

5th Writing 2024-2025 Unit 1 Launching and Personal Narrative (Weeks 1-6)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1 Launching and Personal Narrative

Unit Rationale

This unit launches both the Writing Workshop and then enters into the first official unit, personal narrative. Launching is an important time to develop routines and structures for the remaining school year. Skills taught and refreshed throughout this unit will be invaluable throughout the year and in all future units. This unit begins by allowing authors to revisit the expectations of the Writing Workshop and the writing process, building their stamina, choosing topics, and collaborating. After the launching portion, the personal narrative unit begins. This is the first narrative unit for the fifth grade, representing one of the 3 bands of writing standards. This narrative unit allows students to focus on writing about significant times in their lives. Students will work to choose a life event that led to a turning point. Students will dive into a narrative topic, drafting, revising, and editing a personal narrative. Throughout the writing process, students will work to elaborate on the setting, and the story's heart, including elements such as dialogue, figurative language, foreshadowing, and transitions. Students will learn to craft leads and reflective endings. Students will use transitions to show the passage of time. This unit focuses on purposeful paragraphs with and without quotations, as well as passive and active verbs. Completion of this launching and narrative unit prepares students for the future fifth-grade fantasy unit, as well as building the lifelong skills narrative writing skills necessary through high school and beyond.

Essential Questions

Why is it important to know and demonstrate the expectations of Writing Workshop?

Why are writing entries in a Writer's Notebook an important step to writing a personal narrative?

How can flashbacks and flashforwards help reveal the significance of the turning point?

How can an author show the passage of time across a narrative?

Why is the proper use of conventions important?

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology

applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Pre-Assessments

[Pre-Assessment](#)

[Narrative Writing Rubric](#)

[Narrative Performance Assessment FAQ](#)

Flash draft a personal narrative. Assess with the Fifth Grade Narrative Writing rubric.

Instructional Plan

Indicators:

- Writers demonstrate the expectations of Writing Workshop:
- Writers write for an extended period of time about a variety of ideas
- Writers demonstrate an understanding of the purpose of each phase of the writing process and workshop procedures
- Writers collaborate with peers
- Writers write thoughtful entries in Writer's Notebook that lead to a personal narrative about a turning point moment in the student's life.
- Writers develop the setting and foreshadow the turning point moment in their lead paragraph(s) and provide a reflective ending.
- Writers use transitions and paragraphs to show passages of time.
- Writers are able to write personal narratives with accuracy, and clarity, utilizing figurative language, and proper use of conventions.

Grammar:

- Grammar Concepts to Teach:
 - Purposeful Paragraphing with and without Quotations

- Grammar Concepts to Revisit:
 - Editing Checklist: capitalization, ending punctuation
 - Verb tenses: passive and active
 - Transitions
- Grammar Concepts Already Mastered:
 - Use commas and quotation marks to mark direct speech and quotations from a text
 - Use opinion, information/explanatory, and narrative specific words
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Organize texts by forming paragraphs

[Unit 1, Grade 5- Launching and Personal Narrative Lessons](#)

[5th Writing Samples, Assessments, Checklists, and Rubrics Folder](#)

[Heinemann: Narrative Craft](#)

Personal Narrative Collecting

Collecting

Student Learning Intentions or We are learning to ... (WALT)

WALT personalize and utilize our writer's notebook.

WALT collect lists of times that led to a change in perspective.

WALT collect notebook entries of significant life events that lead to a change in perspective.

Student Success Criteria ... "I can statements"

I can decorate and personalize my notebook.

I can collect ideas and entries in my notebook.

I can collect lists of times in my life that led to a change in my perspective.

I can collect entries in my notebook about significant life events that led to a change in perspective.

Reflections and Suggested Modifications

Instructional Strategies and Activities

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

Instructional Materials and Resources

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

Reflections and Suggested Modifications

Personal Narrative Developing

Developing

Student Learning Intentions or We are learning to ... (WALT)

WALT track and expose the internal story (the character's emotional journey) using their timeline or story arc.

WALT craft leads that place the reader directly into the setting and/or action of the story.

WALT set the scene for their personal narrative using setting description.

Student Success Criteria ... "I can statements"

I can use a timeline or story arc to track the story and the character's emotional journey.

I can write a lead that places the reader directly in the setting of the story.

I can set the scene using setting description.

Instructional Strategies and Activities

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Reflections and Suggested Modifications

Drafting

Student Learning Intentions or We are learning to ... (WALT)

WALT draft using a story arc as a guide.

WALT elaborate on the heart of their story by including actions, meaningful dialogue, figurative language, thoughts, and feelings.

WALT use meaningful dialogue.

WALT begin with a lead that places the reader directly into the setting/action of the story.

Student Success Criteria ... “I can statements”

I can use my story arc to guide my draft.

I can zoom in on the heart of the story, elaborating, and telling it bit by bit.

I can include only meaningful and important dialogue in my story.

I can write a lead that places the reader right into the first scene of the story.

Personal Narrative Revising

Revising

Student Learning Intentions or We are learning to ... (WALT)

WALT use transitions and paragraphs to show the passage of time and to connect scenes and events.

WALT conclude their personal narrative with a reflective ending.

WALT show, but do not tell to expose reactions to actions and the emotions in the story.

WALT include figurative language to paint a mental picture with words.

Student Success Criteria ... “I can statements”

I can use transitions to show the passage of time in my personal narrative.

I can conclude my story with a reflective ending.

I can add more show, but not tell writing to my story.

I can add figurative language to my story.

Personal Narrative Editing

Editing

Student Learning Intentions or We are learning to ... (WALT)

WALT organize personal narratives into paragraphs to support sequencing, dialogue, and elaboration.

WALT use commas to make long, complex sentences clear and correct.

WALT edit for capitalization, punctuation, and spelling.

Student Success Criteria ... “I can statements”

I can organize my story using paragraphs.

I can add commas to avoid run-on sentences.

I can edit using a checklist.

Personal Narrative Publishing

Publishing

Student Learning Intentions or We are learning to ... (WALT)

WALT create a final draft of the personal narrative.

WALT go public with their writing.

Student Success Criteria ... “I can statements”

I can finalize my personal narrative.

I can share my writing with my peers, reading out loud and celebrating.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.L.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

History, Culture, and Perspectives: Understanding Perspectives

SOC.6.1.5.HistoryUP.1

Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the

students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.WF	Foundational Skills: Writing Language Sentence Composition (Grammar, Syntax, and Punctuation)
ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA.L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELA.L.VL.5.2.C	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.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA.W.NW.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA.W.NW.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.
ELA.W.NW.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
ELA.W.NW.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA.W.NW.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
ELA.W.WP.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.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.IML	Information and Media Literacy
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Different digital tools have different purposes.

Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Integration of Computer Science and Design Thinking

CS.3-5.IC

Impacts of Computing

CS.3-5.ITH

Interaction of Technology and Humans

Data can be organized, displayed, and presented to highlight relationships.

SEL Competencies

SEL.PK-12.1

Self-Awareness

SEL.PK-12.1.1

Recognize one's feelings and thoughts

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.1.3

Recognize one's personal traits, strengths, and limitations

SEL.PK-12.1.4

Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2

Self-Management

SEL.PK-12.2.1

Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.2.3

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3

Social Awareness

SEL.PK-12.3.1

Recognize and identify the thoughts, feelings, and perspectives of others

SEL.PK-12.3.2

Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4

Responsible Decision-Making

SEL.PK-12.4.1

Develop, implement and model effective problem-solving, and critical thinking skills

SEL.PK-12.4.2

Identify the consequences associated with one's actions in order to make constructive choices

SEL.PK-12.4.3

Evaluate personal, ethical, safety, and civic impact of decisions

SEL.PK-12.5

Relationship Skills

SEL.PK-12.5.1

Establish and maintain healthy relationships

SEL.PK-12.5.2

Utilize positive communication and social skills to interact effectively with others

SEL.PK-12.5.3

Identify ways to resist inappropriate social pressure

SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

SEL.PK-12.5.5

Identify who, when, where, or how to seek help for oneself or others when needed