

## Lesson 10: Writing a Literary Essay: Drafting the Introduction



### 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.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **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.



### Daily Learning Target

- I can plan and write an introductory paragraph for my literary essay that gives context on the issue and clearly states the topic. (W.4.1a, W.4.4, W.4.6)

### Ongoing Assessment

- Essay planning sheet (student-created) (RL.4.1, W.4.2b, W.4.5)
- Literary essay introduction (RL.4.2, W.4.2a, W.4.4, W.4.6)

### Agenda

#### 1. Opening

- A. Reading in Triads: *The Hope Chest*, Chapter 17 (20 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Planning an Introduction (20 minutes)

#### 3. Closing and Assessment

- A. Independent Writing: Writing an Introduction (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 Opening A, students continue to read *The Hope Chest* and analyze the themes evidenced in Chapter 17 (RL.4.1, RL.4.2).
- In Work Time A, students plan the introductions of their essays. Part of this includes determining two characters from *The Hope Chest* whose actions show evidence of the theme, and students choose the evidence of each character's actions to use in their essays (RL.4.1, W.4.2b, W.4.5). In previous modules, students have been provided with the six-square planning graphic organizer when writing an essay, but in this module they are encouraged to create their own graphic organizers to help them begin writing essays more independently.
- In the Closing, students write the introductory paragraph for their essays (W.4.2a, W.4.4, W.4.6). Students may use a lot of the model introduction as a basis for their own introduction.
- W.4.6 is assessed when students write on-demand essays for the end of unit assessment in Lesson 14, so students practice using technology to write their essays in the lessons leading up to the assessment (W.4.6). If this technology is not available, students can handwrite their essays, continuing to leave a line between each line of writing to make revisions.

### How this lesson builds on previous work:

- In Lesson 9, students analyzed the structure of Model Literary Essay: "Do Something Meaningful." In this lesson, students use this analysis to help them write introductions to their own essays.

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

- Students may need additional support with creating a graphic organizer to organize their evidence and elaboration. For those students, consider providing a six-square graphic organizer from a previous module.
- Students may need additional support with writing their introductory paragraphs. Consider providing a paragraph frame with the context portion of the paragraph completed, so that students only have to add the focus statement and the characters they are going to focus on.
- Consider grouping students who need a lot of additional support together and writing the introductory paragraph as a group with teacher guidance.

### Assessment guidance:

- Review students' introductions 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 the independent writing in the Closing and Assessment (see Module 1 Appendix).

### Down the road:

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

**In advance:**

- Prepare:
  - Technology necessary for students to word-process their essays (see Technology and Multimedia).
  - To return Exit Ticket: Focus Statement, with feedback where necessary, from Lesson 9.
- Post: Learning targets and applicable anchor charts (see materials list).

## Technology &amp; Multimedia

- Closing and Assessment: 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, 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 an essay structure, building on their understanding one paragraph at a time. The opportunity for students to use the overview from the model literary essay in their own introductory paragraphs is also supportive of ELLs, allowing them to focus more intently on their focus statements and evidence for points 1 and 2 in the time provided.
- 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 introductory paragraphs. Additionally, they may find it challenging to determine the most relevant evidence showing proof of the theme for each of the two characters they choose to focus on. Consider working with a small group after working with the class to help students find evidence and create their introductions together. The group can begin writing as an interactive writing experience and finish independently.

### Levels of support

*For lighter support:*

- Encourage students to use the sentence practice from the Mini Language Dive, “In this book, both \_\_\_\_\_ and \_\_\_\_\_ show evidence of the theme \_\_\_\_\_,” to introduce points 1 and 2 in their introductions during the Closing. Challenge students to think of more than one way they could complete the sentence frame.

*For heavier support:*

- Consider reading Chapter 17 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.
- Consider enlarging and displaying the Opinion Writing graphic organizer from Module 3 for students to reference as they create their essay planners during Work Time A. Highlight the heading above each box on the graphic organizer, emphasizing the information that goes in each section (Introduction, Proof Paragraph 1, Proof Paragraph 2, Conclusion, Sources, Vocabulary).
- During Closing and Assessment A, consider providing an outline for students to organize their introductory paragraphs. (Example: [Brief Overview of *The Hope Chest*] \_\_\_\_\_. [Brief Overview of *The Hope Chest*] \_\_\_\_\_. [Focus Statement Introducing a Theme] \_\_\_\_\_. [Two Characters Whose Actions Show the Theme] \_\_\_\_\_.)

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide a display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in building their writing stamina and effort by providing scaffolds that build an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** Some students may need additional support in linking the information presented back to the learning targets. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- introductory paragraph (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 17 (example, for teacher reference)
- ✓ 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)
- ✓ Paper (blank and lined; one piece of each per student)
- ✓ Exit Ticket: Focus Statement (completed in Lesson 9; one per student)
- ✓ Summarizing *The Hope Chest*, Chapters 8–14 (from Lessons 1–7; one of each per student)
- ✓ Devices (one per student)
- ✓ Informative Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Informative Writing Checklist (example, for teacher reference)

## Opening

### A. Reading in Triads: *The Hope Chest*, Chapter 17 (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 17 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 17 (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 16 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 plan and write an introductory paragraph for my literary essay that gives context on the issue and clearly states the topic."*
- Underline the words *introductory paragraph* and review what it is (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about).

### Meeting Students' Needs

- For students who may need additional support with comprehension: Ask students to summarize and then personalize the learning target. Ask them to paraphrase it and then to say how they feel about it. Examples:
  - "Can you put the learning target in your own words?"
  - "How do you feel about that target?" (MMR, MMAE, MME)
- For ELLs: (Word Families) When reviewing the word *introductory*, ask students about the root word (*introduce*). Invite students to think of a time they *introduced*, or *were introduced to*, somebody, helping them determine the meaning of *introductory* while reinforcing the strategy of using root words to find the meaning of unfamiliar words and phrases.

## Work Time

### A. Planning an Introduction (20 minutes)

- Display and invite students to retrieve their **Model Literary Essay: "Do Something Meaningful"** and their **Painted Essay® template**.
- Invite students to read the first paragraph, the introduction, of the model essay chorally with you.
- Focus students on each part of the model essay and invite students to put their finger on each part as you ask questions about it.
- Think-Triad-Share:
  - "What is the introduction, the very first part of the model essay, about?" (an overview/summary of The Hope Chest)*
  - "What is the focus statement about?" (a theme evident in The Hope Chest)*
  - "What are points 1 and 2 in the model literary essay?" (two characters whose actions in the book show evidence of the theme—point 1 is Chloe, and point 2 is Violet)*
- Tell students that in this lesson they are going to decide how to organize their thinking and planning for their essay. They can create their own graphic organizers (e.g., the six-square organizer they have used in previous modules), or they can do it another way—whatever will be most effective for them. Show students how to fold a piece of paper to make six boxes should they wish to make the six-square organizer themselves.



- Distribute **paper** and tell students to prepare the blank piece of paper to be their essay planner. Remind them to ensure the different parts of an essay on the Painted Essay® template are represented. Emphasize that this should take no more than 2–3 minutes.
- After 3 minutes, refocus whole group.
- Focus students on the first part of the introduction of the model summary: the overview/summary of *The Hope Chest*.
- Tell students that because they are writing about the same book, they can use the brief overview of *The Hope Chest*, the first two sentences, from the model if they choose; however, they may also want to challenge themselves to find another way to summarize the book in their own words in no more than two sentences. The theme they choose may suggest a different focus on the overview/summary of the book.
- Think-Triad-Share:
 

*“How would you summarize The Hope Chest in no more than two sentences? Does the introduction on the model connect to your theme in the same way it does in the model?”*  
*(Responses will vary, but should sound similar to the first two sentences in the model literary essay.)*
- Invite students to note how they will summarize the book on their essay planner. Remind them that this is a planner, so they should not write in full sentences; they should just make quick notes to remind themselves of what they want to say.
- After 3 minutes, refocus whole group. Turn and Talk:
 

*“What comes next in the introduction?” (focus statement)*
- Return students’ **Exit Ticket: Focus Statement** from the previous lesson. If there were common issues, this would be the time to address them and to invite students to revise their focus statements accordingly.
- Invite students to reread their focus statement to remind themselves of the theme they have selected to write about and to transfer this to their planning sheet.
- After 2 minutes, refocus whole group. Turn and Talk:
 

*“What comes next in the introduction?” (points 1 and 2)*

*“What are the points in the model essay?” (two characters whose actions show repeated evidence of the theme)*

*“Where can you find out which character’s actions have shown evidence of your theme?”*  
*(Theme anchor charts and summaries written in lessons)*
- Focus students on the Theme anchor chart, specifically the one they have chosen to write about, and invite students to retrieve their **Summarizing The Hope Chest, Chapters 8–14** handouts.
- Tell students they will now work with their triad to select two characters whose actions in the book have repeatedly shown evidence of that theme, similar to the way the author did in the model literary essay. Recommend that students look at the evidence on the anchor chart for their theme and choose two characters for which there are multiple pieces of evidence of that theme.
- Give students 2 minutes to choose two characters in their triads and to note them in an appropriate place on their planner.

- After 2 minutes, refocus whole group. Tell students that now that they have chosen the characters who will be points 1 and 2 in their essay, they need to choose some evidence showing proof/evidence of the theme for each character to include in the proof paragraph for each point in their essay.
- Remind students that when writing the summary paragraphs in the first half of the unit, they chose two pieces of evidence—which, if possible, were linked to the same event, so that students have to summarize only one event.
- Tell students they are going to work with their triad to choose at least two pieces of evidence for each of the characters they have chosen, and to record this evidence in an appropriate place on their planners. Remind students that even though they are working together to choose evidence, they are all recording it on their own planners.
- Circulate to support students as they choose and organize their evidence. Ask guiding questions:
  - “What does that character do to show evidence of the theme?”
  - “Why have you chosen those pieces of evidence? How are they linked?”
  - “What is happening in the book at that time?”
- When 1 minute remains, 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.

### Meeting Students' Needs

- For students who may need additional support with organization: Offer two graphic organizer templates as choices to reduce frustration in decision-making and support students' planning development. (MMAE, MME)
- 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 introduction. As students Think-Triad-Share about what each sentence is about, record it in the margins of the introductory paragraph, using the respective Painted Essay® color corresponding to each sentence. Invite students to refer to these annotations for support while drafting their introductions in the Closing.
- For ELLs: (Fishbowl: Creating Graphic Organizer) Invite two or three confident students to fishbowl creating a graphic organizer that varies from the planning graphic organizer used in previous modules. This will help clarify the process for creating a graphic organizer, as well as provide a concrete example of an alternative way to organize information.



## Closing and Assessment

### A. Independent Writing: Writing an Introduction (15 minutes)

- Organize students on **devices**.
- Display and invite students to retrieve their **Informative Writing Checklist**.
- Invite students to mark/highlight the following criteria on their checklist and to read each one chorally with you:
  - “**W.4.2a**: I state my topic clearly, and my writing stays focused throughout the piece.”
  - “**W.4.2a**: I have an introduction that gives the reader the information needed to understand the piece.”
  - “**L.4.1**: My words and sentences follow the rules of writing.”
  - “**L.4.2, L.4.3b**: My spelling, capitalization, and punctuation are correct.”
- Focus students on the third column:
  - “Characteristics of my literary essay.”
- Think-Triad-Share:
 

*“What is specific to this essay 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?” (Responses will vary, depending on the theme chosen.)*
- Refer to **Informative Writing Checklist (example, for teacher reference)** to confirm student responses.
- Invite students to update the third column of their checklists accordingly.
- Invite students to use the information on their planners to draft their introductions. Remind students that they should each work on their own device and write their own essay. They can continue to discuss ideas in triads, but they should not all be writing the same thing.
- Circulate to support students, particularly in writing points 1 and 2 at the end of the paragraph.
- When 1 minute remains, invite students to record “Y” for “Yes” on their Informative Writing Checklist and the date in the final column if they feel the criteria marked on their checklists in this 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 second learning target.

### Meeting Students' Needs

- For students who may need additional support in building writing stamina: Consider offering built-in breaks, where students can choose an activity such as getting water or stretching. (MME)
- For students who may need additional support in organizing ideas for written expression: Offer sentence starters or frames as scaffolding for student expression and communication. (MMAE)

- For ELLs: (Verbal Writing Practice) Encourage students to verbally rehearse each sentence of their introductory paragraph with their triad before writing it down. This may allow them additional time to organize their thinking, as well as provide an opportunity for feedback from their triad as needed.
- For ELLs: Mini Language Dive. "In this book, / **both Chloe and Violet take risks** / in order to do something meaningful / with their lives."
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - "Who is this chunk about?" This chunk is about Chloe and Violet, two characters whose actions show evidence of the theme "do something meaningful." (compound subject/noun phrase)
    - "Can you figure out why the author wrote both ... and?" The words *both* and *and* work together to signal similarity and to connect two parallel structures in a sentence. In this chunk, they tell us that two nouns, Chloe and Violet, similarly take risks. In addition, each of these characters' actions show evidence of the theme; Chloe represents point 1 for this essay, and Violet represents point 2. (correlative conjunctions)
    - Students can chorally read this chunk, putting one hand out as they say *Chloe*, their other hand out as they say *Violet*, and then clasping their hands together while saying *take risks*, demonstrating comparison and showing that both of these characters took risks *to do something meaningful with their lives*.
  - Practice: Students can practice using this structure to speak or write about their own lives. "Both \_\_\_\_\_ and \_\_\_\_\_ make me happy."
  - Reconstruct:
    - "What is another way to say this sentence?" (Responses will vary.)
    - "How does your understanding of this sentence add to your understanding of the big idea that when people take action against inequality, they can cause social change?" (Responses will vary.)
  - Practice: "In this book, both \_\_\_\_\_ and \_\_\_\_\_ show evidence of the theme \_\_\_\_\_."
    - "How can we use this sentence structure when writing points 1 and 2 in our introductory paragraphs?" (Responses will vary.)

### 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.