

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 6 Personal Narrative

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 6, personal narrative, students will learn how to share meaningful experiences from their own lives in a clear and engaging way. They practice organizing events in a logical sequence, using descriptive details to bring their stories to life, and reflecting on what they learned or how they felt. Writing personal narratives helps students develop their voice as writers and understand the importance of showing, not just telling, their thoughts and emotions. It also encourages self-expression and helps them connect with their readers by making their stories relatable and heartfelt.

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.

W.WP.5.4.A

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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

Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic	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	Obj. We are learning to: <ul style="list-style-type: none"> ● Use background knowledge to prepare to read ● Discuss author's purpose ● Analyze a narrative text for author's craft ● Read and understand new vocabulary ● Use context to determine meaning ● Use word parts to clarify meaning ● Use multiple prewriting strategies 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Miss Alaineus: A Vocabulary Disaster</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic Organizer ○ Writer's Notebook ○ Classroom materials (books about inventors and their inventions)

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	<p>language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.</p> <p>W.NW.5.3.A</p>	<ul style="list-style-type: none"> ● Understand elements of narrative writing ● Turn prewriting into the beginning of a draft ● Use organizational patterns <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ Anchor Chart (Elements of a Personal Narrative) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Targeted Grammar Support
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	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><u>Lessons 6-10</u> -Prewriting II: Narrative Structure -Drafting I: Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation</p>	<p>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. 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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Understand plot structure • Develop a draft into a focused, structured, and coherent piece of writing • Draft a narrative • Write a conclusion • Understand how to elaborate a draft • Revise drafts • Give and receive peer feedback <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Miss Alaineus: A Vocabulary Disaster</i> • Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Narrative Structure) (Elements of Figurative Language) • Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Display and engage worksheets ○ Small Group Conferencing ○ Meet with teacher for one on one conference as students go through the writing process

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	<p>discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.</p> <p>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</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading</p>	<p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B Plan appropriately to use</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Vary sentence lengths in drafts • Revise drafts • Edit for complete sentences • Edit for subject-verb agreement • Edit for spelling • Edit writing for grammar and mechanics • Create a title • Publish writing 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Miss Alaineus: A Vocabulary Disaster</i> • Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Proofreading Marks)

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<p>-Publishing -Sharing</p>	<p>specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Use technology to assist with writing ● Share writing ● Engage in collaborative discussion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Peer Review ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Clocking Activity/ Check list
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	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		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)