



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

Unit Focus

A personal narrative can be defined as a small moment story that is reflective of a significant or meaningful, event, time, place, person, or 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. Over the course of four weeks, students will move fluidly through the writing process; they will spend roughly one week in the “launch” phase, establishing themselves as writers and class writing expectations; one-week brainstorming and generating ideas; one-week planning and drafting; and one-week editing, revising and publishing.

It is an expectation that teachers are writing and model writing strategies alongside students throughout the unit. A major focus of this unit should be on writing volume and engagement. This means a majority of the time should be spent actually writing, not on brainstorming or ‘perfecting’ writing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 5<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. (CCSS.ELA-LITERACY.W.5.3)Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.5.3.A)Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-LITERACY.W.5.3.B)Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS.ELA-LITERACY.W.5.3.C)Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-LITERACY.W.5.3.D)Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-LITERACY.W.5.3.E)Writing<ul style="list-style-type: none">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.) (CCSS.ELA-LITERACY.W.5.4)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)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.5.1)Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS.ELA-LITERACY.L.5.1.A)	<i>Students will be able to independently use their learning to...</i> T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience. U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.	<i>Students will keep considering...</i> Q1 How do I develop my writing to best engage my audience? Q2 How does following the writing process help a writer craft an effective piece of writing?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 Writers use their notebooks to collect their thinking and explore ideas.	<i>Students will be skilled at...</i> S1 Using the writer's notebook to collect ideas, thoughts, questions, and noticings.		

Stage 1: Desired Results - Key Understandings

- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. *(CCSS.ELA-LITERACY.L.5.1.B)*
- Use verb tense to convey various times, sequences, states, and conditions. *(CCSS.ELA-LITERACY.L.5.1.C)*
- Recognize and correct inappropriate shifts in verb tense.* *(CCSS.ELA-LITERACY.L.5.1.D)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.5.2)*
- Use punctuation to separate items in a series.* *(CCSS.ELA-LITERACY.L.5.2.A)*
- Use a comma to separate an introductory element from the rest of the sentence. *(CCSS.ELA-LITERACY.L.5.2.B)*
- 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)*
- 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)*
- Interpret figurative language, including similes and metaphors, in context. *(CCSS.ELA-LITERACY.L.5.5.A)*
- 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)*

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Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

K2 Writers have strategies to generate ideas for narrative writing.

K3 The writing process includes planning, drafting, editing, revising, and publishing.

K4 Personal narrative is a small moment story that is reflective of a significant or meaningful event, time, place, person, or memory in your life.

K5 A simile is two unlike things that are compared using like or as.

K6 Onomatopoeia is a word that sounds like the object or action it refers to.

K7 Personification is giving human like characteristics to a non-human.

K8 Vocabulary: run-on sentences, fragments, commas in a series, prepositions, subject-verb agreement, verb, noun, pronoun, adverb, adjective, tense.

K9 Morphemes: co-, con- = “with, together”, super-, sur- = “on top of, over, above”, ad- = “to, toward, add to”

S2 Using inner thinking action, description, and dialogue to develop a scene/moment.

S3 Using revision strategies to make specific and purposeful changes for clarity, craft, and organization.

S4 Editing writing for spelling, punctuation, and capitalization.

S5 Using figurative language in narrative writing.

S6 Explaining the function of prepositions in general and their function in particular sentences.

S7 Using commas to separate introductory elements from the rest of the sentence and items in a series.

S8 Forming and using the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

S9 Using verb tense to convey various times, sequences, states, and conditions.

S10 Recognizing and correcting appropriate shifts in verb tense.

S11 Recognizing morphemes hold their own individual meaning.