

Grade 5 - Unit 1 Writing - Launch/Personal Narrative Unit

Unit Focus

In this unit, students will briefly spend time establishing the expectations for grade five writers workshop and writer’s notebooks through personal narrative writing. Personal narrative can be defined as a small moment story that is reflective of a significant or meaningful, event, time, place, person, memory in your life. Students will explore narrative writing by reflecting on significant and meaningful moments in their lives. In doing this, students will practice collecting ideas for writing and growing those ideas into stories by implementing specific writing strategies. Throughout this unit, students will move fluidly through the writing process of collecting ideas, drafting, revising, editing and publishing.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
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| <p>Common Core <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.5.3)</i> <ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.5.3.A)</i> ○ Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <i>(CCSS.ELA-LITERACY.W.5.3.B)</i> ○ Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <i>(CCSS.ELA-LITERACY.W.5.3.C)</i> ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(CCSS.ELA-LITERACY.W.5.3.D)</i> ○ Provide a conclusion that follows from the narrated experiences or events. <i>(CCSS.ELA-LITERACY.W.5.3.E)</i> • Writing <ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are | <p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <p><i>Students will understand that...</i></p> <p>U1 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U2 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> | <p><i>Students will keep considering...</i></p> <p>Q1 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p> <p>Q2 What is the best way to bring this scene/moment to life?</p> |
| | Acquisition of Knowledge and Skill | |
| | Knowledge | Skill(s) |
| | <p><i>Students will know...</i></p> <p>K1 Writers use their notebooks to collect their thinking and explore ideas.</p> <p>K2 The writing process includes planning, drafting, editing, revising, and publishing.</p> <p>K3 Writers have strategies to generate ideas for narrative writing.</p> <p>K4 Personal narrative is a small moment story that is</p> | <p><i>Students will be skilled at...</i></p> <p>S1 Using the writer's notebook to collect ideas, thoughts, questions, and noticing.</p> <p>S2 Using the writing process to write personal narratives.</p> <p>S3 Using action, thoughts, and dialogue to develop a scene/moment.</p> <p>S4 Using revision strategies to make specific and</p> |

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| <p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) <i>(CCSS.ELA-LITERACY.W.5.4)</i></p> <ul style="list-style-type: none"> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <i>(CCSS.ELA-LITERACY.W.5.5)</i> ○ With some guidance and support from adults, 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. <i>(CCSS.ELA-LITERACY.W.5.6)</i> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.5.1)</i> <ul style="list-style-type: none"> ○ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. <i>(CCSS.ELA-LITERACY.L.5.1.A)</i> ○ Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. <i>(CCSS.ELA-LITERACY.L.5.1.B)</i> ○ Use verb tense to convey various times, sequences, states, and conditions. <i>(CCSS.ELA-LITERACY.L.5.1.C)</i> ○ Recognize and correct inappropriate shifts in verb tense.* <i>(CCSS.ELA-LITERACY.L.5.1.D)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.5.2)</i> <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series.* <i>(CCSS.ELA-LITERACY.L.5.2.A)</i> ○ Use a comma to separate an introductory element from the rest of the sentence. <i>(CCSS.ELA-LITERACY.L.5.2.B)</i> | <p>reflective of a significant or meaningful event, time, place, person, or memory in your life.</p> <p>K5 Vocabulary: seed, territory, goal setting, dialogue, actions, description, scene, figurative language, metaphor, simile, gestures, transitions, internal development, setting, sensory details, tone, mood, personal narrative, audience, purpose, message, planning, drafting, editing, revising, comma, verb tense, preposition</p> | <p>purposeful changes for clarity, craft, and organization.</p> <p>S5 Editing writing for spelling, punctuation, and capitalization.</p> <p>S6 Identifying prepositions and their function in particular sentences and apply purposefully in writing.</p> <p>S7 Recognizing and correcting appropriate shifts in verb tense.</p> <p>S8 Using verb tense to convey various times, sequences, states, and conditions.</p> <p>S9 Using commas to separate introductory elements from the rest of the sentence.</p> |
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Stage 1: Desired Results - Key Understandings

- 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?). (CCSS.ELA-LITERACY.L.5.2.C)
- Spell grade-appropriate words correctly, consulting references as needed. (CCSS.ELA-LITERACY.L.5.2.E)

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*
- Design: Students will be able to engage in an appropriate process to refine their product. *MM.2.3*