

Opinion: Literary Analysis

Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

This unit is now called Opinion: Literary Analysis to align with the Common Core State Standards. One of the features of opinion writing is drawing examples from a text source. As you teach these lessons, point out places where students are expressing opinions.

To incorporate the Common Core State Standards W.4.6, W.4.8, which describes the use of technology you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals:

1. Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure appropriate to the task, purpose, and audience.

Provide reasons that are supported by facts and details.

Provide a concluding statement or section related to the opinion presented.

2. Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4. Demonstrate command of the conventions of standard English
 - Use correct capitalization.
 - Use commas and quotation marks to mark quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

Unit Overview:

Writing critically and thoughtfully about what is read is an important skill for students to begin developing. How Tia Lola Came to Stay is the text used for analysis in this unit. However, other grade level works of fiction would work just as well.

First students read and demonstrate understanding in a summary of the text. After that they grapple with the idea of theme and develop working definitions of various themes in the story. Once they understand theme, they collect evidence in support of a theme and begin writing. Since this is fairly sophisticated work for 4th graders, many of the lessons are designed with steps of collaborative practice. Working together students can accomplish better work than working alone. That said, as the teacher, you will need to plan for various groupings as you move through this unit.

The editing stage of the writing process looks a little different in this unit. We designed a collaborative editing lesson to end the unit for two reasons. First, we wanted to approach editing with a fresh method. Second, we wanted to stress the procedures effective editors use as students become more proficient with editing.

We hope you enjoy this unit.

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Expository Writing: Read & Summarize L1

Writing Teaching Point: Students will read a text and demonstrate comprehension by writing a summary.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- 4th grade Scott Foresman Anthologies
- Writer’s Notebooks

Connection: *“Writers, you know so much about what good writers do and so much about what good readers do. Starting today, you will work on an essay that combines reading and writing.”*

Teach (modeling): Teacher guides class through reading of the selected text. Follow your established reading routines.

How Tia Lola Came to Stay is used throughout these lessons. Feel free to adapt the teaching points to any text. We recommend that you do not use a full novel since it is hard for students to review so much reading to find evidence for their essays.

Model: Teacher guides students in prewriting a summary.

“Now that you have had a chance to read How Tia Lola Came to Stay, I want to know what stood out to you from the reading. You will write a summary today of the reading. A summary retells the characters, the setting and the main events.”

Hold up your open hand with five fingers.

“Let’s see if we can think of those important parts of the story.”

Hold up just your thumb.

“I’ll use my thumb to remember the characters. Tia Lola is a character, so is the Colonel. Who else do you remember from this story? Hold up just your thumb and tell your neighbor all the characters you can remember.”

Active Engagement (guided practice):

Students pair share just characters.

Model:

Hold up just your index finger.

“Now, I’ll use this finger to help me remember the setting.”

Tell the class one sentence about the setting.

Guided Practice:

Students hold up index fingers and tell a neighbor the setting in their own words.

Model:

“I have three fingers left. I will use these to tell the events, the beginning, middle and end of the story.”

Tell students a one-sentence idea for the beginning.

Guided Practice:

Have students tell a neighbor the middle and end.

Link to Independent Practice: *“Now that you have all the important parts of a summary in your hands, it is time to write out a summary. Open your writer’s notebook and write How Tia Lola Came to Stay Summary at the top of the page. Write a summary of the story. Make sure you include the characters, setting and events.”*

Review which finger was used to retell each part.

Students write.

Closure:

Have students check summaries for characters, setting and events. Students share an example of a great sentence retelling the characters. Then ask for great setting retell sentences. Finally have a few volunteers share strong event sentences.

Notes:

Expository Writing: Compare Summaries & Essays L2

Writing Teaching Point: Students will compare a summary with a literary analysis and complete a Venn diagram showing the similarities and differences.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- Handout: Comparing Summaries and Analysis of How Tia Lola Came to Stay
- Student writer’s notebooks

Connection:

“You all wrote great summaries of How Tia Lola Came to Stay. It is important for 4th grade readers to know how to write a summary. Let’s start writer’s workshop today by rereading the summary you wrote yesterday.”
Students read summaries and possibly read with a neighbor.

Teach (modeling): Compare summary and analysis.

*“In addition to knowing how to write a summary, it is also important for 4th grade writers to learn how to write an essay about what they have read. A literary analysis is another of way of writing about what you have read. It does more than a summary. It tells **your** ideas about the story, not just a summary of what happened.”*

Distribute Handout: Comparing Summaries and Analysis of How Tia Lola Came to Stay

“Let’s read these two pieces of writing about How Tia Lola Came to Stay. Then we will compare how they are alike and how they are different.”

Active Engagement (guided practice): Students read both the summary and the literary analysis.

Students share in small groups what they notice is the same in both pieces and how both pieces are different.

Model: Teacher guides students in completing a Venn diagram for the two pieces of writing.

“These two pieces of writing have a lot that is the same about them, but they are also very different. Let’s make a Venn diagram that shows how they are alike and how they are different.”

Display a Venn diagram on the projector or draw one on the board or chart paper.

“Anything that is only true for the summary we will write in this circle, anything is only true for the analysis we will write in this circle. Anything that is true for both we can write in the middle.”

Lead the class in a discussion of the similarities and differences. It is very important that they notice the analysis uses quotes and focuses as much on family as it does on the story.

Guided Practice:

Once you have a few ideas in each section of the Venn diagram, students can work in teams or small groups to add a few more ideas to their copies.

Have students share ideas and add them to the class model after they have some time to work in groups.

Model: Demonstrate the organizational structure of introduction, body and conclusion for the literary essay:

“One of the most important differences between the summary and the essay is the structure. The essay is structured like other types of expository writing. It has an introduction, body paragraphs and a conclusion.”

As you talk to the class about each section of the essay, draw a box around that section of the essay. i.e. When you mention introduction, box the introduction.

Optional Anchor Chart: Start a chart with for the literary essay with only introduction, body and conclusion listed on it for today. As you go through lessons later in the unit that address one of these parts of literary essay, add comments and examples to the chart.

Link to Independent Practice: *“Open your notebooks to the summary you wrote yesterday. Draw a line under the summary you wrote. Under that line, write what you learned today about literary analysis. Answer the question: What makes a literary essay different from a summary?”*

Students write.

Closure:

Share.

Notes:

Summary

The story How Tia Lola Came to Stay is about Miguel, Tia Lola and Colonel Charlebois. The story takes place in a small town at Miguel's house. Miguel and his friends play baseball. Tia Lola paints the house purple so Miguel worries they will get in trouble with the man who owns the house. The kids invite the man, the Colonel, to play baseball and he forgets all about the purple house.

Literary Analysis Essay

Family can help you in ways no one else can. Family can also make you crazy. No matter what, your family will be there for you. Family is very important in the story, How Tia Lola Came to Stay. Without family, there would be no one to count on.

Tia Lola can make everyone crazy. She paints the house they are living in bright purple. "In her high heels and a dress with flowers whose petals match the color of the porch stands Tia Lola, painting broad purple strokes." At first Miguel is embarrassed by the crazy color his Aunt has painted the house. His friends think it is cool, so Miguel decides he likes it too.

Miguel and his mom stick by Tia Lola even though she does some crazy stuff. That is what families do for each other. Miguel is very worried that the man who owns their house, Colonel Charlebois, will kick them out of the house when he sees the new purple color. Tia Lola makes him feel better just by putting her hand on his shoulder. "He feels his aunt's hand on his shoulder." Family can make you feel less afraid.

Even though Tia Lola is a very unusual person, she is part of Miguel's family. He stands by her and she stands by him.

Optional Anchor Chart: Organization of Literary Essays

For this lesson:

Introduction	
Body paragraphs	
Conclusion	

In future lessons add:

Introduction	General ideas about the theme, name of the book, sentence about the theme in the book
Body paragraphs	<ul style="list-style-type: none">• <i>Sentences about the theme</i>• <i>Sentence that connect to the introduction</i>• <i>Examples from the book.</i>
Conclusion	Tell the end of the theme, not the end of the story.

Expository Writing: Defining Themes L3

Writing Teaching Point: Students will work in groups to define themes in the story and select one theme to write about.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Class model of Venn diagram created in L2 displayed in the room.
- Handout: Comparing Summaries and Analysis of How Tia Lola Came to Stay from L2
- Handout: Theme chart
- Student writer’s notebooks
- Scott Foresman 4th grade Anthologies or copies of whatever text you have selected.

Connection: *“Yesterday we studied the similarities and differences between summaries and literary analysis writing. To remind yourself what we learned, I want you to reread your summary. Just below your summary you should have written what you learned about literary analysis. Read both of those back to yourself.”*

As students review, catch up any students who were absent by directing them to the Venn diagram or partnering them with a student who was present.

Teach (modeling): Teacher introduces theme words that match the story.

“The writer of the literary analysis we read was writing about how important family is in the story. We could call family one of the themes in this story. Theme is like a big idea or lesson in a story.”

Write Theme: the big idea or lesson of the story on a piece of chart paper. Below it, start the list of theme words with the word family.

“There are other possible themes as well.”

List these words on chart paper or with the projector. (Feel free to identify theme words of your own) You will need to repost this list in future lessons:

Theme: the big idea or lesson of the story

Family

Risk

Out of the ordinary

Surprise

Culture

Generations

Kindness

“These are some other theme words that match with the story How Tia Lola Came to Stay.”

Active Engagement (guided practice):

“What do we think risk means? Tell your neighbor what you think risk means.”

Students partner share and then offer suggestions for a working definition of the word risk. Add a kid friendly definition of the word risk to the list on the board, projector or chart paper. A dictionary definition is usually not as helpful, especially for Ell students.

“Why is risk a theme word for this story? What does risk have to do with the story?”

Again have students pair share or small group share. Then share whole group.

Repeat the process with the other words.

“Does anyone have a different word they think we should add to this list as a theme for this story?”

Add any student ideas.

Model: Teacher connects the model essay read in L2 with the theme words discussed in this lesson.

“We read a literary analysis essay yesterday. What theme was that writer writing about?” (Family)

“What parts of the story did he write about to show how family is a theme in the story?”

Guided Practice: Students reread the literary analysis essay they read in L2 and discuss with a neighbor which parts of the story the writer included.

Model/Guided Practice:

“That writer was writing about family and included just a few parts of the story that showed why family is a theme in the book. I want you to think about a theme word you could write about from How Tia Lola Came to Stay. It might be a theme word you are interested in or one you have a lot of ideas about.

Choose one theme word you think you could write about.

Write the word at the top of the next blank page in your writer’s notebook.”

Give students a few minutes to think and write.

Do a status of the class share. Ask who chose risk and get a show of hands. Then ask who chose out of the ordinary. Again, get a show of hands. Repeat with the other words.

“Now I want you to chose a second word. It is helpful to have two choices. If one doesn’t work out for you, you have a good back-up.”

Repeat recording the word on the next blank page and status of the class share.

Note: The theme of family is used to model the various stages of developing this essay. It is up to you whether or not you want to allow students to choose family as the theme they will write about. It can be helpful for struggling writers but it does cut short some of the thinking that goes into learning how to write an essay.

Link to Independent Practice: Students write why they think one or both of the theme words they selected is a good theme word for the story.

“I want you to write a few sentences that explain why the theme word you chose is a good theme word for the story.

If I chose generations, I would write that Miguel and Colonel Charlebois are from different generations. At first they don’t understand each other, but they

continued on next page

continued from previous page

end up as friends.

Write your ideas about why the theme word(s) you chose are a good match for this story.”

Students write.

Closure:

Share in small groups.

Notes:

Theme Chart

Theme	Scenes from the book	Quotes to match the Scene
Family		
Risk		
Out of the ordinary		
Surprise		
Culture		
Generations		
Kindness		

Theme Chart

Theme: The Big Idea or Lesson

Theme	Scenes from the book	Quotes to match the Scene
<p>Family The people you are related to or spend lots of time with</p>		
<p>Risk Trying something new you aren't sure about. Might be dangerous.</p>		
<p>Out of the ordinary</p>		
<p>Surprise</p>		
<p>Culture</p>		
<p>Generations</p>		
<p>Kindness</p>		

Expository Writing: Collecting evidence L4

Writing Teaching Point: Students work in teams to collect evidence from the text to support a theme. Students add explanatory sentences to each piece of evidence found in the text.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- Theme chart from L3
- Copies of the model theme essay from L2
- Student writer’s notebooks
- Scott Foresman 4th grade anthology or copies of whatever text you have selected
- Plan for behavior expectations for working in groups

Connection:

“Writers, yesterday we discussed some of the themes that are in the story How Tia Lola Came to Stay.”

Point to the theme chart you made in L3.

“To start our writing work today, I want you to review the ideas you had about themes yesterday. Open to the pages you wrote the theme word and why you thought it was a good theme for this story. Reread those pages.”

As students review what they did yesterday, take a minute to catch up any students who missed yesterday by going over the lesson with them or pairing them up with a student who was not absent.

Active Engagement (guided practice):

Students revisit the model.

Have students take out the model theme essay from L2.

“You are all going to write an essay about the themes in How Tia Lola Came to Stay. Let’s do what good writers do and use the model to give us ideas about how to do that.

First, read the essay again with your neighbor.”

Teach (modeling): Teacher demonstrates linking scenes from the book to the selected theme.

“This writer wrote about the theme of family. Part of his job as a writer is to show us how family is a theme in the story. He could have just written, ‘The story How Tia Lola Came to Stay is about family.’ But he wrote a lot more than that. What is all that other writing?”

Have students discuss with their partner.

Have a few students share ideas.

“When writers write essays about what they’ve read, literary essays, they use parts of the book to prove their ideas. What parts of the book did this writer use to prove that family is a theme of the story?”

Guided Practice:

Have students share with a partner the scenes or parts of the book the writer used to prove family as a theme.

Have a few volunteers share ideas and add them to the theme chart started in L3. (See the example at the end of this lesson.)

Model: Teacher guides students in identifying other scenes that support the theme of family.

“This writer found and wrote about two scenes from the book that show family as a theme. I know there are even more though. Can anyone else think of another scene that is about family?”

If several hands go up, have students share with a partner. If only a few hands go up, have students take out the anthology and skim back through it for other scenes related to the theme of family.

Add other scenes related to family to the theme chart.

Guided Practice: Students identify scenes that support their theme.

“Let’s think about your themes now. If the theme matches the story, there should be a lot of scenes in the story that show it.

Risk is the next theme on our chart. What are the scenes that show risk? Who takes a risk?”

Have students pair share.

A few volunteers share.

Repeat with one or two other theme words.

Model: Demonstrate adding at least one quote from the book.

“Just like the writer of the essay we read, we have collected all these great scenes. The essay writer had more than scenes though. He also had an actual sentence from the story. When you include an actual sentence or sentences from the book it is called a quote. That is what the third column of your paper is for.

Let’s see if we can find a quote to go with one of our family scenes.”

Demonstrate browsing through the book to find a quote.

“I found one. Here is the scene when Tia Lola makes the pennant. I will copy a sentence from this page.”

Model adding the sentence: Tia Lola and Rudy each hold the corner of a pennant that reads: Charlie’s Boys.

Active Engagement: Students look for quotes in teams

“With your team, take the next five minutes to find one quote that goes with one of your scenes.”

Students look for quotes, teachers circulates and supports.

Link to Independent Practice: Students list scenes that match the theme.

“We were able to think of four scenes to show the theme of family and one quote to match a scene. Your job for the rest of writer’s workshop is to find four scenes and at least one quote that show the theme words you have chosen. List the scenes under the theme word in your writer’s notebook. Make sure to find at least one quote as well.”

Grouping students into teams who have selected the same theme word is a great way to support this work.

Closure:

Now that they have had time to collect some evidence, students star which one of the two theme words they’ve been working with they plan to write about.

Students do a zip around share stating the theme word and one scene that shows it.

Notes:

Theme Chart with Scenes and Quotes

Theme: The Big Idea or Lesson

Theme	Scenes from the book	Quotes to Match the Scene
Family		
Risk		
Out of the ordinary		
Surprise		
Culture		
Generations		
Kindness		

Theme: The Big Idea or Lesson

Theme	Scenes from the book	Quotes to Match the Scene
<p align="center">Family</p>	<p>Tia Lola paints the house purple Tia Lola puts her hand on Miguel’s shoulder.</p> <p>.....</p> <p>Mom makes Miguel call the Colonel. Tia Lola makes the team friio-frios every day. Tia Lola comes up with the plan to call the team Charlie’s boys.</p>	<p>“Tia Lola and Rudy each hold the corner of a pennant that reads: Charlie’s Boys.” -705</p>
<p align="center">Risk</p>		
<p align="center">Out of the ordinary</p>		
<p align="center">Surprise</p>		
<p align="center">Culture</p>		
<p align="center">Generations</p>		
<p align="center">Kindness</p>		

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Expository Writing: Writing Introductions L5

Writing Teaching Point: Students will study a model essay to understand how to articulate a literary theme in an introduction. Students will draft an introduction to a theme literary essay.

Standard(s):

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Handout: model essay from L2
- Student writer’s notebooks
- Theme chart from L3 and L4

Connection:

“Writers, you have done a great job collecting scenes that show your theme. Today we will work on writing about the theme the way writers do when they write essays.

To remind yourself about your theme and your scenes, reread what you created yesterday.”

Teach (modeling): Teacher guides students in analyzing the introduction of the model essay.

Have students take out the model essay.

Display the model essay on the projector.

“What theme is this writer writing about?” (Family)

“Even though the theme is family, this writer did not simply write: The theme of How Tia Lola Came to Stay is family.

“Let’s look at the first paragraph to see how he introduced the theme of family.

What do we call the first paragraph of an essay?” (Introduction) “So let’s start by just studying the introduction.”

Reread the introduction:

Family can help you in ways no one else can.
Family can also make you crazy. No matter what,
your family will be there for you. Family is very
important in the story, How Tia Lola Came to Stay.
Without family, there would be no one to count on.

“I notice that he writes about family in the story but he also writes about family in general. He is not just writing about the story, but also about family.”

Active Engagement (guided practice):

“Read the introduction again with your partner. This time you should underline the sentences that are about family in general and draw a circle around the sentences that are about family in the story.”

Students read, underline and circle.

Share

Underline and circle the sentences in the copy you have displayed.

Model: Teacher guides the class to developing a clear theme essay introduction.

“Each sentence in the introduction is about family, but only one is specifically about the story. When writing a theme essay introduction, you need to write about the theme word as much or more than you write about the story.”

Point back to the theme chart.

“Let’s look at one of these other themes: generations. Let’s think of some general ideas we have about generations just like the writer thought of general ideas about family.

I will look at our class theme chart because it has our class definition of each word. I bet that will help me with the general ideas. You look at it too before you start your small group discussion.”

Guided Practice:

Students review class definitions of theme words then talk in pairs or table groups about what they think of when they think of generations.

Have volunteers share ideas.

Use their ideas to start developing sentences. i.e.

People come from different generations and they have different ideas.

Sometimes, this causes problems. Sometimes we learn from our differences.

Model: Teacher begins writing an introduction.

“Now we have some general ideas about generations. I still need to have at least one sentence that links generations to the story. I am writing about generations AND the story.”

Use a think aloud to come up with a sentence that connects generations and the story.

“I think I will write, The characters in the story How Tia Lola Came to Stay come from different generations. At first, they don’t know how to deal with each other, but they learn to get along.’

It turns out I needed two sentences which is fine.”

Write the full generations introduction on the board, data projection or chart paper.

Using one color for the general sentences and another for the sentence(s) about the story.

Point to the general statements in the introduction

“When you write an introduction for a theme essay you need general sentences about the theme word.”

Point to the sentence(s) specific to the story.

“When you write an introduction for a theme essay you also need one or two sentences that are specific to the story.”

Link to Independent Practice: Students write an introduction for their theme essay.

“Your job in writer’s workshop today is to write an introduction that included both general sentences about the theme word and also specific sentences about the story. You can get good ideas for what your general sentences should be from our chart with definitions of each word.”

Again, it is helpful to have students in teams based on the theme word they have chosen.

You can also offer 5-10 minutes of small group talking time as students try to think of general statements about their theme words, then end the session with quiet independent writing.

Closure: Students underline general sentences and circle sentences specific to the story in their own introductions.

Small group share.

Notes:

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Expository Writing: Writing body paragraphs L6

Writing Teaching Point: Students will study the body paragraphs in a model essay and identify the parts of an effective literary analysis body paragraph.

Students will participate in an activity of modeling how to construct a body paragraph with these parts.

Students will begin drafting body paragraphs of their own.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- Handout: model essay from L2
- Student writer’s notebooks
- Theme chart from L3, L4 and L5
- Colored pencils or highlighters.

Connection: *“Yesterday we learned that theme essay introductions include both general sentences about the theme word and also specific sentences about the story.*

Today we’ll learn about how the theme and the scenes from the book work together in the body paragraphs.”

Teach (modeling): Teacher models analyzing the body paragraphs.

Have students take out their copies of the model essay.

“We learned so much about how to write our introductions by studying the introduction to this model essay, let’s take a look at the body paragraphs to learn how to write those as well.”

Students reread alone, in pairs or as a whole class.

“I know that in essays there are several paragraphs. I also know the body paragraphs need to be connected to the introduction. Even though each paragraph is different, they are all about the same topic. What should all the body paragraphs in this essay be about?” (Family and How Tia Lola Came to Stay).

Active Engagement (guided practice):

“If the paragraphs are all related, let’s see if we can connect the first paragraph to the theme of family. The first sentence is: Tia Lola is Miguel’s aunt.

Underline that sentence with one color of colored pencil.

Why does the writer include that sentence?”

Have students share ideas for the need for that sentence. (It establishes the family connection)

“The next sentence is: She is a very nice person, but she can make everyone crazy.

That reminds me of part of the introduction. Can anyone find part of the introduction that connects to this sentence?”

Underline this sentence in a second color and have students do the same.

Have students pair share.

Model drawing an arrow with the same color from this sentence to the sentence in the introduction: Family can also make you crazy.

Model: Start a list or chart of what makes good theme essay body paragraphs.

“I think we have already learned a lot about how to write good body paragraphs. We learned that you need to have sentences about the theme.”

Add: Sentences about the theme to the list of what makes good theme essay body paragraphs.

Point to the sentence: Tia Lola is Miguel’s aunt.

“We also learned that the body paragraphs need to connect to the introduction.”

Add: Sentences that connect to the introduction to the list. Point to the sentence: She is a very nice person, but she can make everyone crazy.

“Is that all there is to this body paragraph? Two sentences? No! So what are those other sentences? The writer has also included examples from the book.”

Add: Sentences that give an example from the book to the list.

Underline example sentences in the third color and have students do the same.

Guided Practice: Students confirm that the second body paragraph includes all three parts of a theme essay body paragraph

.

“We found three important parts of a body paragraph:

- *Sentences about the theme*
- *Sentence that connect to the introduction*
- *Examples from the book.*

We used a different color for each type of sentence.

Now I want you to read the second body paragraph with your partner. Use the same colors to look for those three parts in the second body paragraph.
Students read and underline the next body paragraph.

Guided Practice: Teacher refers students to the prewriting they have done that will help in drafting body paragraphs.

“It is almost time for you to start writing your own body paragraphs. Before you start, let’s look at what you have that will help you. The first type of sentence you need is a sentence that is related to the theme. Who knows what their theme is? Everyone should know. If you can’t remember, just look at the top of the page in your writer’s notebook.”

Have students open writer’s notebooks and reread their theme word.

“The next kind of sentence you’ll need is a sentence that connects to the introduction. Who already wrote an introduction? Everyone did! Open to the page in your writer’s notebook where you wrote your introduction yesterday. Reread that.” Students reread introductions.

“The last type of sentence you need is sentences that give examples from the book. You might not realize it, but you already have what you need to write this part too. It is the scenes from the book you thought of a few days ago.”

Have students review the scenes they listed in L3.

“All of the work you have already done will help you write your body paragraphs.”

Link to Independent Practice: Students write at least one body paragraph.

“Your job for the rest of writer’s workshop today is to write a body paragraph about the theme you have decided to write about.

Remember to include the three important types of sentences:

- *Relate to the theme*
- *Connect to the introduction*
- *Include example from the book.”*

Students write.

This is a dense lesson. Be prepared to pull a small group or be available for one-on-one conferences as students begin this work. Also, be prepared for students to write body paragraphs that do not have all three parts. They can remedy some of this in revision.

Closure:

Students underline the three parts of their own body paragraph(s) using the same colors they used to analyze the model.

If time allows, have students share examples of each type of sentence or add examples to the list you made in this lesson.

Notes:

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Expository Writing: Body paragraphs continued L7

Writing Teaching Point: Students will continue to write body paragraphs for theme essays.

Standard(s):

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- Student writer’s notebooks
- Drafts of essays
- Copies of the model essay from L2
- Themes with scenes chart from L4
- List of what to include in a body paragraph from L6

Connection: *“You wrote clear body paragraphs yesterday. Tell your neighbor the three types of sentences we tried to include in the body paragraphs.”*

Point to the list of sentences to include.

Teach (modeling): Teacher models selecting another scene to use in developing another body paragraph.

Have students take out the model essay again. Ask how many body paragraphs the writer included.

“This writer only wrote two body paragraphs, but we found even more scenes that show the theme of family.”

Point to or display the themes with scenes chart from L4.

“We also found the scene where Miguel’s mom makes him call the colonel and the scene when Tia Lola gets the colonel to be part of the baseball team.

I am sure we could use one or even both of those scenes to write more body paragraphs.”

Model with a think aloud how to decide what scenes make the most sense to develop into body paragraphs.

“We have a few other scenes we could write, but I bet some are better than others. I see the scene when Mami makes Miguel call the colonel. That scene is about family, but I don’t think that really helps us prove what is claimed in the introduction. The introduction is all about how family can make you crazy, but they can also be there for you when no one is.

Maybe another scene would be better at showing that.

I know! The scene when Tia Lola makes the uniforms and pennant calling the team Charlie’s Boys. That will show how you can count on family, even crazy families.”

Active Engagement (guided practice):

Have students offer a thumbs up or down for using that scene in another body paragraph.

Model: Teacher models writing an additional body paragraph.

“If we are going to write another body paragraph, we better take another look at our list of sentences to include in a body paragraph.”

Read through the list.

“I have the example, but I don’t have those other sentences. Let’s see. I should start by connecting this scene to the theme of family.”

Display the chart paper or project the piece of paper you will use to model drafting a body paragraph.

Write: Even when you’re not sure how it will happen, your family can come through for you.

“That sentence works to connect the scene to the theme.

Now to connect it to the introduction.”

Write: Tia Lola has made some big problems for the family by painting the house purple. But she will fix it.

“All that is left is the example.”

Write: Tia Lola comes up with a plan to name the baseball team after Colonel Charlebois. He is so happy that he forgets all about the purple house.

“Now we have another good body paragraph.”

Revisit the model essay once again.

Guided Practice: Teacher guides students in selecting two, three or four scenes to use in body paragraphs.

“A good theme essay will have two, three or even four scenes that show the theme in the story.

All of you have one so far.

Take another look at the scenes you listed a few days ago.

Put a star next to two, three or four scenes that you think you could develop into body paragraphs.”

Students review and star.

Model: Teacher guides students in finding at least one quote from the book to include.

“Before you write today, there is one last important piece of writing for you to include.

We noticed that the student who wrote the model essay included a quote from the book so we added quotes to our scenes.”

Remember, a quote is when you copy a sentence or two exactly out of the book

and include it in your essay. You use quotation marks to let your reader know you have copied it.

Why would the writer include a quote? How does that make the essay stronger?"

Have students discuss in pairs and then share ideas whole group.

"When you are writing about a book or anything you've read, you always want to include at least one quote. We have a quote for the paragraph we just wrote. The quote is 'Tia Lola and Rudy each hold the corner of a pennant that reads: Charlie's Boys.'

Let's add that to the paragraph."

Model rereading the paragraph you just wrote.

"Let's try it at the very beginning."

Read the paragraph with the quote as the first sentence.

"That doesn't sound right at all.

Let's try it at the end."

Read the paragraph with the quote as the last sentence.

"That sounds terrible too.

We need the quote, but we need to put it where it belongs. Where would it sound good?"

Students pair share where the quote could go and offer suggestions.

Model adding the quote at the appropriate spot.

See examples at the end of this lesson.

Link to Independent Practice:

Students continue writing body paragraphs.

Closure:

Small group sharing of paragraphs.

A few volunteers who included a quote share to the whole class.

Notes:

This lesson is long and heavy on teacher talk. You can break this lesson into two days and teach including a quote more as a revision to existing body paragraphs. You can also have students look for quotes before modeling writing another body paragraph.

Model paragraphs for teacher reference

Without the quote

Even when you're not sure how it will happen, your family can come through for you. Tia Lola has made some big problems for the family by painting the house purple. But she will fix it. Tia Lola comes up with a plan to name the baseball team after Colonel Charlebois. He is so happy that he forgets all about the purple house.

With the quote

Even when you're not sure how it will happen, your family can come through for you. Tia Lola has made some big problems for the family by painting the house purple. But she will fix it. Tia Lola comes up with a plan to name the baseball team after Colonel Charlebois. **“Tia Lola and Rudy each hold the corner of a pennant that reads: Charlie’s Boys.”** He is so happy that he forgets all about the purple house.

Expository Writing: Writing conclusions L8

Writing Teaching Point: Students will write a conclusion for a theme essay.

Standard(s):

W.4.1.d. Provide a concluding statement or section related to the opinion presented.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9.a. 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].”).

Materials:

- Student writer’s notebooks
- Copies of model essay

Connection:

“Writers, you have done great work so far on these theme essays. You have interesting and clear introductions and you have written multiple body paragraphs. You have even included quotes from the book in your paragraphs. Let’s start today by rereading what you have already written.”
Have students reread. You can do a zip around share of favorite sentences if time allows.

Teach (modeling): Teacher connects the introduction to the conclusion.

“When you write your introductions, you included general idea sentences about your theme. Then you wrote your body paragraphs and included much more detail about the story. You even included quotes from the book itself. Today you will have a chance to write the conclusion.”

Active Engagement (guided practice):

Students pair share what they know about conclusions already.

A few share to the whole class.

Students reread the conclusion to the model essay and share with a partner about what they notice.

Model:

“Like the introduction, the conclusion uses more general ideas about your theme. Since this is a theme essay and not a summary, you will end your essay with a paragraph about the theme, not by telling the end of the story.”

Write: Tell the end of the story on the board, then draw a big circle with a slash through it around those words.

“The question is, how should you write your conclusion if it is not just supposed to tell the end of the story? You should go back to a generalization about your theme and connect it to the story, just like you did with your introduction.”

Point out the last sentence in the model conclusion as an example of a general sentence on the theme.

Point out the first two sentences as connections between the story and the theme.

Guided Practice: Students turn and talk about the theme.

“You will have five minutes to talk to your neighbor about why your theme is a good theme for the story, How Tia Lola Came to Stay.

You did this at the very beginning of our work with theme. You’ll do it again so you can think of ideas to use in your conclusion.

I was writing about generations. I might tell my neighbor something like this: Generations is a good theme for this story because the characters come from different generations. This causes a lot of problems in the beginning of the story, but they learn to appreciate each other.”

Students pair share or small group share.

Model: Teacher models writing the ideas he or she shared as a conclusion.

“Using the ideas I just shared, I can write a conclusion. I don’t want to write, generations is a good theme. That is too informal for a theme essay. I can write about how the characters did not understand each other because they come from different generations.”

Model writing a brief conclusion:

The characters in the story How Tia Lola Came to Stay come from different generations. This causes a lot of problems in the beginning of the story, but they learn to appreciate each other.

Link to Independent Practice:

“Use what you just shared with your partner to help you write a conclusion. Remember, you are NOT telling the end of the story. You are telling one last idea about the theme.”

Students write.

Closure:

Students pair share and make sure they concluded with theme, not the end of the story.

Notes:

Expository Writing: Small group revision L9

Writing Teaching Point: Students will use a revision checklist to guide their revision changes.

Students will make at least two changes to their drafts. Students will share changes.

Standard(s):

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Handout: revision checklist-one for each student and one to use in demonstrating steps in the process.
- Students drafts of theme essays
- Colored pencils

Connection: *“What great essays you have written. I have seen you include general ideas about your theme and also include evidence form the book. You have so many great ideas in your essays, today we will work on making your good writing even better by making revision changes.”*

Teach (modeling): Teacher reviews the parts of a literary essay.

“As you wrote your essay, you wrote three main parts. You started with the introduction, then the body paragraphs, finally you ended with the conclusion.”

Active Engagement (guided practice): Students review essay parts and discuss.

“Take out your literary theme essay. Reread your introduction.”

Have students reread, then pair share what they know about a good introduction.

Repeat with body paragraphs.

Repeat with conclusions.

Model: Teacher goes over the revision checklist and demonstrates revising a weak introduction.

Distribute and display the revision checklist

“This is a revision checklist that you will use to help you make your good writing even better. It has the same three parts that you just discussed with you neighbor. Let’s look at the first section-introduction.”

Teacher reads the introduction section aloud to the class or asks a volunteer to read.

“It looks like the first introduction works. It has all the important parts of an introduction. The second one does not. The writer made some mistakes. That is why it is in the OOOOOPS! Column. I know we can fix it.

Let’s change the OOOOOPS! Introduction into a Got It introduction.”

Model adding sentences.

*“The first thing I notice is that the writer is not specific enough. She writes they are from different generations. Who are they?
I also notice that the writer has not made any general statements about generations.”*

Active Engagement: Students think of other missing parts of the introduction.

“Tell your neighbor what else you noticed that is not working in this introduction.”

Have students pair share, then a few whole group share.

Model: Rewrite the OOOOOPS! Introduction

“Let’s rewrite this so it is clearer and better.”

See new example below.

Introduction:

Your introduction should include general sentences about your theme. It also needs a sentence about how the theme is important in the story.

Got It!	OOOOOPS!
Family can help you in ways no one else can. Family can also make you crazy. No matter what, your family will be there for you. Family is very important in the story, <u>How Tia Lola Came to Stay</u> . Without family, there would be no one to count on.	The story Tia Lola is about generations. They are from different generations.

Fix-It

When people come from different generations, they can have all kinds of misunderstandings. It is often difficult for people from different generations to get along. The story, How Tia Lola Came to Stay, has characters from different generations. So, of course, those characters have all kinds of misunderstandings.

“We added some more sentences. We also got rid of a confusing pronoun (they). We used the full title of the story and we used a variety of sentence beginnings. On the back of your paper is a place to list the ways we made the writing better when we revised. Let’s add the smart strategies we used to make the introduction better.”

Model writing the steps you used to improve the introduction.

- List the ways we made the writing better through revision: Add sentences**
- Get rid of confusing pronouns Use the full title of the story**
- Use a variety of sentence beginnings**

Guided Practice: Students work in teams or pairs to revise the conclusion.

“Now I want you to work on the conclusion. Read both examples with your team. As a team, rewrite the conclusion so it is better.

Be ready to share your new conclusion and how you made it better in 10 minutes.”

Students work in pairs or teams to rewrite the conclusion.

Have students share the new conclusions and also the revision strategies they used for making it better.

Add new strategies to the list of ways we made writing better through revision.

Repeat with Body paragraphs.

Link to Independent Practice: Review the list of ways we made writing better through revision to guide student revisions of their own drafts.

“You have done a great job revising the introduction, conclusion and body paragraphs in teams. Now it is time for you to revise your own essays.

You will have the rest of writer’s workshop today to make at least three changes to your draft. Use colored pencil to make your changes so I can see them.”

Reread the list you generated of ways we made writing better through revision.

Circulate as students revise.

Mid-Workshop teaching Point:

Stop the class after ten minutes of revision.

Ask, *“Who has made a revision to their work already? Let’s hear a few changes you have already made.”*

Students share a change. Then tell which way to make writing better they used.

Give students more time to revise after a few students share.

Closure:

Each student shares one revision he or she made.

Notes:

Theme Essay Revision Checklist

Name _____

Use this list to help you make changes to your essay that will make it even better.

Remember, good writers always make changes to their drafts.

Introduction:

Your introduction should include general sentences about your theme. It also needs a sentence about how the theme is important in the story.

Got It!	OOOOOPS!
Family can help you in ways no one else can. Family can also make you crazy. No matter what, your family will be there for you. Family is very important in the story, <u>How Tia Lola Came to Stay</u> . Without family, there would be no one to count on.	The story Tia Lola is about generations. They are from different generations.
Fix-It	

Conclusion

Your conclusion should not tell the end of the story. It should tell your last idea about the theme.

Got It!	OOOOOPS!
Even though Tia Lola is a very unusual person, she is part of Miguel's family. He stands by her and she stands by him.	In the end Mr. Charleboise is happy the kids have a baseball team named after him.
Fix-It	

Body Paragraphs

Each body paragraph needs three parts:

- Relate to the theme
- Connect to the introduction
- Include an example

Got It!	O O O O O P S!
<p>Miguel and his mom stick by Tia Lola even though she does some crazy stuff. That is what families do for each other.</p> <p>Miguel is very worried that the man who owns their house, Colonel Charlebois, will kick them out of the house when he sees the new purple color. Tia Lola makes him feel better just by putting her hand on his shoulder. "He feels his aunt's hand on his shoulder." Family can make you feel less afraid.</p>	<p>Tia Lola is different from Miguel. She is older. Miguel is different from Colonel Charlebois. He is a lot younger.</p>
Fix It	

List the ways we made the writing better when we revised:

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Expository Writing: Editing Procedures & Applications L10

Writing Teaching Point:

Students will review editing procedures and routines.

Students will apply editing routines and procedures in small groups. Students will make changes to the conventions on their essays.

Standard(s):

L.4.2.a. Use correct capitalization.

L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.

Materials:

- Student revised drafts
- Chart paper for listing what to edit for and how to do it
- Colored pencils (make sets with four different colors so each member of the editing team has his or her own color)
- Ideas for groupings of three-four students

Connection: :

“After all the hard work and big thinking you have done, you have all your ideas down on paper. You have explained your theme, used examples and written great essays. The only thing left is to fix up any mistakes you made in writing conventions. Today is our day to edit.”

Teach (modeling): Teacher initiates class brainstorm about editing elements and procedures.

“You know so much about what to look for when you edit and also how to look for errors.”

Active Engagement (guided practice): Students pair share and whole group discuss to develop a list of what to edit for and how to edit.

“What are some of the things you know you need to check when you edit?”

Students pair share, then offer ideas to the whole class.

Model: Teacher starts a chart of what to edit for and how to do it.

As students share ideas about what to edit for, start a list

on chart paper. These will vary depending on what you have taught already.

All lists should include at least these three: Spelling

Punctuation Capitals

Model describing how to edit for one of these items.

“I know that it is very important to check my spelling. Let me see what I can remember about how to check my spelling. I know I need to read the essay backwards so my eye can really see each word. I’ll write read backwards under how to do it for spelling.

I remember that I should circle the words I think I should check. They might be right, they might be wrong. But it is my job to check.

I’ll write circle words to check.

I know I can try three ways of spelling the word to fix it. I can also ask a friend, look in a book or finally get my dictionary.

I will add the ways I can correct my spelling here too.

Is there anything I forgot about checking spelling?”

Guided Practice: Students collaborate to describe how to edit.

“I want you to talk in your teams for the next three minutes. Tell each other what you remember to do to check your punctuation, capital letters etc.”

Students talk in teams, then share ideas whole class.

Add students’ ideas about how to edit to the chart. Add any important steps they forget to mention.

See example of completed chart at the end of this lesson

Small Group Editing: Round Robin Editing

Put students into groups of three or four. Each student gets a color of colored pencil. Keep that same color throughout the process.

There will be four rounds. (More if you have additional editing routines you have taught.) Rounds can be 5-10 minutes each. Even if kids don’t finish, go on to the next round. Keep the process moving.

Round 1: Each student has his or her own paper. Read for meaning. Make sure it makes sense. Correct any errors or mistakes you notice.

Round 2: Pass your paper one person clockwise. Everyone has someone else’s paper now. Apply the procedure described on the class chart for checking spelling. You won’t need to correct the words, just find the ones to check. Make all changes in colored pencil.

Round 3: Pass papers clockwise again. Apply the procedure described for checking ending punctuation. Make all changes or advice in colored pencil.

Round 4: Pass papers a final time. Apply the procedure described for checking capital letters. Make all changes in colored pencil.

Link to Independent Practice: Students apply changes and advise they got from round robin editing.

“You have so much advise from your classmates now about how to make sure your writing follows writing conventions. You will have 15 minutes now to make the corrections your classmates suggested.”

Closure:

Get back into round robin editing teams to ask any clarifying questions. The color of colored pencil should indicate whom to ask.

Notes:

Example of completed editing chart

What do we need to check?	How do we check it?
Spelling	Read backwards Circle words to check Try each word three ways Ask a friend Look on word lists Look on the walls Use a dictionary
Capitol Letters	Find ALL the capital letters Make sure you have one at the start of each sentence Make sure you have one for names Get rid of ones on the middle of words or middle of sentences
Ending Punctuation	Find all ending punctuation Count the number of words in each sentence More than twenty needs a check Break sentences into smaller ones or add internal punctuation
Other editing procedures you have taught	

Expository Writing: Final Draft L11

Writing Teaching Point: Students will create a final draft of their literary essays.

Standard(s):

Materials:

- Revised and edited drafts of student essays
- Final draft paper or computers
- Drawing supplies (optional): Colored construction paper, white paper for drawing, colored pencils for drawing.
- Scott Foresman Anthology for reference.

Connection:

“I am really impressed with the great work you have done on these literary essays. You wrote your ideas clearly in paragraphs, made changes in revision to make your writing even better and helped each other edit. Today we will start our final drafts.”

Teach (modeling): Teacher reviews procedure for publishing and gets students started with the illustration that will accompany their final drafts.

If you use computers, advise students to type the full draft in, then experiment with fonts.

If you are hand recopying, remind students to take it slow so they don't miss words or sentences.

“Before you can begin recopying, I need to see that each of you has made the changes I expected you to make. You should have made at least revision changes and also made the corrections your group recommended when we edited.

I want to see your draft before you start recopying/typing.

If you know already that you did not do all the revision and editing you were supposed to do, go ahead and get that done right now.

If you think you are ready, I want you to open your writer's notebook to the essay and leave it on the corner of your desk.”

Get students started on their illustrations.

Since this essay is about a story and it is about a theme in the story, you wrote about several important scenes that show the theme. Today and tomorrow you will have time to create an illustration of one of those scenes. This illustration will be the cover of your final draft.

Active Engagement (guided practice):

Students choose the scene from the book that they want to use as the cover of their essay and begin drawing.

As they draw, teacher circulates and makes sure students have made revision and editing changes. The point is that students made the changes, not so much that they got everything perfect. You can offer brief advice or require additional small changes before students recopy, but keep it brief. They have already worked hard.

Link to Independent Practice:

Students complete drawings and recopying of essays.

Closure:

Display on bulletin boards or bind into a book.

Notes:

End of Unit Checklist: Opinion: Literary Analysis

Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates - = Does Not Yet Demonstrate		Recognizes themes in the reading	Finds evidence in the text to support opinion	Writes an inviting introduction	Writes more than one body paragraph	Body paragraphs include evidence from the text and analysis	Writes a satisfying conclusion	Uses grade-level capitalization.	Uses grade-level punctuation including quotation marks	Uses grade-level spelling.	Uses a revision checklist to make changes	Uses an editing checklist to make changes
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