

# Unit 2: Narrative Writing

Content Area: **English Language Arts**  
Course(s): **Language Arts 5**  
Time Period: **October**  
Length: **September and October 7 weeks**  
Status: **Published**

## Standards

---

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.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.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.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.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.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.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

## Unit Summary

---

Students will also focus on the writing genre of narrative. As students read fiction, it will be important to show the razor-thin difference between narrative and essay and to focus on storytelling. Students will use their bank of seed ideas from their writing notebook as well as the strategies that they've been taught in the past to write a sophisticated narrative. Students will include the sophisticated leads, closings, dialogue, flashbacks or flash-forwards as well as literary elements using new techniques that they are taught. Students will also incorporate a theme throughout their writing.

## Student Learning Objectives

---

Students will learn to:

- use a variety of strategies to find narrative story ideas.
- explain that a narrative (or story) has elements created to enhance the message of the story.
- explain the elements of a story.
- understand that a first draft is not a final draft.
- appreciate the process of revisions, especially when adding flashback or other narrative elements.
- select the most effective lead for their narrative.
- select the most effective closing for their narrative.
- use dialogue sparingly.
- confidently use an editing checklist.
- work efficiently in conferences with both peers and teachers.

## Essential Questions

---

- How does a narrative differ from essay?
- How do writers create ideas for writing?
- How do first drafts tend to go?
- How does dialogue add to or take away from narratives?
- What are the writer's responsibilities in conferences? (with peers or teachers)
- How do writers determine and craft the internal story?
- How do writers use scenes from the past (or future) to bring out the internal story?
- How does a story begin?
- How does a story end?
- What are the key areas of editing in a narrative?
- What are story elements and how do writers use them in their writing?

## Enduring Understandings

---

Students will understand that:

- writers use their entries in their writer's notebook to help them start their stories.
- writers plan/rehearse their stories before drafting.
- writers use dialogue to help bring out the internal story.
- writers use flashbacks and flashforwards to help bring out the internal story.
- writers include characters that grow and learn over the course of their story.

## Application

---

Students will be able to independently use their learning to:

- write a narrative story.
- identify the parts of a story.

## **Skills**

---

Students will be skilled at:

- following the steps of the writing process.
- using all elements of a story.
- using dialogue; figurative language; 'showing, not telling;' showing the internal part of the story.