

5th Writing 2024-2025 Unit 3 Literary Essay (Weeks 14-19)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3 Literary Essay

Unit Rationale

This Literary Essay unit teaches students to use their opinion and essay writing skills to write about a book or text. This is the first opinion writing unit in the fifth-grade curriculum. It addresses the fifth-grade NJ opinion writing standards. This unit draws upon essay writing skills from 3rd and 4th-grade literary essay units. It also builds upon the 3rd and 4th-grade persuasive essay units. This 5th-grade Literary Essay unit teaches students to craft a thesis that states a claim and leads to a structured essay. Students must dig deep, thinking about theme, character, and the author's message. The unit teaches students to find and utilize text evidence, including and analyzing quotes. Students will learn to organize their essays and paragraphs using transitional and linking phrases. Students must push their writing and thinking by using thought prompts to extend and elaborate on their thinking about a text. Students will learn to conclude the essay with a call to action. This unit also has an emphasis on correct comma usage and avoiding sentence fragments and run-on sentences. Students must cite evidence and use quotation marks correctly. Learning to write a literary essay allows students to express their big thinking about characters and themes, supporting their ideas with evidence, and organizing their thinking. These essay-writing skills will follow students into state testing, middle school, and the rest of their education.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness

SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

21st Century Life and Career

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Essential Questions

Why write an essay about a shared text?

How should an author organize their claim, reasons, and evidence in a literary essay?

How is a literary essay similar to a persuasive essay?

How can an author connect a literary essay to their daily life?

How can analyzing an author's craft enhance a literary essay?

Pre-Assessments

[5th Opinion Writing Rubric](#)

[5th Opinion Assessment](#)

Instructional Plan

Indicators:

- Writers craft a literary essay around a shared text.
- Writers lift the level of interpretive essays.
- Writers write for transfer and carry what they know about literary essay across their day, their reading, and their life.
- Writers group information and related ideas into paragraphs and utilize transitions to organize their reasons and evidence.
- Writers use conventions, punctuation (i.e. quoting the text) to cite their sources, and commas to set off introductory parts of sentences.

Grammar:

- Grammar Concepts to Teach:
 - Transitional Phrases/Clauses Emphasizing Comma Usage
- Grammar Concepts to Revisit:
 - Quotations: Lifting a Line and Citing
 - Underlining and Italics when Citing Books/Article
- Grammar Concepts Already Mastered:
 - Use commas and quotations marks to mark quotations from a text
 - Use opinion specific words
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Organize texts by forming paragraphs

[5th Writing Literary Essay Unit Mini Lessons](#)

Literary Essay Collecting

Collecting For A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT collect opinions about narrative texts

WALT state an opinion/claim about a book

WALT identify themes in books.

Student Success Criteria ... “I can statements”

I can... list opinions about books in my writer's notebook.

I can... explore and read books with strong characters and themes.

I can... list books and their themes.

Instructional Strategies and Activities

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

Instructional Materials and Resources

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

Reflections and Suggested Modifications

Literary Essay Developing

Developing A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT craft a strong thesis around the theme.

WALT support a claim with reasons/examples from the text.

WALT cite text evidence to support reasons.

Student Success Criteria ... “I can statements”

I can... state my opinion/claim about a text and its theme.

I can... I can support my opinion with reasons that are examples from the text.

I can... I can support reasons with text evidence.

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Reflections and Suggested Modifications

Literary Essay Drafting

Drafting A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT draft a literary essay.

WALT draft an introduction that grabs the reader's attention.

WALT draft paragraphs using transitions to organize and move readers from one reason/detail to the next.

WALT correctly cite sources within the essay using proper punctuation and capitalization.

Student Success Criteria ... "I can statements"

I can...hook my reader with an interesting introduction.

I can... draft my literary essay organizing it into reason paragraphs.

I can... support my reasons by citing text evidence.

I can... explain my text evidence using thinking stems.

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Reflections and Suggested Modifications

Literary Essay Revising

Revising A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT revise to conclude our literary essay with a bigger idea that extends into a call to action.

WALT revise to add clarifying statements and take away unnecessary or repetitive statements.

WALT revise to elaborate using thinking stems and transitions.

Student Success Criteria ... “I can statements”

I can...write a conclusion that restates my opinion and tells the reader what to do next.

I can... revise to add more thinking and analysis to my essay.

I can... revise to make sure my essay makes sense, adding and taking away.

I can... revise using a checklist.

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Reflections and Suggested Modifications

Literary Essay Editing

Editing A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT edit a literary essay.

WALT use commas to make long, complex sentences clear and correct.

WALT use quotation marks correctly.

WALT capitalize correctly.

Student Success Criteria ... “I can statements”

I can... reread my literary essay, checking for editing errors.

I can... edit my essay to make sure I used commas correctly.

I can... edit my essay to make sure I used quotation marks correctly.

I can... check my essay for capitalization errors and fix them.

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Reflections and Suggested Modifications

Literary Essay Publishing

Publishing A Literary Essay

Student Learning Intentions or We are learning to ... (WALT)

WALT publish literary essays.

WALT present our persuasive essays to our class.

Student Success Criteria ... “I can statements”

I can... finalize my essay, making sure it's my best work.

I can... share my essay with my class by reading a portion of it out loud.

I can... celebrate my published essay!

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Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students

at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

Sentence Composition (Grammar, Syntax, and Punctuation)

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.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.
ELA.W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
ELA.W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA.W.AW.5.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
ELA.W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Integration of Computer Science and Design Thinking

Data can be organized, displayed, and presented to highlight relationships.

Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.K-4.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.K-4.1.1	Chronological Thinking
SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2	Spatial Thinking
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
SOC.K-4.1.2.2	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
SOC.K-4.1.3	Critical Thinking
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4	Presentational Skills
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.