

Literary Essays: Writing about Reading



How to write A Literary Essay



Grow ideas about a text by...



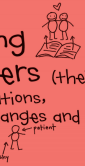
...asking questions of texts...



...using thought prompts...



...studying characters (their traits, motivations, struggles, changes and relationships)



Find a big idea. write a thesis.



Test your thesis. Try asking,

- "Is there enough evidence to support it?"
- "Does this relate to many parts of the text?"

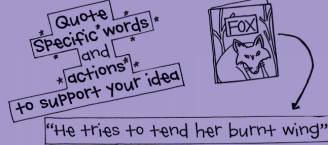
Collect evidence...



• Micro-stories



• Quotes



• Lists

1. Dog carries Magpie through the forest
2. Dog tries to cheer Magpie up
3. Dog runs with Magpie on his back

• Examples

"Another example from the story is..."
"One example from the story is..."

Today, we want to teach you that sometimes you have draft with urgency! You have to flash draft in order that you may have time to really look at your writing with new lenses.





**Introduction
includes...**

*** Start with your introduction!**

You must include:

- Title
- Author
- Short introduction
- thesis statement
- two or three reasons

Next paragraph!

Start with your thesis statement! because.....

For example, choose either a mini-story or a quote.

Another instance/ or example choose another mini-story

Next paragraph!

Start with your thesis statement! because.....

For example, choose either a mini-story or a quote.

Another instance/ or example choose another mini-story or example

Body Paragraphs includes...

- * States thesis/claim and one reason/ support
- * includes explanations or evidence
- * includes a quote
- * includes transitions

Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Opinion Transitions

Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally

Conclusion!

Conclusion includes:

Thesis

Reasons

Connect the story to yourself-

What did you learn?

Start with...

As you can see...

In this book we learn..

In short...

Therefore...

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally

Restate thesis

Reasons

Connect the story to yourself.. WHAT DID YOU LEARN?

A light blue rectangular box with a black border containing the text "Dog is a good friend." in a dark blue, rounded font. The box is centered in the upper half of the slide.

Dog is a good friend.

- * Dog is a good friend because he doesn't give up on his friends.
- * Dog is a good friend because he is caring.

Name: _____ Date: _____

Opinion Writing Checklist

	Grade 4			Grade 5		
	NOT YET	STARTING TO	YES!	NOT YET	STARTING TO	YES!
Structure						
Overall	I made a claim about a topic or a text and tried to support my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. I stated my claim.	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or juicy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
				I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used words and phrases to glue parts of my piece together! I used phrases such as, for example, another example, one time, and for instance to show when I was shifting from saying reasons to giving evidence and in addition its also, and another to show when I wanted to make a new point.	<input type="checkbox"/>	<input type="checkbox"/>	I used transition words and phrases to connect evidence back to my reasons using phrases such as this shows that	<input type="checkbox"/>	<input type="checkbox"/>
				I helped readers follow my thinking with phrases such as another reason and the most important reason. I used phrases such as consequently and because of to show what happened.	<input type="checkbox"/>	<input type="checkbox"/>
				I used words such as specifically and in particular in order to be more precise.	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

	Grade 4			Grade 5		
	NOT YET	STARTING TO	YES!	NOT YET	STARTING TO	YES!
Ending	I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.	<input type="checkbox"/>	<input type="checkbox"/>	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I separated sections of information using paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.	<input type="checkbox"/>	<input type="checkbox"/>
	Development			Development		
Elaboration	I gave reasons to support my opinion. I chose the reasons to convince my readers.	<input type="checkbox"/>	<input type="checkbox"/>	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.	<input type="checkbox"/>	<input type="checkbox"/>
	I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	<input type="checkbox"/>	<input type="checkbox"/>	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.	<input type="checkbox"/>	<input type="checkbox"/>
				I discussed and unpacked the way that the evidence went with the claim.	<input type="checkbox"/>	<input type="checkbox"/>

Opinion Writing Checklist (continued)

	Grade 4			Grade 5		
	NOT YET	STARTING TO	YES!	NOT YET	STARTING TO	YES!
Craft	I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.	<input type="checkbox"/>	<input type="checkbox"/>	I made deliberate word choices to had an effect on my readers.	<input type="checkbox"/>	<input type="checkbox"/>
	If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.	<input type="checkbox"/>	<input type="checkbox"/>	I reached for the precise phrase, metaphor, or image that would convey my ideas.	<input type="checkbox"/>	<input type="checkbox"/>
	I made choices about which evidence was best to include or not include to support my points.	<input type="checkbox"/>	<input type="checkbox"/>	I made choices about how to angle my evidence to support my points.	<input type="checkbox"/>	<input type="checkbox"/>
	I used a convincing tone.	<input type="checkbox"/>	<input type="checkbox"/>	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			Language Conventions		
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed. I made sure to correctly spell words that were important to my topic.	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	When writing long complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	I used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>
	I used periods to fix my run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	I used a variety of punctuation to fix any run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>
				I used punctuation to cite my sources.	<input type="checkbox"/>	<input type="checkbox"/>