

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 9 Imaginative 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 9, imaginative story, students will learn how to use creativity to build characters, settings, and plots that come from their own imaginations. They practice organizing their ideas with a clear beginning, middle, and end, while developing problems and solutions that keep the story interesting. Through this process, students learn to use descriptive language, dialogue, and action to bring their stories to life. Writing imaginative stories also helps them explore different perspectives and think outside the box. It encourages self-expression and strengthens their ability to communicate original ideas in a fun and engaging wa

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

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

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.

L.KL.6.2.B

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

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5

NJ Standards

Critical Knowledge & Skills

Possible Resources & Activities

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<p>-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic</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 discussions</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Discuss features of imaginative fiction ● Recount stories, using details ● Discuss author's purpose and audience ● Infer and identify character traits and character motivations based on reading ● Identify and define vocabulary used to describe characters ● List adjectives and adverbs that are useful in character descriptions ● Use various strategies to determine meaning ● Use freewriting to create imaginative stories ● Set goals for writing <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>The Egypt Game</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic Organizer ○ Writer's Notebook ○ Classroom materials ○ Anchor Chart (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 ○ Targeted Grammar Support
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and carry out assigned roles.

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Gather relevant

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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.

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<p>Lessons 6-10 -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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Understand and use plot structure in story writing • Write stories that include a setting • Analyze and incorporate into writing the effect of setting on mood • Use sensory details in writing • Analyze texts to determine what makes a literary character unique and interesting • Develop drafts that include all the elements of literary plot structure • Develop drafts with strong, unique characters and an interesting setting • Revise imaginative stories by using dialogue to serve a purpose • Revise drafts by receiving and incorporating 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>The Egypt Game</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) (Asking Questions) (Narrative Elements) (Revising Checklist) • 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><u>Lessons 11-15</u></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>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 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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Revise drafts to include specific details and images ● Edit stories for grammar, usage, and mechanics ● Use collaborative editing strategies ● Publish imaginative stories ● Use technology to publish imaginative stories ● Present imaginative stories ● Respond to presentations of imaginative stories <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"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Egypt Game</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Editing Checklist) (Tips on How to Present) ● 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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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)