

MP1 - Narrative

Content Area: **Language Arts**
Course(s): **Lang. Arts 5**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- What makes a strong classroom community?
- How is reading and thinking related?
- How do the parts of a fictional story relate to narrative writing?
- What are the different types of genre?
- How does reflecting on reading make you a better reader?
- What is the purpose for a Reader's Notebook?
- How can you present your ideas on a book?
- What is Realistic Fiction? How does the author accomplish this?
- How do the authors help you to understand the characters?
- What traits make characters feel authentic?
- How do characters change and develop throughout the book?
- How does the author move the plot of a story along?
- What is the significance of setting in a story?
- How do you successfully summarize a story? What details are needed in a summary?
- How do I monitor my fluency while reading?

Big Ideas

Core Concept:

- A Strong Classroom Community
- Independent Reading
- Genre
- Reflecting on Reading
- Writing about Reading
- Realistic Fiction
- Understanding Characters
- Plot
- Setting
- Summarizing
- Fluency

Mini-Lesson Umbrellas:

- MGT.U1 - Being a Respectful Member of the Classroom Community
- MGT.U2 - Getting Started with Independent Reading
- LA.U6 - Understanding Fiction and Nonfiction Genres

- WAR.U1 - Introducing a Reader's Notebook
- MGT.U3 - Living a Reading Life
- WAR.U3 - Writing Letters to Share Thinking About Books
- LA.U21 - Understanding Realistic Fiction
- LA.U28 - Understanding Character's Feelings, Motivations, and Intentions
- LA.U29 - Understanding a Character's Traits and Development
- LA.U30 - Thinking Critically About Characters
- LA.U27 - Understanding Plot
- LA.U26 - Thinking About the Setting in Fiction Books
- SAS.U5 - Summarizing
- SAS.U4 - Maintaining Fluency

Core Reading:

- **Text Set: Empathy:** Mrs. Katz and Tush, My Man Blue, The Crane Girl, Smoky Nights, The Poet's Dog
- **Text Set: Conflict Resolution:** Thirty Minutes Over Oregon, Shooting Stars
- **Text Set: Freedom:** Under the Quilt of Night, Marti's Song for Freedom, Dia's Story Cloth, Wall, The Composition
- **Text Set: Hope and Resilience:** Silent Music, Sami and Time of Troubles, Malala / Iqbal
- **Text Set: The Power of Knowledge:** The Treasure Box, Seeker of Knowledge, Richard Wright and the Library Card, Pablo Neruda, The Storyteller
- **Text Set: Grit and Perseverance:** Rikki-Tikki-Tavi, Ada's Violin, Nim and the War Effort, Ira's Shakespeare Dream
- **Text Set: Family:** This Is the Rope, The Raft
- **Text Set: Exploring Literacy Language:** If You're Not From the Prairie, Sequoia, Hoops
- **Text Set: Facing the Unknown:** King of the Sky

Core Writing: Personal Narrative Process Piece

Technology Integration

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

Activity:

Lesson- LA.U13.RML3

Students will use Google Docs on their chromebooks to plan, draft, revise, and edit their personal narrative. Students will be able to use the comments feature to collaborate with their teachers and peers for conferencing

while writing their personal narrative.

Enduring Understandings

Literature

RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Informational Text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade.

RI.5.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Foundational Skills

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.5.1 [M] 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.5.1a [M] Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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

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

SL.5.1d [M] Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL.5.2 [M] Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.5.3 [M] Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4[M] Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 [M] Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing

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

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

W.5.3b [M] 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 [M] Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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

- W.5.3e [M] Provide a conclusion that follows from the narrated experiences or events.
- 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.)
- 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.
- 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.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.10 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.

Language

- L.5.1a [M] Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1b [M] Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1c [M] Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d [M] Recognize and correct inappropriate shifts in verb tense.*
- L.5.2e Spell grade-appropriate words correctly, consulting references as needed.
- L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4c [M] 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.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Resources

- Guided Reading Grade 5
- Interactive Read Along Grade 5
- Reading Mini-Lessons Grade 5
- Word Study Grade 5