

Lesson 13: Writing a Literary Essay: Conclusion



CCS Standards

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Daily Learning Targets

- I can plan and write the conclusion paragraph for my essay. (W.4.2e, W.4.5)
- I can revise my essay so related information is grouped into paragraphs, and each paragraph explains a main idea. (W.4.2a)

Ongoing Assessment

- Conclusion of literary essay (W.4.2e, W.4.5)
- Revision notes (W.4.2a)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of a Conclusion Paragraph (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Independent Writing: Writing a Conclusion Paragraph (25 minutes)
- B. Mini Lesson: Revising for Organization (15 minutes)

3. Closing and Assessment

- A. Sharing Our Work (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.
- B. Choose an informative prompt to respond to in your Unit 2 Homework.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students plan and write the conclusion paragraph of their essays. Students then begin to revise their essays for organization of ideas (W.4.2a, W.4.2e, W.4.5).
- In this unit, the habit of character focus is on working to become an effective learner. The characteristic they collect in this lesson is perseverance, because this is their first time writing a full essay this school year.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and what inspires people to write. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lessons, students wrote their introductory and proof paragraphs. In this lesson, they write their conclusions to finish the first draft of their essays.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may require additional support writing their concluding paragraphs. Consider providing a writing template similar to what students used in drafting the proof paragraphs.

Assessment guidance:

- Review student paragraphs to ensure they include all of the necessary information. Where you notice common issues, use them as teaching points for the whole group as they are working.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist during independent writing in Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will revise their writing based on their revision notes made in this lesson and from peer feedback as part of the End of Unit 2 Assessment.

In advance:

- Strategically pair students for work during Opening A, with at least one strong reader per pair.
- Prepare the Organizing the Model: Conclusion Paragraph strips (see supporting materials).
- Review the Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets, Literary Essay anchor chart, and Working to Become Effective Learners anchor chart.

- Work Time A: Students write their conclusion paragraph on a word-processing document—for example, a Google Doc.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.C.1o and 4.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus on the concluding paragraph of their literary essay. They also revise their writing for organization using colors and kinesthetic activities.
- ELLs may find it challenging to keep pace with the class as they work to revise each paragraph to underline each sentence based on its relevance to the introduction. While circulating and supporting students, consider working individually with students who need heavier support. Reread each sentence with them and support them as they determine which color to use as they underline.

Levels of support

For lighter support:

- Challenge students to use the sentence frame introduced at the end of the Mini Language Dive as they write their conclusions: “[Poet] was inspired to write poetry about _____, and his or her work has also _____.” Invite intermediate and advanced proficiency students to generate alternative sentence frames they could use in their concluding paragraphs.

For heavier support:

- During Work Time A, distribute a template with a cloze version of a concluding paragraph. Allow students who need prompting or who may be overwhelmed by starting from scratch to use this version. Example: “[Poet] was inspired to write poetry about _____. My favorite poem by [Poet] is “_____” because _____. In the book *Love That Dog* by Sharon Creech, Jack writes _____ after reading “_____” by [Poet].”

- During Work Time B, rewrite a selection of sentences from the organization model on sentence strips. Color-code each sentence according to its relevant sentence in the introduction. Present the paragraphs scrambled and invite students to organize the sentence strips into the correct paragraphs. Ask students how the sorting activity is similar to the revision process.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Some students may require additional support with the expectations for the concluding paragraph. Consider reviewing and clarifying the Informative Writing Checklist with a small group. Also consider thinking aloud to make the thought process explicit. (Example: Provide a think-aloud to show how you incorporate ideas from the model literary essay into an original paragraph.) This way, students will not only see the model visually, but also will be able to understand the thought processes behind it.
- **Multiple Means of Action and Expression (MMAE):** This lesson provides 25 minutes of writing time. Some students may need additional support to build their writing stamina. Support students in building their stamina and focus by providing scaffolds that build an environment that is conducive to writing (see Meeting Students' Needs column).
- **Multiple Means of Engagement (MME):** Students who need additional support with writing may have negative associations with writing tasks based on previous experiences. Help them feel successful with writing by allowing them to create feasible goals and celebrate when these goals are met. For instance, place a sticker or a star at a specific point on the page (e.g., two pages) that provides a visual writing target for the day. Also, construct goals for sustained writing by chunking the 25-minute writing block into smaller pieces. Provide choice for a break activity at specific time points when students have demonstrated writing progress. Celebrate students who meet their writing goals, whether it is length of the text or sustained writing time.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- conclusion, restate (L)

Materials

- ✓ Organizing the Model: Conclusion Paragraph strips (one set per pair)
- ✓ Painted Essay® template (from Lesson 9; one per student)
- ✓ Model literary essay (from Lesson 9; one per student and one to display)
- ✓ Literary Essay anchor chart (begun in Lesson 10; added to during Opening A)
- ✓ Literary Essay anchor chart (example, for teacher reference)

- ✓ Informative Essay Prompt: What Inspires Poets? (from Lesson 6, one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 1)
- ✓ Informative Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Expert group poet biographies (from Lesson 7; one per student in each expert group)
- ✓ Close Read Note-catcher: Expert Group Poet (from Lesson 7; one per student)
- ✓ Green, blue, and yellow markers (one of each color per student)
- ✓ Literary essay draft (begun in Lesson 10; added to during Work Time A; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Organization model (one per student and one to display)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of a Conclusion Paragraph (10 minutes)

- Move students into pre-determined pairs.
- Distribute **Organizing the Model: Conclusion Paragraph strips** and invite students to retrieve their **Painted Essay® template**.
- Invite students to spend 1 minute quickly reviewing where the concluding paragraph fits into the structure of the essay.
- Invite students to work with their partner to read and organize the strips, putting them in the correct order for the concluding paragraph of the model literary essay.
- Tell students that when they have finished, they can check their work against the **model literary essay**.
- Invite students to begin working and circulate to support them as they work in pairs.
- Refocus whole group. Invite students to help you record the parts of the conclusion paragraph on the **Literary Essay anchor chart**. Refer to **Literary Essay anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentors to engage with their partner and share their thought process. This can be done during questioning as you circulate the room. (MMAE)

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can plan and write the conclusion paragraph for my essay."

"I can revise my essay so related information is grouped into paragraphs, and each paragraph explains a main idea."

- Underline the word *conclusion*. Using a total participation technique, invite responses from the group:
“What is the purpose of a conclusion paragraph?” (to restate the focus of the writing; to reflect on the topic)
- Circle the word *revise*. Tell students that when authors write, they are always revising, or changing to improve, their writing.
- Invite students to retrieve their **Informative Essay Prompt: What Inspires Poets?** and read it aloud for the group as they read along silently in their heads.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them of perseverance, as they will be working to plan and write an essay for the first time this year, which may be challenging.

Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Point out that *conclusion* is a noun that comes from the verb *conclude*. Invite students to record the word *conclude* in their vocabulary logs. Ask:
“What does conclude mean?” (to end or to finish)
“Why do you think the paragraph we are working on today is called the concluding paragraph?” (It is the ending of the essay.)
“What does it mean to reflect on a topic when we write?” (to write about the topic after careful thought) (MMR)

Work Time

A. Independent Writing: Writing a Conclusion Paragraph (25 minutes)

- Display and invite students to retrieve their **Informative Writing Checklist**. Remind students that this checklist is something they will use a lot in their English Language Arts work.
- Focus students on the criterion:
— W.4.2e
- Invite students to turn and talk with their partner:
“What does this criterion mean in your own words?” (My conclusion is connected to the rest of my essay.)
- Using a total participation technique, invite responses from the group:
“What is the focus of the piece?” (what inspired our expert group poet to write poetry)
“What does the prefix re- mean?” (again)
“What does it mean to state something?” (to say something or make a point)
“What do you think it means to restate something?” (to say something again; to make the point again)
- Model how to record this (using words or sketches) on the displayed Informative Writing Checklist. Invite students to do the same.

- Invite students to take out their **expert group poet biographies** and **Close Read Note-catcher: Expert Group Poet** and move to sit with their expert groups.
- Direct students' attention to the Reflection/Connection box on their note-catchers. Distribute **green, blue, and yellow markers** and invite students to outline this box in green.
- Invite students to refer to their expert group poet biographies, the model literary essay, and the criteria recorded on the Literary Essay anchor chart to complete this box.
- After 5 minutes, refocus whole group. Direct students' attention to the first criterion of the Conclusion on the Literary Essay anchor chart.
- Invite students to turn to an elbow partner in their expert group to say aloud their first sentence, restating the focus of their essays.
- Invite students to write this sentence on their **literary essay draft**. Remind students that because this is a new paragraph, they will start on a new line, and remind them to leave lines between each line of writing.
- Circulate to support students as they write.
- Repeat this process with the next criterion on the Literary Essay anchor chart.
- Invite students to use the model literary essay, the criteria recorded on the Literary Essay anchor chart, the Informative Writing Checklist, and the **domain-specific word wall** to write their conclusions.
- Circulate to support students as they write. Remind them to write in complete sentences, to use punctuation to mark direct quotes from their poet's poems, and to leave a line between each line of their writing.
- Tell students they are now going to participate in the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in the first half of the unit and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target. 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 persevered in this lesson.
- 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: Mini Language Dive. Ask students about this sentence from the model literary essay: "William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry." Examples:
 - "What is the gist of this sentence from the conclusion? Does it do a good job of restating the focus of the piece? How do you know?" (It is about how William Carlos Williams was inspired to write. Yes, it does. The essay is about his inspirations.)
 - Underline the sentence "William Carlos Williams was inspired to write poetry."

— Ask:

“Could this part of the sentence be a complete sentence by itself?” (Yes, it has a subject and predicate: William Carlos Williams is the subject and the predicate is was inspired to write poetry.)

— Underline the phrase *about everyday people and things* and ask:

“Is this phrase part of the subject or the predicate? How do you know?” (Predicate; The subject is William Carlos Williams so the rest of the sentence must be the predicate.)

“Why does the author use the word about?” (We use about when we describe the topic of something. The topic of his poetry is everyday people and things.)

— Underline the phrase *and his work has also inspired others to write poetry* and ask:

“What kind of word is and? Why does the author use it? What if we took it out?” (It is a linking word, or a conjunction. The author used it to connect another idea in the sentence. If we took it out, it would be a run-on sentence.)

“What does the author mean by his work? Who do you think his work inspired?” (By his work, the author means William Carlos Williams’s writing or his poetry. It might have inspired other students like Jack.)

“Let’s look at the focus statement of this essay. Does this sentence from the concluding paragraph restate the focus statement? How?” (Yes, it does. Just like the focus statement, it talks about where William Carlos Williams found inspiration.)

“Think about your focus statement. How can you rephrase or restate your informational essay focus statement? Use the sentence frame: ‘[Poet] was inspired to write poetry about _____, and his work has also _____.’” (Responses will vary.)

- Consider offering lined paper where every other line has an X or is highlighted in order to remind students to skip lines. (MMR)
- For students who may need additional support with writing stamina: Before they begin writing, create a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or a sticker at the goal point so that they can self-monitor their progress as they write. (MME)
- For students who may need additional support with fine motor skills: Consider offering supportive tools (e.g., pencil grip, slanted desk, or the use of a word processor). (MMAE)
- Minimize distractions by offering students supports such as dividers or sound-canceling headphones. (MMAE)
- For students who may need additional support with writing stamina: Consider offering breaks at pre-determined time points. Place a timer on students’ desks to help them monitor their own time. Provide students reasonable choice around what they do during the break (e.g., get a drink of water, stretch). (MMAE, MME)

B. Mini Lesson: Revising for Organization (15 minutes)

- Direct students' attention to their Informative Writing Checklist and focus them on the criteria:
 - W.4.9
 - W.4.2a
 - W.4.2a
- Remind students they have already discussed these criteria. Invite students to turn to an elbow partner to say what each means in their own words.
- Distribute and display the **organization model**. Explain that Example 1 is before the author revised his work for organization and Example 2 is after the revision. Point out that both of these examples include the essay's focus statement and the two proof paragraphs.
- Read the first two sentences of Example 2 aloud:
 - “This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.”
- Point out that these sentences are the same as in Example 1—the essay's focus statement. Underline the first sentence in green.
- Using a total participation technique, invite responses from the group:
 - “What is the first point being made in this essay?” (William Carlos Williams was inspired by everyday objects and the lives of common people.)*
 - “What is the second point being made in this essay?” (You can see what he was inspired by in his poetry.)*
- Underline the first point in yellow and the second point in blue.
- Remind students that with these two sentences, the author stated his topic clearly.
- Read the first proof paragraph of Example 2 aloud.
- Then read the first proof paragraph of Example 1 aloud.
- Then reread both again.
- Using a total participation technique, invite responses from the group:
 - “What are the differences between the two examples?” (The first proof paragraph in Example 2 is about what inspired William Carlos Williams; the first proof paragraph in Example 1 is also about what inspired him but also includes examples from his poetry.)*
- Invite students to use their blue marker to underline the differences in Example 1 and model this on the displayed copy (“For example, in one of his first poems he made some of the lines rhyme when he wrote, ‘The Archer is awake!/The Swan is flying!/Gold against blue/An Arrow is lying.’” and “For example, in ‘The Red Wheelbarrow,’ Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is.”)
- Using a total participation technique, invite responses from the group:
 - “What main idea does the first proof paragraph in Example 2 explain?” (what inspired William Carlos Williams)*
 - “How does not including the evidence from his poetry in Example 2 help us understand the author's point?” (It keeps the paragraph focused on the main idea.)*

- If productive, cue students to clarify the conversation by confirming what they mean:
“So, do you mean ____?” (Responses will vary.)
- Remind students that each proof paragraph should stay focused on its own main idea, and that the two points for this essay are what inspired William Carlos Williams and where you can see this in his poetry. So, the first proof paragraph should stay focused on what inspired the poet, and the second proof paragraph should stay focused on evidence from his poetry.
- Tell students that now they will reread their drafts and revise them for organization.
- Invite students to reread their introductory paragraph and underline their first point in yellow and their second point in blue. If necessary, remind students that their first point should be what inspired their expert group’s poet and their second point should be that you can see this in his or her poetry.
 - Invite students to reread their first proof paragraph and underline each sentence in yellow that explains their first point, and any sentence that explains their second point in blue.
 - Repeat this process with the second proof paragraph.
- Refocus whole group. Tell students that all of the sentences in their first proof paragraph should be underlined in yellow, showing that they explain the first point, and all of the sentences in their second proof paragraph should be underlined in blue, showing that they explain the second point. Reassure students that they may have some blue sentences in their first proof paragraph, and some yellow sentences in their second proof paragraph—point out that this is the reason for rereading and revising their essays, to be sure they are organized and that each paragraph explains its own main idea.
- Invite students to make notes about any revisions for organization they want to make in the margins of their essays based on their underlining. Let them know they will have a chance to correct any mistakes in organization as part of the end of unit assessment in the next lesson.
- 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: While reading the organization model, model underlining each sentence, and think aloud the process of deciding which color to use. Write each point in the margins next to the corresponding paragraphs on the organizational model. (Example: Write *poet inspiration* next to Proof Paragraph 1 and *see in poetry* next to Proof Paragraph 2. Say: “Hmm, this sentence talks about the words in a poem. Is it about what inspired the poet? No, it is more about what we see in his poems, so I am going to underline this in blue.”)
- For ELLs: If it would help clarify the task, invite students to discuss it with a partner in their home languages. Example: “This task may be very difficult. To make it easier, you can take 2 minutes to talk about this with a partner who shares your home language. Then we can share in English. ____ (student’s name), since you are the only student who is able to speak in wonderful ____ (e.g., Urdu), feel free to think quietly or write in ____ (e.g., Urdu).”

Closing and Assessment

A. Sharing Our Work (5 minutes)

- Move students into groups of three or four and invite them to reread the Working to Become Effective Learners anchor chart.
- Invite students to reflect on the process of planning and writing by discussing the following:
 - “*What did you do to work toward becoming an effective learner as you worked today?*” (Responses will vary.)
 - “*What were your challenges as you worked today?*” (Responses will vary.)
 - “*What were your successes?*” (Responses will vary.)
- If productive, cue students to expand the conversation by saying more:
 - “*Can you say more about that?*” (Responses will vary.)

Meeting Students' Needs

- For students who may feel uncomfortable sharing their successes or challenges publicly: Provide an option where students can write their response and share only with the teacher or a trusted partner. (MME)
- For ELLs: In preparation for the end of unit assessment, briefly model rewriting a few sentences from the organization model based on the revision notes. Prepare students for the assessment by telling them they will be doing the same thing with their writing during the next lesson.

Homework

- A. **Accountable Research Reading.** Select a prompt and respond in the front of your independent reading journal.
- B. **Choose an informative prompt to respond to in your Unit 2 Homework.**

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)