

Unit 3: Literary Essay

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **November**
Length: **November-December 6 weeks**
Status: **Published**

Unit Summary

The students return to literary essay writing that was started with gusto in 4th grade. Students come to 5th grade with a knowledge of claim, reasons, evidence, explanation, and conclusion. Student will revisit this genre, focusing on creating several literary essays intent on adding more sophistication in their craft. Students and teachers will use a mentor model of a literary essay based on "The Tiger Rising." With each successive essay, students will become more responsible for selecting their own text examples. Ultimately, the goal is for students to be able to use this genre of writing to explore their theories of character that began in reading.

Standards

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.A	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.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.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.)
LA.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.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Student Learning Objectives

Students will learn to:

- develop a thesis based on a reading theory.
- evaluate their essays using rubrics and checklists.
- support their thesis with direct quotes and/or paraphrasing from the text.
- use transition words.

Essential Questions

- What is an essay? What is a literary essay?
- What is evidence and how do we use the evidence to support a theory?
- What are the differences between a reason, and example, and an explanation?

Enduring Understandings

Students will understand that:

- writers grow ideas that are central to the story, grounded in close reading, with evidence, and reflection to support the claim.