FOCUSING QUESTION: LESSONS 1–6

How does someone show a great heart, figuratively?

Lesson 5

TEXTS

- Biography of Clara Barton (http://witeng.link/0664)
- Biography of Helen Keller (http://witeng.link/0665)
- Biography of Anne Frank (http://witeng.link/0666)
Lesson 5: At a Glance

AGENDA

Welcome (5 min.)
   Practice Fluency

Launch (3 min.)

Learn (55 min.)
   Review the Parts of an Informative Paragraph (20 min.)
   Complete Focusing Question Task 1 (35 min.)

Land (10 min.)
   Answer the Content Framing Question

Wrap (2 min.)
   Assign Homework

Style and Conventions Deep Dive: Execute Punctuation with Quotations (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading
   • RI.4.1, RI.4.2

Writing
   • W.4.2, W.4.4, W.4.9.b

Speaking and Listening
   • SL.4.1

Language
   • L.4.2.b

MATERIALS
   • Handout 2C: Fluency Homework
   • Handout 4A: Evidence Organizer for a Figurative Great Heart
   • Assessment 5A: Focusing Question Task 1
   • Handout 2A: Heart Quotations

Learning Goals

In a paragraph with an introduction, focus statement, textual evidence, elaboration, and a concluding statement, explain how a famous woman (Clara Barton, Helen Keller, or Anne Frank) showed great heart. (RI.4.1, W.4.2, W.4.4, W.4.9.b)

✔ Complete Focusing Question Task 1.

✔ Use punctuation correctly with quoted evidence from a text. (L.4.2.b)

✔ Edit or add a quotation to the Focusing Question Task response, punctuating correctly with quotation marks, commas, and end punctuation.

Checks for Understanding
FOCUSING QUESTION: Lessons 1–6
How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 5
Know: How do the biographies build my knowledge about great heart?

CRAFT QUESTION: Lesson 5
Execute: How do I write an informative paragraph using a focus statement and evidence?

Students complete Focusing Question Task 1, demonstrating what they have learned about informative writing and about a person who showed figurative great heart. To close the lesson, students enter ideas into their Knowledge Journals to reflect on their learning.

PRACTICE FLUENCY
Pairs reread the quotations from Handout 2C that they practiced for fluency homework. Students take turns reading aloud the quotations to a partner and marking the fluency chart (Handout 2C) for phrasing and expression.
Launch 3 MIN.

Post the Focusing Question and Content Framing Question.

Invite a student to explain what it means to show a figurative great heart. Have all students turn to a partner and practice using one of the synonyms for greathearted (courageous, generous, heroic) with this sentence frame:

Today I can show a figurative great heart by being generous. I will _________________.

Remind students that they have been reading biographies of women who demonstrated a figurative great heart in the ways they lived and acted toward others.

Share that in this lesson, students will apply their learning about one of these women—and about a Painted Essay®—to write a paragraph.

Learn 55 MIN.

REVIEW THE PARTS OF AN INFORMATIVE PARAGRAPH 20 MIN.

Whole Group

Tell students that today they will use their Evidence Organizers (Handout 4A) and focus statements from the previous lesson to write a paragraph—but, first, you will model an informative paragraph.

Display the paragraph template.

<table>
<thead>
<tr>
<th>Informative Paragraph Template</th>
<th>RED</th>
<th>GREEN</th>
<th>YELLOW</th>
<th>YELLOW</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED Introduction</td>
<td></td>
<td>Focus Statement</td>
<td></td>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>GREEN</td>
<td></td>
<td>Point 1</td>
<td></td>
<td>Elaboration</td>
<td></td>
</tr>
<tr>
<td>YELLOW</td>
<td></td>
<td>Evidence</td>
<td></td>
<td>Point 2</td>
<td></td>
</tr>
<tr>
<td>YELLOW</td>
<td></td>
<td>Elaboration</td>
<td></td>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>BLUE</td>
<td></td>
<td>Point 2</td>
<td></td>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>BLUE</td>
<td></td>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Catch your reader's attention and set the context.

State your big idea. (Readers should be able to tell from this statement where you are going with the topic.)

State a point that proves your big idea.

Cite evidence for your point.

Explain how the evidence relates to Point 1.

State another point that proves your big idea.

Cite evidence for your point.

Copyright © 2018 Great Minds®
Explain that this format is a shortened version of the Painted Essay that they examined in Lesson 2; this graphic shows just one proof, or supporting, paragraph from the complete Painted Essay.

**TEACHER NOTE**

As the module continues, students will build additional skills with informative writing. In this first Focusing Question arc of lessons, focus on the building blocks of informative writing: a clear introduction and focus statement, evidence to support ideas, elaboration to connect evidence and ideas, and a concluding statement that reinforces and connects to the big idea.

**TEACHER NOTE**

Model with the following example about Confucius (which includes the quotation from Lesson 1), or draft your own paragraph to model, using a text, character, historical person, or ideas with which your students will be familiar.

_{Ancient philosopher and teacher Confucius is believed to have said, “Wherever you go, go with all your heart.”_}

Next, model for students how to build on this introductory statement with a focus statement (in green in the template) that states the paragraph’s big idea. (Point out to students that people sometimes use the words thesis statement or topic statement as synonyms for focus statement.)

_Ancient philosopher and teacher Confucius is believed to have said, “Wherever you go, go with all your heart.”_ This quotation, along with the other ideas of his philosophy, show how important Confucius thought it was to be kind and good and to lead by example.

Next, draw students’ attention to the yellow section of the paragraph template. Model for students how you state a point, support it with evidence, and elaborate to explain why the evidence is important:

Confucius taught that people should be kind and lead a moral life. He encouraged people to respect their elders, in the family and in society. This shows how much he valued kindness and goodness.
Direct students' attention to the blue sections of the paragraph, and demonstrate how you state a second point, support it with evidence, and elaborate on the evidence:

In his work, Confucius led by his example. He followed his own teachings and tried to do the right thing. In his own life, he did as he told others to do.

Point to the concluding statement (the last row, in green) and model the following:

Confucius was an important man who showed great heart in his words and actions. That is why people still follow his words and ideas today.

Ask: “What is the purpose of a concluding statement?” Discuss how a concluding sentence(s) or paragraph can reinforce the big idea of the paragraph or essay.

To conclude, display the annotated model below, and briefly review each part of the essay and its purpose.

Ancient philosopher and teacher Confucius is believed to have said, “Wherever you go, go with all your heart.” This quotation, along with the other ideas of his philosophy, show how important Confucius thought it was to be kind and good and to lead by example. Confucius taught that people should be kind and lead a moral life. He encouraged people to respect their elders, in the family and in society. This shows how much he valued kindness and goodness. In his work, Confucius led by his example. He followed his own teachings and tried to do the right thing. In his own life, he did as he told others to do. Confucius was an important man who showed great heart in his words and actions. That is why people still follow his words and ideas today.
Tell students to take out Handout 4A and Handout 2A. Provide a minute for students to silently review their focus statement and the quotation by the person about whom they are writing.

Reassure students that they already have the first part of their paragraph completed: 1) the quotation for the introduction (from the handout), and 2) the focus statement (from the previous lesson’s Evidence Organizer).

**Scaffold**

If students do not have a focus statement (e.g., “Helen Keller showed great heart because she was heroic, never giving up when things were hard, and she was generous in helping others despite her own challenges.”) written on Handout 4A, display the focus statements from the groups who worked together in Lesson 4 or post sentence frames for students who need additional support in writing their focus statements:

_________ displays great heart because ____________________________.

_________ showed great heart because ____________________________.

_________ had great heart because ____________________________.
Scaffold

Group students who have selected the same topic (Clara Barton, Helen Keller, or Anne Frank) and have groups discuss how the quotation relates to the focus statement.

- Clara Barton said, “If I were to speak of war, it would not be to show you the glories of conquering armies but the mischief and misery they strew in their tracks; and how, while they marched on with tread of iron and plumes proudly tossing in the breeze, someone must follow closely in their steps, crouching to the earth, toiling in the rain and darkness, shelterless themselves, with no thought of pride or glory, fame or praise, or reward; hearts breaking with pity, faces bathed in tears and hands in blood. This is the side which history never shows.” I think this connects to the focus because Clara Barton worked hard to make life better for others. She especially helped people who fought in the Civil War and were wounded.

- Helen Keller said, “The best and most beautiful things in the world cannot be seen or touched—they must be felt with the heart.” I think this connects to the focus because Helen Keller was blind and worked hard to be successful. In her heart, she felt it was important to help others.

- Anne Frank said, “Despite everything, I believe that people are really good at heart.” This connects to the focus because she showed great heart even in a really difficult time. Despite the terrible situation she was in when hiding from the Nazis, Anne Frank was brave and kept her hope about people.

You might also provide a sentence frame for students’ introductions:

_____ once said, “____________________.”
_____ said, “____________________.”

Provide time for students to write their introduction (using the quotation) and the focus statement.

Then ask students to complete their paragraphs, using evidence from the relevant biography, their completed Evidence Organizers (Handout 4A) from the previous lesson, and their own ideas about what it means to have a great heart.

✔️ Students complete Focusing Question Task 1.
Scaffold

Because this is the first module and first major writing task for students, consider scaffolding student work in one of the following ways:

- Students orally rehearse each piece of evidence and elaboration with a partner, explaining their thinking before writing the sentences on their own papers.

- Students use a sentence frame for evidence and elaboration.
  
  The biography of _______________ says, "______________." This quotation shows that _______________.
  
  For example, _______________. This demonstrates that _______________.
  
  Also, _______________.

- Students include only evidence (without elaboration) or include only one evidence and elaboration set (yellow instead of yellow and blue). In revision, students can expand, adding elaboration and/or a second point.

Extension

Post large chart paper around the room. Group students together who wrote about the same person to create a Graffiti Wall of new knowledge they learned by reading the biography and writing about the person’s great heart.

A Graffiti Wall can serve as a place to feature and explore concepts of a module, significant quotes, literary features, etc. It meets needs of visual learners and promotes collective learning and understanding through collaborative work on a task (e.g., answering a question, summarizing a text). Ideally, small groups of students are given a large piece of chart paper. After investigating, reading, and/or discussing the task, students use a combination of symbols, illustrations, words, phrases, and quotes to communicate their learning. You can scaffold the work by giving a minimum or maximum amount of information to be included on the wall. After reading and discussing a text, students create a Graffiti Wall to share new learning and insights about the topic.

Collect students’ completed Focusing Question Task paragraphs for assessment after completing the Deep Dive activity.

Land

10 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Know: How do the biographies build my knowledge about great heart?
Ask students to take out their Knowledge Journals. Display a three-column table labeled with the three sections of the Knowledge Journal and explain each:

- **“Knowledge of the World”** refers to information students have learned about the history of the world, information about cultures or people, or how the world works.
- **“Knowledge of Ideas”** refers to concepts that are abstract, such as kindness or hope.
- **“Knowledge of Skills”** refers to specific skills students learned to become better readers, writers, and communicators.

Provide students one minute to silently reflect on their learning in this module so far.

Then, have students Whip Around to share something that they have learned, identifying it as knowledge of the world, ideas, or skills. As students share, quickly jot down ideas for display.

<table>
<thead>
<tr>
<th>Knowledge of the World</th>
<th>Knowledge of Ideas</th>
<th>Knowledge of Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clara Barton helped others by opening a school and providing free education.</td>
<td>• People can work together to improve the lives of others.</td>
<td>• Heart has figurative and literal meanings.</td>
</tr>
<tr>
<td>• Clara Barton courageously helped wounded soldiers during the Civil War.</td>
<td>• People can change the rules by standing up for their beliefs.</td>
<td>• The meaning of a word can be determined by other words in the sentence or paragraph.</td>
</tr>
<tr>
<td>• Clara Barton helped others by founding the American Red Cross.</td>
<td>• Figurative great heart means showing generosity, courage, and heroism.</td>
<td>• Quotations can reveal deeper meaning about a person.</td>
</tr>
<tr>
<td>• Helen Keller showed great strength overcoming the obstacle of being blind and deaf.</td>
<td>• People can work together to improve the lives of others.</td>
<td>• An informative paragraph should have a focus statement, which tells the big idea.</td>
</tr>
<tr>
<td>• Helen Keller worked for equal treatment of blind people.</td>
<td>• People can change the rules by standing up for their beliefs.</td>
<td>• Like an informative essay, an informative paragraph has an introduction, focus statement, evidence, elaboration, and conclusion. A paragraph is just shorter!</td>
</tr>
<tr>
<td>• Anne Frank showed great courage when her family hid from the Nazis.</td>
<td>• Figurative great heart means showing generosity, courage, and heroism.</td>
<td></td>
</tr>
<tr>
<td>• Anne Frank showed heroism when she remained optimistic while hiding from the Nazis.</td>
<td>• People can work together to improve the lives of others.</td>
<td></td>
</tr>
<tr>
<td>• A biography tells the life story of a real person.</td>
<td>• People can change the rules by standing up for their beliefs.</td>
<td></td>
</tr>
</tbody>
</table>

After sharing, provide a minute or two for students to enter one key piece of knowledge into their Knowledge Journals.

**Extension**

Have students enter knowledge for each of the sections (world, ideas, skills) into their Knowledge Journals. Or, take a picture of the chart and print it for students to paste into their journals.
Wrap

ASSIGN HOMEWORK 2 MIN.

Students finish writing their paragraphs, if necessary. Instruct students to write responses to the following questions:

- What component of writing an informational paragraph did you execute well?
- With which component do you need more practice?
Analyze

Context and Alignment

Students respond to Focusing Question Task 1 by writing an informative paragraph including an introduction/focus statement, evidence, and a conclusion. See Appendix C for a sample response to this task. Use the Checklist for Success on Assessment 5A to analyze the paragraphs and check for the following success criteria:

- Provides an introduction that includes a quotation.
- Uses correct punctuation for the quotation.
- Opens with a focus statement that states the big idea and includes two points about how this woman showed great heart.
- Includes evidence to support each point.
- Elaborates on how the evidence connects to each point.
- Closes with a concluding statement that connects to or restates the big idea.

Note that as the module continues, and students build skills with informative writing, the success criteria will expand. For now, the focus is on clarity of ideas and the elements of an informative paragraph, rather than error-free spelling, punctuation, or the use of strong language and transitions.

Next Steps

Refer to the sample student response in Appendix C and use the Checklist for Success in Assessment 5A to evaluate students' writing. Look for general trends or gaps to address in instruction. Work with small groups to make targeted revisions, such as the following:

- If students do not clearly state the focus of the paragraph, encourage them to engage in oral rehearsal with a partner or small group before revising their focus statements.
- If students do not include relevant evidence, return to the biography and encourage them to annotate for examples of a great heart.
- If students do not provide an effective conclusion, model how to restate the main idea of the paragraph or summarize the big ideas in a concluding statement.
- If students do not use precise vocabulary, provide a word bank and encourage them to try to replace imprecise or informal words with richer academic or domain-specific vocabulary.
- If students have trouble elaborating their ideas in sentence, provide sentence frames for them to use as scaffolds.

Remind students that they will continue to develop their skills with informative writing throughout this module.
LESSON 5 DEEP DIVE: STYLE AND CONVENTIONS

Execute Punctuation with Quotations

- **Time**: 15 min.
- **Text**: Students’ Focusing Question Task 1 responses
- **Style and Conventions Learning Goal**: Use punctuation correctly with quoted evidence from a text. (L.4.2.b)

**STYLE AND CONVENTIONS CRAFT QUESTION: Lesson 5**
Execute: How do I use punctuation with quotations in my Focusing Question Task 1 response?

**Scaffold**
Depending on your students' needs, consider using this time to engage in self-assessment or peer review, or to conduct a mini-lesson on a targeted revision area for students' Focusing Question Task 1 paragraphs. Mini-lesson topics should be based on students' needs; see the Analyze section in the core lesson for some instructional suggestions.

**Launch**
Post the Style and Conventions Craft Question.

Call on students to name articulate, powerful speakers and writers from the present or the past, such as Dr. Martin Luther King, Jr. and Helen Keller. Ask: "Why do the words of these people influence or stick with us? Why do we remember what they have said or written?"

Discuss how the experiences, ideas, and language of these memorable people make their words profound.

Ask: “Why might we want to quote these people?”

Point out that writers refer to the words of powerful speakers and writers like these because the quotations give strength to their own writing, help people to connect with their messages, or give strength to an argument.

Remind students that it is important to quote accurately, cite the source, and use correct punctuation to set off someone else's language in their own writing. Writers must credit the source because the quotation belongs to the original speaker or writer.
Learn

As a group, generate a list of the important punctuation rules for quoting correctly. Display.

- The quotation is set off with double quotation marks (" ").
- A comma can introduce a quotation or end one. ("Always show great heart," she said.)
- Periods or commas are almost always placed inside quotation marks.
- End marks appear at the end of the sentence.

Ask pairs to exchange their Focusing Question Task 1 responses and use these rules to proofread for correct punctuation of quotations.

Scaffold

Break the editing down into steps for students as needed.
1. Underline or highlight quotations, or words quoted from another source.
2. Circle or highlight double quotation marks around the quotation (or mark where the quotation marks should appear).
3. Circle or highlight if a comma appears before or after the quotation (or if a comma is missing, where it should be included).
4. Circle or highlight the end punctuation (or mark what it should be and where it should be included if it is missing).
5. Remember: a period or comma almost always goes inside the quotation marks.

Extension

Provide copies of the paragraph you used for modeling during the core lesson, with an added quotation that is missing the correct quotation punctuation. Ask students to add the correct punctuation to set off the quotations in the text.

Ancient philosopher and teacher Confucius is believed to have said Wherever you go, go with all your heart. This quotation, along with the other ideas of his philosophy, shows how important Confucius thought it was to be kind and good and to lead by example. Confucius taught that people should be kind and lead a moral life. He encouraged people to respect their elders, in the family and in society. This shows how much he valued kindness and goodness.

In his work, Confucius led by his example. He followed his own teachings and tried to do the right thing. In his own life, he did as he told others to do. People say that he said Do not do to others what you would not want done to you. Confucius was an important man who showed great heart in his words and actions. That is why people still follow his words and ideas today.
Land

✅ Students edit their Focusing Question Task 1 responses to correct any errors in punctuation of quotations.

Extension

Students who are ready to move ahead can review the relevant biography and include additional quotations from that text in their paragraphs.

If time allows, encourage students to keep a record of their learning by entering an idea about quotations or the correct punctuation of quotations into their Knowledge Journals.