

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel through a Text Type

Unit #4 Grade 5
Opinion Writing - Literary Essay



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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---

Dr. Sandy Biondo

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 - 1. How does the beginning or introduction tend to go? What is included?
 - 2. How does the middle part or body tend to go? What is included?
 - 3. How does the ending or conclusion tend to go? What is included?

4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.

A special thank you to Jennifer Creamer (Lamphere School District), Michelle Charron (Lamphere School District), Nancie Jahshan (Farmington School District) and Michelle Jacobs (Clarenceville School District) for helping with this packet.

Planning Tool for Selection of Mentor Text – 5th grade

See MAISA Unit Resource Packet for the following item: **Suggested Mentor Texts and Criteria - Literary Essay Text Selection.** Teachers should add or replace with student, teacher, and class shared pieces from the teacher's or school's collection.

Session #	Text Information	Sample in Packet (replace with resources from teacher collection)	Sample from Teacher's Collection
1	Persuasive Essay – teacher demonstration portion	"No Phones for Students"	
1	Persuasive Essay – partnership work portion (box it/mark it)	"No Wild Animals as Pets"	
2	Literary Essay #1	Name: "Richard Wright and the Library Card" Support: Reasons Evidence: quotations, examples	Name: Support: Evidence:
<p>For sessions 3 and 4, select a variety of essays that have the following;</p> <ul style="list-style-type: none"> A. various support types: reasons, time when, way (introduced in 4th grade), One Character/Another Character (introduced in 5th grade), Beginning/End (introduced in 5th grade) B. various types of evidence: examples from text, micro-stories, quotations or citing text, lists with repetition (introduced in 4th grade), literary devices, (introduced in 5th grade), missing details (introduced in 5th grade) <p>Each of these items should be in one or more of the sample essays. Study your collection to be sure to have an even greater variety than what is included in this packet.</p>			
3 and 4	Literary Essay #2 Noticing Activity	Name: "Hairs" Support: Ways Evidence: examples, literary devices, quotes,	Name: Support: Evidence:

Session #	Text Information	Sample in Packet (replace with resources from teacher collection)	Sample from Teacher's Collection
3 and 4	Literary Essay #3 Noticing Activity	Name: "Never Give Up" Support: Reasons Evidence: examples, micro-story, quotes	Name: Support: Evidence:
4	Literary Essay #4 Additional essay if needed	Name: "Dancing in the Wings!" Support: Ways Evidence: examples, quotes, repetition	Name: Support: Evidence:
4	Literary Essay #5 Box and Mark It Activity - Class Activity	Name: "Shells" Support: Beginning/end Evidence: examples, quotes,	Name: Support: Evidence:
4	Literary Essay #6 Box It and Mark It Activity - Partner Activity	Name: "The Most Caring Person" Support: Times When Evidence: examples, lists with repetition, micro-story,	Name: Support: Evidence:
5	Reading Selection for Literary Essay : _____	<i>Spaghetti</i> by Cynthia Rylant	

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

- | | |
|--------------|---|
| Day 1 | Goal 1: Develop Background Knowledge
Revisit an Old Friend – Persuasive Essays |
| Day 2 | Goal 1: Develop Background Knowledge
Compare and Contrast Literary Essays and Persuasive Essays |
| Day 3 | Goal 1: Develop Background Knowledge
Charting Discoveries – Noticing Chart |
| Day 4 | Goal 1: Develop Background Knowledge
Continue Charting Discoveries – Noticing Chart
Box It and Mark It Activity |
| Day 5 | Goal #3: Try It – Shared Class Writing – Begin a Class “Flash” Draft
Write a Flash Draft based on literature selection studied as a class. |

Please note: Goal #2 – Generate Possible Writing Ideas is done during Reading Workshop. See MAISA unit for further explanation.

IMMERSION Goal #1 – Develop Background Knowledge

Day 1 - Revisit an Old Friend: Persuasive Essay

1. Class Discussion - What do you recall about how persuasive essays tend to go? What do you remember about the introduction/lead, body, ending, author's craftsmanship?
 - A. Make a list on your own
 - B. Share your list with a partner
 - C. Discuss as a whole class
2. Box It and Mark It – student or teacher persuasive essays
 - A. Teacher models Boxing and Marking Up a persuasive essay.
Sample: "No Phones for Students"
 List persuasive essay plan to study: _____
 - B. In partnerships, have students Box and Mark Up a persuasive essay
Sample: "No Wild Animals as Pets"
 List persuasive essay plan to study: _____
 - C. Revisit Class Discussion - What do you recall about how persuasive essays tend to go? What do you remember about the introduction/lead, body, ending, author's craftsmanship?

Teacher Notes:

- The Characteristics of Persuasive Essay chart from Unit #2 may be helpful in facilitating discussion.
- Replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays
- See Box It and Mark It activity page – modify sheet to reflect what was studied in your class for Unit #2 Persuasive Essays

IMMERSION Goal #1 – Develop Background Knowledge**Box It and Mark It Up Activity Sheet – Persuasive Essay**

1. **Box It: Lead, Body, Ending/Conclusion**
2. **Mark Up these items:**

Introduction/Lead

- A. Hook the reader - lead
- B. Claim that overviews the main idea of the essay (double underline)
- C. Reasons (circle each one separately) – optional

Body – do for each paragraph in the body

- A. Transition word or phrase
- B. Topic sentence of the paragraph that states a reason (underline)
- C. Supporting information or evidence (e.g. facts, personal story or micro-story with a slant, survey and interviews, quotes – everyday people or experts, my own knowledge, etc.)
- D. Concluding statement (optional)

Ending /Conclusion

- A. Restatement of the claim (double underline)
- B. A final thought, action, question, etc.

This chart is from Unit #2 Persuasive Essay SAMPLE ANCHOR CHART

CHARACTERISTICS OF PERSUASIVE ESSAYS – 5th Grade

A persuasive essay is one in which the writer shares his/her opinion with others to assist them in making an informed decision.

Noticings:

- Author gives opinion (strong feeling) about a topic
- Author backs up opinion with reasons and evidence
- Facts are given a lot about opinion
- Structure/Organization – Beginning (introduction), middle (body) and ending (conclusion)
- Introduction – hooks reader. Here's different ways - ... list
- Introduction – states claim and sometimes gives reasons
- Body – includes reasons and evidence to support those reasons
- Types of evidence:
 - Facts
 - Personal stories (micro-stories with a slant)
 - Surveys
 - Interview information
 - Quotes from experts
 - Quotes from everyday people
- Usually there are at least 2 reasons
- Conclusion – restates claim in a different way / urges reader to do something
- Conclusion – different types we noticed:
 - list
- Title - gives a sneak preview of the author's opinion
- Sometimes the writer signaled a new reason with transition words
 - transition words we noticed:
 - list
- Paragraphs
- No pictures or only one
- Use of persuasive vocabulary – samples: it is imp, people should, this needs to be dealt with, best, deserves, necessary...
- Convincing tone
- Sources listed (sometimes)

And other aspects as noticed

IMMERSION Goal #1 – Develop Background Knowledge

Day 2 - Compare and Contrast a Literary Essay and a Persuasive Essay

- A. Show students a literary essay. Read and study.

Sample: Literary Essay #1 “Richard Wright and the Library Card”


List essay plan to study: _____

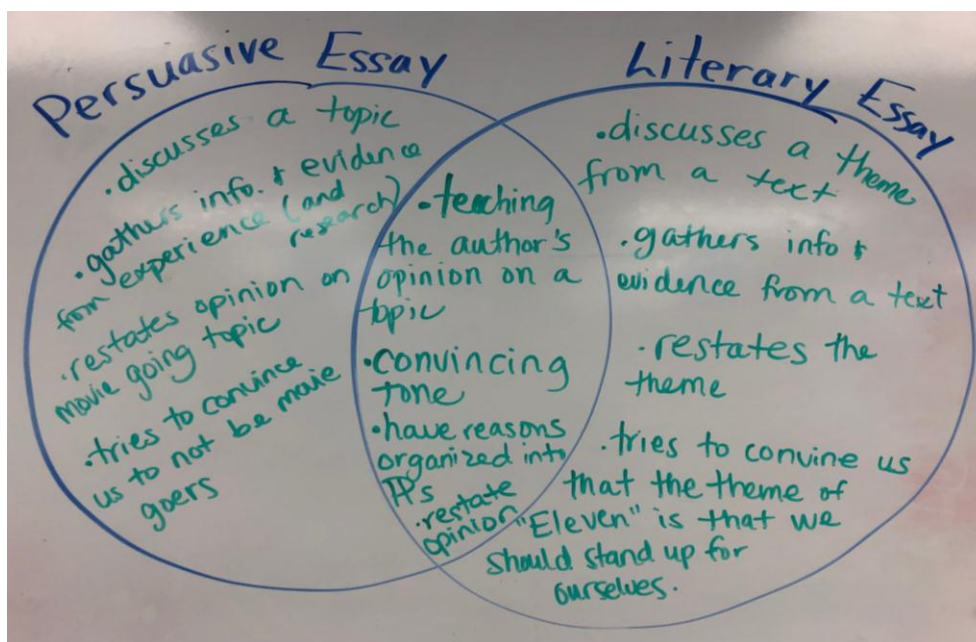
- B. How is this literary essay the same or different from a persuasive essay?

<u>Persuasive Essay</u>	<u>Both</u>	<u>Literary Essay</u>
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Teacher Notes:

- The Characteristics of Literary Essay chart from Unit #4 may be helpful in facilitating discussion.
- Replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays
- To compare and contrast, use a Venn diagram, 3 column chart, or other means to show how they are the same or different

Opinion Writing		
Persuasive	Both 	Literary
about a topic I care about or something I want to change	Purpose Share strong feelings, opinions	about a book or short story (something I have read)
	Introduction Hook reader Claim	Introduce book background/summary
3 reasons evidence: Survey interview	Transitions Body Reasons with evidence reasoning craft	2 reasons evidence: quotes
	Ending/ Conclusion Restate claim	



Goal #1: Develop Background Knowledge

Day 3 and 4 - Charting Discoveries – Noticing Chart

Sample - Read, Study and Discuss: Literary Essay #2 “Hairs”

Sample - Read, Study and Discuss: Literary Essay #3 “Never Give Up”

Read, Study and Discuss: List essay - _____

Read, Study and Discuss: List essay - _____

DEFINITION AND PURPOSE

1. Both are called literary essays. Why? Begin discussion on defining what a literary essay is.
2. Define and begin establishing the purpose for reading and writing literary essays.
Why do you think someone would read a text like this?
Why do you think someone would write a text like this?
3. Start discussing and charting **NOTICINGS** of literary essays (if there is time on Day 3).
 - A. See next few pages for ideas how to facilitate discussion of Noticings.
Remember it should be open-ended and student directed.
 - B. Teacher should select format for recording of information.*
Ways to Record Noticings:
 - Option A: Open-Ended Listing Chart
 - Option B-1: Noticing Chart with Columns
 - Option B-2: Noticing Chart with Advanced Columns
 - Option C: Noticing Chart with Visuals or Examples
 - Option D: Mark Up or Sticky Note Text

*See Immersion packet for more explanation and examples.

Teacher Notes:

- The Characteristics of Literary Essay chart from Unit #4 may be helpful in facilitating discussion. See sample at the end of this lesson
- Replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays

Begin discussion on Day 3 of the following items (modify based on time available):

HOW LITERARY ESSAYS TENDS TO GO -- BEGINNING, MIDDLE AND END

- Let's look for *patterns* of how literary essays tend to go. What do you notice tends to be included in the beginning or lead section? What is often included in the middle section or body? How do endings/conclusions tend to go?
- Not all literary essays will have the same things, so study several different literary essays to note possibilities for each component.

What Makes a Literary Essay?

(varies by grade level – see specific unit)

- | | |
|-------------------------------------|-------------------------------|
| ○ Hook Reader | Beginning / introduction/lead |
| ○ State Claim | |
| ○ Other noticings - | |
| ○ Supports – types as reasons, etc. | Middle / body |
| ○ Provides evidence for supports | |
| ○ Concluding section/statements | |
| ○ Restate Claim | Ending |

Goal #1: Develop Background Knowledge

Day 4 Part 1 - Charting Discoveries – Noticing Chart Continued

1. Revisit definition and purpose
2. Review how Literary Essays tends to go – introduction/lead, body and ending
3. Discuss – Notice, Name, and Why of lead/introduction, body, ending elements
4. *Sample - Read, Study and Discuss: Literary Essay #4 “Dancing in the Wings”*

Read, Study and Discuss: List essay - _____

5. In partnerships, study the essay further and make a list of noticings.
 - A. Check if the new selection also has these same parts.
 - B. Look more closely at this essay (and any previous) and discuss additional noticings. Example: types of leads, types of endings, different ways the essays are organized (by supports), types of evidence, transitional words or phrases – how the essayist transitions from one support to the next, author’s craftsmanship, etc.
6. Discuss as a class.

Teacher Notes:

- Use Characteristics of Literary Essay chart in unit as a guide. See last page of this lesson for example.
- Also, use the modified version of Opinion teaching rubric and student checklist from Writing Pathways.

SAMPLE ANCHOR CHART
CHARACTERISTICS OF LITERARY ESSAYS – 5th Grade

A literary essay is one in which the writer shares his/her opinion with others on his/her interpretation of a literary piece of work.

Noticings:

- Author gives opinion about a text
- Opinion is often called the claim because it can be backed with reasons and evidence
- Author backs up claim with reasons and evidence
- Examples from the text are used to support the claim
- Structure/Organization – Beginning (introduction), middle (body) and ending (conclusion)
- Introduction – Starts with broad ideas and moves to state claim and sometimes give reasons
- Body – Includes reasons and evidence to support those reasons
- Types of evidence:
 - Micro-stories from text – angled story to make a point
 - Quotations from text – exact words of an author
 - Text examples – specific details from text in your own words
 - Lists with repetition
 - Literary devices – writer’s craft
 - Missing details
- Usually there are at least two or more reasons
- Conclusion – restates claim in a different way/ Connects to life /Leaves ideas to think about
- Writer signals a new reason with transition words that glue parts together
- Writer shift from reasons to giving evidence to make a point
- Paragraphs are used to organize the essay
- No pictures or only one
- Use of persuasive vocabulary – samples: It is important to see..., This story makes us think...
- Convincing tone
- Title of story or text included
- Character names and events

Compare and Contrast Literary Essays

- Author gives opinion about two texts
- Two ideas, items, or characters are being compared
- The titles of two stories are used
- Etc. as noticed by students

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units during immersion. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type. Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS).

Sample #2 from a classroom -

Literary Essay:

A text that convinces the reader to think or feel a certain way about a book or story.

Purpose: To share your likes or dislikes and make a connection with a reader.

A Literary Essay has:

- An introduction with a hook and a claim statement (opinion statement)
- Three body paragraphs/reasons
- Each body paragraph is about one idea
- There is evidence like quotes, examples or stories
- Transition words at the beginning of the paragraph: In addition, Also, and Another
- Transition words before evidence: For example, Another example, One time, and For instance
- Wrap up at the end of a body paragraph: This shows that...or This proves...
- Conclusion that restates claim and tells the reader to take action or response
- The writer used a convincing tone by:
 - Asking questions- Do you realize...
 - Repeats words/phrases
 - Uses emotions
 - Using phrases like: You must...Why not...

IMMERSION Goal #1 – Develop Background Knowledge

Day 4 Part 2: Box It and Mark It Up Activity – Literary Essay

Sample - Read, Study and Discuss: Literary Essay #5 “Shells” (class activity)

Sample - Read, Study and Discuss: Literary Essay #6 “The Most Caring Person” (partner activity)

Read, Study and Discuss: List essay - _____ (class activity)

Read, Study and Discuss: List essay - _____ (partner activity)

- Select a literary essay and as a class box it and mark it up.
- Provide students with a different literary essay and have them in partnerships box and mark it up.

1. Box It: Lead, Body, Ending/Conclusion

2. Mark Up these items:

Introduction/Lead

- A. Hook the reader – lead (try to name the type)
- B. Claim that overviews the main idea of the essay (double underline)
- C. Listing of Reasons (circle each one separately) - optional

Body* - the first of several paragraphs

*Do for each paragraph

- A. Transition word or phrase
- B. Topic sentence of the paragraph (underline)
- C. Supporting information or evidence (start making a list of types)
- D. Concluding statement (optional)

Ending /Conclusion

- A. Restatement of the claim (double underline)
- B. A final thought, comment, action, etc. (try to name the type)

Types of Evidence We Notice: (This may be a separate discussion/chart)

IMMERSION Goal #2 – Generate Writing Ideas

For literary essays, this will be done in tandem with the corresponding reading unit. Please see reading and writing units for specific lessons.

See Writing Unit - sessions 1 and 2.

IMMERSION Goal #3 –

Try It – Shared Class Writing – Begin a Class “Flash” Draft

Day 5 – Class Shared Essay on XXXXX

Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume – having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Class Shared Writing – Literary Essay

Teacher should choose a reading selection in which students are familiar with from their reading work. The following serves merely as an example. Modify to fit text under study and students' background knowledge and experience with literary essays. In other words, "bump up" to fit class needs. Please see Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information for more information on Goal #3.

Example 1: Done in one setting with upper elementary students – Literary Essay

Goal is to draft a literary essay right away and through this activity begin to:

- A. Introduce the talk and language of literary essays
- B. Give prompts to scaffold each step

Literary Essay Activity based on *Spaghetti* by Cynthia Rylant

Part I: Read aloud story to the group – talk about it – read as a reader first

Part II: Jotting of ideas – Teacher guides students in jotting down some notes about these areas (replace based on reading work discussion areas). These jottings will be used for small group discussion.

1. Traits – List any traits that Gabriel embodied – Gabriel is _____.

Jot --- Example: lonely, searching for companionship

2. Change – Essays often show change of character throughout story.

How did Gabriel change?

Jot ---

3. Lessons Character Learned

What lessons did Gabriel learn by the end of the story?

Jot ---

4. Story Lesson or Story Theme – often connected to lessons learned are themes; Think in terms of problems in the story. Example: loneliness

What is story saying about _____? (Loneliness)

Jot ---

5. Author's Craft

How did this author write with craft?

What did the author do to convey meaning?

Jot ---

Part III: **Small Group Discussion** – discuss the above items with other classmates

Part IV: **Create a Class “Flash” Draft** (Teacher records on enlarged text.)

1. Have students jot down ideas about each of the areas in Part I.
2. Then select 1 area for the essay.

LEAD/INTRODUCTION – CLAIM (or opinion)
--

3. Example: trait Gabriel is lonely.
4. Say: *In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.*
5. Turn and talk to your partner and repeat exactly what I say:
 In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.
6. Develop shared text together. Teacher writes the claim on enlarged text.

BODY – SUPPORT YOUR CLAIM/OPINION – GIVE REASONS

7. How was Gabriel lonely in the beginning of the story?
8. *"I heard you say he was lonely when... I heard you ..."*
9. Explain you have the introduction and now are working on the first body section – reason one.
10. *"One thing in the story that shows _____ is _____ is when _____."*
11. Turn and talk to your partner and repeat exactly what I say:
"One thing in the story that shows _____ is _____ is when _____."
12. How might we write that part? Develop shared text together.

ELABORATION OF REASONS

13. Now go back to the reason and elaborate on it.
14. Use prompts to guide thinking, such as: This is important because..., This is significant because..., etc.
15. Turn and talk to your partner and repeat exactly what I say:
"This is important because..."
16. Example: Sitting on step by himself is important because...
17. *How might we write that part?* Develop shared text together.

BODY - GIVE 2nd REASON AND ELABORATE

18. Repeat with another reason: *"Another thing in the story that shows _____ is _____ is when _____."* Discuss next reason based on previous discussion.
19. Turn and talk to your partner and repeat exactly what I say:
"Another thing in the story that shows _____ is _____ is when _____."
20. *How might we write that part?* Develop shared text together.
21. Now go back to the reason and elaborate on it.
22. Use prompts to guide thinking, such as: This is important because..., This is significant because..., etc.
23. Turn and talk to your partner and repeat exactly what I say:
"This is significant because..."
24. Example: xxxxxx
25. *How might we write that part?* Develop shared text together.

ENDING PARAGRAPH

26. Briefly discuss purpose of an ending.
27. *"This shows that _____..."*
28. Develop shared text together.

Class “Flash” Draft SAMPLE

In the story, Spaghetti by Cynthia Rylant, the character Gabriel is lonely.

One thing in the story that shows _____ is _____ is when _____. This is important because...

Another thing in the story that shows _____ is _____ is when _____. This is significant because...

This shows that _____.

Note: In approximately 30-60 minutes, the class will develop a “**flash**” draft literary essay. This essay is not real sophisticated, but a nice canvas to teach into! After this activity, students will have written one literary essay (streamlined, but nonetheless an essay). Throughout the unit, the class/teacher may go back to this “flash” draft to expand and revise it.

APPENDIX OF SAMPLE MENTOR TEXTS

- **Please replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays**

Persuasive Essay #1**“No Phones for Students”**

Some kids think having phones in school would be great, but I think differently. First, kids could cheat using phones. Second, kids may be distracted by their phones. Lastly, cyber bullying can happen to kids who have phones. I believe kids should not have cellphones in school.

First and foremost, kids shouldn't have phones in school due to possible cheaters. Kids can go onto the internet to look up answers for a test. In addition, kids can use the calculator to solve math problems with ease. In fact, according to a website, in a survey by Common Sense Media, “1 out of 3 teens admitted they used their phones to cheat on a test.” Also, kids can text each other answers easier than passing notes. This is one important reason why kids should not have phones in school.

Secondly, distractions are common when kids have phones in school. One, if a phone rings, it distracts kids. The phone either vibrates or plays a ringtone, but it still is a distraction and everybody stares, you get embarrassed. Next, there are many fun games and apps that kids can play instead of doing work. Finally, kids can text each other meaningless and stupid messages instead of focusing on work. When kids are distracted while the teacher is giving instructions, they don't know what to do. Distractions show why kids should not have phones in school.

Last but not least, cyber bullying can happen to kids who use phones. Either in class or in general, cyber bullying is BAD. Cyber bullying can do a lot of things to kids, such as lower their self-esteem. In class, kids can text horrible messages to each other, being anonymous. The teacher doesn't notice. But the victim can feel so bad and sometimes not tell anyone about it. Also, some cyber bullying gets physical. Some kids say that the mean messages turn to fist-fights. This is a majorly essential reason why kids should not have phones in school, or even in general.

Some people think that phones would save a kid from harm. For example, a kid could call home if there is a change of plans. Or, if a kid is alone and something bad happens, the kid can call 911. Additionally, if there's a fire, a kid could call 911 if nobody else can. However, for one thing, teachers have phones. There are a lot of teachers and staff in the building. A kid could go to the office and call home if needed. Also, kids should not go wandering off by themselves outside of school boundaries, so there would be no need to call 911. In addition, a

fire is not likely at all. If there ever was a fire, like I said before, there are tons of phones in the school. So, kids would not need to have phones because there are tons of teachers who have phones.

In conclusion, kids should not have phones in school. First, kids could cheat using their phones. Secondly, kids get distracted from schoolwork when they have phones. Finally, cyber bullying can happen to kids who have phones. For these reasons, I believe that students should not have phones in school.

Persuasive Essay #2 5th grade Persuasive Essay Mrs. Jahshan's class –

“No Wild Animals as Pets”

Meet Sabrina a Bengal tiger who was left without any food or water for ten days after her owner, a Florida drug dealer's, death. When the wildlife rescue organization was finally called in, she was 100 underweight lying on the bare concrete floor in a cage in the summer heat. She is now in a Minnesota wildlife sanctuary recovering from emotional and physical trauma.



Most people think keeping exotic pets is cool and fun but it's dangerous to the animal and us. We might not take care of them properly, where we live might not be the right environment, and last but not least captive breeding is not good. So I think people should not keep wild animals as pets.

First of all, having a wild animal as a pet is dangerous . According to *Here's Why Exotic Animals Should Not be Pets*, "There is very little data on the exact number of exotic pets held captive in the United States. For instance, it's estimated that over 5,000 tigers reside in U.S. homes; that's more tigers in captivity than there are left in the wild. Born Free USA has documented over 2,000 attacks, incidents and escapes involving exotic pets since 1990." Having an exotic pet puts the animal and us in danger, because we can both get a disease called Zoonotic disease. Animals often get harbor diseases that the animal can give to its owner. According to the Center for Disease Control, "Exotic pets can pass on and infect humans with a variety of diseases including the Herpes B virus, Rabies, Salmonella, Ebola and Monkeypox. Even though these outbreaks have been rare, the increase in the number of exotic animals being traded (millions each year) certainly increases the chances that these diseases will spread, posing a serious threat to handlers and the public at large." This proves that animals can share serious diseases with humans and we can share diseases with animals.

Secondly, we might not be able to take care of them properly. According to the survey I took, 18 out of 24 people say that people should not have exotic animals as pets. The animals often become sick and die because their owners weren't able to take care of them properly. It does not take the wild out of wildlife. Having a pet of any type means you have to take of it properly. You have to take responsibility and provide appropriate and humane care.

Lastly, captive breeding is another problem. According to Captive Breeding Pros and Cons, " A big problem that arises with captive breeding - Some captive species even have problems in reproduction such as the endangered rhino populations and calls into question the effectiveness of captive breeding."

Sure having an exotic animal would be fun, I mean who wouldn't want a pet tiger. But imagine you're the tiger, sad, hungry, and locked up away from your family in a cage. You, the tiger, deserve to be in the wild. Now you're the human enjoying your pet tiger and you have no idea how sad your tiger or any animal for that matter.

In conclusion, I think people should not have exotic animals as pets. Those are all my reasons. So go make a change in the world, instead of having an animal go to your local zoo. Do it for them. Do it for me. Look down below, look at all the baby animals - make their future better.

[include photographs]

Literary Essay #1

A Literary Essay on “*Richard Wright and the Library Card*”

By A. S.

Have you ever longed for freedom, or the power of freedom through books? It is crucial that everyone has freedom. Whether their skin is dark, light, black, or white. Everyone deserves freedom. The story, *Richard Wright and the Library Card*, by William Miller shows that everyone should have freedom, no matter what color skin they have.

One reason this story is about freedom is because the books Richard wanted symbolize freedom. The story shows this when Richard was walking to the library, he said he felt like he was on a train to Chicago, where he could be free. This is important because Richard was black and was not allowed to use the public library. This means, to him, reading books is like having freedom. Another way the text shows that books symbolize freedom is when the book says he has a “hunger for words.” This means that Richard really wants to read books. To him, reading books is being free. This shows how books are freedom, and Richard wants freedom.

Another reason the story is about freedom is because Richard wanted to be like everyone else and read books. At the end of the story, Richard thinks about how, “Every page is a ticket to freedom.” This shows how much Richard really wanted freedom, and how books are a symbol of freedom in this story. Adding onto this reason, even though Richard goes to read books, he hasn’t gotten freedom yet because he still has to hide them from everybody he works with. Also, he can only read when no one is watching. This shows that everyone should have freedom. This also shows that the book is about how everyone should have freedom no matter what they look like.

The final reason why the story is about freedom, is that Richard got a library book for the first time, which is something anyone with freedom could do. An example of this is when the book says, “He had read about people who had suffered as he had, even though their skin was white. They had longed for the same freedom Richard has spent his life trying to find.” It is evident that Richard wanted freedom and felt freedom when he read books and was able to use a library card. When this book really shows freedom, is when Richard doesn’t care who sees him reading anymore; whether it is a random person or another employee he works with. He reads and doesn’t care about what they say. This shows how Richard wanted freedom, and finally accomplished it. Again, It shows how the book is about freedom.

In conclusion, Langston Hughes, an African American poet wrote, “I do not need my freedom when I’m dead. I cannot live on tomorrow’s bread.” This goes along with the idea that Richard was tired of waiting, so he took a chance and got library books -- freedom. The book, *Richard Wright and the Library Card*, by William Miller shows people that Everyone should have freedom no matter what the color of their skin is. You shouldn’t care what other people think about how you look. Everyone deserves the same freedom no matter what.

Literary Essay #2**Literary Essay on "Hairs"****By Angelina**

The story "Hairs", by Sandra Cisneros, suggests that everyone needs someone special in life, who makes you feel safe and comforted. You think about this person very highly, and go to them when you're sad or have a problem. This can be a parent, sibling, or even a friend.

One way the story, "Hairs" shows this, is with the description the author uses for her special person. The author tells us that her skin is "warm" by using the phrase, "...still warm with her skin...". The word "warm" usually signifies comfort, and safeness. This is not only because of the temperature, but when you are warm, you are usually comfortable. And when you are warm, you are protected from the cold.

Another way the story suggests this, is with the author telling us about her special person (her mom) and all of the things that they have done for her. The author says that "mom holds her, and makes her feel safe." She sleeps near her mom, because she comforts her. Mom makes her feel like everything is going to be okay. These are all things that your special person would usually do.

Lastly, the story "Hairs", supports my claim, with the author relating her mom's smell, to the smell of freshly baked bread. People often do this with their special person. When you care about someone, and think about them a lot, it's easy to associate them with a certain smell. Whenever you smell that one thing, you will probably think about them, or a special memory that you share.

In conclusion, I think that the story, "Hairs" by Sandra Cisneros, supports the idea that everyone needs a special person in life. This is also true in real life, along with in the story.

Literary Essay #3

"Never Give Up" - A Literary Essay for "Slower Than the Rest"

Made by: Mina

Have you read the story "Slower than the Rest" made by Cynthia Rylant? Most books have the "perfect ending." Those are too impossible to happen, a person can learn much more from common problems, like feeling left out in school, which in this case Leo felt this way because he was "Slower than the rest". I also think that this story teaches you that if you're behind in school or slow at something, it doesn't mean you do not have happiness.

One example is when people made Leo feel very different just because he was behind in school. According to the text "Leo was ten years old" He hadn't had many friends because he was behind in school". Leo thought he would never be happy ever again just because he was behind in school, which was wrong for people to make him feel that way. This proves that he made him feel left out. Cynthia Rylant uses symbolism for the story as Charlie the turtle because turtles are slow and so was Leo in school.

Charlie really helped Leo. For instance, Leo came back from school he would talk to Charlie (the turtle) even privately. This proves that Charlie is really important, special, and like a close friend\best friend to Leo. Back to the private talking, Leo would do it every day! Charlie was also like a therapist to Leo. This proves Charlie made him feel better and succeed and do an amazing job on the project. One part that the author leaves out is what they talk about when they are alone. My thinking is that Charlie helped and inspired Leo when they talked and got him better ideas for the project by being a listener and loyal pet.

Charlie made Leo do better at school. This special time, Leo impressed his teacher he also made the students have strong opinions by making the students "What he said and how he said it made the students hating forest fires and love turtles". Leo's teacher was having tears in her eyes of joy because she knew that Leo was learning and catching up and not like the other kids who didn't do as well as Leo the evidence is "One girl held up her poster board pasted pictures of raccoons, squirrels, rabbits, deer etc. She explained that animals died in forest and her pictures were too small Leo was bored" Then a different boy just came up and mumbled. This proves that the other kids did not give their best/effort for this forest fire project, but Leo did and Charlie helped give him ideas.

Leo struggled to believe in himself and almost gave up. There is always a happy side of things, like the glass is half full. It might be harder or easier to solve in some situations, but never give up!

Literary Essay #4**Dancing in the Wings Literary Essay****Written by: Shawna Hackstock**

Some people might think Dancing in the Wings is a story about a girl who wants to be a dancer but I believe it is a message about how people should never give up on achieving their dreams no matter how much they may struggle. The character, Sassy, never gives up on her dream to be a dancer even when she is teased by her classmates, makes mistakes, and gets embarrassed.

One way the story, Dancing in the Wings, teaches us that people should never give up on their dreams is how Sassy is teased but never stops dancing. For example, the girls in Sassy's dance class make mean comments to her. "Molly and Mona, giggle. Mona said "Oh please, she'll never make it. They said talent, not a tyrannosaurus." Sassy hears the girls and doesn't like what they say but she continues to go to dance and even audition for a spot in the summer festival. Some girls might have quit, but Sassy never gave up on her dream.

Another way the story, Dancing in the Wings, teaches us that people should never give up on their dream is how Sassy makes mistakes but she keeps dancing. Sassy makes the mistake of wearing a bright yellow tutu, Sassy makes the mistake of holding her leg in the air for too long, Sassy makes the mistake of leaping beyond the counts of the music - but she still stays until the tryouts are complete. This proves that Sassy is focused on making her dream come true.

The last way, the story, Dancing in the Wings, teaches us that people should never give up on their dream is how Sassy gets embarrassed but she doesn't let it stop her from dancing. In the text, it says, "I couldn't hide the tears I felt welling up in my eyes, so I just grabbed my dance bag and ran to the parking lot." This proves how embarrassed and hurt Sassy feels. Sassy goes to bed that night dreaming of her big day on the real stage and wakes up the next morning excited to audition. Even though Sassy is embarrassed about her size she keeps her dream alive.

Some people might think Dancing in the Wings is a story about a girl who wants to be a dancer but I believe it is a message about how people should never give up on achieving their dreams no matter how much they may struggle. In the end, Sassy winds up winning the dance spot for the summer festival. People should hold on to their dreams and work to make them come true. Dancing in the Wings, shows us that we all have wings and we can find our own stage if we just keep trying to achieve!

Literary Essay #5**"Shells" By Mrs. Crosby's Class**

Have you ever lost a loved one? Losing someone you love is very painful. It may take a long time for your heart to heal. But if you let the people around you help, you can find happiness once again. In the story *Shells*, by Eve Bunting, the main character Michael has a broken heart because he lost both of his parents. This is a story about how a person can heal and learn to open up and love again.

In the beginning, Michael is sad and his heart is closed. He is sad because he lost both of his parents and had to move in with his Aunt Esther. At first, they did not get along at all. For example, Aunt Esther and Michael yelled at each other. Aunt Esther said, "You hate it here and you hate me!" This shows that both of them were upset about the situation and were not getting along. The truth is, Michael did hate her. She was nothing like his parents. He thought she was selfish, prejudice, and complained a lot. I think he was just missing his parents and was taking his anger out on her. At school he didn't have any friends and his teachers didn't even notice him. His heart was closed to everyone around him.

Later in the story, Michael's heart slowly starts to open. For example, one day Michael came home with a hermit crab. I think he did this because he was lonely. When he got home, he didn't find Aunt Esther on the phone complaining about him. Instead, she was drinking tea and seemed cheerful. This shows that Aunt Esther's heart might be ready to start opening too! Michael wanted to show someone, so he shared his hermit crab with his aunt. Her reaction surprised him. She acted interested and said, "It's fine with me if you keep him." I think this proves that both characters are slowly letting go of their hurt and moving on.

Finally, Michael and Aunt Esther are both ready to open their hearts! For example, Michael came home from school one day and found Aunt Esther in his room staring at his hermit crab Sluggo. She surprised him when she said, "I think he needs a companion. Where is the pet store?" I think this symbolizes that she is changing. She is talking with Michael and doing something fun. I also think that this symbolizes that they both need a companion themselves, and that they are ready to care for and love something again. They went to the pet store and came home with a 30-gallon tank and twenty hermit crabs, and different size shells. Still in shock and overwhelmed at the new Aunt Esther and what just happened, Michael gets busy getting everything together. When that was all done, Aunt Esther flopped down onto the couch next to Michael and said, "Oh, what would your mother think, Michael, if she could see this mess we've gotten ourselves into!" At the mention of his mother's name, Michael gets sad. Aunt Esther quickly apologizes, hugs him and says, "Oh, you must hate me." Michael responds by saying, "No, Aunt Esther, I don't hate you." In the beginning, he did hate her, and now he honestly doesn't. This proves that Michael's heart is healing and is open and ready to let love in again.

In *Shells*, the author shows us that a broken heart can heal over time. Life is hard, and is sometimes unfair. Losing a loved one can be devastating. This story gives us hope. If your heart is broken, learn from Michael. Let those around you who are trying to help you in. At the end of the story, Sluggo the hermit was coming out of his shell. Michael did, and if you are hurting, I hope that you can come out of your shell too.

Literary Essay #6

"The Most Caring Person"**By Mrs. Cole's Class**

In life, people want to be treated with respect and be cared for by their friends and family. Don't you want to surround yourself with people who are kind and caring? In the story "Slower than the Rest," Leo is a character who is a slower learner in school but a very thoughtful person. Leo is a caring boy.

First, Leo shows he is caring when he rescues a turtle. One example of how Leo shows he cares in the story "Slower than the Rest" was when he rescues a turtle. His family is driving down the highway to church and Leo spots the turtle. He asks his father stop the car so he can get out and save the turtle from devastation. He didn't just sit there quietly and drive by the unexpected turtle that was in a dangerous situation. He could have just moved the turtle to the side of the road and then kept going. Another example of how Leo shows he cares is when he cares to take the turtle home. Leo cares to make a home for the turtle. Leo cares to spend time with the turtle. Leo cares to pick up the turtle. This shows that Leo cares for the turtle when he rescues it. Do you realize that not everyone would care enough to rescue an animal like Leo did? This shows that Leo is caring and he wants to save a turtle's life.

Also, Leo is caring when he takes care of Charlie, the turtle's, happiness. For instance, as soon as Leo got home he found a cardboard box and put lettuce and radishes in the box. Then, he hugged and kissed the turtle to comfort it as if he was a best friend. Leo made sure Charlie felt loved and cared for. He didn't just put the turtle on the floor and let it wander around the house. You should show someone you care by keeping them safe. This shows that Leo is caring when he made a proper home for Charlie. If you have an animal, you must care for it and not just leave it lying around. Another example of how Leo took care of Charlie's happiness is when he would take Charlie out into the backyard and let him walk around and explore. This shows that Leo took care of Charlie's happiness.

Another way Leo shows he is caring is when he gives his report on forest fires. Leo cares because he knows what it is like to be alone, Leo cares because he knows what is like to be slow, and Leo cares because he knows every creature has potential. This is important because Leo can make connections to the animals that are slower and might get hurt in a forest fire. Leo cares to make sure everyone is safe.

In the story "Slower than the Rest", Leo is a caring boy when he rescues a turtle, took care of the turtle, Charlie's happiness, and he did a report on forest fires. Leo stopped his family and demanded that they pull over to rescue the turtle. He was caring toward all living things. Caring people make the world a better and happier place. People should be more caring toward all living things no matter how big or small, just like Leo.

