.2d, W.5.9a)
- I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (RF.5.4a, RF.5.4c)

### Ongoing Assessment

- First proof paragraph of literary analysis essay (W.5.2a, W.5.2b, W.5.2d, W.5.9a)
- Self-assessment on Reading Fluency Checklist (RF.5.4a, RF.5.4c)

### Agenda

#### 1. Opening

- A. Engaging the Reader: Assembling Evidence (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Analyzing the Model Essay: Proof Paragraph 1 (10 minutes)
- B. Planning and Drafting Proof Paragraph 1 (30 minutes)

#### 3. Closing and Assessment

- A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 39 (10 minutes)

#### 4. Homework

- A. Reading Fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2 homework for some excerpt suggestions.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students analyze the first proof paragraph of the Model Essay: Concrete and Sensory Language in *The Great Kapok Tree* to generate criteria for the first proof paragraph of their own literary analysis essay to answer the question: “What does the use of concrete language and sensory detail help you understand about the rainforest?” Students then work in pairs to write the first proof paragraph for their literary analysis essay (W.5.2b, W.5.2c, W.5.2d).
- At the end of the lesson, students continue to practice reading aloud a new excerpt of *The Most Beautiful Roof in the World* in preparation for the reading fluency assessment required as part of the End of Unit 2 Assessment (RF.5.4).
- Students who finish quickly or require an extension can begin to plan their second proof paragraph.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristics students are reminded of specifically are collaboration and respect, as they work in pairs on their literary analysis essays and as they provide kind, specific, and helpful reading fluency feedback.

**How it builds on previous work:**

- In the previous lesson, students analyzed the model essay and wrote the introduction to their literary analysis essay. In this lesson, they continue to analyze the model essay and draft the first proof paragraph of their literary analysis essay.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

**Areas in which students may need additional support:**

- Throughout this lesson, students should continue to work with a partner for peer support.
- Students may require support in writing their first proof paragraphs. Consider grouping those students together to receive additional support as they write.
- Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.
- Consider providing students who require additional support reading aloud with shorter excerpts of text to read in the reading fluency practice in Closing and Assessment A.

**Assessment guidance:**

- Review students' proof paragraphs to ensure they are ready to write the second proof paragraph in the next lesson. If you notice common issues, use these as teaching points at the beginning of the next lesson.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist (Grade 5) during students' drafting in Work Time B (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' fluency practice in Closing and Assessment A (see Module 1 Appendix).

**Down the road:**

- In the next lesson, students will write the second proof paragraph of their literary analysis essay.
- In Lessons 12 and 13, as part of the End of Unit 2 Assessment, students will work independently to write a literary analysis essay to answer the same question for a new excerpt from *The Most Beautiful Roof in the World*.

**In advance:**

- Prepare the Assembling Evidence: Evidence Chunks by cutting out the chunks (see supporting materials).
- Based on students' progress in Lesson 8, determine any whole group teaching points, particularly in relation to elaboration of evidence to support the focus statement. Address these points before students begin writing.
- Post: Learning targets, Literary Analysis Essay anchor chart, Working to Become Effective Learners anchor chart, and Fluent Readers Do These Things anchor chart.

- Work Time A: For students who benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (<http://www.naturalreaders.com>), SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students use a word processing document, such as a Google Doc, to write their first proof paragraphs.
- Work Time B: Students write their proof paragraph using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: Record students reading the text aloud using software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>).

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6a, 5.I.B.7, 5.I.C.10a, 5.I.C.11a, 5.I.C.12a, 5.II.A.1

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to discuss and write a proof paragraph with another student, thereby creating an ideal context for language development.
- ELLs may find it challenging to begin writing the proof paragraph. Writing a proof paragraph using U.S. conventions may be unfamiliar to them. Support students by calling special attention to the name and purpose of each piece of the proof paragraph. Example: Highlight and label the pieces of the evidence chunks (context of a quote, quote, explain how quote helps them understand the rainforest). Discuss each of the checklist criteria and think aloud an example of each for the introduction. See the lesson for additional suggestions.

#### Levels of support

*For lighter support:*

- As students continue to collaborate, invite them to provide sentence frames and body language examples to students who need heavier support. This will help spark productive and equitable conversation. Examples:
  - (Nod head.) I agree with what \_\_\_\_ said because \_\_\_\_.
  - (Raise eyebrows.) I'd like to add on to what \_\_\_\_ said. I think that \_\_\_\_.
  - (Tilt head to the side.) I disagree with \_\_\_\_ because \_\_\_\_.
  - (Lean in.) I have a connection to what \_\_\_\_ said: \_\_\_\_.

*For heavier support:*

- Display four bulleted blanks and ask students to help you label them with the structure for the literary analysis essay (i.e., Introduction with Focus Statement, Proof Paragraph 1, Proof Paragraph 2, Conclusion).
- To emphasize the importance of providing evidence and examples in a proof paragraph, ask students to provide examples of a fact they know. Make clear that without examples and evidence, it is impossible to tell whether a fact is true or imagined.

- Provide students with a cloze copy of the Literary Analysis Essay Proof Paragraph I: Class Version (example, for teacher reference). Leave out key words or phrases and invite students in pairs to fill in the blanks. Consider providing a word bank for them to choose from, too.

### Universal Design for Learning

- **Multiple Means of Representation:** Some students may need additional support accessing the various skills and tools needed during the writing process. Visually capture the analysis of the model essay so that students can reference it as they write. As much as possible, provide varied representations for planning writing. Example: Allow students to orally plan their introduction with their partner before writing.
- **Multiple Means of Action and Expression:** To enable students to synthesize a large amount of information as they write, allow differentiated methods for writing their introduction paragraph. (Example: Invite students to use colored pencils to “paint” the different sentences as part of the checklist criteria. This will visually reinforce the key components of the introductory paragraph and also promote self-monitoring for students.)
- **Multiple Means of Engagement:** During a writing activity, provide multiple formats of lined paper. (Examples: Skipping lines by giving lined paper with every other line highlighted or starred. Provide paper that has an empty box for sketching an idea before writing it.) Offer students a choice of format that best suits their learning needs. This will not only help them to accomplish the writing task but will also help them take ownership of their own learning. Help students manage their frustration during writing by offering a list of options they can take if they get frustrated or don’t know what to do next. This list could include options such as: reference the anchor chart, ask a peer buddy, look at my note-catcher, etc.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *elaborated, concrete language, sensory detail (W)*

### Materials

- ✓ Assembling Evidence: Evidence Chunks (one set per pair and one set to display)
- ✓ Model Essay: Concrete and Sensory Language in *The Great Kapok Tree* (from Lesson 7; one per student and one to display)
- ✓ Literary Analysis Essay anchor chart (begun in Lesson 8; added to during Work Time A; see supporting materials)
- ✓ Literary Analysis Essay anchor chart (example, for teacher reference)
- ✓ Red, yellow and green markers (one of each per student)
- ✓ Informative Writing Planning graphic organizer (from Lesson 7; one per student and one to display)

- ✓ Explaining Quotes: Concrete and Sensory Language note-catcher (from Lesson 6; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Informative Writing Planning graphic organizer (from Lesson 7; example, for teacher reference)
- ✓ Literary Analysis Essay: Partner Version (begun in Lesson 8; added to during Work Time B; one per student)
- ✓ Informative Writing Checklist (from Lesson 8; added to during Work Time A; one per student)
- ✓ Informative Writing Checklist (from Lesson 8; example, for teacher reference)
- ✓ Explaining Quotes handout (from Lesson 2; one per student and one to display)
- ✓ Literary Analysis Essay: Proof Paragraph 1 (example, for teacher reference)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Reading Fluency Checklist (from Lesson 8; one per student)
- ✓ *The Most Beautiful Roof in the World* (one per student)

### Opening

#### A. Engaging the Reader: Assembling Evidence (5 minutes)

- Invite students to move to sit with their writing partner.
- Distribute and display Assembling Evidence: Evidence Chunks.
- Explain that these two evidence chunks are from the first proof paragraph of the Model Essay: Concrete and Sensory Language in *The Great Kapok Tree*, and the sentence strips fit together to introduce the evidence, present the evidence, and explain the evidence. Explain that there are two pieces of evidence, so there are two different chunks.
- Invite students to work with their partner to put the evidence chunks in order. Remind them that each piece of evidence (or quote) needs to be:
  - Introduced
  - Provided
  - Explained
- After 4 minutes, display the Model Essay: Concrete and Sensory Language in *The Great Kapok Tree* and invite students to check their work.

#### Meeting Students' Needs

- For ELLs: Invite students to discuss the gist of each evidence chunk strip before they put the chunks in order.
- For ELLs: Ask:
  - “*Why are some of the phrases in boldface on the evidence chunks?*” (They are taken from the Explaining Quotes handout from Lesson 2.)
- Have students explain the function of each boldface phrase.

## Opening

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### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select volunteers to read them aloud:
  - “I can work with a partner to write a proof paragraph for our literary analysis.”
  - “I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency.”
- Remind students that the second learning targets should be familiar because they were used in Lesson 8.
- Explain that in this lesson, students will continue to analyze the model essay, focusing on the first proof paragraph in order to write the first proof paragraph for their literary analyses.

### Meeting Students' Needs

- For ELLs: Point to the second learning target and remind students that kind and considerate collaboration is important to academic success in the United States. Ask:
 

*“Tell me about your experience with collaboration and how your perspective has changed since working collaboratively on the concrete language and sensory details essay.”*

## Work Time

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### A. Analyzing the Model Essay: Proof Paragraph 1 (10 minutes)

- Invite students to retrieve their Model Essay: Concrete and Sensory Language in *The Great Kapok Tree*. Explain that in this lesson, they will focus on the first proof paragraph, which they underlined in yellow in Lesson 7.
- Reread the model essay introduction aloud, inviting students to chorally read with you. It is important to read the introduction as it leads into the first proof paragraph so that students can hear how one flows into the other.
- Invite students to refer to their Assembling Evidence: Evidence Chunks from the beginning of the lesson.
- Using a total participation technique, invite responses from the group:
 

*“What information does the first proof paragraph contain? Why?” (It provides evidence from the text and explains how this evidence supports the claim made in the focus statement.)*

*“How is it organized? Why?” (context, evidence, elaboration because it to understand the evidence we need the context first, and to be able to elaborate, we need the evidence first)*
- As students share out, capture their responses on the Literary Analysis Essay anchor chart. Refer to the Literary Analysis Essay anchor chart (example, for teacher reference) to ensure that the necessary criteria are recorded.
- If productive, cue students to think about their thinking:

*“How does our discussion and analysis add to your understanding of how to write a proof paragraph for the essay? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

- Point out that within the first proof paragraph, the author has elaborated on the focus of the writing, or explained how the evidence he or she has chosen supports the focus statement.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: To provide heavier support, point to the pictures in *The Great Kapok Tree* as you read the model. Example: As you read “When one of the men lays down to take a nap,” point to the man napping and mime taking a nap, head on hands. (MMR)
- For ELLs and students who may need additional support with comprehension: Display each paragraph of the model essay and write the gist next to each. (MMR)
- For ELLs and students who may need additional support with comprehension: Invite students to stop you as you read each piece of an evidence chunk in the model and identify the piece of the evidence chunk. Example: After you read “Descriptions like this help us to imagine and care about the creatures in the rainforest that will lose their home and food if the tree is chopped down,” students can say “Stop!” or use a nonverbal signal and hold up a sign that says “This helps us understand that....” (MME)
- As you identify evidence, mark up the text to visually represent the evidence chunks in addition to talking about them. (MMR)

## Work Time

### B. Planning and Drafting Proof Paragraph 1 (30 minutes)

- Invite students to retrieve their Informative Writing Planning graphic organizer and their Explaining Quotes: Concrete and Sensory Language note-catcher.
- Focus students on the Proof Paragraph 1 box and select a volunteer to read the questions aloud.
- Remind students that in each proof paragraph, they will elaborate on the focus of their essay, or explain how the evidence they’ve chosen shows how the author’s use of concrete and sensory language help the reader to better understand the rainforest.
- Focus students on their Explaining Quotes: Concrete and Sensory Language note-catcher and point out that they already have the context, the quote, and the elaboration recorded here.
- Direct students’ attention to the posted Working to Become Effective Learners anchor chart and remind them specifically of the collaboration criteria. Remind students that because they will be working together in pairs, they need to be conscious of working effectively with others.
- Invite students to work with their partner to determine which evidence they are going to use in their first proof paragraph and which they will use in their second proof paragraph. Remind them that making decisions in pairs can be challenging and refer them to the Working to Become Effective Learners anchor chart to help them collaborate effectively.

- Invite students to use the criteria for the proof paragraph on the Literary Analysis Essay anchor chart and their chosen evidence for their first proof paragraph to orally plan the evidence chunks for their first proof paragraph with their partner.
- Then, invite students to complete the Proof Paragraph 1 box of their Informative Writing Planning graphic organizer. If needed, model completing this box, referring to the **Informative Writing Planning graphic organizer (example, for teacher reference)**.
- Use this opportunity to provide any key teaching points identified in advance of the lesson.
- Circulate to support students, focusing your attention on those who require additional support, identified from informal assessment of student work up to this point.
- Invite students to retrieve their Literary Analysis Essay: Partner Version.
- Post and review the following directions:
  1. Reread your focus statement on your Literary Analysis Introduction: Partner Version.
  2. Review the context, quote, and elaboration listed on your Explaining Quotes: Concrete and Sensory Language note-catcher.
  3. Check that the quotes and elaboration make sense in support of the claim made in your focus statement.
  4. Revise where necessary, using the Informative Writing Planning graphic organizer and the Explaining Quotes handout to guide your thinking.
  5. Write your first proof paragraph, leaving a space between each line for editing later.
- Invite students to retrieve their Informative Writing Checklist.
- Using a total participation technique, invite responses from the group:

***“Which of the criteria do you think we are working on today when writing the first proof paragraph?”***
- Invite students to mark the following on their checklist to help them remember as they write:
  - W.5.2a
  - W.5.2a
  - W.5.2b
  - W.5.2d/L.5.6
  - W.5.4
  - L.5.1/L.5.3a
  - L.5.2
- Focus students on the rows labeled W.5.2d/L.5.6 about precise vocabulary and emphasize that this specific vocabulary (concrete language and sensory detail) should be referred to throughout the essay. Tell students to refer to the academic and domain specific word walls as they write.
- Invite students to refer to the criteria on the Literary Analysis Essay anchor chart to determine whether there are criteria specific to this piece of writing that they would like to add to the third column of their Informative Writing Checklist.
- Invite students to add specific criteria to their checklist. Refer to the **Informative Writing Checklist (example, for teacher reference)** as necessary.
- Invite students to begin writing their first proof paragraph. Remind students to refer to their Explaining Quotes handout as needed.

- Circulate to support students in writing their proof paragraphs. Focus your time on those who you are aware may need additional support to do this effectively. Refer to the **Literary Analysis Essay: Proof Paragraph 1 (example, for teacher reference)** as necessary.
- Encourage students who finish to pair up with a student other than their writing partner to share work and provide kind, specific, and helpful feedback.
- Refocus students on the first learning target and invite them to show either a red, yellow or green marker for how close they feel they are to meeting that target now, with red being a long way from meeting the target and green being fully meeting the standard. Scan student responses and make a note of students who may need more support with this moving forward.
- 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 checklists have been achieved in their writing in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Encourage students to use colored markers or pencils to continue to "paint" Proof Paragraph 1 of their draft using the Painted Essay® structure from Lesson 7. Invite them to label each piece of their evidence chunks, e.g., "context," "quote," "helps me understand." If they struggle to identify the structure or label the chunks, ask them how they might make each element clearer—for example, by using one of the phrases from the Explaining Quotes handout. (MMAE)
- For ELLs and students who may need additional support with writing: Model and think aloud using the note-catcher, anchor chart, and checklist, either as a whole class or with a group of ELLs, before pair work. (MMR)
- For ELLs: During pair work, support ELLs as needed but let them struggle with the task as well, as successful completion after considerable effort builds both stamina and confidence. Support students to build self-regulatory strategies by providing individualized scaffolds for managing frustration and staying on task. For instance, have a list of options that students can take if they get frustrated or don't know what to do next. This list could include options such as: reference the anchor chart, ask a peer buddy, look at my note-catcher, etc. (MME)
- To support students who need additional support with spatial organization, provide lined paper with every other line highlighted or starred. (MMR, MME)

### Closing and Assessment

#### A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 39 (10 minutes)

- Direct students' attention to the posted **Fluent Readers Do These Things anchor chart** and review as necessary.
- Invite them to retrieve their **Reading Fluency Checklist** and identify the challenges they faced in the previous lesson to work on in this lesson.
- Remind students that at the end of this unit, they will each read aloud a new excerpt of *The Most Beautiful Roof in the World* to assess their reading fluency with a new text.

- Invite students to retrieve their copies of *The Most Beautiful Roof in the World* and to turn to page 39.
- Explain that they are going to read from “Meg gets out one of the insect vials filled with alcohol ...” to “... collecting for identification that makes her a good scientist.”
- Read this excerpt aloud for students.
- Using a total participation technique, invite responses from the group:  
***“What is the gist of this excerpt? What is it mostly about?”***
- Tell students they will have 3 minutes to practice reading this same excerpt to themselves, following the criteria on the Fluent Readers Do These Things anchor chart.
- After 3 minutes, post and review the following directions:
  1. Find a partner.
  2. Determine who will be partner A and who will be partner B.
  3. Partner A reads the excerpt aloud to partner B.
  4. Partner B provides kind, specific, and helpful feedback based on the criteria listed on the Fluent Readers Do These Things anchor chart. (Example: “Your pace was really good, but your volume was a little quiet. I struggled to hear you at times.”)
  5. Switch roles and repeat Steps 3–4.
- Focus students on the Working to Become Effective Learners anchor chart and remind them specifically of the respect criteria. Remind students that as they provide each other with feedback, they need to ensure that they appreciate the abilities, qualities, and achievements of others and treat others with care.
- Invite students to begin reading aloud and providing feedback.
- Tell students to mark the date in the column for each criterion that describes their progress based on their own reading and their peer feedback. Model as necessary. Example: They may be in the Developing column for pacing but the Beginning column for expression.
- Invite students to read the excerpt aloud to their partner in a voice like a very, very old person.
- Invite them to practice it with their normal voice again, working on the challenges they or their partner identified.
- If productive, cue students to think about their thinking:  
***“How does reading the excerpt in normal and strange voices add to your understanding of the excerpt and your ability to read fluently? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***
- Refocus students on the second learning target and invite them to show either a red, yellow or green marker for how close they feel they are to meeting that target now, with red being a long way from meeting the target and green being fully meeting the standard. Scan student responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess against how well they collaborated and showed respect in this lesson.

### Meeting Students' Needs

- As you read the excerpt from page 39, draw arcs under phrases to signal appropriate pauses in the text. Some students may benefit from a copy with the arcs already drawn under the text. (MMR)
- For ELLs and students who may need additional support with reading: Invite students to choose strategies to practice for reading unfamiliar texts. (MME)  
Examples:
  - Chunk the text into manageable amounts, e.g., sentences or paragraphs.
  - Underline important people, places, and things.
  - Read aloud.
  - Read repeatedly.
  - Silently paraphrase the chunks.
  - Summarize what you read for someone else, perhaps first in your home language.
- For ELLs and students who may need additional support with reading: Give students the choice to focus on only one or two of the criteria on the Fluent Readers Do These Things anchor chart. (MMAE)
- Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their choice reading text to practice fluency. (MMAE)

### Homework

**A. Reading Fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2 homework for some excerpt suggestions.**

**B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs: Read aloud and discuss the gist of the excerpt students choose. Encourage developing readers to focus more on the meaning of the fluency passage rather than on the pace at which they read or the meaning of every unfamiliar word.
- For students whose independent reading levels are below the excerpt selections, allow them to practice their fluency with their independent reading books. (MMAE)