# Literary Essay: Grade 5

## Writing Unit 2

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<th>Unit Title: Literary Essay</th>
<th>Duration: 3 weeks</th>
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<tr>
<td><strong>Concepts:</strong></td>
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<tr>
<td>1. Essayists analyze literary essays for reasoning and evidence.</td>
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<tr>
<td>2. Essayists read texts closely and respond to them in writing.</td>
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<tr>
<td>3. Writers learn strategies for revising their literary essays.</td>
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<td>4. Writers learn strategies for editing their literary essays.</td>
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<tr>
<td>5. Writers publish and share their literary essays.</td>
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### Materials to be provided by the teacher:
1. **On-Demand Literary Essay Pre/Post-Assessment**
2. Writer’s notebooks
3. Writing folders
4. Special paper or technology for final drafts

### Professional Resources:
1. *Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading*, Lucy Calkins
2. *A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012*, Lucy Calkins
3. *Assessing Writers*, Carl Anderson

### Materials to be produced by the teacher:
1. Anchor charts:
   - Comparing Narratives and Essays
   - Strategies for Writing a Literary Essay
2. Enlarged copies of the following:
   - A Literary Essay Based on the Short Story “Eleven” by Sandra Cisneros
   - A Literary Essay Based on the Book *Baseball Saved Us* by Ken Mochizuki
   - A Literary Essay Based on the Book *A Day’s Work* by Eve Bunting
   - “Spaghetti,” Cynthia Rylant
   - Boxes and bullets organizer
   - “Papa’s Parrot,” Cynthia Rylant
   - “William aka Bill,” from *Chicken Soup for the Kid’s Soul 2*
   - Literary Essay Organizer
3. Individual copies of the following for each student:
   - *(Optional)* Personal-sized anchor charts for students who would benefit from having their own copies
   - “The Race,” from *Chicken Soup for the Kid’s Soul 2*
   - A Literary Essay Based on the Short Story “Eleven,” by Sandra Cisneros
   - A Literary Essay Based on the Book *Baseball Saved Us* by Ken Mochizuki

### Mentor Texts:
1. *Woman Hollering Creek*, Sandra Cisneros
2. *Baseball Saved Us*, Ken Mochizuki
3. *A Day’s Work*, Eve Bunting
4. *Every Living Thing*, Cynthia Rylant
5. *Chicken Soup for the Kid’s Soul 2*, Jack Canfield, et al.
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- “Spaghetti,” Cynthia Rylant
- “Papa’s Parrot,” Cynthia Rylant
- “William aka Bill,” from *Chicken Soup for the Kid’s Soul 2*
- Literary Essay Organizer
- Literary Essay Revision/Editing Checklist
- Literary Essay Conferring Checklist
- Literary Essay Assessment Rubric

Notes:

1. Literary essay practice opens the door to many pathways for students. It offers a bridge between reading and writing. It helps students learn that writing can be a way to hold onto one’s thinking about a subject or text and to elaborate on that thinking.

2. During this unit, students will move away from narrative writing and instead write logical thesis-driven opinion pieces that respond to a text with reasoned, well-crafted writing.

3. As always, immersion in a genre in the form of reading is essential before you begin teaching a unit on writing in the genre. Spend a few days having students read essays and compare them to narratives. Have students help you create a chart (provided in Session 1) to compare the content and structure of narratives and essays.

4. Administer the on-demand assessment prior to beginning this unit and score the students’ writing using the assessment rubric at the end of this unit. At the conclusion of the unit, administer the same on-demand assessment and look for improvements in your students’ development as writers.

5. Create permanent classroom anchor charts by adding new strategies as you go. If you choose to use a document camera to share the anchor charts from this unit, also create classroom anchor charts so students can refer to them later.

6. Use the *Conferring Checklist* located at the end of this unit.

7. Spend more than one day for a session if necessary.

8. A special thank you goes out to all authors of professional resources cited in this unit for their insights and ideas.
Overview of Sessions – Teaching and Learning Points Aligned with the Common Core

Concept: Essayists analyze literary essays for reasoning and evidence.
W.5.9

Session 1: Writers analyze narratives and essays to learn how they compare.
W.5.9

Concept: Essayists read texts closely and respond to them in writing.
W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5

Session 2: Writers create a simple first literary essay using parallel transitions and evidence.
W.5.1b, W.5.1c

Session 3: Writers create a second literary essay with more elaboration.
W.5.1b, W.5.5

Session 4: Writers create a conclusion that illustrates the significance of the thesis statement.
W.5.1, W.5.1a, W.5.1d

Session 5: Writers learn how to create their own thesis statement and support it with evidence.
W.5.1a, W.5.1c

Session 8: Writers plan a literary essay from the beginning using a literary essay organizer.
W.5.5

Session 9: Writers choose a short story and plan their final literary essay.
W.5.1, W.5.4, W.5.5

Session 10: Writers understand that essayists angle the evidence to support their thesis statement by retelling or paraphrasing.
W.5.1a

Concept: Writers learn strategies for revising their literary essays.
W.5.1a, W.5.1b, W.5.1c, W.5.5

Session 6: Writers learn how to elaborate with specific details and greater independence.
W.5.1b, W.5.5

Session 7: Writers learn how to build stronger introductory paragraphs for their literary essays.
W.5.1a, W.5.5

Session 11: Writers revise their literary essays by including specialized vocabulary.
W.5.1c
Session 12: Writers revise their literary essays for meaning.
W.5.5

**Concept:** Writers learn strategies for editing their literary essays.
W.5.5
Session 13: Writers use revision/editing checklists to edit their writing.
W.5.5

**Concept:** Writers publish and share their literary essays.
W.5.4, W.5.6

Session 14 and 15: A writing community celebrates.
W.5.4, W.5.6
On-Demand Literary Essay Pre/Post-Assessment

Pre-Assessment Instructions:
Students should be at their regular writing seats and will need loose-leaf paper and pencils. They need to be able to add pages if they want. Distribute copies of the short story, “The Race” from *Chicken Soup for the Kid’s Soul 2* and read it aloud to the students. Explain that the story is about making choices.

Tell students:
“Let’s each write an essay about the important idea in this short story – a piece that shows our best work. You will have an hour to write your thoughts about the important idea in this story and to use evidence from the story to support your thoughts. Use everything you know about good writing.”

Have students begin their literary essays.

Note:
This on-demand assessment shows what students know about essay writing to write about a short story. Score these essays using the *Literary Essay Assessment Rubric* located at the end of this unit. Pay close attention to what your writers can already do and almost do. This information will help you focus on goals for your students. Use the same rubric to score their published essays at the end of this unit to show what they have learned.

Post-Assessment Instructions (optional):
At the conclusion of this unit, administer the same on-demand assessment and look for improvements in your students’ development as writers.
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## Writing Unit 2

### Session 1

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<tr>
<td>Teaching Point</td>
<td>Writers analyze narratives and essays to learn how they compare.</td>
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### References

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- A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012, Lucy Calkins
- Woman Hollering Creek, Sandra Cisneros

### Materials

- Writer’s notebooks
- Writing folders
- Anchor charts:
  - Comparing Narratives and Essays
  - “Eleven,” from Woman Hollering Creek
  - Baseball Saved Us, Ken Mochizuki
  - Enlarged copies of the following:
    - Literary Essay on “Eleven” by Sandra Cisneros written by Jill
    - A Literary Essay Based on the Book Baseball Saved Us by Ken Mochizuki

### Note

- Before this session, make copies of A Literary Essay Based on the Book Baseball Saved Us by Ken Mochizuki for your students to keep in their writing folders.
- You might also want to make copies of Literary Essay on “Eleven” by Sandra Cisneros written by Jill for your students. They will not need them for this session, but they will benefit from having additional examples of literary essays at their fingertips throughout this unit.

### Connection

Writers, today we will begin a new unit of study. We have already written about our lives in personal narratives. Now we will write in a new way. We will be writing literary essays about short texts that you have read closely, reread, and discussed. In this session, we will compare the characteristics of narratives and essays.

### Demonstration/Teaching

- Compare the structure of a narrative and an essay as you refer to the Comparing Narratives and Essays anchor chart.
- Explain that you are going to read aloud a short story and then a literary essay about that story so that students can analyze and understand how an essay is organized.
- Read aloud the short story, “Eleven,” from the book Woman Hollering Creek.
- Summarize and discuss the content of the narrative.
- Refer to the anchor chart to discuss the structure of the narrative point by point.

### Active Engagement

- Read aloud the literary essay, Literary Essay on “Eleven” by Sandra Cisneros written by Jill.
- Summarize and discuss the content of the essay.
- Have partnerships refer to the anchor chart and discuss the structure of the essay point by point.
- Have one or two partnerships share their ideas with the class.
- Emphasize that reasoning and evidence are central to a literary essay.

### Link

Writers, whenever we begin work in a new genre, we will want to study mentor texts to help us understand it. Today you will be working in partnerships to explore another literary essay, called A Literary Essay Based on the Book Baseball Saved Us by Ken Mochizuki. You will be reading it to analyze the structure of the essay point by point. Make sure that you understand the reasoning and evidence used by the author. (Distribute copies of a literary essay to student partnerships.)
Writing and Conferring
- Support students’ efforts at analyzing the literary essay for reasoning and evidence.

Teaching Share
- Bring closure to today’s workshop by having one or two partnerships share their ideas about the structure of the literary essay.
- You might also draw students’ attention to the fact that the introduction, each reason/example, and the conclusion are all written as separate paragraphs.

### Comparing Narratives and Essays

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Essay</th>
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<tbody>
<tr>
<td>• Organized in sequence.</td>
<td>• Organized around an important idea.</td>
</tr>
<tr>
<td>• Begins with characters, setting, and conflict.</td>
<td>• Begins with an important idea and an opinion, or perspective.</td>
</tr>
<tr>
<td>• Develops the plot across the whole text with the character’s struggles and motivation.</td>
<td>• Develops the important idea across the whole text with reasoning and evidence.</td>
</tr>
<tr>
<td>• Concludes with a resolution to the conflict.</td>
<td>• Concludes by returning to the important idea.</td>
</tr>
<tr>
<td>• Written so the reader can participate in the experience.</td>
<td>• Written so the reader can think about the important idea.</td>
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</table>
In my life, not everything ends up like a fairytale. I like to read books where characters are like me. They don’t live fairytale lives. We have the same kinds of problems. Many people read Sandra Cisneros’s essay “Eleven” and think it’s about a girl who has to wear a sweater she doesn’t want to wear. But I think the story is about a girl who struggles to hold onto herself when she is challenged by people who have power over her.

When Rachel’s teacher, Mrs. Price, challenges Rachel, Rachel loses herself. One day Mrs. Price puts a stretched out, itchy, red sweater on Rachel’s desk saying “I know this is yours. I saw you wearing it once.” Rachel knows that the sweater isn’t hers and tries to tell Mrs. Price, but Mrs. Price doesn’t believe her. Rachel reacts to Mrs. Price’s actions by losing herself. “In my head, I’m thinking...how long till lunchtime, how long till I can take the red sweater and throw it over the school...
yard fence, or leave it hanging on a parking meter or bunch it up into a little ball and toss it over the alley?"
This shows that Rachel loses herself because she’s not listening to her teacher. She’s dreaming about a whole other place. It is also important to see that Rachel has all this good thinking about the sweater but when she wants to say the sweater isn’t hers, she squeaks and stammers, unable to speak. "But it’s not,” Rachel says.

"Now" Mrs. Price replies. Rachel loses herself by not finding complete words to say when Mrs. Price challenges her.

When Rachel’s classmates challenge Rachel, Rachel loses herself. Sylvia Saldivar puts Rachel on the spot. “I think the sweater is Rachel’s.” Sylvia is challenging Rachel, she is being mean and she makes Rachel feel lost. Rachel cries to let her emotions out. Rachel feels sick from Sylvia. Rachel tries to cover herself up by putting her head in her sleeve. Tears stream down her face. She doesn’t feel special like it’s her birthday. Instead she feels
Lost in Sylvia's challenge.

In "Eleven" Rachel is overpowered by both Mrs. Price and Sylvia Saldivar and this causes her to lose herself. I used to think that when people turn eleven they feel strong and have confidence but I have learned that when you're eleven you're also 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.
Depending on how you look at it, baseball can be a game of fun, a serious sport, or a way to cope with difficulties in life. The game itself requires cooperation, strategy, and above all, determination. After reading the story, *Baseball Saved Us*, and talking about it with others, it seems that not everyone thinks about the story in the same way. Some people think that the story is about a group of Japanese-Americans who play baseball just to keep busy while they are detained in an internment camp during World War II. They think that the people just wanted to do something fun because they were bored. But I think the story is much more than that. I think *Baseball Saved Us* is really about how the power of determination helped a group of Americans cope who were unjustly detained and wanted to have some sense of normalcy in their lives once again.

Early in the story, there is evidence of the power of determination. For example, the narrator states that the Japanese-Americans didn't have anything they needed for baseball, but they found ways to get what they needed. They created the baseball field with shovels and water. They build bleachers out of trees. They sewed uniforms out of mattress covers. All the while, the guards were watching to make sure they did not step out of line. These Japanese-Americans were being confined after Japan had declared war on the United States – even though they had nothing to do with it. This shows that, through the power of determination, they were able to experience a part of the everyday life they once enjoyed.

Later in the story, in one of the last games of the year to decide the championship, a young boy nicknamed Shorty showed determination when he was up to bat with two strikes and a runner on second. He wanted to prove to himself, the other kids, and the guards that he could play well, even though he usually grounded out. The other players teased him when he was up to bat. He "glanced at the guardhouse behind the left field foul line and saw the man in the tower, leaning on the rail with the blinding sun glinting off his sunglasses. He was always watching, always staring." This suddenly made him mad. He gripped the bat harder and decided that he was going to hit the ball past the guardhouse even if it killed him. And he did! He crossed home plate, and his teammates lifted him onto their shoulders in celebration. This shows that Shorty, through the power of determination, was able to prove to himself and to others that he was a strong player.

At the end of the story, when the Japanese-Americans were released from the internment camp and returned home, Shorty showed determination during the first game of the season. Everything was not really better at home as he hoped it would be. Shorty was getting teased because he was the only Japanese-American on the team. He "looked at the pitcher. The sun glinted off his glasses as he stood on the mound, like the guard in the tower." Shorty
desperately wanted to show his teammates that he was not the enemy. He “swung and felt that solid whack again.” In the end, Shorty’s power of determination helped him win the game for his team.

Now, as I think about the power of determination, I realize that much of what we can accomplish in life is because of how strongly we feel on the inside. When we dig down deep and will ourselves to accomplish our goals, we are far more successful than if we rely solely on our physical ability. In my life, I have found that determination is the key to getting good grades in school, doing well in sports, and reaching other goals. It takes body and mind to accomplish what we want in life. If you dig down deep and find your own reason to be determined, it will make a difference in your life.
Session 2

Concept
Essayists read texts closely and respond to them in writing.

Teaching Point
Writers create a simple first literary essay using parallel transitions and evidence.

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<thead>
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<th>References</th>
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- Writer’s notebooks
- Anchor charts:
  - Comparing Narratives and Essays
  - Strategies for Writing a Literary Essay
- A Day’s Work, Eve Bunting
- An enlarged copy of the following:
  - A Literary Essay Based on the Book A Day’s Work by Eve Bunting |

Notes
- Read aloud the picture book, A Day’s Work, by Eve Bunting sometime before this session if students are not familiar with this text from Unit 1.
- Today, students will take a position and write about a narrative, creating a simple first literary essay as a starting point.

Connection
 Writers, yesterday we examined literary essays to analyze them for reasoning and evidence. Today we will work together to write a simple literary essay about the story, A Day’s Work.

Demonstration/Teaching
- Introduce the anchor chart, Strategies for Writing a Literary Essay. Explain that you are going to demonstrate how to write a simple literary essay using this format.
- Reread the picture book, A Day’s Work, aloud. Remind students that it is a story about an important lesson that a Mexican American grandfather teaches his grandson.
- Explain that one important idea in the story, “A Day’s Work,” is the grandfather’s sense of honesty and integrity.
- Refer to the enlarged copy of A Literary Essay Based on the Book A Day’s Work by Eve Bunting and read the first paragraph aloud:
  Eve Bunting’s picture book, A Day’s Work, teaches readers about the importance of honesty and integrity.
- Explain to the students that this will be the thesis statement, or claim, for the class essay that you will be writing together. You will be looking for relevant evidence in the form of reasons or examples from the story to support this thesis statement. Part of the essay is already composed, part of it will be composed together, and part of it will be composed independently by the students.
- Refer to the essay and note how the transition connects to the thesis statement:
  Early in the story, there is evidence of the importance of honesty and integrity. For example, ...
- Demonstrate how you locate evidence early in the text that supports this claim and provides an example:
  Francisco said that his grandfather, who didn’t speak English, was a fine gardener. However, this was not true.
- Elaborate verbally on this evidence by explaining its relevance to the thesis statement.

Active
- Continue composing the class essay with the students by using the parallel transition:
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| Engagement | Later in the story, there is evidence of the importance of honesty and integrity. For example, ...  
  - Have partnerships locate evidence later in the text that supports the claim and provides an example.  
  - Have one or two partnerships share their ideas with the class.  
  - Your goal is to demonstrate how a simple essay can be constructed and to help all students write simple essays today. You will want to be sure that they all grasp the basic structure of an essay and the importance of finding relevant evidence for each supporting paragraph using parallel transitions.  
  - Summarize the process for the students. |
| Link | Writers, whenever you write a literary essay, you will want to begin with a thesis statement, or claim and then support it with relevant evidence. Today you will write a simple literary essay independently using the thesis statement that I provided. Build your essay by creating three supporting paragraphs using parallel transitions and evidence. You can use the example that I provided and the one that you located with your partners for the first two supporting paragraphs. See if you can determine one more example from the text for your third supporting paragraph. Elaborate by explaining how each example supports the thesis statement. Refer to the anchor chart, Strategies for Writing a Literary Essay, to help you organize your writing. |
| Writing and Conferring |  
  - Support students’ efforts at writing their own simple literary essays. Remind students to indent each paragraph (introduction and three supporting paragraphs) and use parallel transitions for each example they are using as evidence. |
| Mid-Workshop Teaching Point |  
  - Have students meet with their partners to share their literary essays.  
  - Have partners check each other’s essay to make sure they have included the following:  
    - Introductory paragraph that includes the thesis statement  
    - Three supporting paragraphs with parallel transitions and relevant examples as evidence that include some elaboration.  
  - Have students make corrections if necessary. |
| Teaching Share |  
  - Bring closure to today’s workshop by having one or two students share their essays.  
  - Explain that this is the first of four practice essays that students will write as they learn more and more about writing literary essays during this unit. After writing practice essays, students will begin work on their final literary essay. |

**Strategies for Writing A Literary Essay**

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) ... Later in the story, At the end of the story ...
  - For example, one time ...
  - One character ..., Another character ...
  - One reason ..., another reason ...
  - Or use any other relevant parallel transitions
A Literary Essay
Based on the Book
A Day’s Work by Eve Bunting

Eve Bunting’s picture book, A Day’s Work, teaches readers about the importance of honesty and integrity.

Early in the story, there is evidence of the importance of honesty and integrity. For example, on page 9 it states that Francisco told Mr. Benjamin that his grandfather, who didn’t speak English, was a fine gardener. In fact ...

Later in the story, there is evidence of the importance of honesty and integrity. For example ...

At the end of the story, ...
Session 3

Concept  Essayists read texts closely and respond to them in writing.

Teaching Point  Writers create a second literary essay with more elaboration.

References

- Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading, Lucy Calkins
- A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012, Lucy Calkins
- Every Living Thing, Cynthia Rylant
- Chicken Soup for the Kid’s Soul 2, Jack Canfield, et al.

Materials

- Writer’s notebooks
- Writing folders
- Anchor charts:
  - Strategies for Writing a Literary Essay
- Enlarged copies of the following:
  - “Spaghetti,” from Every Living Thing
  - A boxes and bullets organizer
- Copies of the following short story for each student:
  - “Spaghetti,” from Every Living Thing

Notes

- Put copies of the following short stories in students’ writing folders before today’s session:
  - “Spaghetti,” from Every Living Thing
  - “Papa’s Parrot,” from Every Living Thing
  - “William aka Bill,” from Chicken Soup for the Kid’s Soul 2
- Students will be referring to them throughout the next several sessions.
- Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.

Connection  Writers, yesterday we created simple literary essays. We started with the thesis statement, and then found evidence in the story to support our claim. Today we will write another literary essay and build stronger paragraphs by elaborating further on the evidence we include.

Demonstration/Teaching

- Review the structure of an essay as you refer to the anchor chart Strategies for Writing a Literary Essay.
- Explain that you are going to read another short story, and the class is going to write another essay, this time with more elaboration.
- Introduce, “Spaghetti,” from Every Living Thing as a story about a lonely boy who wants to belong. As you read the story aloud, students should pay attention to the character’s motivations, struggles, and changes because they are central to the important ideas in stories.
- Discuss the character’s motivation, struggles, changes, and the important ideas in the story.
- Explain that one important idea in the story, “Spaghetti,” is that people have a need to belong.
- Suggest the following thesis statement and record it in the box using a boxes and bullets organizer:

  Cynthia Rylant’s short story, “Spaghetti,” teaches readers that people have a need to belong.

- Provide one example as relevant evidence for this thesis statement and complete the following transition next to the first bullet on the boxes and bullets organizer:

  Early in the story, Gabriel felt like he didn’t belong. For example, ...

- Demonstrate how you elaborate on this example by including specific details. You are detailing only the part of the story that clearly supports your claim. Do not record these...
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| Active Engagement | Details on the boxes and bullets organizer at this time.  
|                  | • Then demonstrate **how to link the evidence back to your claim** using the following words:  
|                  |   *This shows that* ...  
|                  |   • Add these steps to the **Strategies for Writing a Literary Essay** anchor chart.  
|                  | • Distribute a copy of the short story, *“Spaghetti,”* to each student.  
|                  | • Have students locate a second example as **relevant evidence** for this thesis statement and complete the following **parallel transition** on your boxes and bullets organizer:  
|                  |   *Later in the story, Gabriel was searching for a way to belong. For example,* ...  
|                  |   Note the variation in the wording of the evidence (see underlined words).  
|                  | • Have partnerships **say, rather than write,** this part of the essay to their partners.  
|                  | • Remind students to **elaborate** on this example by including **specific details** and to **link the evidence back to their claim** (refer to the anchor chart).  
|                  | • Have one or two students share with the class.  
| Link             | **Writers, whenever we write in a new genre, we first learn how to support our thesis statement with relevant examples, and then to elaborate on those ideas. Today you will write your own literary essays independently. Essay writers take a moment to think over the writing that they are going to be doing and remind themselves of how this kind of writing goes. As you work, refer to the **Strategies for Writing a Literary Essay** anchor chart. Begin by using a boxes and bullets organizer to record your ideas. Then, start writing your essay in your writer’s notebook. Remember; don’t just **say** that a part supports your idea. **Show** how it supports your idea by including **specific details,** and then **link the evidence back to your claim.****  
| Writing and Conferring | • Support students’ efforts at writing their own literary essays.  
| Mid-Workshop Teaching Point | • Suggest that a third **parallel transition** might be:  
| |   *At the end of the story, Gabriel found a way to belong.* He ...  
| |   Note the variation in the wording of the evidence.  
| | • Have students who finish early elaborate the ideas in their first essay.  
| Teaching Share | • Bring closure to today’s workshop by having one or two students share their essays.  
| | • Point out that many essays have a more formal structure and style than personal narratives. The language must be precise and clear so the reader can follow your thinking.  

Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) … Later in the story, At the end of the story …  
    For example, one time …
  - One character …, Another character …
  - One reason …, another reason …
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that … (refer back to your claim)
## Literary Essay: Grade 5
### Writing Unit 2

### Session 4

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<td>Writers create a <strong>conclusion that illustrates the significance of the thesis statement.</strong></td>
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<td>- Enlarged copy of “Spaghetti,” from Every Living Thing</td>
</tr>
</tbody>
</table>

### Note
- Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area.

### Connection
Writers, yesterday we wrote a second literary essay with more elaboration. Today, we will create a **conclusion that illustrates the significance of our thesis statement.**

### Demonstration/Teaching
- Review the structure of an essay as you refer to the anchor chart **Strategies for Writing a Literary Essay.**
- Explain that one way to create a conclusion is to think about what characters do, say, and think to determine what they are really like on the inside (their traits). Explaining a character’s traits will often help to support the important ideas in a story.
- Read your own essay aloud. Demonstrate how to create a final paragraph that pulls the examples together. Consider using the character’s trait (Gabriel is caring) to help you bring your ideas to a close. You might start this paragraph using the following,
  
  **Now, as I think about my idea that [restate your claim], I realize that ...**

  - Illustrate the significance of your thesis statement and relate it to real life. Think about the importance of belonging and how it relates to you or, in general, people in the world. Leave the reader with a powerful idea about **belonging**. Use vocabulary that is well-suited to the importance of this task. Essays should have an academic or serious tone.
  - Add this step to the **Strategies for Writing a Literary Essay** anchor chart.
  - Have students turn and tell a partner what you just demonstrated.

### Active Engagement
- Explain that students will now open their writer’s notebooks and plan how they might create their final paragraph, referring to the **Strategies for Writing a Literary Essay** anchor chart.
- Have students turn and talk with their partners about their thoughts on how to effectively conclude their essays. Have them try to determine what the claim means to them or to others in the world.

### Link
Writers, whenever we write a literary essay, we need to make sure to leave our reader with an important idea in the conclusion. Today we will add a conclusion to our literary essays. Refer to the **Strategies for Writing a Literary Essay** anchor chart to help you get started. Think about what your claim means to you or to others in the world. **Make sure to indent this concluding paragraph.**

### Writing and Conferring
- Support students’ efforts at writing their concluding paragraphs.
Mid-Workshop Teaching Point

- Demonstrate that after writing an essay, writers need to shift from being writers to being readers. Read aloud your concluding paragraph and check to make sure that it is well written and well structured, referring to the Strategies for Writing a Literary Essay anchor chart. Rewrite parts that need revision.
- Have students read over their drafts in the same way and rewrite parts that need revision.
- Have students who finish early create a conclusion for their first essay.

Teaching Share

- Bring closure to today’s workshop by having one or two students share their essay conclusions.

Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) … Later in the story, At the end of the story …
  - For example, one time …
  - One character …, Another character …
  - One reason …, another reason …
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that … (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that …
  - In my life … OR In the world …
### Session 5

**Concept**
Essayists read texts closely and respond to them in writing.

**Teaching Point**
Writers learn how to create their own thesis statement and support it with evidence.

### References
- Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading, Lucy Calkins
- A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012, Lucy Calkins
- Every Living Thing, Cynthia Rylant

### Materials
- Writer’s notebooks
- Writing folders
- Anchor charts:
  - Strategies for Writing a Literary Essay
- Enlarged copy of “Papa’s Parrot,” from Every Living Thing
- Copies of the following short story for each student:
  - “Papa’s Parrot,” from Every Living Thing

### Note
- Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area.

### Connection
Writers, yesterday we wrote conclusions for our essays that illustrated the significance of our thesis statement. Today we will be learning how to create our own thesis statements and support them with evidence.

### Demonstration/Teaching
- Review the structure of an essay as you refer to the anchor chart Strategies for Writing a Literary Essay.
- Introduce the short story, “Papa’s Parrot,” from Every Living Thing as a story about a boy named Harry whose father missed him as Harry grew older and stopped spending time at his father’s store. As you read the story aloud, demonstrate how you pay attention to the internal story as well as the external story.
- Discuss the story, the characters’ motivations/struggles/changes/traits, and the important ideas. Record the following questions:
  - What is this story really about?
  - What two examples best capture the story’s meaning?
  - What does the character learn in this story?
  - What life lesson can I draw from this story?
- Explain that the purpose of the thesis statement is to establish one theme, or important idea, from the book that you intend to support with evidence from the story.
- You might suggest one or more of the following as possible themes for the story, “Papa’s Parrot”:
  - Family members rely on each other.
  - Some lessons in life are learned at turning points.

### Active Engagement
- Have partners turn and talk about the characters’ motivation/struggles/changes/traits and the important ideas in the story.
- Have partners consider each question and determine what they think the theme of the story is. Have students state their idea as a thesis statement and record it in their writer’s notebooks using a boxes and bullets organizer.
- Have one or two students share their ideas with the class.

### Link
Writers, whenever you write a literary essay, you will want to begin by determining a theme in the story. Today you will write another literary essay with greater independence. Begin by determining a theme that you can support with evidence from the story. Turn this into a thesis.
statement. Then continue writing your essay by developing your supporting paragraphs. Remember to begin each supporting paragraph with a parallel transition and then link back to the thesis statement. As you work, refer to the Strategies for Writing a Literary Essay anchor chart.

<table>
<thead>
<tr>
<th>Writing and Conferring</th>
<th>• Support students’ efforts at creating relevant thesis statements and creating supporting paragraphs. Students who are ready can write their conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Share</td>
<td>• Bring closure to today’s workshop by having one or two students share their essays.</td>
</tr>
<tr>
<td>Note</td>
<td>• Write your own essay about this story. Allow opportunity to build on your essay in Session 6.</td>
</tr>
</tbody>
</table>

### Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) ... Later in the story, At the end of the story ...
  - For example, one time ...
  - One character ..., Another character ...
  - One reason ..., another reason ...
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that ... (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that ...
  - In my life ...  OR  In the world ...
## Session 6

### Concept
Writers learn strategies for revising their literary essays.

### Teaching Point
Writers learn how to elaborate with specific details and greater independence.

<table>
<thead>
<tr>
<th>References</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading, Lucy Calkins</td>
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<tr>
<td>Every Living Thing, Cynthia Rylant</td>
<td>Anchor charts:</td>
</tr>
<tr>
<td></td>
<td>Strategies for Writing a Literary Essay</td>
</tr>
<tr>
<td></td>
<td>Enlarged copy of “Papa’s Parrot,” from Every Living Thing</td>
</tr>
</tbody>
</table>

### Note
Post on the daily schedule or verbally ask students to bring their writer’s notebook, writing folder, and a pencil to the meeting area.

### Connection
Writers, yesterday we developed our own thesis statements for a new essay. Today we will be learning how to build stronger supporting paragraphs by including specific details from the story.

### Demonstration/Teaching
- Review the structure of an essay as you refer to the anchor chart Strategies for Writing a Literary Essay.
- Explain that students are going to learn how to build even stronger supporting paragraphs by including specific details such as proper names, exact quotes, and precise actions from the story. Specifics really matter.
- Refer to the short story, “Papa’s Parrot.”
- Reread your own essay and identify your first example. Explain that you are going to revise your paragraph to make it even stronger. Demonstrate how you do the following:
  - Locate and underline specific details such as proper names, exact quotes, and precise actions from the story that can help you build a stronger supporting paragraph.
  - Decide where these specific details fit in your essay and use numbered inserts to add them.
  - Demonstrate how to cite quotations from the text:
    - When the narrator states “...,” this shows that ...
    - When (the character) says “...,” this shows that ...
- Add this step to the Strategies for Writing a Literary Essay anchor chart.

### Active Engagement
- Have students refer to the first example in their own essays about the short story, “Papa’s Parrot.”
- Have students locate and underline specific details such as proper names, exact quotes, and precise actions from the story.
- Have partnerships share their ideas about how they might include these details in their essays.
- Have one or two students share their ideas with the class.

### Link
Writers, whenever we write a literary essay, we build strong supporting paragraphs by including specific details. Today we will revise our essays by including specific details such as proper names, exact quotes, and precise actions from the story. Use numbered inserts to add specific details to your supporting paragraphs. As you work, you will need to refer to the Strategies for Writing a Literary Essay anchor chart.
Writing and Conferring
• Support students’ efforts at including specific details in their literary essays.

Teaching Share
• Bring closure to today’s workshop by having one or two students share a supporting paragraph in their essays that includes specific details from the story.

<table>
<thead>
<tr>
<th>Strategies for Writing A Literary Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start the essay with a thesis statement/claim that includes a theme or important idea from the story.</td>
</tr>
<tr>
<td>• Locate evidence in the text that supports your claim.</td>
</tr>
<tr>
<td>• Begin each supporting paragraph with parallel transitions:</td>
</tr>
<tr>
<td>➢ Early in the story, (restate your claim) ... Later in the story, At the end of the story ...</td>
</tr>
<tr>
<td>For example, one time ...</td>
</tr>
<tr>
<td>➢ One character ..., Another character ...</td>
</tr>
<tr>
<td>➢ One reason ..., another reason ...</td>
</tr>
<tr>
<td>➢ Or use any other relevant parallel transitions</td>
</tr>
<tr>
<td>• Elaborate by including specific details.</td>
</tr>
<tr>
<td>• Link the evidence back to your claim:</td>
</tr>
<tr>
<td>➢ This shows that ... (refer back to your claim)</td>
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<tr>
<td>• Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:</td>
</tr>
<tr>
<td>➢ Now, as I think about my idea that (restate your claim), I realize that ...</td>
</tr>
<tr>
<td>➢ In my life ... OR In the world ...</td>
</tr>
<tr>
<td>• Cite quotations from the text as follows:</td>
</tr>
<tr>
<td>➢ When the narrator states “...,” this shows that ...</td>
</tr>
<tr>
<td>➢ When (the character) says “...,” this shows that ...</td>
</tr>
</tbody>
</table>
## Literary Essay: Grade 5

### Writing Unit 2

<table>
<thead>
<tr>
<th>Session 7</th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
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<tr>
<td><strong>Teaching Point</strong></td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<td>• Writing folders</td>
</tr>
<tr>
<td>• <em>Every Living Thing</em>, Cynthia Rylant</td>
<td>• Anchor charts:</td>
</tr>
<tr>
<td></td>
<td>• <em>Strategies for Writing a Literary Essay</em></td>
</tr>
<tr>
<td></td>
<td>• Enlarged copy of “Papa’s Parrot,” from <em>Every Living Thing</em></td>
</tr>
</tbody>
</table>

### Notes
- Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area.

### Connection
**Writers, yesterday we learned how to build stronger supporting paragraphs by including specific details from the story. Today we will learn how to create a strong introduction for our essays.**

### Demonstration/Teaching
- Review the structure of an essay as you refer to the anchor chart *Strategies for Writing a Literary Essay*.
- Explain that essayists write more than just their thesis statement, or claim, in their introduction. The introductory paragraph generally includes the following:
  - The important ideas related to the theme of the story
  - The title and gist, or a tiny summary, of the story
  - The thesis statement
- Add these steps to the *Strategies for Writing a Literary Essay* anchor chart.
- Read your own essay introduction. Demonstrate how to write an introductory paragraph using the templates on the *Strategies for Writing a Literary Essay* anchor chart.
- Have students turn and tell a partner what you just demonstrated.

### Active Engagement
- Explain that students will now open their writer’s notebooks, reread their thesis statement, and verbally create their own introductory paragraphs using the templates posted on the *Strategies for Writing a Literary Essay* anchor chart.
- Have partnerships share their ideas.
- Have one or two students share their ideas with the class.

### Link
**Writers, whenever we write a literary essay, we create strong introductions so that our readers will understand our purpose and connect with our ideas. Today we will revise our essays by expanding our introductory paragraphs. Refer to the *Strategies for Writing a Literary Essay* anchor chart to help you get started, and remember to indent your paragraphs.**

### Writing and Conferring
- Support students’ efforts at writing their introductory paragraphs.

### Mid-Workshop Teaching Point
- Teach students how to use the correct conventions to indicate titles of picture books (use underlining for handwriting and italics for typing) and short stories (use quotation marks).

### Teaching Share
- Bring closure to today’s workshop by having one or two students share their essay introductions.
### Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) ... Later in the story, At the end of the story ...
    - For example, one time ...
  - One character ..., Another character ...
  - One reason ..., another reason ...
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that ... (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that ...
  - In my life ... OR In the world ...
- Cite quotations from the text as follows:
  - *When the narrator states “...,” this shows that ...*
  - *When (the character) says “...,” this shows that ...*
- Include the following in the introductory paragraph:
  - The important ideas related to the theme of the story
  - The title and gist, or a tiny summary, of the story
    - *(Somebody)* wants ... and so ... but ... in the end ...
  - The thesis statement
- Use one of the following templates to state the important idea and your perspective in the introductory paragraph:
  - I used to think .... But now I believe ...
  - Some people think .... But I believe ...
  - When I first read ... I thought ... But now as I reread it, I realize ...
### Session 8

<table>
<thead>
<tr>
<th>Concept</th>
<th>Essayists read texts closely and respond to them in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers plan a literary essay from the beginning using a literary essay organizer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
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<td>- Writer’s notebooks</td>
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<tr>
<td>- A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012, Lucy Calkins</td>
<td>- Writing folders</td>
</tr>
<tr>
<td>- Chicken Soup for the Kid’s Soul 2, Jack Canfield, et al.</td>
<td>- Anchor chart:</td>
</tr>
<tr>
<td></td>
<td>- Strategies for Writing a Literary Essay</td>
</tr>
<tr>
<td></td>
<td>- Enlarged copies of the following:</td>
</tr>
<tr>
<td></td>
<td>- “William aka Bill,” from Chicken Soup for the Kid’s Soul 2</td>
</tr>
<tr>
<td></td>
<td>- Literary Essay Organizer</td>
</tr>
<tr>
<td></td>
<td>- Copies of the following for each student:</td>
</tr>
<tr>
<td></td>
<td>- “William aka Bill,” from Chicken Soup for the Kid’s Soul 2</td>
</tr>
<tr>
<td></td>
<td>- Literary Essay Organizer</td>
</tr>
</tbody>
</table>

### Note
- Post on the daily schedule or verbally ask students to bring their writing folder and a pencil to the meeting area.

### Connection
Writers, yesterday we learned how to create stronger introductions for our literary essays. Today, we will begin a new literary essay based on another short story using a Literary Essay Organizer.

### Demonstration/Teaching
- Review the structure of an essay as you refer to the anchor chart Strategies for Writing a Literary Essay.
- Introduce the story, “William aka Bill,” as a story about a boy who bullies other kids in his class, but has an understanding teacher. Read the story aloud. Remind students to listen closely and think about the character’s motivation, struggles, changes, traits, and the important ideas in the story.
- Demonstrate how you develop your own ideas about the story using the character’s traits and the important ideas in the story.
- Introduce the Literary Essay Organizer as a way to plan your essay and organize your ideas.
- Refer to the Literary Essay Organizer and the anchor chart Strategies for Writing a Literary Essay. Demonstrate how you say, rather than write, your ideas about how you might begin your essay.

### Active Engagement
- Have partnerships refer to their copy of “William aka Bill” and discuss their own ideas for a thesis statement for the story.
- Have two or three students share their ideas with the class.

### Link
Writers, whenever you begin to create your ideas for a literary essay, it is best to first plan and organize your ideas. Today, as you begin writing your essay, remember everything you have learned about creating an effective literary essay, one that communicates your thoughts clearly and powerfully. Underline parts in the story that support your thinking. Consider what is most important and how you can support your ideas. When you are ready to begin jotting your ideas, use a copy of the Literary Essay Organizer to help you stay focused on the structure of a literary essay.

### Writing and Support students’ efforts at planning and writing their literary essays.
Conferring

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>• Reorient students who are struggling with this process to follow the steps on the <em>Strategies for Writing a Literary Essay</em> anchor chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Share</td>
<td>• Bring closure to today’s workshop by having one or two students share portions of their essays.</td>
</tr>
<tr>
<td>Note</td>
<td>• Spend an additional day having students work on their essays. This is the last practice essay that students will write. It is not essential that everyone completes this essay. However, students should be most or all of the way through it, using everything they know about writing literary essays well, before moving on to the next session.</td>
</tr>
</tbody>
</table>
Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) ... Later in the story, At the end of the story ...
  - For example, one time ...
  - One character ..., Another character ...
  - One reason ..., another reason ...
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that ... (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that ...
  - In my life ... OR In the world ...
- Cite quotations from the text as follows:
  - When the narrator states “...,” this shows that ...
  - When (the character) says “...,” this shows that ...
- Include the following in the introductory paragraph:
  - The important ideas related to the theme of the story
  - The title and gist, or a tiny summary, of the story
  - (Somebody) wants ... and so ... but ... in the end ...
  - The thesis statement
- Use one of the following templates to state the important idea and your perspective in the introductory paragraph:
  - I used to think .... But now I believe ...
  - Some people think ... But I believe ...
  - When I first read ... I thought ... But now as I reread it, I realize ...
<table>
<thead>
<tr>
<th>Literary Essay Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Paragraph</strong></td>
</tr>
<tr>
<td>Important Ideas:</td>
</tr>
<tr>
<td>Title and gist of the story:</td>
</tr>
<tr>
<td>Thesis statement:</td>
</tr>
<tr>
<td><strong>First Supporting Paragraph</strong> <em>(include specific details)</em></td>
</tr>
<tr>
<td>Early in the text ...</td>
</tr>
<tr>
<td>For example ...</td>
</tr>
<tr>
<td>This shows that ...</td>
</tr>
<tr>
<td><strong>Second Supporting Paragraph</strong> <em>(include specific details)</em></td>
</tr>
<tr>
<td>Later in the text ...</td>
</tr>
<tr>
<td>For example ...</td>
</tr>
<tr>
<td>This shows that ...</td>
</tr>
<tr>
<td><strong>Third Supporting Paragraph</strong> <em>(include specific details)</em></td>
</tr>
<tr>
<td>At the end of the story ...</td>
</tr>
<tr>
<td>For example ...</td>
</tr>
<tr>
<td>This shows that ...</td>
</tr>
<tr>
<td><strong>Concluding Paragraph</strong></td>
</tr>
<tr>
<td>Restate your claim.</td>
</tr>
<tr>
<td>Connect the claim to your life or the world.</td>
</tr>
</tbody>
</table>
Session 9

Concept | Essayists read texts closely and respond to them in writing.

Teaching Point | Writers choose a short story and plan their final literary essay.

References

- *Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading*, Lucy Calkins
- *A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012*, Lucy Calkins

Materials

- Writer’s notebooks
- Writing folders and writing paper
- Anchor chart:
  - *Strategies for Writing a Literary Essay*
- Enlarged copies of the following:
  - *Literary Essay Organizer*
- Copies of the following for each student:
  - *Literary Essay Organizer*

Notes

- Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area.
- Today, students will choose which short story they want to use for their final literary essay. They may use a new story of their own choosing, a new one from several that you recommend, or one they have already written in partial form. Giving students a choice will allow them to have stronger feelings about their essay ideas.
- Students will begin writing on notebook paper and keep their work in their writing folders starting today.

Connection

*Writers, yesterday we learned how to plan and organize our ideas for a literary essay. Today we are going to choose which short story we want to use for one last literary essay – one that we are going to make a commitment to stick with and develop it into our very best work.*

Demonstration/Teaching

- Review the structure of an essay as you refer to the anchor chart *Strategies for Writing a Literary Essay*.
- Explain that students can choose a short story they want to use for their final essay and make suggestions from picture books or short stories.
- Demonstrate how you decide whether or not a picture book or short story includes ideas that are powerful enough for a literary essay. Consider the following:
  - What section(s) best capture the story’s meaning?
  - Is there one object or one moment that symbolizes the whole message of the story?
  - What does the character learn in the story?
  - What can I learn from the story that will help me live my life differently?
  - How do all the elements of the story contribute to the story’s message?
- Choose a story for your own literary essay.
- Refer to the *Literary Essay Organizer* and the anchor chart *Strategies for Writing a Literary Essay*. Demonstrate how you say, rather than write, the ideas that you might include in your literary essay.

Active Engagement

- Distribute short stories or picture books to partnerships. Have them take turns reading the story and decide whether or not it includes ideas that are powerful enough for a literary essay.
- Have partnerships discuss the ideas they might include in a literary essay.
- Have two or three students share their ideas with the class.
- Allow time for students to read two or three more stories today in preparation for making
**Literary Essay: Grade 5**  
**Writing Unit 2**

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers, whenever you write a literary essay, you must be careful to choose stories that have important ideas that are powerful enough for a literary essay. Today, you will want to read one or two other stories in preparation for making a decision about which short story you want to use for your final essay. When you have made a decision, jot your ideas on your <strong>Literary Essay Organizer</strong>. Remember to include everything you know about writing powerful essays and begin writing your essay introduction on notebook paper when you are ready. You will be keeping your work in your writing folders instead of writing in your writer’s notebooks for the rest of this unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing and Conferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support students’ efforts at choosing stories and organizing their ideas for their literary essays. The goal for today is to make sure that every student has decided on a short story and</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teaching Share</th>
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</thead>
<tbody>
<tr>
<td>• Bring closure to today’s workshop by having one or two students share their essays.</td>
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<thead>
<tr>
<th>Note</th>
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<tbody>
<tr>
<td>• Spend an extra day to allow time for students to make their choices if necessary.</td>
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</table>
**Literary Essay: Grade 5**

**Writing Unit 2**

<table>
<thead>
<tr>
<th>Session 10</th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
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<tr>
<td><strong>Teaching Point</strong></td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
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<tr>
<td></td>
<td>• Writing folders</td>
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<tr>
<td>• <em>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</em>, Lucy Calkins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anchor chart:</td>
</tr>
<tr>
<td></td>
<td>➢ <em>Strategies for Writing a Literary Essay</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>• Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.</td>
</tr>
<tr>
<td>• Use your own essay writing as a model for the work that you want your students to do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
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</thead>
<tbody>
<tr>
<td>Writers, yesterday we chose a short story and began organizing ideas for our literary essays. Today, we are going to learn how to angle the evidence from the story in our supporting paragraphs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstration/Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your essay ideas from your Literary Essay Organizer.</td>
</tr>
<tr>
<td>• Explain that essay writers angle the evidence they are using by writing to bring forth the event that supports their ideas. They are not just retelling an event.</td>
</tr>
<tr>
<td>• Explain that essay writers sometimes retell the examples they are using to support their ideas by writing the tiny details of the event step-by-step. But other times, essay writers paraphrase the examples by using their own words to make a brief summary of the event.</td>
</tr>
<tr>
<td>• Demonstrate how to you angle the evidence by retelling (writing the tiny details of the event step-by-step) one example and then paraphrasing (using your own words to make a brief summary) the next example.</td>
</tr>
<tr>
<td>• Summarize the process for the students.</td>
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<table>
<thead>
<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>• Have students refer to their own Literary Essay Organizers and stories.</td>
</tr>
<tr>
<td>• Have them refer to their first example and think about how they might angle the evidence by retelling the tiny details of the event for one of their examples.</td>
</tr>
<tr>
<td>• Have them share their ideas with their partners.</td>
</tr>
<tr>
<td>• Have one or two students share their ideas with the class.</td>
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<table>
<thead>
<tr>
<th>Link</th>
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<tbody>
<tr>
<td>Writers, whenever you create a supporting paragraph to present evidence from a story in a literary essay, you will want angle the evidence to support your thesis statement. You might choose to either retell or paraphrase your examples. Either way, you will want to make sure that you are angling your evidence to support your ideas.</td>
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</table>

<table>
<thead>
<tr>
<th>Writing and Conferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct individual conferences to support students’ efforts at angling their evidence to support their thesis statements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bring closure to today’s workshop by having one or two students share the way they angled a supporting paragraph.</td>
</tr>
</tbody>
</table>
### Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) … Later in the story, At the end of the story …
  - For example, one time …
  - One character …, Another character …
  - One reason …, another reason …
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that … (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that …
  - In my life … OR In the world …
- Cite quotations from the text as follows:
  - *When the narrator states “...,” this shows that* …
  - *When (the character) says “...,” this shows that* …
- Include the following in the introductory paragraph:
  - The important ideas related to the theme of the story
  - The title and gist, or a tiny summary, of the story
  - *(Somebody) wants ... and so ... but ... in the end …*
  - The thesis statement
- Use one of the following templates to state the important idea and your perspective in the introductory paragraph:
  - I used to think …. But now I believe …
  - Some people think … But I believe …
  - When I first read … I thought … But now as I reread it, I realize …
- Angle the evidence to support your thesis statement by retelling or paraphrasing.
Session 11

<table>
<thead>
<tr>
<th>Concept</th>
<th>Writers learn strategies for revising their literary essays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers revise their literary essays by including <strong>specialized vocabulary</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
<th>Materials</th>
</tr>
</thead>
</table>
| *Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading*, Lucy Calkins | *Writing folders*  
| *A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012*, Lucy Calkins | *Anchor chart:*  
| |  
| | *Strategies for Writing a Literary Essay* |

**Note**
- Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.

**Connection**
Writers, yesterday we learned how to angle the evidence from the story in our supporting paragraphs. Today we are going to continue writing and begin some revision work. Just like a coach uses specialized vocabulary to talk about the sport, we are going to use the kind of *specialized vocabulary* that essayists use when they write about stories.

**Demonstration/Teaching**
- Make a list with definitions of some specialized vocabulary words related to literature/essays that you might use in your essay. Include some of the following words:  
  - Title – the name of a text  
  - Author – a writer  
  - Narrative – a story  
  - Theme – an important idea in a story  
  - Evidence – examples or reasons that support a theme  
  - Theory – a guess based on evidence  
  - Narrator – the person who tells the story  
  - Resolution – the conclusion of a story  
  - Connection – a link between two or more things or ideas  
  - Symbol – anything that represents something else  
- Read aloud a portion of your own essay where you could make revisions using specialized vocabulary.

**Active Engagement**
- Have students refer to their own essays and look for a place where they could substitute more specialized vocabulary.  
- Have them share their ideas with their partners.  
- Have one or two students share their ideas with the class.

**Link**
Writers, whenever you write about literature, remember that you have choices in the words that you choose to use as you write. One way to step up the quality of your writing is to use **specialized vocabulary** related to literature and essays instead of everyday words. Today, you will want to look for other places where you could make revisions using specialized vocabulary. Then continue writing your essays using the *Strategies for Writing a Literary Essay* anchor chart to guide you. Remember to make this essay your most powerful one ever. Your job is to convince your audience to think the same way you do. Make your arguments convincing and clear.

**Writing and Conferring**
- Conduct individual conferences to support students’ efforts at using **specialized vocabulary** and writing their essays.

**Teaching Share**
- Bring closure to today’s workshop by having one or two students share the way they used
<table>
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<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>• Allow one or two additional days for students to continue writing their literary essays, as necessary, following the framework on the <em>Strategies for Writing a Literary Essay</em> anchor chart and their own <em>Literary Essay Organizers</em>. Revisit the aspects of literary essay writing that students need to review. Share powerful examples of introductions, supporting paragraphs, and conclusions with the class during Writing and Conferring.</td>
</tr>
<tr>
<td>• Use your own essay writing as a model for the work that you want your students to do.</td>
</tr>
</tbody>
</table>
# Strategies for Writing A Literary Essay

- Start the essay with a thesis statement/claim that includes a theme or important idea from the story.
- Locate evidence in the text that supports your claim.
- Begin each supporting paragraph with parallel transitions:
  - Early in the story, (restate your claim) … Later in the story, At the end of the story …
    - For example, one time …
  - One character …, Another character …
  - One reason …, another reason …
  - Or use any other relevant parallel transitions
- Elaborate by including specific details.
- Link the evidence back to your claim:
  - This shows that … (refer back to your claim)
- Conclude by pulling the examples and ideas together and connecting them to your life or to the world as follows:
  - Now, as I think about my idea that (restate your claim), I realize that …
  - In my life … OR In the world …
- Cite quotations from the text as follows:
  - *When the narrator states “…,” this shows that …*
  - *When (the character) says “…,” this shows that …*
- Include the following in the introductory paragraph:
  - The important ideas related to the theme of the story
  - The title and gist, or a tiny summary, of the story
  - *(Somebody) wants … and so … but … in the end …*
  - The thesis statement
- Use one of the following templates to state the important idea and your perspective in the introductory paragraph:
  - I used to think …. But now I believe …
  - Some people think … But I believe …
  - When I first read … I thought … But now as I reread it, I realize …
- Angle the evidence to support your thesis statement by retelling or paraphrasing.
- Use specialized vocabulary related to literature and essays.
Session 12

Concept  Writers learn strategies for revising their literary essays.

Teaching Point  Writers revise their literary essays for meaning.

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<td>• Anchor chart:</td>
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<tr>
<td></td>
<td>• Strategies for Writing a Literary Essay</td>
</tr>
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</table>

Note  • Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.

Connection  Yesterday, we completed writing the drafts of our literary essays. We have worked hard and have created strong arguments to support your thinking. Today we will be rereading our essays to make sure that our thesis statements are clearly stated and that our evidence supports our claim.

Demonstration/Teaching  • Explain that you and the students will revise your essays today to make sure that the evidence delivers on the promise that was set forth in the thesis statement.
                        • Demonstrate how to revise for meaning as you:
                          ➢ Reread your essay aloud to yourself one paragraph at a time. Refer to the Strategies for Writing a Literary Essay anchor chart. Make sure that the information in each paragraph all goes together and all supports the thesis statement.
                          ➢ Then read your essay aloud to a partner. Have your partner identify the thesis statement after listening to your introduction. Then, have your partner explain how the evidence supports the claim after listening to each supporting paragraph.

Active Engagement  • Do this same work using an essay from a student volunteer. Have the class work together with you and the volunteer to read for meaning. Rewrite parts that need revision.

Link  So writers, today you will read your essay twice. Read it first to yourself to make sure that your evidence supports your thesis statement. Then get together with your partner and read your essay to your partner. Your partner will identify the thesis statement and explain how the evidence supports the claim. Rewrite parts that need revision.

Writing and Conferring  • Conduct individual student conferences to make sure that the students are rewriting the parts that need revision.

Teaching Share  • Bring closure to today’s workshop by having one or two students who revised a part of their essay share with the class.
Literary Essay: Grade 5
Writing Unit 2

<table>
<thead>
<tr>
<th>Session 13</th>
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<tbody>
<tr>
<td>Concept</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>➢ Strategies for Writing a Literary Essay</td>
</tr>
<tr>
<td></td>
<td>• Enlarged copy of the following:</td>
</tr>
<tr>
<td></td>
<td>➢ Revision/Editing Checklist</td>
</tr>
<tr>
<td></td>
<td>• Copies of the following for each student:</td>
</tr>
<tr>
<td></td>
<td>➢ Revision/Editing Checklist</td>
</tr>
</tbody>
</table>

| Note | • Put a Revision/Editing Checklist inside each student’s writing folder. |
| Connection | Writers, yesterday we began revising our literary essays for meaning to make sure that the evidence supports our thesis statement. Today we will continue making revisions and then edit our writing using a Revision/Editing Checklist. |
| Demonstration/Teaching | • Demonstrate how to reread your essay for each item on a Revision/Editing Checklist through a separate lens that focuses on one item at a time. |
| | ➢ Read the first item on the checklist (Is my thesis statement clearly stated?) |
| | ➢ Pretend you know nothing about the essay idea. Read and mark places that are confusing. |
| | ➢ Go back and rewrite parts that need revision those parts so they are clearer. |
| Active Engagement | • Continue reading through the lens of each item on the Revision/Editing Checklist, and then edit your own essay with the students’ input. |
| Link | So writers, always remember that whenever you are going to publish your writing, you need to revise and edit it very carefully so that the people reading it will understand your meaning. Continue to use each item as a lens when you revise and edit your essays. Reread with that lens and make necessary revisions. This is the time to get your writing as polished as you can get it. |
| Writing and Conferring | • Conduct individual student conferences to support students’ efforts using the Revision/Editing Checklist. |
| Teaching Share | • Have one or two students share their completed essays. |
| Note | Say, Tonight I’m going to look over the literary essays that you’ve edited today. I’ll be your copy editor. Tomorrow, every minute of the day will be reserved for making final copies of our literary essays. |
Literary Essay:  Grade 5  
Writing Unit 2

**Literary Essay Revision/Editing Checklist**

Name_______________________________________________Date__________________

Title_________________________________________________________________

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

<table>
<thead>
<tr>
<th>Revise and edit for the following:</th>
<th>Author</th>
<th>Teacher</th>
</tr>
</thead>
</table>
| **1. Clarity.**  
"Is my thesis statement clearly stated?"
"Does my evidence support my thesis statement?"
"Did I use specialized vocabulary?"  
Rewrite parts that need revision. |        |         |
| **2. Introduction and conclusion.**  
"Is my introduction complete and effective?"
"Is my conclusion complete and effective?"  
Rewrite parts that need revision. |        |         |
| **3. Supporting paragraphs.**  
"Did I use appropriate parallel transitions?"
"Did I angle my evidence?"
"Did I use the most effective words and phrases?"  
Rewrite parts that need revision. |        |         |
| **4. Capitalization.**  
Use capitals at the beginning of each sentence and for every name.  
Use capitals for titles.  
Make corrections if necessary. |        |         |
| **5. Punctuation.**  
Use periods, exclamation points, and question marks.  
Use commas and quotation marks in direct speech and quotations.  
Use quotation marks for titles of short stories.  
Use underlining (handwriting) or italics (typing) for titles of books.  
Make corrections if necessary. |        |         |
| **6. Spelling of grade-appropriate words.**  
Refer to various resources.  
Make corrections if necessary. |        |         |
## Literary Essay: Grade 5
### Writing Unit 2

<table>
<thead>
<tr>
<th>Sessions 14 and 15</th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
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<td><strong>Teaching Point</strong></td>
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<tr>
<td>• <em>Assessing Writers</em>, Carl Anderson</td>
<td>• Writing folders</td>
</tr>
<tr>
<td>• <em>Notebook Know-How: Strategies for the Writer’s Notebook</em>, Aimee Buckner</td>
<td>• Special paper for final drafts</td>
</tr>
<tr>
<td>• <em>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</em>, Lucy Calkins</td>
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<td>• <em>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</em>, Lucy Calkins</td>
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</table>

### Day 14 Publishing
- Have students publish their stories by rewriting them on special paper or using technology.

### Day 15 Celebration
- Seat the students who have written about a particular text together in a circle. Have them take turns reading their essays aloud in their groups.
- Post student writing to celebrate the achievements of each student. You might consider having a gallery walk so writers get feedback from other writers. One way to give feedback is to leave a post-it note with a specific compliment next to another writer’s work.
- Assess students’ literary essays using the *Literary Essay Assessment Rubric*.
- Consider assessing the students’ writer’s notebooks.
## Literary Essay Conferring Checklist

<table>
<thead>
<tr>
<th>Student Name:</th>
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</table>

**Analyze essay:**
- **Analyzes an essay for reasoning and evidence.**

**Write practice essay:**
- **Creates essay using parallel transitions and evidence.**
- **Writes second essay with more elaboration.**
- **Creates an effective conclusion.**
- **Creates thesis statement and supports it with evidence.**

**Revises practice essay:**
- **Elaborates with specific details.**
- **Builds stronger introductory paragraphs.**

**Write practice essay:**
- **Uses an organizer to plan and organize an essay.**
- **Uses an organizer to plan final essay.**

**Revision strategy:**
- **Angles the evidence.**
- **Uses specialized vocabulary.**
- **Revises for meaning.**
- **Uses a revision/editing checklist.**
# Literary Essay Assessment Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
• opinion is clearly stated, focused, and strongly maintained  
• opinion is communicated clearly within the context | The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of examples and details:  
• effective use of a variety of elaborative techniques | The response demonstrates a strong command of conventions:  
• few, if any, errors in usage and sentence formation  
• effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
• opinion is clear and for the most part maintained, though some loosely related material may be present  
• context provided for the claim is adequate | The response provides adequate support/evidence for the writer’s opinion that includes the use of examples and details:  
• adequate use of some elaborative techniques | The response demonstrates an adequate command of conventions:  
• some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed  
• adequate use of punctuation, capitalization, and spelling |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language/Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 2     | The response is somewhat sustained with some extraneous materials or a minor drift in focus:  
• may be clearly focused on the opinion but is insufficiently sustained  
• opinion on the issue may be unclear and unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
• inconsistent use of transitional strategies with little variety  
• uneven progression of ideas from beginning to end  
• introduction and conclusion, if present, are weak | The response provides uneven, cursory support/evidence for the writer’s opinion that includes partial or uneven use of examples and details:  
• weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
• use of vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
• frequent errors in usage may obscure meaning  
• inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little or no focus:  
• may be very brief  
• may have a major drift  
• opinion may be confusing or ambiguous | The response has little or no discernible organizational structure:  
• few or no transitional strategies are evident  
• frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s opinion that includes little or no use of examples and details. | The response expression of ideas is vague, lacks clarity, or is confusing:  
• use of limited language or vocabulary  
• may have little sense of audience or purpose | The response demonstrates a lack of command of conventions:  
• errors are frequent and severe, and meaning is often obscured |