Unit 3- Personal Narative

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **MP1-2**
Length: **4 weeks**
Status: **Published**

Big Ideas

- The Genre of Personal Narrative
- Choosing a Meaningful Topic
- Sensory Details and Temporal Phrases
- Openings and Endings
- Drafting and Revisions
- Grammar Conventions

Handwriting and Spelling

Handwriting:

Students are reintroduced to the cursive letters. Modeling is done to show the students how to connect the letters. Students are tasked with writing their spelling words in cursive monthly.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 5. Spelling Packets are given to the students to work on throughout the month. Activities include: write the word three times, alphabetize the words, write words in cursive, create sentences using the words, and word search. One formal 20-word spelling test will be given at the end of this unit. (One-two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Speaking and Listening:

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

Writing:

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

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

W.NW.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations

W.NW.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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

W.NW.5.3e Provide a conclusion that follows from the narrated experiences or events.

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.

W.WP.5.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.5.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Language:

L.WF.5.2a Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2b Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.WF.5.2c Ensure agreement between subject and verb and between pronoun and antecedent.

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.WF.5.2d Distinguish between frequently confused words.

L.WF.5.2e. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

Assessments

Writing Piece Rubric

Resources

Being a Writer: Personal Narrative Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- "Rattlesnake Mesa", "The Runaways" and "One Bead at a Time"(excerpt from Rattlesnake Mesa) by EdNah New Rider Weber
- "Perfectly Pan-Fried Tofu" (excerpt from NYT) by Charis June Lee
- Turning Pages: My Life Story by Sonia Sotomayer
- "Where Dreams Come True" by logangg710 on teenink.com