

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 2 Narrative Story

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In module 2, narrative story, students are learning to express their thoughts creatively while organizing their ideas with a clear beginning, middle, and end. At this stage, they start to develop characters, setting, and plot, often drawing from personal experiences or imaginative scenarios. They practice using dialogue, descriptive details, and transitions to make their stories more engaging. Writing narratives helps them build confidence in their voice and sharpen their grammar, spelling, and punctuation. As they revise and edit, they learn the value of planning, feedback, and improvement, making storytelling a fun and valuable learning experience.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

**L.KL.6.2.B**

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**W.WP.5.4.B**

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

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**W.WP.5.4.A**

Consider audience, purpose, and intent before writing.

**L.KL.5.1.A**

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

**SL.PE.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.NW.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**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.

**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

**Unit/Module Weekly Learning Activities and Pacing Guide**

<b>Lessons 1-5</b>	<b>NJ Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I:	<b>L.KL.6.2.B</b> Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>• Understand there are many different genres and subgenres.</li> <li>• Discuss features of a narrative story.</li> <li>• Use background knowledge to prepare to read.</li> <li>• Brainstorm words and phrases on a topic.</li> <li>• Discuss audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts               <ul style="list-style-type: none"> <li>○ Focal Text- <i>The Mesmer Menace</i></li> </ul> </li> <li>• Materials               <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic Organizer</li> <li>○ Writer's Notebook</li> <li>○ Classroom materials (books about inventors and their inventions)</li> </ul> </li> </ul>

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<p>Choosing a Topic</p>	<p><b>W.WP.5.4.B</b> Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b> Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.RW.5.7</b></p>	<ul style="list-style-type: none"> <li>● Analyze a narrative text for the author's craft.</li> <li>● Read and understand newly encountered vocabulary.</li> <li>● Explain the meaning of vocabulary words.</li> <li>● Label parts of speech.</li> <li>● Understand elements of narrative writing.</li> <li>● Use multiple prewriting strategies to plan.</li> <li>● Understand how to turn prewriting into the beginning of a draft.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Anchor Chart (Narrative Elements)</li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMM narrative texts</li> <li>○ Targeted Grammar Support</li> </ul> </li> </ul>
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	<p>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.</p> <p><b>W.NW.5.3.A</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><b><u>Lessons 6-10</u></b></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b></p> <p>Plan appropriately to use specialized, topic-specific language</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand genre characteristics.</li> <li>• Understand narrative structure.</li> <li>• Develop drafts into focused, structured, and coherent pieces of writing.</li> <li>• Draft narratives.</li> <li>• Add conclusions to drafts.</li> <li>• Review narrative structure.</li> <li>• Revise drafts for organization.</li> <li>• Revise drafts to add any needed information.</li> <li>• Strengthen the use of dialogue.</li> <li>• Give and receive peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>The Mesmer Menace</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Narrative Structure)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> </ul> </li> </ul>

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	<p>appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b> Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.RW.5.7</b> Write routinely over extended time frames (time for research and revision) and shorter</p>	<ul style="list-style-type: none"> <li>● Revise drafts to reflect peer suggestions.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> </ul>
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	<p>time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>W.NW.5.3.A</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><b><u>Lessons 11-15</u></b></p> <p>-Revising II: Conferencing</p> <p>-Revising III: Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</p>	<p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b></p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b></p> <p>Consider audience,</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to develop characters.</li> <li>• Proofread writing for grammar, usage, and mechanics.</li> <li>• Proofread writing for grammar, usage, and mechanics.</li> <li>• Create a title.</li> <li>• Publish writing.</li> <li>• Use technology to assist with writing.</li> <li>• Share writing.</li> <li>• Engage in collaborative discussion</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Peer Review</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>The Mesmer Menace</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Proofreading Marks) (Editing Checklist) (Tips on How to Present)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> <li>○ Clocking Activity/ Check list</li> </ul> </li> </ul>

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before writing.

**L.KL.5.1.A**

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

**SL.PE.5.1.B**

Follow agreed-upon  
rules for discussions and  
carry out assigned roles.

**W.NW.5.3.E**

Provide a conclusion  
that follows from the  
narrated experiences or  
events.

**W.RW.5.7**

Write routinely over  
extended time frames  
(time for research and  
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time frames (a single  
sitting or a day or two)  
for a range of tasks,  
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	<b>W.NW.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)