

Lesson 12: Writing a Literary Essay: Analyzing a Model



CCS Standards

- **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - 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.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.



Daily Learning Target

- I can use the Painted Essay® structure to analyze a model. (W.5.2, W.5.5)

Ongoing Assessment

- Painted Essay® template

Agenda

1. Opening

- A. Engaging the Reader: Model Literary Essay (10 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Analyzing a Model: The Painted Essay® (30 minutes)

3. Closing and Assessment

- A. Research Reading Share (15 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.
- B. For ELLs: Complete Language Dive 1 Practice in your Unit 2 Homework.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students analyze a model literary essay that compares the character reactions of Miguel and Esperanza to the fire, using the Painted Essay® structure in order to generate criteria for their own essays (RL.5.3, W.5.2, W.5.5).
- Consider how this lesson might build on what students already know about the Painted Essay® structure introduced in previous grades. Make modifications to this lesson based on what students have experienced.
- The Model literary essay is provided as a model to create a shared vision of what students are aiming for: what constitutes a high-quality literary essay. For teachers, this process informs instruction and planning; for students, it promotes critical thinking, creativity and craftsmanship. The model is referred to throughout the unit as students draft their own essays.
- In Work Time A, students begin using the Informative Writing Checklist (W.5.2). Throughout the school year, students are provided with checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.
- In this lesson, students are guided through a research reading share. Consider using the Independent Reading: Sample Plan if you do not have your own independent reading review routines. This review is designed to hold students accountable for their research reading completed for homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently (RI.5.10, RL.5.10, SL.5.1).
- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students are reminded of specifically is integrity as they share their learning from independent reading.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads aloud the model literary essay during Opening A.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. 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 lesson, students reviewed the completed note-catcher used to write this essay, so the content of the essay will be familiar to them.
- 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 with determining the gist. Consider pairing students heterogeneously for this activity, or group students who may need additional reading support together while you read it aloud for them.

Assessment guidance:

- Frequently review student Painted Essay® templates as students are working to ensure they are colored accurately.
- Students' literary essays will be assessed using the Grade 5 Informative/Explanatory Writing Rubric (see Module 1 Appendix).
- The instruction in this sequence of lessons focuses on the structure of informative writing—an introduction to give background information and a focus statement telling the focus of the writing; facts, definitions, and details to support and explain the topic; and a conclusion that restates the focus. This basic structure will be followed for all informative tasks students write this year. Note that students writing will likely lack elaboration and explanation at this point in the school year, and the content of their writing will improve over the course of the modules as they become more familiar with this structure.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' independent reading share in Closing and Assessment A. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) during students' independent reading share in Closing and Assessment A. See Module 1 Appendix.

Down the road:

- In the next lesson, students will begin writing the introduction of their essays.

In advance:

- Prepare:
 - The materials required for the Painted Essay®.
 - Research reading share (see Independent Reading: Sample Plan).
- Review:
 - The Painted Essay® lesson (see supporting materials).
 - Red Light, Green Light protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

- Work Time A: Rather than using colored pencils on the displayed model literary essay, consider highlighting or using colored text on a word-processing document.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.II.A.1, and 5.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to unpack an example of the work they are expected to complete during the remainder of the unit. They are also empowered to use a color-coding system that will help them understand essay structure using visual prompts.
- ELLs may find it challenging to absorb an abundance of information and terminology about essay structure. Think aloud each part while analyzing the model essay to clarify the purpose of each component of the structure. Reassure students that even if they do not understand everything today, they will have plenty of opportunities to work with the concepts throughout the unit and the year.
- In Work Time A, ELLs are invited to participate in a Language Dive conversation (optional). The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. This conversation guides them through the meaning of the structure of the points 1 and 2 statement in the model literary essay. It also provides students with further practice using the language structure from the model literary essay points 1 and 2 statement, and reinforces the subject-predicate structure introduced in Unit 1. Students may draw on this sentence when writing their informational essays later in the unit. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations may hasten overall English language development for ELLs. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students’ needs. Prepare the sentence strip chunks for use during the Language Dive (see supporting materials). Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.

Levels of support:

For lighter support:

- During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”

For heavier support:

- Create a puzzle of the model literary essay using index cards. Paste each paragraph on different index cards. Use colored index cards according to the established Painted Essay® colors. Challenge students to put the paragraph together in the correct order without looking at their papers.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students analyze a model text. This sets the foundation for them to be able to write their own informational essay. Help students engage with the model essay in multiple ways. During the introduction, color-code the displayed model with the same colors students will use during the Painted Essay® exercise.
- **Multiple Means of Action and Expression (MMAE):** In the basic structure of this lesson, students get multiple representation cues with the color-coding provided by the Painted Essay® template. However, some students may find covering the entire essay in one lesson overwhelming. Consider chunking the explicit instruction for each part of the essay into multiple lessons to provide time for students to comprehend new information.
- **Multiple Means of Engagement (MME):** Maximize engagement for the informational essay by reminding students that they get to choose. Then they will be able to teach others all about the poet and demonstrate their knowledge.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- The Painted Essay®, literary, compare and contrast, structure (L)

Materials

- ✓ Literary essay prompt (one per student and one to display)
- ✓ Model literary essay (one per student and one to display)
- ✓ Vocabulary logs (from Unit 1, Lesson 4; one per student)
- ✓ Annotated model literary essay (for teacher reference)
- ✓ The Painted Essay® template (one per student)
- ✓ Paintbrushes (one per student)
- ✓ Red, yellow, blue, and green watercolor paint (one set per pair)
- ✓ Cups of water (one per pair)
- ✓ Painting an Essay lesson plan (for teacher reference)
- ✓ Red, yellow, blue, and green colored pencils (one set; for teacher modeling)
- ✓ Paper (blank; one per student)
- ✓ Informative Writing Checklist (one per student and one to display)
- ✓ Language Dive Guide: Model Literary Essay (optional; for ELLs; for teacher reference)
 - Blue and red markers (one of each per student)
 - Language Dive Note-catcher: Model Literary Essay (one per student)
 - Sentence strip chunks: Model Literary Essay (one to display)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plan (see Module 1 Appendix; for teacher reference)

Opening

A. Engaging the Reader: Model Literary Essay (10 minutes)

- Distribute and display the **literary essay prompt** and select a volunteer to read it aloud for the group. Tell students that for the rest of this unit, they will be writing an essay to respond to this prompt.
- Invite students to turn and talk to an elbow partner. Using a total participation technique, invite responses from the group:

“What is this text about?” (student responses may vary, but could include it compares Esperanza’s and Miguel’s reactions to the fire)

“What does it mean by literary?” (A literary essay is an essay about a piece of literature rather than an informational text.)

“When you compare and contrast two or more things, such as character reactions, what do you do?” (You look at the similarities and differences.) If students aren’t sure what these words mean, invite them to use a dictionary to identify the meaning.

“Why is essay writing a useful skill to have? When do we write essays outside of school?” (Much of the writing we do for jobs—for example, reports—follows a similar structure to an essay and requires us to use sources and evidence to support the claims we are making. Learning how to write an essay will prepare us for those tasks.)

“If you are going to write a literary essay, what would be really helpful for you to do before you begin? Whenever you create a piece of high-quality work, what does it help to do first? Why?” (analyze a model, so we can see what is expected of the work we produce)

- Emphasize that adults do this at work, too—when they have to create a report or a presentation, for example, they will look at models to help them identify what their work needs to include.
 - Distribute and display the **model literary essay**.
 - Invite students to follow along, reading silently in their heads while you read it aloud.
 - Focus them on the prompt at the top of the essay. Underline the words *compare* and *contrast*.
 - Invite students to turn and talk. Using a total participation technique, invite responses from the group:
- “What is the purpose of this writing?” (It is an essay comparing the character reactions to the fire in Esperanza Rising.)*
- Remind students of the work they did in the previous lessons analyzing character reactions in *Esperanza Rising* and writing a two-voice poem about those reactions. Let them know that work will help them write an essay like this one about the event/situation they chose in the previous lesson.

Meeting Students’ Needs

- For ELLs: Ask: “What is the difference between the words *literary* and *literature*?” (*Literary* is an adjective that means related to literature. *Literature* is a noun that means written works of fiction.)
- For ELLs: To reinforce the meaning of *compare* and *contrast*, display two photos of similar objects and invite students to describe what is similar about the objects and what is different about the objects.

- For ELLs and students who may need additional support with comprehension: Read the model literary essay aloud twice, each time framing and contextualizing the document, to provide additional opportunities to process and comprehend the language within. If necessary, pause to check for comprehension after each paragraph. (MMR)
- For ELLs and students who may need additional support with writing: Color-code each part of the displayed model literary essay. Use the colors that students will later use to paint each component of the essay: red, green, yellow, blue, and green. Use the respective color for notes corresponding to each part when annotating and illustrating the model. Invite students to do the same as they annotate their own copies. (MMR)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:
— ***"I can use the Painted Essay® structure to analyze a model."***
- Underline the words *Painted Essay*® and explain that this is something they may have seen in previous grades, and will learn more about in this lesson.
- Underline the word *structure*. Using a total participation technique, invite responses from the group:

"What does structure mean?" (how something is organized, arranged, or put together) If students are unsure, invite a student to look it up in the dictionary for the group.

"What is the translation of structure in our home languages?" (sostav in Russian) Invite students to use their translation dictionary if necessary. Call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.

- Add this word to the Academic Word Wall and invite students to add it to their vocabulary logs.
- Underline the word *analyze*. Remind students that they have seen this word before and invite them to review the word on the Academic Word Wall and in their vocabulary logs.
- Using a total participation technique, invite responses from the group:

"What does analyze mean?" (examine in detail)

"Why might we want to analyze the model? How will it help us?" (to understand the structure of the model in order to apply that to writing our own literary essay)

Meeting Students' Needs

- For ELLs: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words *structure*, *arrangement*, *organization*, and *composition*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to the writing process.

- For ELLs: Be aware that ELLs may be unfamiliar with the concept of a structured literary essay, and some may be more familiar with different writing conventions. Point out that the United States places a high value on presenting information and ideas in this format, and that students will need to do this when they write their literary essays.
- When discussing the definition of structure, support comprehension and highlight critical features by discussing architectural structures. Tell students that architects build different structures based on their purpose (e.g., skyscraper, garage, swimming pool, etc.) Similarly, authors will structure their writing differently depending on the type of text they are writing. (MMR)

Work Time

A. Analyzing a Model: The Painted Essay® (30 minutes)

- Redirect students' attention to the model literary essay and focus them on the first paragraph. Read the paragraph aloud.
- Invite students to turn and talk to an elbow partner, and cold call students to share out:
“What is the gist of this paragraph?” (background information about the poet and explains what the piece of writing will be about)
- As students share out, capture their responses next to the first paragraph on the model. Refer to the **annotated model literary essay (for teacher reference)** as necessary.
- Repeat this process with each of the paragraphs.
- Tell students that they are going to analyze the structure of this model in more detail using colored paints to help them remember the purpose of each part of the essay.
- Distribute the **Painted Essay® template, paintbrushes, watercolor paint, and cups of water.**
- Tell students that today they will learn about the Painted Essay® structure for writing a clear and concise informational piece. Explain that the literary essay they will write is an informative essay.
- Guide students through the Painted Essay® writing structure using the **Painting an Essay lesson plan** and the **red, yellow, blue, and green colored pencils** to model on the displayed model literary essay.
- Distribute **paper**, and tell students they are going to use the Red Light, Green Light protocol to reflect on their progress toward the learning target. Remind them that they used this protocol in Lesson 6 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Refocus students on the learning target and read it aloud:
– “I can use the Painted Essay® structure to analyze a model.”
- Invite students to spend 1 minute painting a red, yellow, or green shape on their paper for how close they feel they are to meeting that target now. Students can choose any shape they like—a circle, a cat, a car. Scan student responses and make a note of students who may need more support with this moving forward.

- Distribute and display the **Informative Writing Checklist**. Tell students that this checklist is something they will use a lot in their English Language Arts work. Ensure students understand that they will be using this checklist each time they write an informative piece because these are the things every good piece of informative writing should contain.
- Invite students to silently read the checklist to themselves.
- Using a total participant technique, invite responses from the group:
“What do you notice about this checklist? What do you wonder?” (Responses will vary.)
- Post the following question and read it aloud. Then, using a total participation technique, invite responses from the group:
“What characteristics on this checklist do you see done well in the model essay? What evidence from the essay supports your thinking?” (Responses will vary.)
- If productive, cue students to clarify the conversation by confirming what they mean:
“So, do you mean ____?” (Responses will vary.)
- Reassure students that they might not understand everything on this checklist right now, but they will learn more about it as they plan and write their essays.

Meeting Students' Needs

- For ELLs: Guide students through Language Dive: Model Literary Essay (see supporting materials). Refer to the **Language Dive Guide: Model Literary Essay (for teacher reference)**. Distribute and display **blue and red markers, Language Dive Note-catcher: Model Literary Essay** and **sentence strip chunks**.
- For students who need additional support with information processing, scaffold for increasing independence by chunking the Painted Essay® structure lesson into several smaller lessons. (MMAE)

Closing and Assessment

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind them of: I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- Remind students that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.
- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review, or use your own routine.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they showed integrity in this lesson.

Meeting Students' Needs

- When reviewing the Working to Become Ethical People anchor chart, clarify vocabulary by discussing what integrity looks and sounds like. Consider sharing images or short videos that demonstrate initiative or having students act out behaviors that show integrity. (MMR)

Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**
- B. For ELLs: Complete Language Dive 1 Practice 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)