

Unit 2 WRITING - Writing About Reading - Literary Essay

Overview

Fifth grade students wrote literary essays during their social issues book clubs. Students developed thematic and character analysis essays based on thinking, talking and collaborating work that they did in reading book clubs. Students will lift the level of essay writing and keep the message that writers always consider their audience, purpose and message when writing and include craft moves and voice that make writing interesting to read. Readers’ Notebooks from the reading unit will serve as springboards and help students use and further develop their ideas and evidence as they draft and revise essays.

21st Century Capacities: Design, Analyzing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.W.6.9](#)

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

[CCSS.ELA-LITERACY.W.6.9.A](#)

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.A](#)

Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-LITERACY.W.6.1.B](#)

Transfer:

Students will be able to independently use their learning in new situations to...

1. Generate and capture ideas to pursue in future writing
2. Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.
2. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?
- B. How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?
- C. How does my audience influence what I write and the way I write? How do I know if it worked for the reader?
- D. Literary Essay Focus: What ideas are worth developing into an essay? What’s important about my interpretations?

Grade 6 ELA Curriculum

<p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>	Acquisition:	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Essays persuade readers 2. Vocabulary: Literary Essay, thesis, evidence, craft, literary device, compare/contrast, clause, sentence fragment, pronoun, run on sentence, 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Developing a thesis. 2. Ranking and using best evidence to support a thesis. 3. Writing complex sentences. 4. Using commas to off set clauses. 5. Using paragraphs to organize and transition writing. 6. Punctuating direct quotations from a literary text. 7. Using proper verb/subject and pronoun agreement. 8. Editing fragments and run on sentences. 9. Editing spelling using reference materials. 	