

## Unit 5 WRITING - Writing Short Stories

### Overview

Fifth grade students wrote personal narratives and mysteries in the narrative genre. They worked to develop scenes and characters with a variety of planning tools. Students will develop short stories with a universal theme embedded throughout the writing process.

**21<sup>st</sup> Century Capacities:** Reflection, Design

### Stage 1 - Desired Results

#### ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.W.6.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.6.3.A](#)

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-LITERACY.W.6.3.B](#)

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.6.3.C](#)

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts

#### *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 an intended audience, purpose and message.
3. Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development.

#### *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.
3. Theme: Writers write under the influence of mentor authors, using craft, style and organizational structures.

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

- A. How can I breathe life into my writing and engage readers throughout the piece?
- B. How can I improve my work?
- C. How does my audience influence what I write and the way I write?
- D. How can I consider reader feedback to reflect on my writing and plan revision?  
How can I help other writers plan to make their writing better?

## Grade 6 ELA Curriculum

<p>from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.3.D</a> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><a href="#">CCSS.ELA-LITERACY.W.6.3.E</a> Provide a conclusion that follows from the narrated experiences or events.</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.1.C</a> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.1.D</a> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.1.E</a> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.2.A</a> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p><a href="#">CCSS.ELA-LITERACY.L.6.3.A</a> Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<b>Acquisition:</b>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. Vocabulary: Protagonist, Secondary character, theme, plot, setting, internal character development, gestures, actions, metaphor, simile, hyperbole, lead, tension, mood, pace,</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Planning scenes</li> <li>2. Punctuating dialogue.</li> <li>3. Varying sentence patterns.</li> <li>4. Using transitions between scenes.</li> <li>5. Organizing with paragraphs.</li> <li>6. Pronoun/subject agreement.</li> <li>7. Writing in complete sentences.</li> <li>8. Using description, action, thoughts and feelings to write and revise scenes.</li> </ol>	