

The Immersion Excursion

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

Unit #4 Grade 3
Opinion Writing - Literary Essay



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BACKGROUND SECTION

PURPOSE OF SAMPLE IMMERSION LESSONS

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 Nancy Hatalsky, Lamphere Schools and Kathy Olenczuk, Farmington Schools, for helping with this packet.

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.

Planning Tool for Selection of Mentor Text – Grade 3

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	<i>"Homework is a Waste of Time"</i> by Carl	
1	Persuasive Essay – partnership work portion (box it/mark it)	<i>"It's Hard to Be One of the Youngest Kids in a Big Family"</i> by Merrell	
2	Literary Essay #1	Name: <i>"Bet I Can!"</i> teacher piece Support: Reasons Evidence: quotations, examples, micro-story	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.</p>			
3 and 4	Literary Essay #2 Noticing Activity	Name: <i>"Give a Fish a Home"</i> Support: Reasons Evidence: example, quotations, citing words	Name: Support: Evidence:
3 and 4	Literary Essay #3 Noticing Activity	Name: <i>"India Opal Bologna"</i> – class piece Support: Times When Evidence: micro-story, quotation, examples	Name: Support: Evidence:

Session #	Text Information	Sample in Packet (replace with resources from teacher collection)	Sample from Teacher's Collection
4	Literary Essay #4 Noticing Activity (may or may not need – base on student's background)	Name: <i>"Babushka's Doll"</i> by Hanna Support: Times When Evidence: examples, quotations, micro-story	Name: Support: Evidence:
4	Literary Essay #3 Box It and Mark It Activity - Class activity	Name: <i>"India Opal Bologna"</i> – class piece Support: Times When Evidence: micro-story, quotation, examples	Name: Support: Evidence:
4	Literary Essay #5 Box It and Mark It Activity - partner activity	Name: <i>"You're Special Aren't You?"</i> by Sophia Support: Reasons Evidence: Examples, quotations, micro-story	Name: Support: Evidence:
5	Reading Selection for Literary Essay : _____	<i>Spaghetti</i> by Cynthia Rylant	

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. Read, study and discuss the persuasive essay. Teacher models Boxing and Marking Up a persuasive essay

Sample essay: "Homework is a Waste of Time" by Carl

Read, Study and Discuss: List essay - _____

- B. Read, study and discuss the persuasive essay. In partnerships, have students Box and Mark Up the persuasive essay.

Sample essay: "It's Hard to Be One of the Youngest Kids in a Big Family" by Merrell

Read, Study and Discuss: List essay - _____

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. (See next page.)
- 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

This chart is from Unit #2 Persuasive Essay

CHARACTERISTICS OF PERSUASIVE ESSAYS – 3rd Grade

A persuasive essay is one in which the writer shares his/her opinion and reasons 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 about opinion
- Structure/Organization – Beginning (introduction), middle (body) and ending (conclusion)
- Introduction – A. Hooks Reader, B. States claim and sometimes gives reasons
Here's different ways to hook reader: - ... list ways found from studying mentor examples
- 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
 - etc.
- 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 ways found from studying mentor examples
- Title - gives a sneak preview of the author's opinion
- Sometimes the writer signals a new reason with transition words
Transition words we noticed:
 - list
- Paragraphs
- No pictures or only one
- Use of persuasive vocabulary – samples: it is important, 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

Box It and Mark It Up Activity Sheet – Persuasive Essay

1. **Box It: Lead/Introduction, Body, Ending**
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 – label type (e.g. facts, micro-story or personal story or 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.

Persuasive Essay #1

HOMEWORK IS A WASTE OF TIME

By Carl, 3rd grade

Do you think kids should have homework? Well, I don't because homework is a waste of time.

My first reason is instead of doing homework you can go outside and play. In a survey, 10 out of 19 kids feel like they shouldn't have homework.

My second reason is people might not have time. For example, one day I couldn't do my homework because I had piano.

My final reason is it's sometimes too difficult for students. In an interview, Mrs. Lxxxx, said, "If student can't do it, ask the teacher."

So, now you have some reasons why students shouldn't have homework. It's a waste of time. It is sometimes too difficult for students. People might not have time. Instead people can get fresh air. Now remember, these reasons and go on down to your principal's office and use these reasons!

Persuasive Essay #2**It's Hard to Be One of the Youngest Kids in a Big Family****By Merrell, 3rd grader**

What is the hardest thing from being from a big family? Being the youngest! It's so hard! Some reason why are... The older kids tell me what to do, I can't do stuff my older cousins get to do and I feel VERY left out.

First, the older kids tell me what to do. They always choose the TV shows. For example, whenever I'm watching a show my cousins change it to something else. Another thing they do is they tell me to play with the little kids instead of the big kids. I remember one time when I was at a party with my older cousins. They started to talk after a couple minutes they said to me, "Go play with the little kids!" Almost the whole time I had to play with the babies! I felt mad and didn't understand why.

Second, I can't do all the stuff that the older kids do. They ALL have phones with service, I only have a Wi-Fi! Like one time I was at a party all my cousins were playing on their phones and I wasn't. Another thing is my cousins go everywhere with my brother. I have to stay with my mom. Like after my cousin was babysitting us, she took my brother to Target AND NOT ME! Also at parties the older kids get the good stuff like pop and candy. One time I wanted a pop I went to get one and they were all gone! My cousin took it!

Third, I feel left out. The older kids go on golf cart rides and tell me there's no room. Like one time they went on a ride and gave my seat to my older cousin. In Lake Huron, my older cousins go out WAY out deep. I can't. One time my brother and cousin went out deep and couldn't. Also when we are at Disney they get to go on the good rides. Like at Disney they go on the big rides. I have to go on a little ride because I'm not all enough.

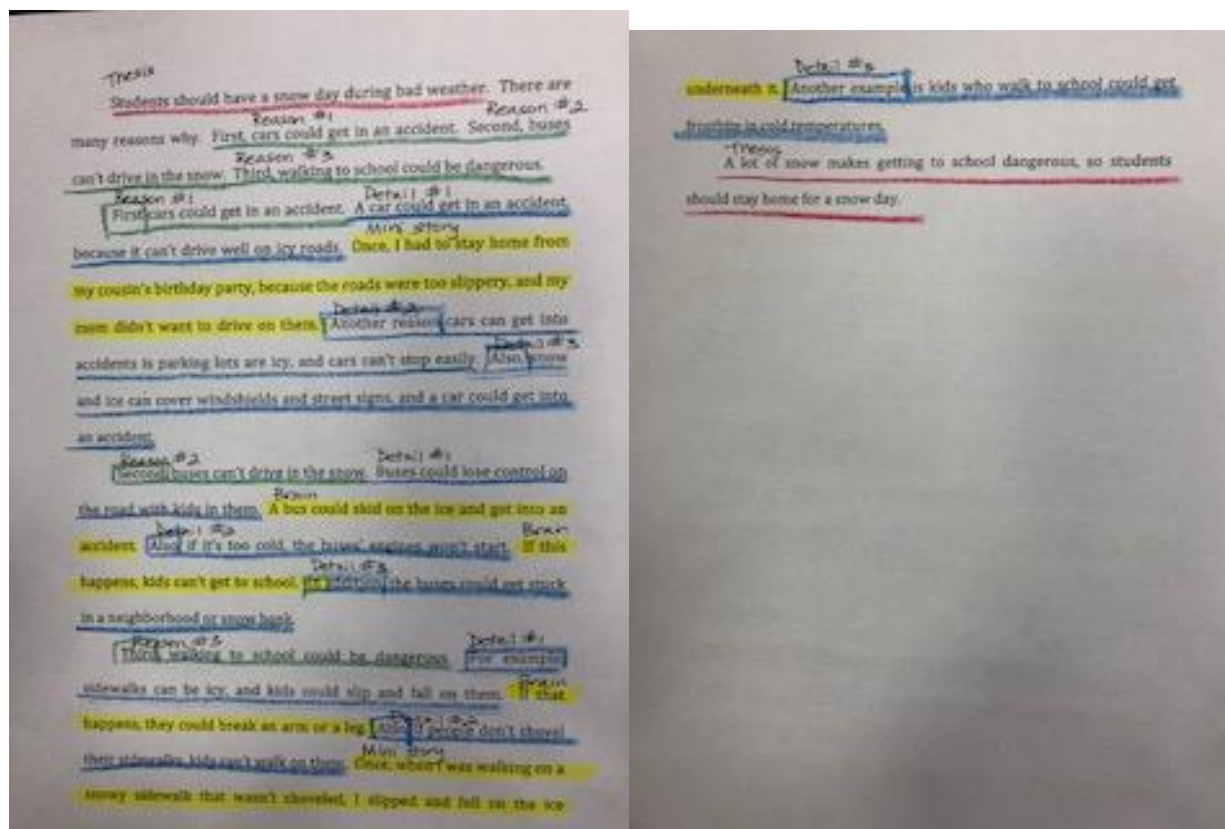
So, I'm sure you can relate if you're the youngest. I think it is hard because... They tell me what to do, I can't do stuff they do, I feel left out. So, I think you can agree it is hard to be young. So, if you are an older cousin think about how you are treating you're younger cousins.

Sample Anchor Chart from Unit #2

Persuasive Essay Noticings Chart			
Text Example	Notice It!	Name It!	Why is it Important?
TV on the Weekends	The title gives you a clue about the author's opinion.	title	When you read the title, you want to read to find out <u>why</u> the author feels this way.
• save electricity • no school • play outside during week	More than one reason in an essay!	reasons (3 or more)	Reasons convince your reader to feel the same way - to have the same opinion.
1st paragraph	The writer tells the reader what s/he thinks about the topic.	opinion claim position argument	The writer gives an opinion so the reader will want to find out the reasons.
2nd paragraph	The writer gives the first reason and an explanation about it.	Reason #1 and supporting details	The writer is trying to convince or persuade the reader to have the same opinion.
3rd paragraph	same ↑	Reason #2 and supporting details	same

Persuasive Essay Noticings Chart			
Text Example	Notice It!	Name It!	Why is it Important?
4th paragraph	same	Reason #3 and supporting details	same
Last paragraph	Writer is stating his/her opinion one last time.	conclusion	The writer is trying to convince or persuade the reader to have the same opinion.
first reason second third finally lastly in conclusion	Writers include these usually at the beginning of a paragraph.	transition words	The writer uses them to present ideas to the reader in <u>order</u> and in a way that <u>makes sense</u> .

Sample Marking Up Text Sample



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, study and discuss.

Sample essay: Literary Essay #1 “Bet I Can!” – teacher written

Read, Study and Discuss: List essay - _____

- 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

BET I CAN!

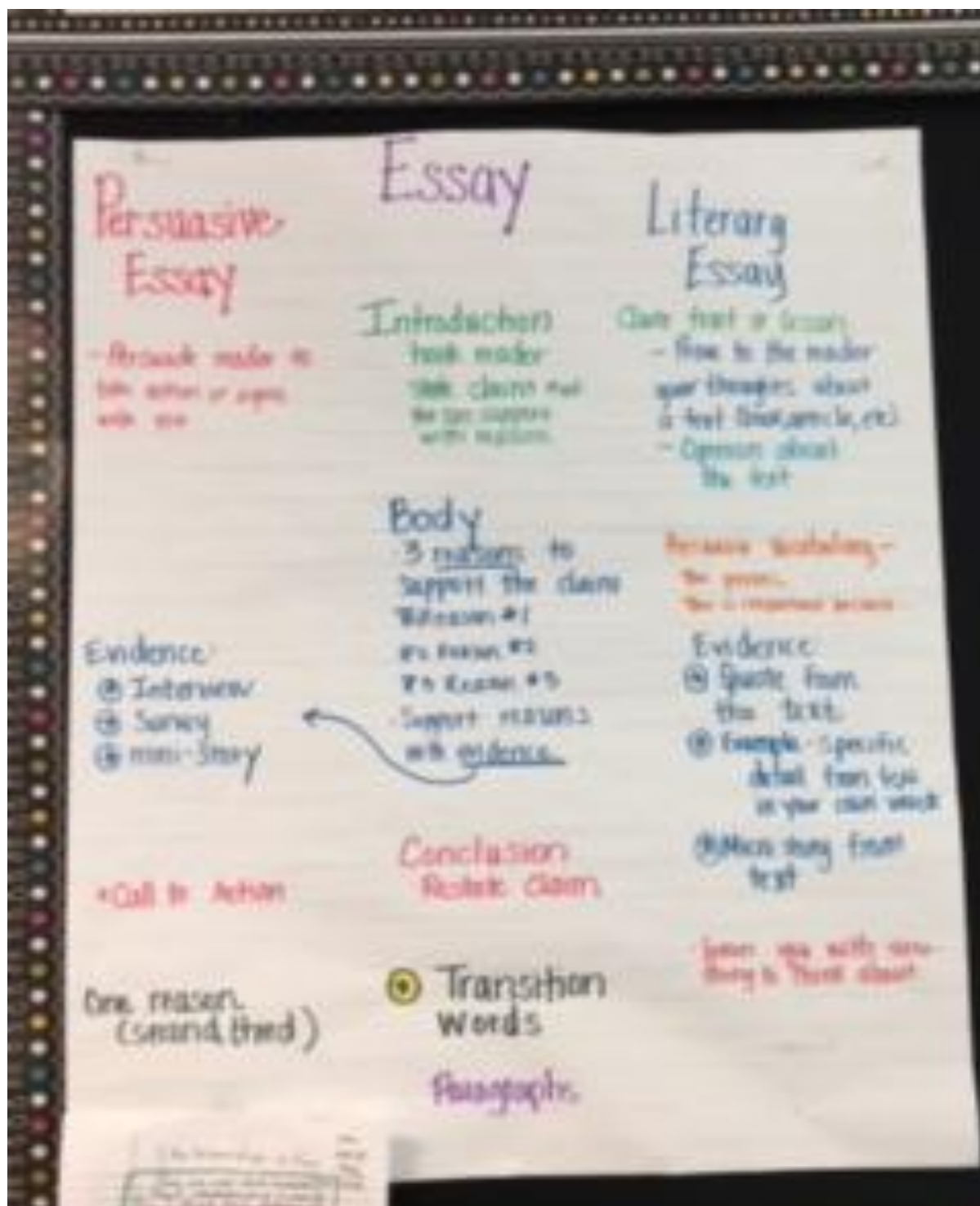
Literary Essay #1 – Teacher Written


In *My Rotten Red-headed Older Brother*, by Patricia Polacco, the main character, Patricia, shows that she is a very determined girl by always trying to out-do her brother, and by trying to do things that could be difficult and even dangerous.

One reason Patricia is determined is because she is constantly trying to find a way to out-do her brother. For example, when the two go berry picking, she tries to pick the most blackberries. She then tries to eat more rhubarb from the garden than her brother. “Bet I can eat more of this raw rhubarb than you can without getting the puckers,” she cries.

Another reason that shows that Patricia is determined is that she never gives up, even when things get difficult. At the carnival, she headed straight for the merry-go-round. She and her brother went around and around on the ride over fifty times. After a while, her brother got off, but Patricia kept going and going! Most people would have gotten off when they got dizzy, but Patricia did not give up. “I knew I could do this longer than you,” she shouted to her brother afterward. She stayed on so long, that when she got off, she fell and hit her head! That really shows that she was determined.

The story *My Rotten Red-headed Older Brother* shows that the character Patricia was a determined girl. She kept trying different things to prove she could do something better than Ritchie, no matter how hard it got. The story shows us that you can get what you want if you keep trying and trying and don’t give up.



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

IMMERSION Goal #1 – Develop Background Knowledge

Day 3 and 4 - Charting Discoveries – Noticing Chart

Sample essay - Read, Study and Discuss: “Give a Fish a Home”

Sample essay - Read, Study and Discuss: “India Opal Bologna: A Caring Friend” – class piece

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 Background Information 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 |

SAMPLE ANCHOR CHART – 3rd grade

CHARACTERISTICS OF LITERARY ESSAYS

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
- Usually there are at least two 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
- 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 Michigan Academic Standards).

A LITERARY ESSAY - GIVE A FISH A HOME (student written)

In the story, “Give a Fish a Home,” a girl named Bink adopts a fish, but her friend, Gollie, isn’t happy about it. Gollie is a jealous friend in the story.

One reason why Gollie is a jealous friend is because she says mean things about Bink’s fish. For example, she says, “That fish is incapable of being a marvelous companion.” This shows that Gollie doesn’t like the fish and says mean things. Another time that Gollie shows that she says mean things about Bink’s fish is when they are walking home from the pet store. Gollie doesn’t act very happy that Bink got a new fish. Instead, Gollie says that Bink has an “unremarkable” fish, and that is rude. This shows that Gollie is jealous because the fish is getting Bink’s attention instead of her.

Another reason that shows Gollie is a jealous friend is that she ignores Bink’s fish. For instance, Bink wants to bring Fred roller-skating with them because he “longs for speed.” Gollie says, “Fish know nothing of longing.” This is evidence that Gollie is ignoring the fish, because she doesn’t want him to go roller-skating with them. Another example of this is when Gollie is skating away from Fred in the picture. The thought I have about this is since Gollie is skating away from Fred, she doesn’t want to be with him and is ignoring him.

Gollie, a character in the story, “Give a Fish a Home,” is a jealous friend. She says mean things about Bink’s fish and ignores it. Reading this story made me realize that instead of feeling jealous and being mean, Gollie should have talked to Bink about her feelings. Friends should treat each other the way they want to be treated.

India Opal Bologna: A Caring Friend

By Mrs. Olenczuk's Class

In life, being kind to others matters. In the book Because of Winn Dixie by Kate DiCamillo, the main character Opal proves she is a caring person by always treating others with kindness.

One way that Opal is a caring friend is how she treats her dog, Winn Dixie. For example, when she finds Winn Dixie he is all messy and dirty. Opal gives him a bath, brushes his teeth and combs him. "When I was done working on him, Winn Dixie looked a whole lot better," said Opal. She didn't say he was filthy and dirty. She didn't say, "Ew, get out of my life." She didn't run away. She took him home. She also lied to save him from the pound. "That's my dog," she said.

Another way that Opal is a caring friend is how she treats her human friends. For example, Opal invites all of her friends to a big party. She even invites the Dewberry boys. Instead of not inviting them because they were mean, Opal still wanted them to come because she is kind. Opal was caring to Gloria Dump when she got a book to read to her. Opal said, "I wanted to comfort Gloria Dump and I decided that the best way to do that would be to read her a book, read it to her loud enough to keep the ghosts away."

In the book, Because of Winn Dixie by Kate DiCamillo, the character Opal is a caring friend. She shows kindness to her dog and to all of her friends. The story teaches us that being kind to others can make you a happier person.

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. Read, study and discuss a mentor text.

Sample essay - Read, Study and Discuss: *“Babushka’s Doll”* by Hanna

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.
- Also, use the modified version of Opinion teaching rubric and student checklist from Writing Pathways by Lucy Calkins to facilitate noticings and discussion of Literary Essays.

Babushka's Doll by Hanna T

In the book, *Babushka's Doll*, by Patricia Polacco, the main character, a little girl named Natasha, learns a lesson that she should treat others the way she'd want to be treated. She learns this when her grandma, her Babushka, gives her a doll that magically comes to life and begins bossing her around.

One reason Natasha learns her lesson is when Babushka's doll tires her out by all the work the doll lays on her shoulders. Natasha didn't like it and realized that that was what she was doing to Babushka. For example, Natasha ran and ran with the doll until she was too exhausted to run any more, and yet, the doll wouldn't let her stop. So, Natasha realized that she was being rude and selfish to Babushka by being put in her shoes by the doll. Also, in the book, it says that Natasha pushed and pushed the doll on the swings until she got really, really tired. When she asked the doll if she could stop, this was the doll's response: "NO TASHA!!! DON'T STOP!!! I WANT TO KEEP SWINGING!!!" Natasha did not like how the doll was treating her and realized that that was what she was doing to her babushka.

Another reason Natasha learns her lesson is that she realized she was talking rudely to babushka when the doll talked rudely to her. For example, when Natasha and the doll were running down the hill, Natasha soon felt an urgent need to rest, and when she asked the doll if she could, this was the doll's reply: "NO TASHA!!! DON'T STOP!!! I WANT TO KEEP RUNNING!!!" instead of suggesting kindly that they could maybe run just a little bit longer. Also, when they were swinging, Natasha got tired of pushing the doll and when she asked, again, the doll replied, "NO!!! I WANT TO KEEP SWINGING!!! KEEP PUSHING ME TASHA!!!" instead of replying nicely.

In the book, *Babushka's Doll*, by Patricia Polacco, the main character, a little girl named Natasha, showed that she learned her lesson about how she should treat others the way she'd want to be treated. The book teaches its readers to have empathy for others in the same way Natasha learned.

Notice	Name	Why?
Said more ...	Elaboration	→ To get the reader to get what the author is thinking
Punctuation	Punctuation	→ Helps the reader, read with fluency
Claim was in every paragraph	Claim statement	→ Reader is clear about the point of the essay.
Claim was worded differently	Claim statement	→ Readers won't get bored
Used Paragraph	Organization	→ Readers easily follow information
Detail	Description	→ Readers can visualize & recall text
Transitions	Transition words	→ Moves the reader through the text
Conclusion	Conclusion	→ Restates claim & reasons
Quotes	Quotes	→ Exact words from the text

IMMERSION Goal #1 – Develop Background Knowledge

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

Sample - Read, Study and Discuss: “India Opal Bologna” (class activity)

Sample - Read, Study and Discuss: “You’re Special Aren’t You?” by Sophia (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 that states a reason (underline)
- C. Supporting information or evidence – identify type (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)

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

India Opal Bologna: A Caring Friend

By Mrs. Olenczuk's Class

In life, being kind to others matters. In the book Because of Winn Dixie by Kate DiCamillo, the main character Opal proves she is a caring person by always treating others with kindness.

One way that Opal is a caring friend is how she treats her dog, Winn Dixie. For example, when she finds Winn Dixie he is all messy and dirty. Opal gives him a bath, brushes his teeth and combs him. "When I was done working on him, Winn Dixie looked a whole lot better," said Opal. She didn't say he was filthy and dirty. She didn't say, "Ew, get out of my life." She didn't run away. She took him home. She also lied to save him from the pound. "That's my dog," she said.

Another way that Opal is a caring friend is how she treats her human friends. For example, Opal invites all of her friends to a big party. She even invites the Dewberry boys. Instead of not inviting them because they were mean, Opal still wanted them to come because she is kind. Opal was caring to Gloria Dump when she got a book to read to her. Opal said, "I wanted to comfort Gloria Dump and I decided that the best way to do that would be to read her a book, read it to her loud enough to keep the ghosts away."

In the book, Because of Winn Dixie by Kate DiCamillo, the character Opal is a caring friend. She shows kindness to her dog and to all of her friends. The story teaches us that being kind to others can make you a happier person.

A Literary Essay about “You’re Special Aren’t You?” by Sophia

In the story, “You’re Special Aren’t You?” Gollie wants to be in a talent show. Bink is a supportive friend in this story.

One reason why Bink is a supportive friend in this story is because she has confidence in Gollie. For example she says, “Here it comes, here it comes Gollie’s talent,” to the judge. This shows that Bink is supporting Gollie’s decision to do the talent show. It shows Bink is believing that Gollie will be awesome. Another example is when Bink says to the judge, “That is my friend.” The judge asks, “And what’s her talent?” Bink replies, “She has several!” This proves she has confidence in Gollie because she is telling the judge how amazing Gollie is even though she doesn’t know what Gollie will do and if Gollie will be good or bad.

Another reason that shows that Bink is a supportive friend to Gollie is when she tries to cheer her up at the end of the story. For example instead of saying, “Gollie I know you would fail. It is no surprise to see you fail. If everyone in the audience knew like you I know you they would not be surprised. Let’s go play whack-a-duck instead. Ok?” Bink shows she cares. Bink says that she and the cows will listen to her recite the poem. This shows that Bink is a supportive friend because she is telling Gollie she wants to hear Gollie’s poem. Another example that shows Bink tries to cheer up Gollie is when Gollie starts to recite the poem. Bink says, “Oh, I know this one!” This shows she knows the poem and doesn’t say “I may have heard of it” and make Gollie uncomfortable.

Bink is a support friend in the story “You’re Special Aren’t You?” She has confidence in Gollie and tries to cheer her up at the end of the story. Reading this story makes me realize that having a friend that supports you will give yourself confidence and cheer you up if you fail.

BET I CAN!
 A Literary Essay - Teacher Written

Name _____

Introduction

In My Kitten Red-headed Ox-Bow Brother, by Patricia Polacco, the main character, Patricia, shows that she is a very determined girl by always trying to out-do her brother, and by trying to do things that could be difficult and even dangerous.

Reason #1

One reason Patricia is determined, is because she is constantly trying to find a way to out-do her brother. For example, when the two go berry picking, she tries to pick the most blackberries. She then tries to eat more rhubarb from the garden than her brother. "Bet I can eat more of this raw rhubarb than you can without getting the puckers," she cries.

Reason #2

Another reason that shows that Patricia is determined, is that she never gives up, even when things get difficult. At the carnival, she headed straight for the merry-go-round. She and her brother went around and around on the ride over fifty times. Her brother got off, but Patricia kept going and going! She could have gotten off when she started feeling dizzy, but Patricia did not give up. She stayed on so long, that when she got off, she fell and hit her head! That really shows that she was determined.

Conclusion



The story My Kitten Red-headed Ox-Bow Brother shows that the character Patricia was a determined girl. She kept trying different things to prove she could do something better than Ritchie, no matter how hard it got. The story shows us that you can get what you want if you keep trying and trying and don't give up.

Lesson learned

Supporting details
Supporting details
restated thesis

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 Units - sessions 1 and 2.

Literary Essay Topic Ideas:		
	<u>Character</u> Patricia	<u>Traits</u> <ul style="list-style-type: none"> • determined • brave • irresponsible
<u>Lesson/Theme</u> <ul style="list-style-type: none"> ① If you are determined & don't give up, you can accomplish your goals. ② Out-doing someone isn't always worth it in the end. 		
	<u>Character</u> Julian	<u>Traits</u> <ul style="list-style-type: none"> • independent • secretive • angry
<u>Lesson/theme</u> <ul style="list-style-type: none"> ① Doing things <u>with</u> friends is more fun than doing things <u>without</u> friends. 		

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.
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 2 nd 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.

