Unit 6- Fiction

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **MP2-3**
Length: **5 weeks**
Status: **Published**

Resources

Being a Writer: Fiction Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- The Cat from Hunger Mountain by Ed Young
- "The Egyptian Myth of Isis and the Seven Scorpions" (IM)
- The Boy Who Grew Flowers by Jen Wojtowicz
- "Satchmo's Master Plan" from Look Both Ways by Jason Reynolds

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

Writing:

W.RW.5.7 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.

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.IW.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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.5.4a Consider audience, purpose, and intent before writing.

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.KL.5.1.a Acquire and use accurately grade-appropriate general academic and domain specific words and phrases.

L.KL.5.1b Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.WF.5.2f Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

L.WF.5.2g. 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?).

L.KL.5.1c Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Big Ideas

- Elements of Fiction Writing
- Point of View and Narration
- Problem and Solution
- Word Choice

Essential Questions

- How can I create realistic characters and describe their traits in my writing?
- What is the difference between point of view and narration in writing?
- How can I create problems for my characters to overcome in my writing?
- How do I write a satisfying conclusion to my story?
- How can using adjectives enhance my writing?

Assessments

Writing PieceRubric