

## Lesson 15: Writing a Literary Essay: Conclusion



### CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **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 Target

- I can write the conclusion of my essay. (RL.5.1, RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a)

### Ongoing Assessment

- Character Reaction Reflections note-catcher (W.5.2e)
- Conclusion of partner literary essay (RL.5.1, RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Independent Writing: Writing a Conclusion Paragraph (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.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students plan and write the conclusion paragraph of their literary essays (RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a).
- In the Closing, students are guided through a research reading share. Consider using the Independent Reading: Sample Plans 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/RL.5.10, SL.5.1).
- 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 perseverance, because this is their first time writing a full essay this school year.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to 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 previous lessons, students have written their introductory and proof paragraphs. In this lesson, they build on this to complete the first draft of their literary essays.
- 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 concluding paragraphs. Consider providing a writing template similar to what students used in drafting the proof paragraphs.

**Assessment guidance:**

- Review students' paragraphs 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 during independent writing in Work Time A.
- 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 revise their writing based on peer feedback as part of the End of Unit 2 assessment.
- In the next lesson, Mid-Unit 2 Assessments will be returned to students with feedback. Ensure that feedback has been provided for students for this lesson.

**In advance:**

- Prepare:
  - Organizing the Model: Conclusion Paragraph strips, one per pair, see supporting materials.
  - Research reading share (see Independent Reading: Sample Plans).
- Review the Thumb-O-Meter Protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

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

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 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 conclusions 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 conclusions within the time allotted. Consider working closely with a small group after working with the class, and support each student as needed. See “Levels of support” for details.

#### Levels of support

*For lighter support:*

- During Opening A, consider changing student partnerships so that students with similar proficiency levels are paired together. This will challenge students to work more independently, and it will provide an opportunity to assess the progress they have made.

*For heavier support:*

- During Work Time A, provide a template with a cloze version of a literary essay conclusion. 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. For heavier support, provide a near-complete version of the template. Omit only a few words, such as the event 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. (Example: Although [event] will profoundly change both their lives, [character] and [character] react very differently. [Character 1] is \_\_\_\_\_, so he or she reacted \_\_\_\_\_. In contrast, [character 2] is \_\_\_\_\_ so he or she \_\_\_\_\_.)

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students write the conclusion to their literary essay. This requires drawing on several tools, such as the Painted Essay® template, model literary essay, and Informative Writing Checklist. Whenever possible, use think-alouds and/or peer models to make the thought process explicit. Consider offering a think-aloud to show how you incorporate ideas from the model literary essay into an original paragraph. This way, students will not only see the model visually but will also be able to understand the thought processes behind it.
- **Multiple Means of Action and Expression (MMAE):** This lesson provides 30 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 by providing scaffolds that build an environment that is conducive to writing (see Meeting Students' Needs column).
- **Multiple Means of Engagement (MME):** Students who need additional support with writing may have negative associations with writing tasks based on previous experiences. Help them feel successful with writing by allowing them to create feasible goals and celebrate when these goals are met. For instance, place a sticker or a star at a specific point on the page (e.g., two pages) that provides a visual writing target for the day. Also, construct goals for sustained writing by chunking the 25-minute writing block into smaller pieces. Provide choice for a break activity at specific time points when students have demonstrated writing progress. Celebrate students who meet their writing goals, whether it is the length of the text or sustained writing time.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- conclusion, restate (L)

## Materials

- ✓ Organizing the Model: Conclusion Paragraph strips (one part per pair)
- ✓ Painted Essay® template (from Lesson 12; one per student)
- ✓ Model literary essay (from Lesson 12; one per student and one for display)
- ✓ Literary Essay anchor chart (begun in Lesson 13; added to during Opening A; see supporting materials)
- ✓ Literary Essay anchor chart (example, for teacher reference)
- ✓ Literary essay prompt (from Lesson 12; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 13)
- ✓ Informative Writing Checklist (from Lesson 13; one per student and one to display)
- ✓ Informative Writing Checklist (example, for teacher reference)

- ✓ Affix List (from Unit 1, Lesson 4; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 4; one per student)
- ✓ Academic Word Wall (begun in Unit 1, Lesson 1)
- ✓ Character Reaction Reflections note-catcher (new; one per student and one to display)
- ✓ Character Reaction Reflections note-catcher (example, for teacher reference)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)

### Opening

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

- Invite students to get into pairs with the partner they have been working with throughout the essay writing process.
- Distribute the **Organizing the Model: Conclusion Paragraph strips**.
- Invite students to read and organize the strips, putting them in the correct order for the conclusion paragraph of the model literary essay.
- Invite students to refer to their **Painted Essay® template** to remember where the conclusion fits into the structure of the essay.
- 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 as they work.
- Refocus whole group. Invite students to help you record the parts of the conclusion paragraph on the **Literary Essay anchor chart**. Refer to **Literary Essay anchor chart (example, for teacher reference)** as necessary.

#### Meeting Students' Needs

- For ELLs: Consider using the corresponding Painted Essay® colors when recording the parts of the conclusion 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 Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:  
— *"I can plan and write the conclusion paragraph of my essay."*



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

### 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 conclusion paragraph.) “How do you feel about that target?” (I know how to write the conclusion paragraph because I can refer to the model literary essay.) (MMR)

## Work Time

### A. Independent Writing: Writing a Conclusion Paragraph (30 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.
- Focus students on the criterion:
  - “I have a conclusion that is clearly related to the focus and the information presented.”
- Invite students to turn and talk to their partner:  
*“What does this criterion mean in your own words?” (I have a conclusion that is connected to the rest of my writing.)*
- Invite students to refer to their **Affix Lists**.
- Using a total participation technique, invite responses from the group:  
*“What is the focus of the piece?” (the differing reactions between two of the characters to an event/situation in Esperanza Rising)*  
*“What does the prefix re- mean?” (again)*  
*“What does it mean to state something? (to say something or make a point)*  
*“What do you think it means to restate something?” (to say something again; to make the point again)*  
*“What else does the model conclusion include?” (reflects on why each reacted that way)*
- Invite students to record *restate* in their **vocabulary logs**. Add it to the **academic word wall**.

- Model how to record this (using words or sketches) on the displayed Informative Writing Checklist. Invite students to do the same. Refer to **Informative Writing Checklist (example, for teacher reference)** as necessary.
- Distribute and display the **Character Reaction Reflections note-catcher**.
- Focus students on the question at the top and invite a volunteer to read it aloud:  
*“Why did each character react that way? Consider age, family, and previous experiences.”*
- Invite students to write the name of each of their characters at the top of each column.
- Reread the model conclusion for the whole group.
- Write “Esperanza” and “Miguel” at the top of each column of the displayed note-catcher. Refer to **Character Reaction Reflections note-catcher (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share out:  
*“According to the author of the essay, why did Esperanza react this way?” (Esperanza is a rich child who is used to everyone looking after her and having things done for her.)*  
*“According to the author of the essay, why did Miguel react this way?” (Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action.)*
- If productive, cue students to expand the conversation by giving an example:  
*“Can you give an example?” (Responses will vary.)*
- As students share out, capture responses on the displayed note-catcher as a model. Refer to Character Reaction Reflections note-catcher (example, for teacher reference) as necessary.
- Tell students that they are now going to do the same thing.
- Invite them to work with their partner to refer to *Esperanza Rising* to complete the note-catcher. Tell students that when they finish, they should move on to write the conclusion of their literary essay.
- Circulate to support students as they write their conclusions. Remind students to use the model literary essay, the criteria recorded on the Literary Essay anchor chart, the Informative Writing Checklist, and the **domain-specific word wall** to write their conclusions. Also remind students 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 learning target. Remind them that they used this protocol in Lesson 13 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the 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.
- Tell students that in the next lesson they will revise their essays for the End of Unit 2 Assessment.



## Meeting Students' Needs

- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the model literary essay conclusion: *Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently.* Write and display student responses next to the chunks. Examples:
  - "What is the gist of this sentence from the conclusion? Does it do a good job of restating the focus of the piece? How do you know?" (Esperanza and Miguel react differently. Yes, it does. The essay is about how they each react.)
  - Display the chunk *Although* and ask:
    - "Why does the author use the word *although*?" (The author is about to present two ideas that seem to contrast or disagree with each other.)
    - "Could this part of the sentence be a complete sentence by itself? Should it have a capital letter at the beginning and a period at the end?" (No, it does not have any nouns or verbs. It should have a capital letter at the beginning because it is the beginning of the sentence. It should not have a period.)
  - Display the chunk *the fire will profoundly change both their lives, and* ask:
    - "How will the fire change Miguel's and Esperanza's lives?" (They will both be forced to leave the farm.)
    - "Could this part of the sentence be a complete sentence by itself? Should it have a capital letter at the beginning and a period at the end?" (Yes, it has a subject and a predicate. It is not the beginning of the whole sentence, so it should not have a capital letter. It is not the end of the whole sentence so it should not have a period.)
  - Display the chunk *Esperanza and Miguel react very differently.* and ask:
    - "What is the subject of this part of the sentence? What is the predicate?" (*Esperanza and Miguel; react very differently*)
    - "What do they react to? How do you know? How do they react?" (The fire. It says so in the other part of the sentence. Esperanza is scared, and Miguel saves Abuelita.)
    - "Could this part of the sentence be a complete sentence by itself? Should it have a capital letter at the beginning and a period at the end?" (Yes, it has a subject and a predicate. It is not the beginning of the sentence, so it should not have a capital letter. It is the end of the sentence so it should have a period.)
    - "Remember that the author used the word *although* to present two ideas that seem to disagree. What are the two ideas in the sentence that contrast, or seem to disagree? How do the ideas disagree?" (They both experienced the fire, and they each reacted differently. They disagree because they both experienced the same event, so we might think they would have the same reaction. But they had different reactions.)
    - "Let's look at the focus statement of this essay. Does this sentence from the concluding paragraph restate the focus statement? How?" (Yes, it does. Just like the focus statement, it talks about the reactions of two characters.)

— “Think about your focus statements. How can you rephrase or restate your literary essay focus statements? Use the sentence frame: “Although [event] will profoundly change both their lives, [character 1] and [character 2] react very differently.” (Responses will vary).

- Before students begin writing, you can 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)
- Fine motor skills may be a barrier to writing for some students. 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)
- Some students may not yet have the stamina to write for 25 minutes. 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. 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 them 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 Plans** to guide students through a research reading review, or use your own routine.
- Guide students through the Thumb-O-Meter protocol to self-assess against how well they persevered and showed integrity in this lesson.

### Meeting Students’ Needs

- Discuss what showing integrity looks and sounds like. Consider using additional forms of representation (for example, images or short videos that demonstrate initiative), or have students act out behaviors that show integrity. (MMR)
- For ELLs: Review the learning target introduced in Opening B. Ask students to give specific examples of how they worked toward achieving it with integrity. Invite students to rephrase the learning target now that they have had more experience writing conclusion paragraphs.

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