

# 03 Literary Essay

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **23 days**  
Status: **Published**

## UNIT ORIENTATION

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This unit is a how-to guide to literary essay writing. Students learn 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. First, you'll help students craft literary essays around a shared digital text. 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, 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, students transfer everything they've learned about writing literary essays to help them write varied opinion texts on a range of topics.

## Enduring Understandings

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- 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. □
- Essayists draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses. □
- Essayists transfer and apply their essay writing to respond to prompts and real-world situations.

## Essential Questions

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- 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?

## CONTENT AREA STANDARDS

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

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.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. 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

A. 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.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. 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.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

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.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. 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.

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.

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

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. 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.

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. 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?).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language

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

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

B. 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.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. 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.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. 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

### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

SOC.K-4.1.1.2

Explain how the present is connected to the past.

TECH.8.1.5.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.D.CS2

Demonstrate personal responsibility for lifelong learning

TECH.8.1.5.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## **EVIDENCE OF LEARNING**

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### **Alternative Assessment**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Summative Assessments**

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- Writing Conferences
- Drafts
- Writing Project
- Writing Notebooks
- Pre and Post Essay

### **Formative Assessments**

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- Checklists
- Conferences
- Class Discussions
- Exit Slips
- Interactive Notebooks
- Quizzes

- Reflections
- Review of classwork/homework
- Student Participation
- Teacher Observations
- Text Dependent Questions

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teachers College Units of Study

Interactive notebooks

Mentor texts

Writer's notebooks

Chromebooks

IXL

Readworks

EPIC

Mentor Texts including:

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

Home of the Brave by Katherine Applegate

One Green Apple by Eve Bunting

The Stranded Whale by Jane Yolen Marshfield

Dreams by Ralph Fletcher, including “Attack,” “Last Kiss,” “A Pox Upon Us All,” “Scuttlebutt,” and “Tea Rock Lane”

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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## **INTERDISCIPLINARY CONNECTIONS**



Studying theme, character comparisons, and lessons learned/taught connect with . . .

Social Studies: Social justice; Relationships among people; Ethics

Science/Health: Social/Emotional Learning