

Lesson 5: Independent Writing: Drafting an Essay



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.6:** 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 two pages in a single sitting.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1e:** Use correlative conjunctions (e.g., either/or, neither/nor).



Daily Learning Targets

- I can write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success. (RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8, L.5.1e)
- I can critique my partner's essay and provide kind, helpful, and specific feedback. (W.5.5)

Ongoing Assessment

- Essay comparing and contrasting Jackie Robinson and expert group athlete (RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8, L.5.1e)
- Stars and steps on sticky notes (W.5.5)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Independent Writing: Drafting an Essay (40 minutes)

3. Closing and Assessment

A. Peer Critique: Essay (15 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 this lesson, students write their essays using word-processing software (RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.5, W.5.6, W.5.8). If technology is not available for students to word-process their writing, they can write their essays by hand. In previous modules, this process was heavily scaffolded and completed over the course of several lessons. By this point in the year, students should be comfortable with the process and able to write a four-paragraph essay independently. Provide additional support and scaffolding as necessary.
- In the Closing, students participate in the Peer Critique protocol and revise their essays. They review for correlative conjunctions (L.5.1e), and also against the criteria on the Informative Writing Checklist.
- In this lesson, students focus on working to become effective learners and working to become ethical people, persevering as they write their essays, and showing respect as they provide and receive kind, specific, and helpful peer feedback.

How it builds on previous work:

- In Lesson 4, students planned their essays using the Essay Planning graphic organizer. In this lesson, they complete a first draft and receive feedback.

Areas in which students may need additional support:

- Some students may need additional support with writing their essays. Consider seating those students in one group for teacher-guided support.
- Students may need additional time to write their essays.

Assessment guidance:

- Review student essays and determine any common issues to use as teaching points before students plan and write an on-demand essay for the mid-unit assessment in the next two lessons.
- Review students' self-assessment on their Informative Writing Checklists to identify any common gaps that students feel unable to check to use as teaching points before the mid-unit assessment.

Athlete Leaders of Social Change

- Consider using the Writing Informal Assessment: Writing Process (Grade 5) during students' writing in Work Time A (see Module 1 Appendix).

Down the road:

- In Lessons 6 and 7, for the mid-unit assessment, students will read about a new athlete, and gather research to write an essay comparing and contrasting the factors that contributed to the success of Jackie Robinson as a leader of social change with those of the new athlete.

In advance:

- Prepare technology necessary for students to write their essay (one per student).
- Post: Learning targets and applicable anchor Charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 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.
- Work Time A: Students will need technology with word-processing software to draft their essays during Work Time.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.A.3, 5.II.A.4, 5.II.A.5, 5.II.C.6, and 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by using the Essay Planning graphic organizer to support students in writing their essays; inviting students to work in pairs or triads as they write their essays; and providing them with an opportunity to receive feedback in a peer critique.
- ELLs may find it challenging to complete all four paragraphs of their essay in the amount of time allotted. Additionally, they may find it challenging to determine the most relevant evidence to cite in Proof Paragraphs 1 and 2. Consider working with a small group after working with the class, and help them write their essay together. The group can begin writing as an interactive experience and finish independently.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time A, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- Consider creating index cards with images that represent similarities and differences, with linking language to compare and contrast at the top. Include correlative conjunctions as well. For example, on one index card, draw a picture of two students with backpacks, going to school. On the top of this index card write: “They are *similar* because *both* student A *and* student B are _____. *However*, they are *different* because student A _____, *while* the student B _____.” Students can talk in pairs, using linking language to compare and contrast the images. (Example: Partner A: “They are similar because both student A and student B are going to school.” Partner B: “However, they are different because student A is walking to school while student B is taking the bus.”) Allow students to practice with these familiar examples during Work Time A, in preparation for using linking language to compare and contrast in their essays.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by creating additional or individual anchor Charts for reference during this lesson to aid in comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentence frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *social change* (L)

Materials

- ✓ Device (one per student; see Technology and Multimedia)
- ✓ Essay Planning graphic organizer (completed in Lesson 4; one per student)
- ✓ Informative Writing Checklist (from Lesson 4; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Correlative Conjunctions handout (from Lesson 4; one per student and one to display)
- ✓ Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott (from Lessons 2 and 3; one per student)
- ✓ Research note-catcher (completed in Lessons 2 and 3; one per student)
- ✓ Comparison to Jackie Robinson note-catcher (from Lessons 2 and 3; one per student)

- ✓ Linking Words and Phrases handout (from Module 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (one to display)
- ✓ Peer Critique Protocol anchor chart (begun in Module 1)
- ✓ Sticky notes (two different colors; one of each color per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
- "I can write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success."
- "I can critique my partner's essay and provide kind, helpful, and specific feedback."
- Focus students on the first learning target. Remind them that they saw a similar learning target in the previous lesson; however, now they are writing the essay rather than planning it.
- Remind students of what *social change* means.
- Focus students on the second learning target and remind them they have seen this learning target many times when doing peer critiques.

Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they provided kind, helpful, and specific feedback to a partner in previous lessons. (MMR, MME)
- For ELLs: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target.

Work Time

A. Independent Writing: Drafting an Essay (40 minutes)

- Invite students to partner/group up with the student(s) they were working with in the previous lesson and to label themselves A, B, etc.
- Ensure each student has access to a **device** with word-processing software.
- Invite students to retrieve their **Essay Planning graphic organizer**. Remind them of the question at the top:
 - "What are the similarities and differences between the factors that contributed to the success of your athlete as a leader of social change and those of Jackie Robinson?"
- Invite students to spend a few minutes reviewing their graphic organizer with their partner.

- Invite students to retrieve their **Informative Writing Checklist** and to reread the criteria, particularly the specific criteria they added in the previous lesson.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to reread it silently. Tell students to choose a habit to focus on as they work with their partner/triad today.
- Invite students to retrieve their **Correlative Conjunctions handout** and remind them that they referred to it during the Language Dive in the previous lesson. Briefly review how to correctly use correlative conjunctions. Emphasize that students do not need to use correlative conjunctions, but if they do use them, they should ensure they do so correctly.
- Invite students to retrieve their **Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott**.
- Read the introductory paragraph aloud as students read along silently in their heads.
- Refocus whole group and focus the class on the “Introduction” box of their Essay Planning graphic organizer. Give students 2 minutes to reread it and to think about what they are going to write for their introduction.
- After 2 minutes, Turn and Talk:

“Orally share your introduction with your partner(s).” (Responses will vary.)
- Invite students to write their introductory paragraph.
- Circulate to support them as they write and to remind them to refer to the following Materials:
 - **Research note-catcher**
 - **Comparison to Jackie Robinson note-catcher**
 - **Linking Words and Phrases handout**
 - Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott
- Tell students that for the rest of the time allocated, they will repeat this process with their partner(s):
 2. Reread the corresponding paragraph of the model essay.
 3. Spend time reading the Essay Planning graphic organizer and thinking.
 4. Say the paragraph aloud to your partner.
 5. Write it down.
- Circulate to support students as they write. Remind them to keep referring to their Essay Planning graphic organizer to ensure they maintain the focus of their writing. Remind students that as they draft each proof paragraph, they should elaborate on the focus of their essay, or explain how the evidence they have chosen supports their focus statement.
- When 2 minutes remain, refocus the whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target, and against the habit(s) from the Working to Become Effective Learners anchor chart they decided to focus on today.

Meeting Students' Needs

- For students who may need additional support with written expression: Consider supporting students' expressive skills by offering partial dictation or sentence stems as students organize their ideas for their essays. (MMAE)
- For ELLs: (Practicing Language to Compare and Contrast) Invite students to play "Let's Compare and Contrast!" with the cards from *For heavier support*. Put all index cards in a bag and invite a volunteer to pull one out, comparing the images on the card using the sentence frame for comparing. Invite that student to call on another student to contrast the images on the card using the sentence frame for contrasting. The student who contrasted the images then repeats this process. Challenge students to see how many images they can compare and contrast in 2 minutes. Add new examples to the Linking Words and Phrases Chart and encourage students to use these words as they write.
- For ELLs: (Sentence Frames) Invite students to create sentence frames to support writing each paragraph. Invite students who need heavier support to use the frames. (Example for Proof Paragraph 1: One factor for success that was similar between my athlete and Jackie Robinson was _____. For example, _____. Another factor in the success of both athletes was _____. For instance, _____.)
- For ELLs: (Citing Sources) Remind students of the importance of citing sources. Point out that they must use quotation marks when quoting ideas directly, and tell the reader where the ideas and quotes in their essay came from.

Closing and Assessment

A. Peer Critique: Essay (15 minutes)

- Invite students to find a new partner.
- Tell them they will now participate in the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback on their essays.
 - Direct students' attention to the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
 - Direct students' attention to their Correlative Conjunctions handout and remind them to look for the correct use of correlative conjunctions in their peers' work.
- Remind students that they used this protocol in Unit 2, and review as necessary, using the **Directions for Peer Critique** and **Peer Critique Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Distribute **sticky notes** and guide students through the protocol.
- When 5 minutes remain, refocus whole group. Invite students to use the check boxes on their Informative Writing Checklist to check whether they now feel their work meets each criterion on the list.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and against the Working to Become Ethical People anchor chart.

- Turn and Talk:
“What is one challenge you experienced during the Peer Critique protocol?” (Responses will vary.)
- Select volunteers to share out and invite other students to make suggestions for how to overcome that challenge the next time they participate in a peer critique. (Example: If students found it difficult to suggest an improvement to their partner because they were worried about hurting the partner’s feelings, suggest using the sentence stems and questions on the Peer Critique Protocol anchor chart.)
- If productive, cue students to think about their thinking:
“How does our peer critique add to your understanding of writing an essay? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

Meeting Students’ Needs

- For students who may need additional support with comprehension: Activate prior knowledge by inviting students to retell how they used the Peer Critique protocol in previous lessons. (MMR)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. Examples:
 - “One thing you did well was ____.”
 - “Have you thought about ____?”
- For ELLs: (Identifying Linking Words and Phrases) Encourage students to identify linking words and phrases used to compare and contrast, as well as correlative conjunctions, as they participate in the peer critique. (Example: “One thing you did well was use linking words and phrases to compare and contrast. For example, you used *similarly*, *another*, and *also* to compare, and *however* and *but* to contrast. You also used the correlative conjunctions *both/and* when comparing in Proof Paragraph 1.”)
- For ELLs: (Home Languages) Invite students to share kind, helpful, or specific comments in their home languages.

Homework

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

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)