



Unit Planner: Narrative Craft

Writing 5



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Region 12 Elementary Curriculum > 2015-2016 > Grade 5 > English Language Arts > Writing 5 (Core) > Week 1 - Week 8

DeBrito, Teresa; Kivela, Amy; Morrow, Cassandra; Russell, Mary-Anne

Unit Overview

Sequence of topics/learning tasks

The goal of this unit is to improve the quality of all writing and the lasting knowledge and skills of the writers. In this unit, students draw on the strategies they have already learned for narrative writing. They will create a resource for ideas, such as the "Heart Map", territory map, and event/people/emotions.

Once the unit is underway, teachers will focus on increasing the quality and level of student writing, especially "show don't tell." Teachers will set high expectations for new levels of productivity.

In Bend I, students draw on previously developed strategies for gathering ideas. Clear goals and mentor texts will play an integral role in this bend. During Bend II, students will be developing seed ideas and moving through the writing process: rehearsing, drafting, revising, and editing. During Bend III, students will develop a third personal narrative, which will incorporate all they have learned, progressing with increased independence.

College & Career Anchor Standards

Reading, Writing, Language, Listening, Speaking

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Writing

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

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c. 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?).

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Standards

Learning Objectives/Goals

Writing

I can write narratives using effective techniques

I can write narratives using descriptive details

I can write narratives using clear sequence of events

I can provide an introduction which establishes a situation

I can provide an introduction which introduces a narrator and/or characters

I can organize a sequence of events to create a plot that unfolds naturally

I can use the techniques of dialogue, description, and **pacing**, to develop experiences and events

I can use the techniques of dialogue and description, and **pacing** to show the responses of characters to situations.

I can use a variety of transitional words, phrases, and **clauses** to develop the sequence of events.

I can use concrete words and phrases and sensory details to convey experiences and events precisely.

I can write a conclusion that follows the experiences and events of my narrative

Production and Distribution of Writing

I can produce clear, coherent writing in which the development and organization are appropriate to task, purpose, and audience.

I can develop and strengthen writing as needed by planning, drafting, revising, editing, or trying a new approach.

With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

With some guidance and support from adults, I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

I can write routinely over extended time for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

I can prepare for and participate effectively in a conversations and collaborations with partners

I can build on others' ideas and express my own clearly and persuasively

I can follow agreed-upon rules for discussions and carry out assigned roles.

I can ask and respond to specific questions by making comments that contribute to the discussion and elaborate on the ideas of others.

Language

Conventions of Standard English

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can use verb tense to convey various times, sequences, states

I can recognize and correct inappropriate shifts in verb tense

I can demonstrate command of the conventions of standard English capitalization, punctuation, (including quotation marks) and spelling when writing.

I can use a comma to separate an introductory element from the rest of the sentence.

I can use a comma to set off the words yes and no

I can use a comma to indicate direct address

I can spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

What makes a good writer? (**effectively use craft and structure)

What are the elements of a well written narrative? (**look at checklist, rubric)

How do we communicate ideas, experiences and feelings effectively? (**show not tell, word choice, structure)

Why do we write? (**purpose and audience)

How do the conventions of writing make my ideas clear?

** not for students

Enduring Understandings

Writers convey meaning (**through effective use of craft and structure)

Writers/speakers make careful choices about how they use words and conventions to convey an intended meaning.

Effective communicators consider purpose and audience.

Applying the conventions of language helps us to communicate effectively.

** not for students

Concepts

what students need to know

Writing

- narrative
- real and imagined experiences
- situation (problem, setting, characters)
- narrator
- effective techniques: dialogue, description, pacing □ descriptive details

Skills what students need to do.

Include (DOK).

Writing

- WRITE narratives (DOK 3)
- DEVELOP real or imagined experiences (DOK 2/3)
- ORIENT and ESTABLISH situation (DOK 2)

- sequence of events
- transitional words, phrases, clauses
- conclusion
- concrete words and phrases
- sensory details
- conclusion

Production and Distribution of Writing

- coherence
- writing process: planning, drafting, revising, editing, rewriting, or trying a new approach
- keyboarding (2 pages in a single sitting)
- publish
- collaboration

Range of Writing

- task
- purpose
- audience

Speaking and Listening

- conversation/discussion
- collaboration
- active listening
- active participation in discussion: asking and answering questions, elaborating, extending ideas

Language

- conventions
- verb tense
- capitalization
- punctuation
- quotation marks □ comma use:
 - to separate an introductory element from the rest of the sentence
 - to set off the words yes and no
 - to set off a tag question from the rest of the sentence
 - to indicate direct address
- reference use (dictionary, Internet, thesaurus)
- syntax in speaking and writing
- formal and informal language
- word choice and its impact on meaning and style
- grade-appropriate spelling words

- INTRODUCE narrator and characters (DOK 2/3)
- ORGANIZE a sequences of events (DOK2)
- USE narrative techniques to develop experiences and events or show the responses of characters to situations (DOK 4)
- USE transitional words, phrases, and clauses (DOK 2)
- USE concrete words and sensory details (DOK 2)
- PROVIDE a conclusion that follows from narrated experience (DOK 3)

Production and Distribution of Writing

- PRODUCE clear and coherent writing (DOK 4) □ DEVELOP and STRENGTHEN writing (DOK 3)
- PLAN (DOK 3)
- REVISE (DOK 3)
- EDIT (DOK 3)
- REWRITE (DOK 3)
- TRY new approach (DOK 3) □ USE technology to PRODUCE and PUBLISH writing (DOK 4)
- INTERACT and COLLABORATE with others (DOK 3/4)
- DEMONSTRATE command of keyboarding skills (DOK 2)
- TYPE a minimum of two pages in a single setting (DOK 1)

Range of Writing

- WRITE routinely over extended and shorter time frames (DOK 2)

- **WRITE** for a range of tasks, purposes, and audiences (DOK 3/4)

Speaking and Listening

□ PREPARE for and PARTICIPATE

- EFFECTIVELY in conversations and collaborations (DOK 4)
- BUILD on others' ideas (DOK 4)
- EXPRESS ideas clearly and persuasively (DOK 2/3)
- ENGAGE effectively in collaborative discussions (DOK 3)
- FOLLOW agreed-upon rules for discussion (DOK 1/2)
- CARRY OUT assigned roles (DOK 1)
- POSE and RESPOND to specific questions (DOK 2/3)
- MAKE comments that contribute to discussion (DOK 3/4)
- ELABORATE on the remarks of others (DOK 4)

Language

- DEMONSTRATE command of conventions of English grammar (DOK 2)
- USE verb tense (DOK 2)
- CONVEY various times, sequences, states, and conditions (DOK 3/4) □ RECOGNIZE and CORRECT inappropriate shifts in verb tense (DOK 3)
- DEMONSTRATE command of conventions of English capitalization, punctuation, and spelling (DOK 1)



- USE commas to separate an introductory element from the rest of the sentence
(DOK 1)

	<ul style="list-style-type: none"> • USE commas to set off the words yes and no (DOK 1) • USE commas to set off a tag question from the rest of the sentence (DOK 1) • USE commas to indicate direct address (DOK 1) • SPELL grade-appropriate words correctly (DOK 1/2) • CONSULT references as needed for spelling (DOK 2) • APPLY knowledge of language (DOK 2) • UNDERSTAND how language functions in different contexts (DOK 2/3) • MAKE effective choices for meaning or style (DOK 2) • COMPREHEND more fully when reading or listening (DOK 3)
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21st Century Skills	Learner Outcomes
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Interdisciplinary/Career Connections	
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<p>Assessments include: interim & summative assessments, and performance tasks</p>	<p>Research\Expansion Opportunities include collaboration with peers</p>
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<p>Pre-Test: Gold Rush Diagnostic DOK 4 Extended Thinking: Written: Narrative</p> <p> Narrative Pre-Test Gold Rush.pdf</p> <p> Teacher Directions Gold Rush.pdf</p> <p>∨ 11 Standards Assessed</p> <p>□</p>	
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Optional Model Process Piece: Astronauts
Formative DOK 4 Extended Thinking: Written: Narrative

 [Narrative Model Piece.pdf](#)

 [Teacher Directions Astronauts.pdf](#)

∨ [21 Standards Assessed](#)

□

Post-Test:
Summative DOK 4 Extended Thinking: Written: Narrative

 [Narrative Post-Test Desert People.pdf](#)

∨ [11 Standards Assessed](#)

□

Formative Notebook Checks
Formative DOK 2 Basic Application: Written: Narrative

Regular notebook checks

Rubrics & Artifacts

Lucy Calkins Unit of Study: Checklist for narrative writing (see Writing Pathways and/or CD)

 [5th.gr.Narr.Rubric..doc](#)

 [Gold Rush resources.pdf](#)

 [Grade5NarrativePerformanceTaskDesertPeople.pdf](#)

Essential Vocabulary

agreed upon rules
assigned roles audience
build on ideas
capitalization carry out
character response
coherent writing
collaborate command of
conventions commas

Technology/Tools/Resources

- Calkins, Lucy. (2015). *Writing Pathways, Performance Assessments and Learning Progressions*. Portsmouth, NH: Heinemann.
- **Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum***. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 2*. Portsmouth, NH: Heinemann.
- Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and*

comments conclusion concrete words and phrases contribute conventions conventions conversation convey convey various times, sequences, and states demonstrate demonstrate sufficient command descriptive details develop experiences and events development direct address discussions drafting editing effective techniques effectively elaborate establish a situation express ideas clearly extended time grade appropriate

*Reports.*Portsmouth, NH:
Heinemann.

grammar ideas inappropriate shifts in

verb tense indicate interact internet

introduce a narrator introduction

introductory element (clause,

phrase) key boarding skills main

ideas maximum minimum

narrative new approach

organization organization pacing

participate persuade (persuasive,
persuasively) planning plot

precision (precisely, precise)

predicate prepare

produce and publish writing

punctuation purpose quotation marks

reference/resources revising routinely

sensory details sentence fluency

sequence of events strengthen

subject task (also *range of tasks*)

techniques of dialogue and

description technology transition

words, phrases, and clauses usage

various verb tense voice word choice

word choice

writing traits

Learning Plan with
formative assessments

Pre-Assessment: Gold Rush

Instructional Strategies

- modeling
- using mentor texts

Bend I: Generating Personal Narratives

- Session 1 Starting with Turning Points
- Session 2 Dreaming the Dream of the Story
- Session 3 Letting Other Authors' Words Awaken Our Own
- Session 4 Telling the Story From Inside It □ Session 5 Taking Stock and Setting Goals

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









- Session 6 Flash-Drafting: Putting Our Stories on the Page
- Session 7 What's this Story Really About?: Redrafting to Bring Out Meaning
- Session 8 Bringing Forth the Story Arc
- Session 9 Elaborating on Important Parts
- Session 10 Adding Scenes from the Past and Future
- Session 11 Ending Stories
- Session 12 Letter to Teachers: Putting On the Final Touchers

Bend III: Writers use the writing process to publish personal narratives.

- Session 13 Reading with a Writer's Eye
- Session 14 Taking Writing to the Workbench
- **Process Piece "Boot Camp": Use pre-test Gold Rush narratives for practice in editing and revising. It is not necessary to return student work with their rubrics. Students will use everything they have learned to revise their pretest narratives, using session 15-21**
- Session 15 Stretching Out the Tension
- Session 16 Catching the Action or Image that Produced the Emotion
- Session 17 Every Character Plays a Role
- Session 18 Editing: The Power of Commas
- Session 19 Letter to Teachers: Mechanics
- Session 20 Reading Aloud Our Writing: A Ceremony of Celebration
- Session 21 Letter to Teachers: Transferring Learning: Applying Narrative Writing Skills across the Curriculum

Post-Assessment: Desert People

- developing student writing partnerships
- shared writing
- checklists for self evaluation
- goal setting
- anchor charts

Differentiation (with supports)	Differentiation (enrichment)
<p>□ strategy groups</p> <ul style="list-style-type: none"> • conferring • graphic organizers  <p><u>wrtg_conf_strategic_instruction.pdf</u></p> <p> <u>CollectingDataforSmallGroupStrategyWritingLessons.docx</u></p> <p> <u>conferring_cheat_sheet2.pdf</u></p> <p> <u>Conferring-In-Writing-19i3vqv.docx</u></p> <p> <u>Writing-Conference-Notes-Compliment-Teach.pdf</u></p>	<p>□ strategy groups</p> <ul style="list-style-type: none"> • conferring • graphic organizers <p> <u>wrtg_conf_strategic_instruction.pdf</u></p> <p> <u>Writing-Conference-NotesCompliment-Teach.pdf</u></p>
<p>Sample Student Work/ Exemplars (Identifiable personal information should not be displayed)</p> <p> <u>NarrativeWritingPost-TestMuseums.pdf</u></p>	<p>Additional learning experience Special assemblies/field trips</p>