

Unit 3 Writing (Literary Essay)

Content Area: **ELA**
Course(s):
Time Period: **Trimester 2**
Length: **6 weeks**
Status: **Published**

Course Pacing Guide		
Model		
Unit	Trimester	Weeks
Narrative Craft	1	9
The Research-Based Argument Essay	2	9
Literary Essay	2	6
The Lens of History	3	6

Unit Overview

This unit is a how-to guide to literary essay writing. You'll teach kids to draw upon what they already know about good essay writing, to think analytically about texts, and to craft claims that can be supported with evidence across texts. Most importantly, students will realize that the ability to read critically, generate ideas, and then support their ideas with evidence will serve them well throughout their lives: a door of opportunity to college and career ambitions.

In Bend I, you'll help students craft literary essays around a shared digital text. You'll help students strengthen their skills in close reading, developing thesis statements, identifying evidence that fits a claim, and crafting angled mini-stories. Students will draft a literary essay to support a claim about a character or theme. Then, in Bend II, students will write a new literary essay, this time off of a text they select. They will analyze strategies essayists draw on to develop interpretations and craft thesis statements, study new ways authors can support their claims (i.e., analysis of author's craft), and construct strong introductions and conclusions. Finally, in Bend III, you'll help students transfer everything they've learned about writing literary essays to help them write varied opinion texts on a range of topics

- Enduring Understandings**
- Students will understand that...
- ☐ Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
 - ☐ Essayists mindfully and deliberately organize their writing to communicate their intended message to an

audience.

- ☐ Essay writers read, reread, and rethink a text in increasingly sophisticated ways

Essential Questions

- How does an essayist interact with a text to develop a sophisticated essay?
- What is the role of the introduction and conclusion in a literary essay?
- How does an essayist learn to improve her/his writing craft?
- Why might an essayist study multiple texts on the same topic?

New Jersey Student Learning Standards (No CCS)

Writing Standards Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique,

descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their

own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.
5. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory element from the rest of the sentence.
3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of

the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Interdisciplinary Connections

- Students can research real-world examples of social issues they find in their books, and cite those examples as ways to strengthen their essays

Technology Standards

- | | |
|------------------|--|
| | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| 0xTECH.8.1.5 | |
| 0xTECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 0xTECH.8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| 0xTECH.8.1.5.B | Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

21st Century Themes/Careers

Financial Literacy Integration

Instructional Strategies & Learning Activities

Instructional Focus:

Bend I: Crafting a Literary Essay Around a Shared Text

Session 1: Today I want to teach you that writers study many mentor texts to identify the parts of a literary essay and explain how they fit together (p. 4-13).

We do this by:

1. Reading several mentor essays and taking note of what parts they have in common and how they are held together.

2. Reading each mentor essay and identify its characteristics (refer to chart on p. 9).

Session 2: Today I want to teach you that writers read a text differently and with an extra-alertness when they intend to write about it (p. 14-24).

We do this by:

1. Reading excerpts of a text to note details.
2. Writing long about the details.

Session 3: Today I want to teach you that writers use templates to draft and revise different possible thesis statements to find the “best” one (p. 25-36). We do this by:

1. Stating my idea about the text.
2. Thinking about the evidence that best supports my idea.
3. Forecasting the types of supports for your thesis.
4. Repeating this process (refer to chart on p. 30).

Session 4: Today I want to teach you that essayists include memorable stories in their essays to support their points (p. 37-46).

We do this by:

1. Choose a point to support.
2. Brainstorm moments to support that point.
3. Selecting the “best” moment.
4. Re-telling the mini-story, choosing the parts to tell and weaving in details, as you tell them (refer to chart on p. 41).

Session 5: Today I want to teach you that essayists use a checklist to rehearse their essay and then, write “fast and furious” to draft a flash draft (p. 47-58).

We do this by:

1. Orally rehearsing or “air writing” your essay bit by bit.
2. Using a checklist to guide you (refer to chart on p. 50).
3. Drafting with the checklist in mind.

Bend II: Lifting the Level of Interpretive Essay (and Writing One from Start to Finish)

Session 6: Today I want to teach you that literary essayists study the small, specific details in a text to grow big ideas and interpretations (p. 60-70).

We do this by:

1. Reread passages in the text.
2. Note details that feel odd or important.
3. Write about the specific details in your notebook.
4. Use prompts to grow these into “big ideas” (refer to charts on p. 65 & 69).

Session 7: Today I want to teach you that to grow interpretations from a text, writers study times when characters face trouble and consider what they learn from the situation and what the author intends to teach us (p. 71-80).

We do this by:

1. Rereading scenes where characters deal with trouble.
2. Asking ourselves: a. “What does the character learn?” b. “What does the author teach us?”
3. Writing long about our thinking.

Session 8: Today I want to teach you that writers revise their thesis statement over and over, by checking it against the evidence (p81-89).

We do this by:

1. Rereading our possible thesis statement (PTS).
2. Then, rereading parts of the text and asking: “Does this part of the text go with what I’m claiming about the text?”
3. If you discover a part that does not “fit,” then revise your thesis statement so that it does.

Session 9: Today I want to teach you that writers carefully select quotes to add voice, power, and life to their literary essay (p. 90-100).

We do this by:

1. Choosing an idea from your essay that you want to support.
2. Revisiting the text to find quotes that fit.
3. Ranking the quotes, based on how they best support the claim.
4. Selecting the best quote to include in our essay (refer to chart on p. 95).

Session 10: Today I want to teach you that literary essayists often support their claim by naming an author’s craft moves and explaining how they fit with the claim (p. 101-112).

We do this by:

1. Rereading each piece of evidence in our essays.
2. Asking ourselves, “How does the author accomplish this?”

3. Use the technique cards (refer to p. 103) to name craft moves that the author uses.

Session 11: Today I want to teach you that when literary essayists craft introductions, they include a universal statement before introducing the text and their claim (p. 113-117).

We do this by:

1. Rereading your claim.
2. Asking: “What do I really want to say about the text?”
3. Using one of the following to generate a lead:
 - a. The world can be...
 - b. In literature, authors write a lot about...
 - c. In life, you should always/never...
4. Introducing the text and your claim, relating it to the universal idea.
5. Writing a summary of the text.

Session 12: Today I want to teach you that writers edit their essays by studying exemplar essays, considering the conventions reflected in the essays, and then applying those rules to their own writing (p. 118-125).

We do this by:

1. Visiting a seminar station.
2. Reading the rule with your club.
3. Studying the examples and nonexamples of the rule.
4. Making a plan of how to apply the rule, when editing..

Session 13 (MID-UNIT CELEBRATION): Students will publish their writing in the same way that literary scholars do.

Students can publish in many ways:

- Online (goodreads.com, amazon.com book reviews section--both with parental permission)
- Share their writing with the school library, or other classes in the school.
- Create anthologies of essays on one book/text across the classroom.

Bend III: Writing for Transfer: Carrying What You Know About Literary Essay Across Your Day, Your Reading, Your Life

Session 14: Today I want to teach you that writers can use the tools and strategies that they have acquired when writing literary essays, when developing other pieces of opinion writing(p. 132-143).

We do this by:

1. Reading through a piece of opinion writing (e.g., speech, editorial, petition).
2. Annotating the text for components that it has that are also reflected in a literary essay (refer to chart on p. 135).
3. Identifying how the tools/strategies you have learned as literary essayists can help you with other opinion pieces.

Session 15: Today I want to teach you that writers are flexible when they face challenges and consider what tools/strategies they have acquired that can help that to tackle the given challenge (p. 144-155)

We do this by:

1. Studying the situation.
2. Asking: “What do I know that could in some way help me here?”
3. Making an outline of how the piece could go.
4. Revisiting texts to collect evidence.
5. Writing your essay, using your outline (refer to chart on p. 149)

Session 16: Today I want to teach you that literary essayists consider the best way to order their supports and evidence in their essays (p. 156-160).

We do this by:

1. Rereading your supports.
2. Ranking your supports from least → most important.
3. Trying out different orders of evidence.
4. Selecting the best order.

Session 17: Today I want to teach you that writers prepare to draft by studying charts, tools, and notes to review all that they have learned (p. 161-169).

We do this by:

1. Doing an inventory of all strategies/tools you can use.
2. Making a drafting plan (refer to example on p. 164).
3. Drafting, using your plan as a guide.

Session 18: Today I want to teach you that literary essayists use checklists to study their work, find evidence

of what they're doing, and then use this information to set goals (p. 170-177).

We do this by:

1. Reading one category in the Writing Checklist.
2. Finding proof in your literary essay.
3. Scoring your work.
4. Repeating with remaining categories.
5. Setting a goal to work towards (refer to chart on p. 174).

Session 19 (CELEBRATION): Today I want to teach you that writers lead small groups to teach others about what they have learned about essay writing (p. 178-179).

We do this by:

1. Choosing a skill to teach.
2. Identifying what I want to teach about that skill.
3. Planning how I will teach it (refer to p. 183).
 - a. Making tools/charts to help me.

Differentiated Instruction

Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

- Mentoring/Partnerships
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- teacher conferring
- note taking
- checklist
- rubric (student/teacher)

Summative Assessment

- Final published piece
- Rubric

Benchmark Assessments

Alternate Assessments

- Flashdrafts
- On Demand Assessments

Resources & Technology

Students wil use 1:1 Chromebooks.

Professional Resources:

- TCRWP Reading Book: Literary Essay: Opening Texts and Seeing More, Grade 5, © 2017
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for on-demand unit assessment prompts, anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR5)
- Writing Pathways (for reading progressions and student-facing checklists)
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts

- Little Red Riding Hood, edited by Watty Piper (Online resources Session 4)
- “Paynee Football Club” video (Online resources Session 3)
- “Eleven” by Sandra Cisneros
- Trade book pack: “Shells” from Every Living Thing by Cynthia Rylant

BOE Approved Texts

- TCRWP Reading Book: Literary Essay: Opening Texts and Seeing More, Grade 5, © 2017

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish writing assignments
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide benchmark tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions
- Stand near the student when giving directions or presenting a lesson.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments

- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview benchmark procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking