

# Grade 5: Language Arts Unit 1: Narrative and Point of View Writing

Content Area: **Language Arts**  
Course(s): **Language Arts 5, Generic Course**  
Time Period: **Marking Period 1**  
Length: **6 weeks**  
Status: **Published**

## Resources

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### Moment Writing

- Mentor Text:
  - Owl Moon
  - Recess Queen
  - My Rotten Red Headed Brother
  - Fireflies
  - Roller Coaster
- Example Moment Writing (White Water Rafting)
- Graphic Organizer
- Moment Writing Rubric

### Point of View Writing

- Build background information
  - Ellis Island video
  - If Your Name was Changed at Ellis Island by Ellen Levine
- Graphic Organizer
- Point of View Writing Rubric

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

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.5.5

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

LA.W.5.6

With some guidance and support from adults and peers, 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.

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.

## **Essential Questions**

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What do writing rubrics allow us to do?

Why do good writers use a variety of phrases and clauses?

What are the elements of a good story?

Why is writing important?

How do writers know their audience?

How do writers tailor their writing for a specific purpose and audience?

## **Enduring Understanding**

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Rubrics allow us to revise and improve our drafts by comparing what we are writing with specific criteria.

Narrative writing needs sensory details to help the reader see, feel, smell, and hear experiences.

The narrative story follows an arc with events that go in a logical manner and solutions to problems.

Writing is a powerful tool for communicating.

Writers know that although their initial ideas may be good, their work will be vastly improved by careful revision.

## **Content**

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Students will be able to:

- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events

or show the responses of characters to situations.

- Think of turning point moments to come up with ideas for a narrative.
- Develop a narrative using effective technique, descriptive details, and clear event sequences.
- Read great stories in order to write great stories.
- Show the responses of characters to situations by using narrative techniques.
- Use a rubric to assess writing growth.
- Provide a conclusion that relates to the events in the narrative.
- Use writing exemplars to learn about punctuation.
- Produce writing that is appropriate to the purpose and audience.
- Bring out the story structure when revising writing.
- Use scenes from the past or the future to bring out the internal story of the narrative.
- Use rubrics to make final revisions to writing.