

■ FOCUSING QUESTION: LESSONS 1–6

How does someone show a great heart,
figuratively?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 2

TEXTS

- None

Lesson 2: At a Glance

AGENDA

Welcome (5 min.)

Sort Homework Quotations

Launch (10 min.)

Learn (50 min.)

Analyze Quotations (20 min.)

Analyze an Exemplar Essay
(30 min.)

Land (5 min.)

Answer the Content Framing
Question

Wrap (5 min.)

Assign Homework

Style and Conventions Deep Dive: Examine Punctuation for Quotations (15 min.)

STANDARDS ADDRESSED

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

Reading

- RI.4.4

Writing

- W.4.2

Speaking and Listening

- SL.4.1

Language

- L.4.4.a
- ↴ L.4.2.b

MATERIALS

- Handout 2A: Heart Quotations
- Handout 2B: Exemplar Essay
- Colored pencils (red, green, yellow, purple, and blue)
- Sticky notes
- Handout 2C: Fluency Homework
- Colored highlighters (yellow, green, blue, and purple)

Learning Goals

Analyze quotations to explain their meaning based on the literal or figurative use of the word *heart*. (RI.4.4, L.4.4.a)

- ✓ Explain whether *heart* was meant to be understood in a figurative way or in a literal way in quotations, and state the meaning of the quotations.

Identify the parts of an informative essay and the purpose each serves. (W.4.2)

- ✓ Compose a Quick Write to demonstrate understanding of the parts of an informative essay and the connections among the Evidence Organizer, Painted Essay®, and Exemplar Essay.

- ↴ Demonstrate how punctuation is used with quotations. (L.4.2.b)

- ✓ Punctuate a quotation that is in the form of a sentence.

Prepare

FOCUSING QUESTION: Lessons 1–6

How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 2

Reveal: *What does a deeper exploration of figurative and literal meanings reveal in heart quotations?*

CRAFT QUESTION: Lesson 2

Examine: *Why is each part of a Painted Essay important?*

In this lesson, students analyze quotations from famous and ordinary people about the heart. Some quotations refer to the literal meaning of *heart*, and others refer to *heart* in a figurative way. Then, students examine an exemplar informative essay to determine the significance of each component of the essay. Students also discuss how an Evidence Organizer connects to writing an essay.

Welcome 5 MIN.

SORT HOMEWORK QUOTATIONS

For homework, students asked three people outside of class what *heart* means and recorded the responses as quotations.

Instruct students to share their quotations with a partner and discuss whether each uses the word *heart* in a literal or a figurative way. If English learners recorded their answers in another language, pair them with a student who also speaks that language or help them use a digital resource to translate their responses. Look for opportunities to help these students make connections between English and their home language.

Display these questions.

Did the people interviewed by our class talk about the heart more literally or figuratively? Why do you think that is?

Using Home Language As a Resource

[ELA Guideline 12](#)

This adaptation is twofold: it explicitly encourages students to use their home language as a resource for learning the content while also providing teacher instruction on how to strategically pair students to negotiate meaning in the target language.

Launch 10 MIN.

Have students Think-Pair-Share about the responses to the questions.

Post the Focusing Question and Content Framing Question.

Draw a two-column chart, and label one side “Literal Heart” and the other side “Figurative Heart.” Instruct students to work with a partner to brainstorm key words that might indicate how the word *heart* is used in a quotation. Looking back at the heart quotations from Lesson 1 or the homework, each student should find a word that was used to describe a literal heart and a word that was used to describe a figurative heart. Record the responses in the chart. Some possible responses follow:

Literal Heart	Figurative Heart
<ul style="list-style-type: none"> ▪ Beat ▪ Blood ▪ Exercise ▪ Healthy ▪ Heartbeat 	<ul style="list-style-type: none"> ▪ Love ▪ Beautiful ▪ Good ▪ Spirit ▪ Caring

Explain that in today’s lesson, students work as detectives to identify clues that help explain how *heart* is used in many different quotations.

Multiple Exposures to Language and Content

[ELA Guideline 5](#)

Revisions to better support ELs (ELSF recommendations):

This activity activates students’ prior knowledge and provides them multiple exposures to essential language and content.

Learn 50 MIN.

ANALYZE QUOTATIONS 20 MIN.

Pairs

Display a blank [Evidence Organizer](#) for students to copy into their Response Journals, or distribute a blank Evidence Organizer handout for student use.

Writing Activity to Build Organization Skills

[ELA Guideline 7](#)

Wit & Wisdom feature:

This prewriting activity helps students collect text evidence and organize their thoughts and ideas before writing about them.

What does the word <i>heart</i> mean, literally and figuratively?			
Focus Statement:			
Context	Evidence	Source	Elaboration/Explanation
Who says this?	Quote or paraphrase	Where does this information come from?	Literal or figurative? Why?

Distribute Handout 2A. At the top of the handout are the two quotations from the previous lesson. Read aloud these quotations. Demonstrate the sign-language gestures for the letter *f* (open right hand with index finger held down by thumb) and the letter *l* (using right hand, place index finger and thumb in shape of a capital L with other fingers folded down). After you read each quotation, have students sign *l* or *f* to identify if the word *heart* was used literally or figuratively. Clarify any misunderstandings about the quotations.

Explain that students will work in pairs to read and understand the deeper meaning of a quotation on Handout 2A.

Assign one quotation to each pair, allowing them to work for ten minutes. Circulate to answer any clarifying questions. Encourage students to persevere to determine the meaning of each quotation, and to jot down notes about their ideas from the discussions in the Evidence Organizer in their Response Journals. Remind students to state who said the quotation, to paraphrase an important section that reveals the literal or figurative meaning of *heart*, and then to elaborate and explain how the context of the sentence helps readers understand its meaning.

✓ Pairs complete one row in the Evidence Organizer in their Response Journals to analyze their assigned quotation, stating who said the quotation, what it means, whether the quotation uses the word *heart* literally or figuratively, and listing Handout 2A as the source.

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 Barnard

"Wherever you go, go with all your heart." —Conductus

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 Africa's first black president	A good head and a good heart are always a formidable combination.
Anne Frank, a young Jewish Holocaust victim, kept a diary	Despite everything, I believe that people are really good at heart.
NASA 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 close away once in a while, and climb a mountain or spend a week in the woods. Wash your spirit clean.
Anonymous, a veteran triathlete artist	Thrive your heart over the brain and your body will follow.
Bill Nye "The Science Guy"	Your heart is a pump. It pushes blood all over your body.

Pointing to Models for Success

[ELA Specification 9a](#)

Revisions to better support ELs (ELSF recommendations):

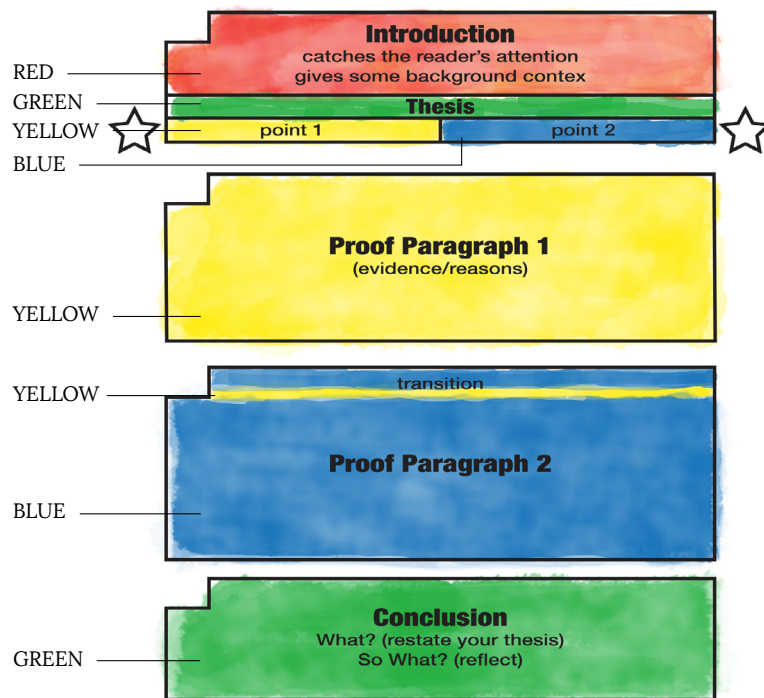
Examples of strong writing provide exemplars of success criteria. Model texts can be utilized in various ways. For example, they can be jointly constructed and annotated with students.

ANALYZE AN EXEMPLAR ESSAY 30 MIN.

Whole Group

Explain that Evidence Organizers can be helpful when writing informative essays about a topic. The Evidence Organizers organize ideas about the topic or focus, so that these ideas can be used to explain a focus statement.

Display the Painted Essay template, and explain that this illustration shows how we organize an informative essay.



**TEACHER
NOTE**

The Painted Essay organizer and this Wit & Wisdom module will introduce students to different terms used when discussing informative writing. Provide additional instruction as needed to ensure that students understand this content-area vocabulary.

- *thesis/focus statement*—The Painted Essay uses the word *thesis* to describe the introductory statement that will be explained or proved in the essay. In the instruction on informative writing throughout this module, the term *focus statement* is used to describe the sentence that provides the focus for the essay.
- *proof paragraph/supporting paragraph*—The body paragraphs of the informative essay are *proof paragraphs* or *supporting paragraphs*.

The Evidence Organizers used throughout this module reinforce these content-area terms with students.

Post the Craft Question, and lead students in a Choral Reading: *Why is each part of a Painted Essay important?*

Distribute Handout 2B. Read aloud the entire essay on Handout 2B while students follow along on their own copies.

Handout 2B: Exemplar Essay

Directions: Read the following essay.

Have you ever really thought about what your *heart* or *gut* means when they say, "Come out! I want to see you put your heart into it!" The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. When the word is used literally, it refers to the human heart, that organ that pumps blood to all of your other body parts. When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people's lives and your own.

Sometimes, the word *heart* is used literally. Christian Barnard, a South African heart surgeon, said, "It is infinitely better to transplant a heart than to bury it to be consumed by worms." He was saying that when you die, it is much better to donate your heart to a living person than to bury it. In this quotation, Barnard was using the word *heart* literally to refer to the organ in a person's body. He wanted people to reuse their real, beating hearts to save another person's life.

At other times, *heart* is used figuratively. For example, when Confucius said, "Wherever you go, go with all your heart," he wasn't talking about the heart that beats inside your body. He was saying that a person has a choice of taking his heart with him when he goes somewhere. For example, when a student enters a classroom on the first day of school, he can choose to do his very best or his math assignment with all his heart or with very little effort. If Confucius was talking about the literal heart, he would have been saying something very silly, like a person had the option of taking his physical heart out of his body when he was going somewhere or doing something. In saying that we need to go somewhere with our full effort and emotional involvement, with our whole heart, Confucius was using the word *heart* in a figurative way.

In conclusion, the word *heart* can be used both literally, as in Christian Barnard's quotation, and figuratively, as in Confucius' quotation. It is up to the reader to put his or her whole heart into the reading to determine the speaker's intended meaning.

**TEACHER
NOTE**

To personalize the exemplar essay for students, you may choose to write your own essay using students' responses in the blue and yellow Evidence Organizer from the previous lesson. Write this essay in advance of today's class and copy it for students. Use this in place of Handout 2B.

**Materials Provide
a Repertoire of
Strategies**

[ELA Specification 13b](#)

Wit & Wisdom feature:

The teacher guidance offers opportunities for teachers to consider the needs and specific background knowledge of their students. For example, these teaching notes recommend that teachers personalize the exemplar to reflect the interests and experiences of their own students.

Display the following questions:

- What is the purpose of the first paragraph?
- What is the purpose of each sentence in the first paragraph?
- How did the words in this heart essay accomplish that?

Read the first paragraph of the exemplar essay again slowly, pausing after each sentence. Have students jot down notes in the margin as you lead a discussion about each sentence, and also color each sentence the corresponding Painted Essay color.

What does the first sentence do for you as the reader of the essay? The first sentence hooks the reader into the topic. It is called the introduction sentence, or the hook. Label this sentence “Introduction.” Color this sentence red because it captures the reader’s attention. In this heart essay, the writer asks a question about how the heart might be used in the reader’s own life.

What does the second sentence do? The second sentence provides the focus for the essay, so label it “Focus Statement.” Color this sentence green because it is a blend of yellow and blue, just like a focus statement in an essay is a blend of the two points a writer will make about a topic. In the heart essay, the writer explains that the word *heart* can be used in two different ways—literally and figuratively.

What do the last two sentences do? The last two sentences provide the two points of the focus for the essay. Color the first of these sentences yellow because it contains the information from the Evidence Organizer about the first point. In the heart essay, one sentence explains the literal use of *heart*. (Label this sentence “Point 1.”)

The last sentence is colored blue because it states the second point, just like the second chunk of information in our Evidence Organizer. The other sentence explains the figurative use of *heart*. (Label this sentence “Point 2.”)

Exemplar Essay

[Start color RED] Have you ever really thought about what your coach or piano teacher means when they say, “Come on! I want to see you put your heart into it!”? [Start color GREEN] The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. [Start color YELLOW] When the word is used literally, it refers to the human heart, that organ that beats as it pumps blood to all of your other body parts. [Start color BLUE] When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people’s lives and your own.

Display the following questions:

- What is the purpose of each paragraph?
- How did the words in this heart essay do that?

Ask students to describe the purpose of each paragraph, and give them time to read, think, and respond. Use the following Think-Aloud strategy to guide students in their understanding of the role of each paragraph in the essay.

The second paragraph is *supporting paragraph one*. Label it “Support 1.” It provides evidence to support the first point and explains it. Color it yellow. In the heart essay, the second paragraph explains how *heart* is used literally in the Barnard quotation.

The third paragraph is *supporting paragraph two*. Label it “Support 2.” Color it blue. It provides evidence to support the second point and explains it. In the heart essay, the third paragraph explains how *heart* is used figuratively in the Confucius quotation.

The fourth paragraph is the *conclusion*. Label it “Conclusion.” Color it green. In the heart essay, it restates points one and two and explains how a reader determines the meaning of a quotation.

Continuation of Exemplar Essay

[Start color YELLOW] Sometimes, the word *heart* is used literally. Christiaan Barnard, a South African heart surgeon, said, “It is infinitely better to transplant a heart than to bury it to be devoured by worms.” He was saying that when you die, it is much better to donate your heart to a living person than to bury it. In this quotation, Barnard was using the word *heart* literally to refer to the organ in a person’s body. He wanted people to reuse their real, beating hearts to save another person’s life.

[Start color BLUE] At other times, *heart* is used figuratively. For example, when Confucius said, “Wherever you go, go with all your heart,” he wasn’t talking about the heart that beats inside your body. He was saying that a person has a choice of taking his heart with him when he goes somewhere. For example, when a student enters a classroom on the first day of school, he can choose to do his essay or his math assignment with all his heart or with very little effort invested. If Confucius was talking about the literal heart, he would have been saying something very silly, like a person had the option of taking his physical heart out of his body when he was going somewhere or doing something. In saying that we need to go somewhere with our full effort and emotional involvement, with our whole heart, Confucius was using the word *heart* in a figurative way.

[Start color GREEN] In conclusion, the word *heart* can be used both literally, as in Christiaan Barnard’s quotation, and figuratively, as in Confucius’ quotation. It is up to the reader to put his or her whole heart into the reading to determine the speaker’s intended meaning.

Remind students that they have been learning about informative writing. Tell students they will now explain the connections among the Evidence Organizer, the Painted Essay organizer, and the Exemplar Essay. Post the class’s Lesson 1 Evidence Organizer (on the Barnard and Confucius quotations), display the Painted Essay template, and have students look to Handout 2B for reference.

Display these questions.

- What are the parts of an informative essay?
- What is the purpose of each part?
- How does the information collected in the Evidence Organizer support the ideas in the Exemplar Essay?

✓ Students compose a Quick Write to answer the questions and demonstrate their understanding of the parts of an informative essay shown in the Lesson 1 Evidence Organizer, Painted Essay organizer, and Exemplar Essay (Handout 2B).

- An informative essay has an introduction, supporting paragraphs, and a conclusion.
- The introduction should tell the focus of the essay.
- The supporting paragraphs give evidence and explanation.
- The conclusion states the focus again and tells why it matters.
- The top of the Evidence Organizer is like the introduction. It lists the focus of the essay.
- The rows of the Evidence Organizer are like the points in the essay. They have the same kind of information as the supporting paragraphs.
- Our yellow evidence became the yellow paragraph. Our blue evidence became the blue paragraph.

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

As an Exit Ticket, students write a response to the Content Framing Question: What does a deeper exploration of figurative and literal meanings reveal in heart quotations?

- Once I understood whether the word heart was being used literally or figuratively, I could understand the meaning of the quotation. Some quotations referred to a physical, beating heart in a body, and other quotations used the word heart to mean love, courage, or a person's whole being.

Scaffold

Consider using a sentence frame with English learners and others who need support with academic and content-specific language:

Quotations about literal hearts use words such as _____.

Quotations about figurative hearts use words such as _____.

When I understand whether *heart* is being used literally or figuratively, it helps me to _____.

Wrap 5 MIN.

ASSIGN HOMEWORK

Distribute two sticky notes to each student. For homework, students interview two different people (not classmates), and ask them, “What does it mean to have a great heart?” Students record one response per sticky note. English learners may conduct their interview in another language if necessary.

Also distribute Handout 2C. Students choose two quotations and practice reading them, using appropriate phrasing, rate, and expression.

Handout 2C: Fluency Homework

Directions:

- Day 1: Read the text carefully and annotate to help you read fluently.
- Each day:
 - Practice reading the text aloud three to five times.
 - Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - Ask someone (adult or peer) to listen and evaluate you as well.
- Last day: Answer the self-reflection questions at the end.

Helen Keller said, “The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart.”
 Nelson Mandela said, “A good head and a good heart are always a formidable combination.”
 John Muir said, “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.”
 Eleanor Roosevelt said, “To handle yourself, use your head; to handle others, use your heart.”

Feedback Strategies Support Students’ Language Proficiencies

[ELA Guideline 14](#)

Revisions to better support ELs (ELSF recommendations):

Homework directions were changed to explicitly state that students can conduct their interview and respond in another language, if preferred.

Analyze

Context and Alignment

Students compose a Quick Write to analyze the connection between the evidence in the Evidence Organizer and the way in which it is written into a specific part of the essay (W.4.2). Separate the responses into three piles: “Gets It,” “Almost There,” and “Not There Yet.”

Next Steps

In the next lesson, give extra attention to students who do not yet understand the connection between the Evidence Organizer and the essay, and model your thinking as you move from a text to the Evidence Organizer to a written paragraph. Continue to explain your thinking aloud during the process of using evidence to help students see the connections. You can also work backwards by analyzing the essay and asking students to identify where the information is in the Evidence Organizer, and then discussing where the Evidence Organizer information came from in the text.

↓ LESSON 2 DEEP DIVE: STYLE AND CONVENTIONS

Examine Punctuation for Quotations

- **Time:** 15 min.
- **Text:** Handout 2A: Heart Quotations
- **Style and Conventions Learning Goal:** Demonstrate how punctuation is used with quotations. (L.4.2.b)

STYLE AND CONVENTIONS CRAFT QUESTION: Lesson 2

Examine: *Why is punctuation important?*

Launch

Explain that writers use quotation marks to let the reader know someone other than the author is speaking.

Distribute Handout 2A. Have students Think-Pair-Share to examine the quotations from the lesson.

Explain that if a writer wanted to use one of these quotations in a sentence, he or she would have to honor the writer of the quotes by using quotation marks around the text being quoted:

- According to Nelson Mandela, “A good head and a good heart are always a formidable combination.”
- Even though she was blind and deaf, Helen Keller stated, “The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart.”

Ask: “Why is it important to mark the words from another person in writing?”

Allow students time to look at these quotations and discuss.

- *It is important because the thoughts belong to them, not just any person that wants to use them. The writer has to give credit where it is due.*

Learn

Create an anchor chart about rules of punctuation with regard to quotation marks. Have students share what they noticed from their examination of the quotations and develop rules from what they noticed to establish how to use punctuation. Color code with highlighters to show each rule.

Quotation	I Notice	Rule
<p>[Start color PURPLE] According to Nelson Mandela, “[Start color GREEN] A [Start color YELLOW] good head and a good heart are always a formidable combination [Start color BLUE]. [Start color YELLOW]”</p> <p>[Start color PURPLE] Even though she was blind and deaf, Helen Keller stated, “[Start color GREEN] T [Start color YELLOW] he best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart [Start color BLUE]. [Start color YELLOW]”</p>	<p>The words the writer says are not in quotation marks.</p> <p>The writer states who said the words.</p> <p>-According to Nelson Mandela</p> <p>...Helen Keller stated,</p> <p>There is a comma (or ending punctuation) separating the writer's phrase from the quotation.</p>	<p>[Highlight YELLOW] Put quotation marks around the actual words the person stated.</p> <p>[Highlight GREEN] Start quotations with a capital letter.</p> <p>[Highlight BLUE] Use periods (or question marks or exclamation points) at the end of sentences before quotation marks close.</p> <p>[Highlight PURPLE] Separate the writer's words from the quotation with a comma (or ending punctuation) and name the writer or speaker to give credit to the source.</p>

Have students practice writing quotations with proper punctuation with a quotation from Handout 2A. Then, discuss how the quotation reveals insight into the character or a narrator's point of view.

- *I think it's beautiful that John Muir had so much admiration for nature. As he stated, "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."*
- *It shows John Muir loved nature and enjoyed spending time there alone.*

Land

✓ Students use what they have learned to independently punctuate the following sentence:

The French thinker Blaise Pascal once said the heart has its reasons which reason knows not.

- *The French thinker Blaise Pascal once said, "The heart has its reasons which reason knows not."*

If time allows, invite students to Think-Pair-Share to discuss the meaning of Pascal's quotation.