

■ 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

## Prepare

**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.

# Welcome 5 MIN.

## 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.

**Multiple Exposures to Words and Concepts in Different Contexts**

[ELA Guideline 8](#)

**Wit & Wisdom feature:**

This partner discussion activates prior and essential vocabulary and concepts from previous lessons and draws upon students' personal experiences. Studies show that multiple exposures in multiple contexts result in greater vocabulary retention.

## 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.

Informative Paragraph Template		
RED	Introduction	Catch your reader's attention and set the context.
GREEN	Focus Statement	State your big idea. (Readers should be able to tell from this statement where you are going with the topic.)
YELLOW	Point 1	State a point that proves your big idea.
YELLOW	Evidence	Cite evidence for your point.
YELLOW	Elaboration	Explain how the evidence relates to Point 1.
BLUE	Point 2	State another point that proves your big idea.
BLUE	Evidence	Cite evidence for your point.

BLUE	Elaboration	Explain how the evidence relates to Point 2.
GREEN	Concluding Statement	Connect your point(s) back to your big idea.

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.

***Alternate Activity***

Display the full paragraph with the parts of the paragraph shaded in red, green, yellow, blue, and green. Or, distribute copies of the paragraph to students and have them paint with watercolor paints over the parts of the paragraph as you model aloud.

Model how to start a paragraph with an introduction. Emphasize how opening a paragraph with a quotation can set the context and engage the reader. (If students are familiar with this term, you might also remind them that the introduction is used to hook the reader.)

**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.

**Introduction catches the reader's attention and sets the context.**

**Focus statement states the big idea of the piece.**

**Point 1: Be kind.**

**Evidence supports Point 1.**

**Elaboration connects evidence to Point 1.**

**Point 2: Lead by example.**

**Evidence supports Point 2.**

**Elaboration connects evidence to Point 2.**

**Conclusion connects points to big idea.**

**Annotated Model for Learner Awareness in Writing**

[ELA Specification 9a](#)

**Revisions to better support ELs (ELSF recommendations):**

An annotated model was added for students in order to scaffold key expository writing structures and academic and disciplinary vocabulary.

**COMPLETE FOCUSING QUESTION TASK 1**

35 MIN.

**Individuals**

Display the Craft Question: *How do I write an informative paragraph using a focus statement and evidence?*

Keep the Informative Paragraph Template displayed. Tell students that now they will have the chance to write their own paragraphs. Distribute Assessment 5A.

Assessment 5A: Focusing Question Task 1

**Purpose:** This task will give you a chance to show what you have learned about a figurative great heart. Doing this task will also help you prepare for the End-of-Module Task, which you will complete when we finish our study of great heart.

**Introduction:** We have been learning about three famous women—Clara Barton, Anne Frank, and Helen Keller—by reading their biographies. What did they do that others admired? How did they show figurative great heart? For this task, you will write about one of these women.

**Task:** For an audience who has read and studied the biographies as you have, write a well-developed paragraph in which you explain how Clara Barton, Anne Frank, or Helen Keller showed figurative great heart.

Begin your paragraph with the woman's quotation from Handout 2A.

Then develop your ideas with evidence and examples from the Evidence Organizer (Handout 4A) and the biography you read.

- Clara Barton Biography, Biography.com (<http://www.biography.com>)
- Anne Frank Biography, Biography.com (<http://www.biography.com>)
- Helen Keller Biography, Helen Keller Birth Anniversary Website (<http://www.helenkeller.org>)

**Checklist for Success**

Your paragraph should include the following:

- An introduction that catches your reader's attention with a quotation from this woman.
- Correct punctuation for the quotation.
- A focus statement that states the big idea and includes two points about how this woman showed great heart.
- Evidence from the woman's biography to support each point.
- Elaboration on how the evidence connects to each point.
- A concluding statement that connects back to your big idea.

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.

Handout 4A: Evidence Organizer for a Figurative Great Heart

Directions: Choose the best evidence to support your focus statement. Write brief notes in the boxes. Remember to only write notes that support your focus.

How does someone show a great heart? (Repeat daily)

Focus Statement: \_\_\_\_\_

Source	Evidence	Explanatory/Analytical Notes
When is the source of the evidence? (Date and page number)	What details support your focus statement?	How does this show a great heart?

Handout 2A: Heart Quotations

Directions: Use these quotations to explore the difference between a literal and a figurative great heart.

"It is infinitely better to transplant a heart than to bury it to be devoured by worms."  
-Christian Burard

"Whoever you go, go with all your heart." -Confucius

Who Said It?	The Quotation
Helen Keller, author, teacher who overcame being both blind and deaf	The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart.
Michael Miller, MD, F.A.C.C., Center for Preventive Cardiology at the University of Maryland Medical Center	The recommendation for a healthy heart may one day be exercise, eat right, and laugh a few times a day.
Nelson Mandela, an anti-apartheid leader, South African first black president	A good head and a good heart are always a formidable combination.
Arvo Frank, a young Jewish Holocaust victim, kept a diary	Despite everything, I believe that people are really good at heart.
WCH website	Your heart beats about 100,000 times in one day and about 35 million times in a year.
John Muir, a Scottish-American naturalist who advocated for national parks	Keep close to Nature's heart, and break clear away, once in a while, and climb a mountain or spend a week in the woods. Wash your spirit clean.
Anonymous, a western tattooer artist	Throw your heart over the bars and your body will follow.
Bill Nye, "The Science Guy"	Your heart is a pump. It pushes blood all over your body.

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, Hellen 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.

#### TEACHER NOTE

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?

#### Writing Scaffold

[ELA Guideline 5](#)

#### Wit & Wisdom feature:

These sentence frames scaffold students' ELA reasoning and writing skills and provide guidance on constructing strong introductions. As indicated, these scaffolds are temporary as students become more skilled.

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.

Knowledge of the World	Knowledge of Ideas	Knowledge of Skills
<ul style="list-style-type: none"> <li>▪ Clara Barton helped others by opening a public school and providing free education.</li> <li>▪ Clara Barton courageously helped wounded soldiers during the Civil War.</li> <li>▪ Clara Barton helped others by founding the American Red Cross.</li> <li>▪ Helen Keller showed great strength overcoming the obstacle of being blind and deaf.</li> <li>▪ Helen Keller worked for equal treatment of blind people.</li> <li>▪ Anne Frank showed great courage when her family hid from the Nazis.</li> <li>▪ Anne Frank showed heroism when she remained optimistic while hiding from the Nazis.</li> <li>▪ A biography tells the life story of a real person.</li> </ul>	<ul style="list-style-type: none"> <li>▪ People can work together to improve the lives of others.</li> <li>▪ People can change the rules by standing up for their beliefs.</li> <li>▪ Figurative great heart means showing generosity, courage, and heroism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Heart has figurative and literal meanings.</li> <li>▪ The meaning of a word can be determined by other words in the sentence or paragraph.</li> <li>▪ Quotations can reveal deeper meaning about a person.</li> <li>▪ An informative paragraph should have a focus statement, which tells the big idea.</li> <li>▪ Like an informative essay, an informative paragraph has an introduction, focus statement, evidence, elaboration, and conclusion. A paragraph is just shorter!</li> </ul>

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.

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## 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.