

# Unit 1 Narrative Writing

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **September 4-October 24, 2014**  
Status: **Published**

## **Stage 1: Desired Results**

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### **Established Goals**

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Students will be able to:

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Develop and extend narrative techniques (characterization, plot development, setting, pacing)
- Write about Reading-Introduce a topic and state an opinion. Support opinions with reasons from a selection.
- Write about Reading-Write an essay using facts, details and examples that compare multiple selections

Writer's WorkshopK:Units of Study

Session/MiniLessons

Bend I Generating Personal Narratives

1-Starting with Turning Points

2-Dreaming the Dream of the Story

3-Letting Other Authors' Words Awaken Our Own

4-Telling the Story From Inside It

5-Taking Stock and Setting Goals

Bend II Moving Through the Writing Process:Rehearsings, Drafting, Revising, and Editing

6-Flash-Drafting: Putting Our Stories on the Page

7-What's This Story Really About? Redrafting to Bring out Meaning

8-Bringing Forth the Story Arc

9-Elaborating on Important Parts

10-Adding Scenes from the Past and Future

11-Ending Stories

12-Putting on the Final Touches

Bend III Learning from Mentor Texts

13-Reading with a Writer's Eye

14-Taking Writing to the Workbench

15-Stretching Out the Tension

16-Catching the Action or Image that Produced the Emotion

17-Every Character Plays a Role

18-Editing: The Power of Commas

19-Mechanics

20-A Ceremony of Celebration

Speaking and Listening: Students will be able to

Speaking and Listening

- Engage effectively in a range of collaborative discussions

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use common grade appropriate Greek and Latin affixes
- Use knowledge of language and its conventions when writing, speaking, reading, and/or listening
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking:  
Verb tenses conjunctions, prepositions, conjunctions
  - Demonstrate command of conventions: Punctuation, commas and capitalization
  - Use context clues to determine the meaning of a word or phrase and consult reference materials to clarify

- Demonstrate understanding of figurative language
- Interpret similes and metaphors in text
- Acquire and use accurately grade appropriate vocabulary

#### Interdisciplinary Connections

- Cite specific textual evidence when writing or speaking to support conclusions drawn from the reading
- Use close reading strategies when reading cross-curricular content from Social Studies and Science: "Time for Kids", "Nat Geo", "Satchel Paige", SS and science supplemental reading books
- Draw evidence from literary or informational texts to support analysis, reflection and research

#### 21st Century Skills

- Students will collaborate to create a presentation using online resources in order to demonstrate learned content
- Students will present a personal narrative orally to members of the school community

### **Central Ideas/Enduring Understandings**

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Effective writers create narratives on developed real or imagined events: effective techniques, descriptive details, and clear event sequences.

Effective communicators apply literacy and informational skills authentically.

### **Essential/Guiding Questions**

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How do personal experiences influence writing?

## **Content - Students will know...**

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- the characteristics of narrative writing (expand on elaboration and organization)
- how to work in groups ( think-pair-share, partner)

## **Skills - Students will be skilled at...**

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- creating graphic organizers
- writing a well-developed and cohesive narrative

## **Standards and Indicators**

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LA.5.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.5.L.5.2.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?).
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
LA.5.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.5.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.5.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.5.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

	audiences.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
LA.5.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.5.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.5.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.
LA.5.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.5.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
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.
LA.5.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.5.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.5.RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.5.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.5.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.5.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.5.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.5.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.5.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.5.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.5.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.5.W.5.4	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 above.)
LA.5.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.5.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.5.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.5.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## **Performance Assessment**

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### **Stage 2: Assessment Evidence**

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- Graphic Organizers
- Writing Conferences
- Homework
- Daily work
- Rubrics
- Various stages of writing process including final piece

### **Stage 3: Learning Plan**

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#### **Learning Opportunities/Strategies**

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~ Learning hook: Theme discussions and essential questions

~ Differentiated reading activities

- ~ Cooperative learning
- ~ Partner collaboration
- ~ Mini-lessons for writing
- ~ Technology centers to enhance, research, and extend learning topics
- ~ Word Walls for vocabulary development
- ~ Create graphic organizers to demonstrate skill
- ~ Anchor charts
- ~ Exit slips for closure to a lesson

### **Modifications and Reinforcements:**

- ~ Differentiating instruction will include using leveled readers (Reading Street)
- ~ Small groups will be used to target instruction
- ~ Various learning tools will be employed (hands on manipulatives, games, centers, computer programs/apps, videos)
- ~ Extra time will be provided as needed
- ~ Reinforcement activities and review sessions will occur as needed during R&E time or whenever applicable
- ~ Listen to audio of the text using CD

### **Resources**

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#### **~mentor texts :**

- "Peter's Chair"
- "Goosebumps"
- "Eleven"

- "Fireflies"

- "When I was Young in the Mountains"

Excerpts from Homesick by Jean Fritz •

- -Excerpts from Chidtimes by Eloise Greenfield

-other narratives relating to topic

~ I Pads

~Lucy Calkins writing program

~ [www.NoRedInk.com](http://www.NoRedInk.com) and [www.EdCite.com](http://www.EdCite.com)

~anchor charts