

5th Writing 2024-2025 Unit 6 Fantasy (Weeks 29-36)

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

Unit 6 Fantasy

Unit Rationale

Unit 6 Fantasy, is the final fifth grade writing unit. It is the second narrative unit of the year and builds upon skills acquired in the earlier personal narrative unit. Narrative writing represents one third of the fifth grade writing standards. This final unit allows students to apply their knowledge of narrative writing and their creativity to write an original fantasy story. Students will develop a real life setting and a multidimensional character for their fantasy story. Students will consider ways to g Students will also consider the type of magic that they will weave into their story, adding the fantasy element. Students will push their narrative writing skills to incorporate obstacles and suspense into their narrative. By the end of the unit students will have developed and planned, drafted, revised, and edited an original fantasy story. The narrative writing skills in this unit prepare students for any type of narrative writing, a skill necessary in middle school through college.

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 and 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

21st Century Life and Career

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Essential Questions

What is fantasy?

How can an author generate ideas for a setting and character for a fantasy story?

Why would an author ground a fantasy story in a real world instead of a fantasy world?

How could an author make their story "magical"?

How can an author show passage of time?

Why might an author intentionally use some short sentences and some long sentences?

Pre-Assessments

[Pre-Assessment](#)

[Narrative Writing Rubric](#)

[Narrative Performance Assessment FAQ](#)

Flash draft a fantasy story. Assess with the Fifth Grade Narrative Writing rubric.

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.

Instructional Plan

Indicators:

- Writers collect, record, and then choose an imagined experience or event to grow in their Writer's Notebook.
- Writers create a fantasy story grounded in the real world, centered around 1-2 main characters with only a couple of obstacles.
- Writers begin with a lead that places the reader directly into the story and ends their story by connecting back to a significant person, place, or event from the beginning or middle of the story.
- Writers use transitions and paragraphs to show passages of time.
- Writers are able to write fantasy stories with accuracy, clarity, utilizing figurative language, and proper use of conventions.

Grammar:

- Grammar Concepts to Teach:

- Expand and combine sentences for craft
- Grammar Concepts to Revisit:
 - Paragraphing: Advanced Quotations
 - Transitions
 - Verb Tenses
- Grammar Concepts Already Mastered:
 - Use commas and quotation marks to mark direct speech
 - Use narrative-specific words
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Organize texts by forming paragraphs

[Fantasy Unit Writing 5th Lessons](#)

[Fantasy Resources](#)

[Narrative Learning Progressions, Checklists, and Rubrics](#)

Fantasy Collecting

Collecting for Fantasy

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

WALT identify the characteristics of fantasy texts..

WALT identify the themes of fantasy texts.

WALT collect imagined experiences that can be grown into a fantasy story.

Student Success Criteria ... “I can statements”

I can...list fantasy texts.

I can... list the characteristics of fantasy texts.

I can...identify and list themes in fantasy texts.

I can...collect imagined events in my notebook.

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

Fantasy Developing

Developing

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

WALT develop multi-dimensional characters by including internal thought, dialogue, actions and reactions, and emotions.

WALT generate ideas for a plot for a fantasy story grounded in the real world.

WALT develop our stories using a story arc, tracking scenes and character emotions.

WALT to examine mentor texts to inspire setting development.

Student Success Criteria ... “I can statements”

I can...use my notebook to develop multidimensional characters listing internal and external characteristics.

I can... list ideas for a fantasy story that takes place in the real world with an element of magic.

I can... plan my fantasy story using a story arc to stay organized.

I can... develop a setting for my fantasy story.

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Reflections and Suggested Modifications

Fantasy Drafting

Drafting

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

WALT draft a theme-based fantasy story.

WALT draft an introduction to the story that establishes the setting and introduces the main character and an ending that shows change.

WALT draft by developing the magical element in the story.

WALT draft by developing obstacles for characters.

WALT draft by elaborating on the most important events (the heart of the story), zooming in on the action in the scene.

Student Success Criteria ... “I can statements”

I can... start my story by establishing the setting and main character.

I can... draft by developing the magic in my story.

I can... draft by elaborating on the heart of the story.

I can...draft by developing obstacles for characters to overcome.

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Reflections and Suggested Modifications

Fantasy Revising

Revising

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

WALT to write endings that reveal what the story is REALLY about.

WALT to use transitions to establish time and sequence the story.

WALT revise by only including meaningful dialogue.

WALT to include sensory details and figurative language to help the reader experience the story.

Student Success Criteria ... "I can statements"

I can... end my story with dialogue, thinking, or a small action that shows what the story is REALLY about.

I can... include meaningful dialogue, removing unimportant dialogue.

I can... add transitions to my story to show the passing of time. I can use a variety of transitions.

I can include sensory details and figurative language.

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Reflections and Suggested Modifications

Fantasy Editing

Editing

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

WALT edit by punctuating dialogue correctly using commas and quotation marks, starting a new paragraph when there is a speaker change.

WALT produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

WALT to edit by breaking the story into paragraphs to signal a change to the reader.

WALT to edit by correcting for punctuation, spelling, and capitalization .

Student Success Criteria ... “I can statements”

I can... edit by punctuating dialogue correctly.

I can... edit my writing to recognize and correct inappropriate fragments and run-ons.

I can... edit to use paragraphs when I want to signal a change to the reader.

I can... edit for punctuation, spelling, and capitalization using a checklist.

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Reflections and Suggested Modifications

Fantasy Publishing

Publishing Fantasy

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

WALT publish a story by incorporating revisions and edits into a final copy of fantasy.

WALT publish by reading the story aloud and celebrating.

Student Success Criteria ... “I can statements”

I can... make sure my story represents my best work, making sure it includes all of my revisions and edits.

I can... GO PUBLIC with my story. I can share my writing with my peers by reading it aloud.

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Reflections and Suggested Modifications

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L.RF	Foundational Skills: Reading Language
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
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.C	Ensure agreement between subject and verb and between pronoun and antecedent.
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.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	Speaking and Listening
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.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

Integration of Computer Science and Design Thinking

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.CS	Computing Systems Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

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

SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.