Unit 4 - Narrative/Personal Narrative Writing (2)

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

The writer will use narrative techniques such as dialogue, pacing, and description to develop experiences and events or to show the responses of characters to certain situations. In order to manage sequence of events, the writer will use transition words and phrases. Writers will use concrete words and phrases to detail events throughout the writing. A conclusion will resolve the story's problem/climax and include a lesson learned. The writer will demonstrate grade-appropriate conventions of language including spelling, punctuation, and capitalization. Students will concentrate on including compositional risks including details, figurative language, sensory details, dialogue, and vocabulary. Students will continue to build on revising and editing skills. Students will work to develop and build vocabulary. Students will determine correct use of verb tenses within writings and practice proper use of commas within a sentence and change structure of sentences by combining, expanding, or reducing.

Enduring Understandings

Good writers detail stories using figurative language, dialogue, vocabulary, and sensory details.
Good writers revise and edit writing before publishing or submitting.

Essential Questions

How do writers incorporate compositional risks to improve writing?
How do writers determine when a story is taking place by using correct verb tense?

Learning Objectives

Make personal connections to respond to prompt.
Incorporate compositional risks within writing.
Build revising and editing skills.
Comprehend proper verb use and apply this knowledge to own writing.
Understand use of commas within sentences and use correctly within writing.
Read writing prompts/tasks and decipher task, audience, and purpose.
Build powerful introduction paragraphs.
Write three body paragraphs adding appropriate details.
Create a strong conclusion that brings writing to an ending.
Apply knowledge of grammar to enhance writing skills.
Determine and clarify meaning of unknown words to build vocabulary.
Read text- complete writing piece incorporating facts from the story.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Students will have the opportunity to share their personal experiences and culture. (DEI)

Standards: Content

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 punctuating 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.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
ELA.W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
ELA.W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
ELA.W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA.W.AW.5.1.D	Provide a conclusion related to the opinion presented.
ELA.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
ELA.W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other

	information and examples related to the topic.
ELA.W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
ELA.W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
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.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
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.

Standards: Interdisciplinary

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
Summative	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness

X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		