

Unit Focus

Students will do the heavy lifting work of rehearsing and revising interpretations of literature in their social issues book clubs. Using the theories that students developed in book clubs using a variety of text they will write literary essays. The focus might be on theme, character analysis, importance of setting, author’s craft, changes of character from beginning to end of story, etc. Some students will use one text while others will compare and contrast using multiple texts. The end product will include a thesis, supporting details from their book(s), organization using paragraphs, and conclusions which may include connections back to the writer’s own life.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>(CCSS.ELA-LITERACY.W.5.1)</i> <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERACY.W.5.1.A)</i> ○ Provide logically ordered reasons that are supported by facts and details. <i>(CCSS.ELA-LITERACY.W.5.1.B)</i> ○ Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <i>(CCSS.ELA-LITERACY.W.5.1.C)</i> ○ Provide a concluding statement or section related to the opinion presented. <i>(CCSS.ELA-LITERACY.W.5.1.D)</i> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>(CCSS.ELA-LITERACY.W.5.2)</i> <ul style="list-style-type: none"> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>(CCSS.ELA-LITERACY.W.5.2.B)</i> ○ Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Synthesize information from a variety of sources to take and support a position. (Analyzing)</p> <p>T2 Use specific vocabulary, conventions, and grammar to present ideas to readers with credibility and clarity. (Product Creation, Analyzing)</p> <p>T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes, and messages. (Product Creation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers choose organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U2 Effective writing is supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U3 Writers craft and match their arguments to their readers by considering what is most important to their reader.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How can I structure and support my thinking in a way that makes my arguments strong?</p> <p>Q2 How do I want to influence my reader and create a tone and counterpoints to match my audience, purpose, and message?</p> <p>Q3 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p> <p>Q4 Literary Essay Focus: How do I create and refine a thesis to organize and drive my writing?</p>

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>especially). (CCSS.ELA-LITERACY.W.5.2.C)</p> <ul style="list-style-type: none"> ○ Provide a concluding statement or section related to the information or explanation presented. (CCSS.ELA-LITERACY.W.5.2.E) <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ 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.) (CCSS.ELA-LITERACY.W.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. (CCSS.ELA-LITERACY.W.5.5) ○ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.5.10) • Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.5.9) <ul style="list-style-type: none"> ○ 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]"). (CCSS.ELA-LITERACY.W.5.9.A) ○ 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]"). (CCSS.ELA-LITERACY.W.5.9.B) • Speaking & Listening <ul style="list-style-type: none"> ○ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-LITERACY.SL.5.2) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.5.2) <ul style="list-style-type: none"> ○ Use a comma to separate an introductory element from the 	<p><i>Students will know...</i></p> <p>K1 Essayists plan and rehearse by talking about their thinking before writing.</p> <p>K2 Essays have structure and voice.</p> <p>K3 Essays are a kind of persuasive writing</p> <p>K4 Vocabulary: Thesis, counterpoint, evidence, transition, interpretation, character trait, universal theme, boxes and bullets, quotes, redrafting, concluding statement, revising, editing, quotations marks, italics, comma, introductory element</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using boxes and bullets to structure and organize essay plans</p> <p>S2 Using a variety transition words to make writing flow purposefully.</p> <p>S3 Elaborating with details, facts and text quotes.</p> <p>S4 Choosing and using words precisely to convey meaning to readers.</p> <p>S5 Using and editing capitalization, punctuation, and spelling when writing.</p> <p>S6 Punctuating text quotes and citations.</p> <p>S7 Using a comma to separate an introductory element from the rest of the sentence.</p> <p>S8 Using underlining, quotation marks, or italics to indicate titles of works.</p>

<ul style="list-style-type: none"> ○ rest of the sentence. <i>(CCSS.ELA-LITERACY.L.5.2.B)</i> ○ Use underlining, quotation marks, or italics to indicate titles of works. <i>(CCSS.ELA-LITERACY.L.5.2.D)</i> ○ Spell grade-appropriate words correctly, consulting references as needed. <i>(CCSS.ELA-LITERACY.L.5.2.E)</i> ● Language <ul style="list-style-type: none"> ○ 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). <i>(CCSS.ELA-LITERACY.L.5.6)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i> 		
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