

## Lesson 12: Writing a Literary Essay: Drafting Proof Paragraph 2



### CCS Standards

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



### Daily Learning Target

- I can write Proof Paragraph 2 of my literary essay, elaborating on evidence to support the theme I have identified. (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)

### Ongoing Assessment

- Literary essay Proof Paragraph 2 (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a)

## Agenda

### 1. Opening

- A. Reading in Triads: *The Hope Chest*, Chapter 19 (20 minutes)
- B. Reviewing Learning Target (5 minutes)

### 2. Work Time

- A. Independent Writing: Writing Proof Paragraph 2 (30 minutes)

### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

### 4. Homework

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

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson follows the same structure as Lesson 11 with time for students to read Chapter 19 of *The Hope Chest* and plan and write their second proof paragraph (RL.4.1, RL.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.6, W.4.9a).

### How this lesson builds on previous work:

- In Lessons 10–11, students wrote the introduction and Proof Paragraph 1 of their literary essay. In this lesson, they write Proof Paragraph 2.
- Recall that the proof paragraphs of this essay follow a similar structure to those in the informational and opinion essays that students wrote in Modules 1–3.

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

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

### Assessment guidance:

- Review students' Proof Paragraph 2 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 conclusion of their essays.

### In advance:

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

### Technology & Multimedia

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

### Supporting English Language Learners

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

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by following a similar routine of reading a chapter of *The Hope Chest* in triads and identifying new themes as in previous lessons, and providing opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on Proof Paragraph 2 for their literary essay. Students continue to benefit from the color-coding system established in prior lessons for visual support, and from building on the work in previous lessons of analyzing a model, planning an essay, and drafting an introductory paragraph and Proof Paragraph 1.
- 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 second proof paragraph. Consider working with a small group after working with the class to help students find evidence and create their paragraph together. The group can begin writing as an interactive writing experience, and finish independently.

## Levels of support

*For lighter support:*

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

*For heavier support:*

- Consider reading Chapter 19 aloud to students before the lesson, and inviting students to practice reading aloud a section of the chapter that they can then be responsible for reading in their triads in Opening A.
- During Work Time A, consider providing an outline for students to organize their second proof paragraphs. (Example: [Introduction to Point 2] \_\_\_\_\_. [Evidence #1] \_\_\_\_\_. [Elaboration #1] \_\_\_\_\_. [Evidence #2] \_\_\_\_\_. [Elaboration #2] \_\_\_\_\_.)

## 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 remind students of the goal for the work they are doing with their writing. Returning to the learning goals lifts up their value and relevance to students.

## Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- evidence, proof paragraph, elaborating (L)

### Materials

- ✓ *The Hope Chest* (from Unit 1, Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Theme anchor charts (begun in Unit 1, Lesson 6; added to during Opening A; see supporting materials)
- ✓ Theme Anchor Charts: Chapter 19 (example, for teacher reference)
- ✓ Devices (one per student; used by students to type their essay in Work Time A)
- ✓ Model Literary Essay: “Do Something Meaningful” (from Lesson 9; one per student and one to display)
- ✓ Literary essay (begun in Lesson 10; added to during Work Time A; one per student)
- ✓ Painted Essay® template (from Module 1; one per student)
- ✓ Essay planners (from Lesson 10; one per student)
- ✓ Informative Writing Checklist (from Lesson 9; one per student)
- ✓ Informative Writing Checklist (see Lesson 10; example, for teacher reference)
- ✓ Linking Words and Phrases (from Module 1; one per student)

### Opening

#### A. Reading in Triads: *The Hope Chest*, Chapter 19 (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 19 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 19 (example, for teacher reference)** as necessary.
- Give students specific, positive feedback on their perseverance in finishing the book!

### Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 18 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

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

- Direct students' attention to the posted learning target and read it aloud:  
*"I can write Proof Paragraph 2 of my literary essay, elaborating on evidence to support the theme I have identified."*
- Remind students they saw this learning target in the previous lesson and tell students that today they will continue drafting their literary essays, writing their second proof paragraph.
- Review the following definitions as needed: *proof paragraph, evidence, elaborating.*

### Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Working on Same Learning Target) Invite students to discuss how they worked toward the learning target in the previous lesson. (MME)

## Work Time

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### A. Independent Writing: Writing Proof Paragraph 2 (30 minutes)

- Organize students on **devices** and follow the same routine from Work Time of Lesson 12 to guide students through reading the applicable paragraph of **Model Literary Essay: "Do Something Meaningful"** and retrieving the following materials in preparation for writing the second proof paragraph of their **literary essay**:
  - **Painted Essay® template**
  - **Essay planner**
  - **Informative Writing Checklist**
  - **Linking Words and Phrases**
  - Debrief the second proof paragraph in the model literary essay before students begin writing. Think-Triad-Share:
    - "What is the second proof paragraph about?" (how two of Violet's actions show evidence of the theme "do something meaningful")*
    - "What are the two pieces of evidence the author has selected about Violet?" (At the end of the book, Violet realizes she wants to do something meaningful with her life, and during the book she helps the suffragists by spying on the antis.)*
    - "How does the author of the essay explain the first piece of evidence about Violet's feelings at the end of the book?" (The author provides a quote from the text clearly showing that Violet wanted to do something meaningful.)*
    - Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)*
    - "How does the author elaborate on the second piece of evidence about Violet spying on the antis?" (The author explains how Violet made a difference in helping women get the vote.)*



- Invite students to review the character and evidence they chose to discuss in the second proof paragraph.
- Think-Triad-Share:
 

*“Look at your first piece of evidence for your second character. How does this show evidence of the theme you are writing about? What about this evidence makes you think of the theme you have chosen?” (Responses will vary.)*
- Invite students to note this elaboration for this piece of evidence in the appropriate place on their essay planner.
- Repeat for the second piece of evidence for that character.
- Invite students to mark/highlight the following criteria on their Informative Writing Checklist and to read each one chorally with you:
  - **“W.4.4:** Information and ideas are clearly presented and easy to understand.”
  - **“W.4.4, L.4.3, L.4.6:** My writing is appropriate for this task purpose, and audience.”
  - **“W.4.2c:** I use linking words to connect ideas.”
  - **“W.4.2d, L.4.6:** The words I use show that I am knowledgeable about this topic.”
- Think-Triad-Share:
 

*“What is specific to this writing for each of those criteria you have highlighted? What is the topic? What information does the reader need in the introduction to understand the piece?”*
- Invite students to update the third column of their checklists accordingly. Refer to **Informative Writing Checklist (example, for teacher reference)** as necessary.
- Invite students to begin writing their second proof paragraph.
- Circulate to support students as they write and to identify common issues to use as whole group teaching points. Ask questions to guide student thinking:
 

*“How does this evidence support the theme you are writing about?”*

*“How can you connect these two ideas? What words or phrases can you use from the Linking Words and Phrases handout?”*

### Meeting Students' Needs

- For students who may need additional support with self-regulation: As students work, support time management strategies by using a timer. (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 second proof paragraph. As they share out the purpose of each sentence, record it above the corresponding sentence in the proof paragraph. (Example: Above the sentence starting with “At the end of the book, after all her adventures ...” write *evidence*. Above the sentence starting with “It says ...” write *elaboration*, etc.) Invite students to refer to these annotations for support as they draft their second proof paragraphs.

- For ELLs: (Fishbowl: Using Information to Draft Paragraph) Invite a confident triad to fishbowl using information on their planning graphic organizer to draft their second proof paragraph. Encourage them to use the Summarizing *The Hope Chest* note-catchers and the sticky notes that mark key evidence in their books corresponding to their theme to do so.

## Closing and Assessment

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### A. Reflecting on Learning (5 minutes)

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

### Meeting Students' Needs

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

## Homework

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**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.