Unit 3 - Narrative/Personal Narrative Writing

Content Area: **Template**
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)

Cursive Handwriting
Reviewing foundational skills for reading and writing cursive handwriting.
Formulating letters and words utilizing cursive handwriting.
Creating accurate stroke sequence, letter size, and connections.

Standards: Content

L	Language
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
L.WF.5.2.D	Distinguish between frequently confused words.
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
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?).
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.
W	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.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Standards: Interdisciplinary

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).
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).
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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. Clifter Handwriting Tool (University of Iowa Reading Research Center), Carson Dellosa Education Handwriting: Cursive Workbook Grade 3-5,

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		