



# Grade 5 - Unit 4 Writing - Literary Essay: Proving Your Interpretation of a Character

## 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, or anything else related to analyzing a story. Some students will use one text while others will compare and contrast using multiple texts. The end product will include a thesis/claim, supporting evidence (actual words) from their book(s), organization using paragraphs, and conclusions which may include, an inspirational quote or thought, circling back to the beginning, making connections to the "real world" or the author's own life.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Common Core               <ul style="list-style-type: none"> <li>○ <i>English Language Arts: 5</i> <ul style="list-style-type: none"> <li>▪ Reading Literature                   <ul style="list-style-type: none"> <li>▪ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RL.5.1)</i></li> <li>▪ Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <i>(CCSS.ELA-LITERACY.RL.5.2)</i></li> <li>▪ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <i>(CCSS.ELA-LITERACY.RL.5.3)</i></li> <li>▪ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <i>(CCSS.ELA-LITERACY.RL.5.5)</i></li> <li>▪ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>(CCSS.ELA-LITERACY.RL.5.9)</i></li> <li>▪ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>(CCSS.ELA-LITERACY.W.5.1)</i></li> <li>▪ 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></li> <li>▪ Provide logically ordered reasons that are supported by facts and details. <i>(CCSS.ELA-LITERACY.W.5.1.B)</i></li> <li>▪ Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <i>(CCSS.ELA-LITERACY.W.5.1.C)</i></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.</p> <p><b>T2</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.</p> <p><b>U2</b> Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text.</p> <p><b>U3</b> Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.</p> <p><b>U4</b> Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How do I support and prove my thinking?</p> <p><b>Q2</b> What is this text really about? (e.g. theme, main idea, moral)?</p> <p><b>Q3</b> What revisions/edits do I need to make to improve my writing?</p>	

## Stage 1: Desired Results - Key Understandings

- Provide a concluding statement or section related to the opinion presented. *(CCSS.ELA-LITERACY.W.5.1.D)*
- Writing
- 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)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.5.9)*
- 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)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.5.2)*
- Use underlining, quotation marks, or italics to indicate titles of works. *(CCSS.ELA-LITERACY.L.5.2.D)*
- Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.5.2.E)*
- 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. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** Essays are a kind of persuasive writing.  
**K2** Essays have structure and voice.  
**K3** Essayists plan and rehearse by talking about their thinking before writing.  
**K4** A paragraph has a topic sentence, supporting sentences and a closing sentence.  
**K5** A topic sentence states the main idea of a paragraph.  
**K6** A thesis statement is what you believe in and what you intend to prove.  
**K7** Vocabulary: counterpoint, evidence, transition, interpretation, universal theme, boxes and bullets, quotes, concluding statement, revising, editing, quotations marks, italics.  
**K8** Morphemes: Base grad, gress = “step, go”, Base struct = “build”,

#### Skill(s)

*Students will be skilled at...*

**S1** Using boxes and bullets to structure and organize essay plans  
**S2** Using a variety transition words to make writing flow purposefully.  
**S3** Elaborating with details, facts and text quotes.  
**S4** Providing reasons that are supported with evidence from the text.  
**S5** Analyzing the evidence by explaining what the evidence proves.  
**S6** Choosing and using words precisely to convey meaning to readers.  
**S7** Using and editing capitalization, punctuation, and spelling when writing.  
**S8** Punctuating text quotes and citations.  
**S9** Using underlining, quotation marks, or italics to indicate titles of works.  
**S10** Recognizing morphemes hold their own individual meaning.