

Lesson 13: Writing a Literary Essay: Introduction



CCS Standards

- **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **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.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).



Daily Learning Targets

- I can plan and write an introductory paragraph for my essay. (W.5.2a, W.5.4, W.5.9a)
- I can recognize and write a complete sentence. (L.5.1)

Ongoing Assessment

- Introduction to literary essay (W.5.2a, W.5.4, W.5.9a)

Agenda

1. Opening

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

2. Work Time

- A. Mini Lesson: Producing Complete Sentences (5 minutes)
- B. Independent Writing: Writing an Introduction (25 minutes)

3. Closing and Assessment

- A. Small Group Poetry Share (10 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 plan and write the introductory paragraph for their literary essays (W.5.2a, W.5.4, W.5.9a).
- Before writing their introductions, students participate in a mini lesson about producing complete sentences.
- In this unit, the habit of character focus is on working to become an effective learner. The characteristic that students collect in this lesson is collaboration, because they will be working in pairs to write an essay about the event/situation they have chosen.
- In the Closing, students practice reading their two-voice poems aloud to another pair. This is in preparation for reading monologues aloud in Unit 3 (RF.5.4).
- 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 lesson, students analyzed the structure of the model literary essay using the Painted Essay® structure. The introductory paragraph was analyzed in detail in order for students to be able to write their own essay about their expert group's poet in this lesson.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support writing their introductory paragraphs. Consider grouping students who need support in one group for teacher-led support.

Assessment guidance:

- Review students' introductions to ensure they have included 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 (Grade 5) during independent writing in Work Time B (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during Closing and Assessment A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will write the two proof paragraphs of their literary essays.
- The Parts of Speech anchor chart will be referred to throughout the module and the school year.

In advance:

- Prepare:
 - Working to Become Effective Learners anchor chart (see supporting materials).
 - Parts of Speech anchor chart (see supporting materials).
 - Parts of the Model Literary Essay Introductory Paragraph (one part per pair; see supporting materials). When possible, ensure the correct amount of parts to complete paragraphs. This may involve giving some students more than one part.
 - Literary Essay anchor chart by writing the title on a blank piece of chart paper (see supporting materials).
- Review:
 - Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

- Work Time B: Students write their introductory paragraphs on a word processing document—for example, a Google Doc.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.4, 5.I.B.6, 5.I.C.9, 5.I.C.10, and 5.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 exclusively on the introductions to their literary essays. Students continue to benefit from the color-coding system established in prior lessons for visual support.
- ELLs may find it challenging to immediately apply their new learning about essay structure and write their introductions within the time allotted. If students were grouped in Lesson 11 to write their two-voice poems about the same event, continue working with that group during Work Time B today. See “Levels of support” and Meeting Students’ Needs column for details.

Levels of support

For lighter support:

- Before providing templates or additional modeling during Work Time B, observe student work and allow students to grapple. Provide supportive materials only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.
- For additional work with complete sentences, invite intermediate and advanced proficiency students to create sentences and to write them on sentence strips in the manner described below. Students who need heavier support can work to identify the subjects and predicates of these sentences.

For heavier support:

- During Work Time A, create color-coded sentence strips that students can manipulate as they discuss subject and predicate. Write the subject of each sentence in blue and the predicate of each sentence in red on separate strips. Invite students to

scramble and unscramble them. Probe students' thinking about what makes each strip a subject or a predicate.

- During Work Time B, provide a near-complete version of the introduction template suggested in the Meeting Students' Needs column. Omit only a few words, such as the chapter title and the names of the characters. Students can complete the paragraph as a cloze exercise while focusing on comprehending the paragraph and its purpose within the essay structure.
- In preparation for performing their two-voice poem during the Closing and Assessment, provide time before the lesson for students to practice reading their two-voice poem. Support students by giving them feedback on their fluency and accuracy, and encouraging them on a job well done.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In Work Time B, students write the introduction to their essay. This will require drawing on several tools, such as the Painted Essay® template, the model literary essay, and their Informative Writing Checklist. Whenever possible, use think-alouds and/or peer models to make this thought process explicit. For example, offer a think-aloud to show how to incorporate ideas from the model literary essay into an original paragraph. This way, students will not only see the model visually but will also 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 over such a long time period. 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 30-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

- introductory paragraph, effective learners, collaboration, subject, noun, predicate (L)

Materials

- ✓ Parts of the Model Literary Essay Introductory Paragraph (one part per pair)
- ✓ Painted Essay® template (from Lesson 12; one per student)
- ✓ Red, green, yellow, and blue colored pencils (one of each per student)
- ✓ Model literary essay (from Lesson 12; one per student and one for display)
- ✓ Literary Essay anchor chart (new; co-created with students during Opening A; see supporting materials)
- ✓ Literary Essay anchor chart (example, for teacher reference)
- ✓ Working to Become Effective Learners anchor chart (new; co-created with students during Opening B)
- ✓ Working to Become Effective Learners anchor chart (example, for teacher reference)
- ✓ Writing Complete Sentences handout (one per student and one to display)
- ✓ Parts of Speech anchor chart (new; teacher-created; see supporting materials)
- ✓ Informative Writing Checklist (from Lesson 12; one per student and one to display)
- ✓ Informative Writing Checklist (example, for teacher reference)
- ✓ Character Reaction note-catchers:
 - Character Reaction Note-catcher: “Las Cebollas” (from Lesson 1; one per student)
 - Character Reaction Note-catcher: “Las Ciruelas” (from Lesson 3; one per student)
 - Character Reaction Note-catcher: “Los Espárragos” (from Lesson 6; one per student)
 - Character Reaction Note-catcher: “Los Duraznos” (from Lesson 7; one per student)
- ✓ Character reaction paragraphs:
 - Character Reaction Paragraph: Esperanza (from Lesson 1; group writing)
 - Character Reaction Paragraph: Hortensia (from Lesson 3; group writing)
 - Character Reaction Paragraph: Mama or Esperanza (from Lesson 3 homework; one per student)
- ✓ Character Reaction Paragraph: Marta (from Lesson 6; group writing)
- ✓ Character Reaction Paragraph: Esperanza or Josefina (from Lesson 6 homework; one per student)
- ✓ Character Reaction Paragraph: Miguel (from Lesson 7; one per student)
- ✓ Character Reaction Paragraph: Esperanza (from Lesson 8; one per student)
- ✓ Partner Two-Voice Poem (from Lesson 11; one per pair)
- ✓ Red markers (one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Two-Voice Poems handout (from Lesson 11; one per student and one to display)

Opening

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

- Invite students to get into the pairs they wrote their two-voice poems in.
- Distribute **Parts of the Model Literary Essay Introductory Paragraph**.
- Invite students to refer to their **Painted Essay® template** to remember the parts of an introductory paragraph: introduction (background information to engage the reader), focus statement, and two points.
- Invite pairs to use the Painted Essay® template to underline their part in the correct **colored pencil (red, yellow, green, blue)**: red for introduction, green for focus statement, yellow for point 1, and blue for point 2.
- Explain that pairs need to move around the room to find the other parts of the introduction, so that together they have all of the introduction, and put them together in the right order.
- Tell students that when they have finished, they can check their work against the **model literary essay**.
- Invite students to begin and circulate to support them in reading the model literary essay.
- Refocus whole group. Invite students to help you record the parts of an introductory paragraph on the **Literary Essay anchor chart**. Refer to **Literary Essay anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs: Consider using the corresponding Painted Essay® colors when recording the parts of an introductory paragraph on the Literary Essay anchor chart.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with students in advance to coach them to share their thought process with their partner. (MMAE)

Opening

B. Reviewing Learning Targets (10 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - ***"I can plan and write an introductory paragraph for my essay."***
 - ***"I can recognize and write a complete sentence."***
- Underline the words *introductory paragraph*. Using a total participation technique, invite responses from the group:

"What is an introductory paragraph? What is the purpose of it?" (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about)
- Focus students on the **Working to Become Effective Learners anchor chart**. Explain that it says at the top that *effective learners* are people who develop the mindsets and skills for success in college, career, and life.

- Read aloud the habit of character recorded:
— **“I collaborate. This means I can work well with others to accomplish a task or goal.”**
- Invite students to turn and talk to their partner. Then cold call students to share out:
“Using the anchor chart as a guide, what does collaborate mean?” (working with others)
“What does collaboration look like? What might you see when people are collaborating?” See Working to Become Effective Learners anchor chart (example, for teacher reference).
“What does collaboration sound like? What might you hear when people are collaborating?” See Working to Become Effective Learners anchor chart (example, for teacher reference).
- As students share out, record their responses in the appropriate column on the Working to Become Effective Learners anchor chart.
- Record *effective learners* and *collaboration* on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Tell students they will be collaborating as they work on writing an essay with a partner.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Check for comprehension by asking students to summarize and then to personalize the learning target. Ask them to paraphrase it and then to say how they feel about it. Example: “Can you put the learning target in your own words?” (I can write the introduction to my contract.) “How do you feel about that target?” (I am excited because I liked using paints yesterday.) (MMR)
- For ELLs: What is the difference between the words *collaborate*, *collaborating*, and *collaboration*?” (*Collaborate* is a verb or action that means to work together to achieve something. *Collaborating* is an inflection of the verb *collaborate*, which is used to express ongoing actions, for example. *Collaboration* is a noun that describes the act of people working together to accomplish something.)
- Help students generalize by connecting the learning targets to previous lessons (e.g., the Painted Essay® template). (MMR)

Work Time

A. Mini Lesson: Producing Complete Sentences (5 minutes)

- Display and distribute the **Writing Complete Sentences** **handout**. Tell them that in formal writing, it is important to write in complete sentences so that the reader can clearly understand the ideas the writer is trying to share.
- Select a volunteer to read the three bullet points under “A complete sentence:”
 - Has a subject with a predicate and expresses a complete thought
 - Begins with a capital letter
 - Ends with an end mark—either a period, question mark, or exclamation point

- Remind students that the *subject* in a sentence has a *noun* and the *predicate* has a *verb*. Focus students on the *Parts of Speech anchor chart* and review these terms as necessary.
- Direct students' attention to the first example on the Writing Complete Sentences handout and read it aloud:
 — ***“Esperanza seems to be confused.”***
- Underline and label the subject, “Esperanza,” and the predicate, “seems to be confused,” and invite students to do the same on their handouts. Point out that this sentence expresses a complete thought—it tells about Esperanza and what she was doing. Highlight the first letter of the sentence and point out that it is a capital letter, and circle the period and point out the end mark.
- Select a volunteer to read the second example on the anchor chart:
 — ***“In contrast, Miguel reacts quite differently.”***
- Invite students to work with a partner to identify what makes this a complete sentence: the subject and predicate, the capital letter at the beginning, and the punctuation at the end. Use a total participation technique to select volunteers to share with the group. (subject: “Miguel”; predicate: “reacts quite differently.”)
- Remind students that one of the things you will be looking for in their writing of their literary essays is complete sentences. Reassure students that they will have more opportunities to practice this in the next lesson.

Meeting Students' Needs

- For ELLs: Remind students of the predicate-subject work they did in the Language Dive in Lesson 12. Invite them to compare this sentence with the Language Dive sentence.
- For ELLs: To provide heavier support, invite students to provide examples of a simple complete sentence possible. Write the examples on the board. Remind students that it must have a subject and a predicate. Example: *Esperanza feels* As they become comfortable, help them broaden their ability. Examples: “How might you expand these sentences? What if I want to say what Esperanza feels? What if I want to give evidence for that? I'll give you a minute to think and write or sketch.” (*Esperanza feels confused, and the text says she wondered if she was dreaming.*)
- Model writing a complete sentence for students using a think-aloud. You may want to purposefully make an error and then fix it as you check that it has all the components of a complete sentence. (MMR)
- For students who may need support with writing: Provide additional tools such as pre-written sentences for students to diagram instead of writing a complete sentence on their own. (MMAE)

Work Time

B. Independent Writing: Writing an Introduction (25 minutes)

- Display and invite students to retrieve their **Informative Writing Checklist**. Remind them 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.

- Remind students that as they write their literary essays, they are going to use this checklist to help them ensure they have included everything they need to write a successful essay.
- Read aloud each of the following criteria, pausing after each one for students to turn and talk to their partner about what each one means in their own words. Then invite students to mark these criteria on their checklist:
 - W.5.9
 - W.5.2a
 - W.5.2a
 - W.5.4
- Explain to students that they will focus on different criteria as they write each part of their essay.
- Focus students on the empty column of their checklist. Explain that while every piece of informative writing should include the criteria listed, each piece of informative writing will have specific criteria according to the content.
- Focus students on the criteria:
 - W.5.2a
 - W.5.9
- Using a total participation technique, invite responses from the group:

“What is the focus of this essay?” (the differing reactions between two of the characters to an event/situation in Esperanza Rising)

“What sources will we be referring to as we plan and write this essay?” (character reaction note-catcher and the Esperanza Rising text)
- Model how to record this (using words and sketches) on the displayed Informative Writing Checklist. Invite students to do the same. Refer to **Informative Checklist (example, for teacher reference)** as necessary.
- Focus students on the criterion:
 - W.5.2a
- Using a total participation technique, invite responses from the group:

“How is the topic introduced?” (the chapter, text title and author are introduced, and then a brief description of the event/situation being written about)
- Model how to record this (using words or sketches) on the displayed Informative Writing Checklist. Invite students to do the same.
- Focus students on the criterion:
 - W.5.4
- Using a total participation technique, invite responses from the group:

“What is the task and purpose?” (a literary essay about the differing reactions of two characters to an event/situation in Esperanza Rising)

“Who is the audience?” (other students and teachers)
- Model how to record this (using words and sketches) on the displayed Informative Writing Checklist. Invite students to do the same.

- Invite students to take out the materials they need to work with their partner to begin writing their essay:
 - **Character Reaction note-catcher**
 - **Character reaction paragraph**
 - **Partner two-voice poem**
 - Model literary essay
- Remind students that the introduction paragraph of an essay includes background information about the topic that catches the reader's attention.
- Invite students to turn and talk with their partner:

"Where can you find this information?" (on the top of the Character Reaction note-catcher, which lists the chapter and a brief description of the event/situation)
- Distribute **red markers**. Invite students to skim their Character Reaction note-catcher and underline in red the information they will use in their introduction.
- Give students a couple of minutes to think before inviting them to say their introductory paragraphs orally to their partner.
- Distribute **paper** and 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 an introduction. Remind students that although working together, they are each to write their own copy of the essay.
- Circulate to support students as they write. Remind them to write in complete sentences 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 Lesson 11 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.
- 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 and students who may need additional support with reading: While reviewing the checklist criteria, some students may need additional clarification about the language of each criterion. (Example: "What does it mean when it says *evidence from reliable sources*?") (MMR)
- For ELLs: Model and think aloud the process for identifying and underlining information on the character reaction note-catcher to use in the introductory paragraph of the essay. (Example: "In the first sentence of my introduction, I need to introduce the name of the chapter and describe the situation. I see that information right here on my note-catcher. I will underline it so I remember to use it when I write my first sentence.")
- For ELLs: Create a template with a cloze version of a literary essay introduction. Reduce the complexity of the task by allowing students who need prompting or

who may be overwhelmed by starting from scratch to use a version with prepared sentence starters. (Example: In the chapter "_____" in *Esperanza Rising* by Pam Muñoz Ryan, [situation] _____. Two characters, _____ and _____, each respond differently to the situation. [Character] _____, while [character] _____.)

- Consider offering lined paper where every other line has an X or is highlighted in order to remind students to skip lines. (MMR)
- Before students 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 such as a 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 building 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)

Closing and Assessment

A. Small Group Poetry Share (10 minutes)

- Refocus whole group. Tell students they will now have an opportunity to perform their two-voice poems for another pair, different from the pair they provided stars to at the end of Lesson 11.
- Give students 5 minutes to practice, with each student in the pair choosing one of the characters to play.
- Invite pairs to find another pair, forming a group of four. Invite pairs to label themselves pair A and Pair B.
- Post and review the following directions. Answer clarifying questions.
 1. Pair A reads aloud their two-voice poem twice.
 2. While listening to pair A read aloud, pair B uses the criteria on the **Two-Voice Poems handout** to identify a step—something pair A could improve upon in their poem.
 3. Pair B shares their step with pair A.
 4. Pairs switch roles and repeat this process.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they collaborated in this lesson.

Meeting Students' Needs

- For ELLs: Review the learning targets introduced in Opening B. Ask students to give specific examples of how they worked toward achieving them in this lesson. Invite students to rephrase the learning targets now that they have had more experience writing complete sentences and introductory paragraphs.

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 reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)