ReadyGEN Grade 5 Unit 1 Narrative/Informative

Content Area: **Writing**
Course(s): **Writing 5**
Time Period: **September**
Length: **Trimester 1**
Status: **Published**

Unit Overview

Unit 1 will take approximately 12 weeks to complete. It is broken into two modules. Each module has 18 lessons and ends with a performance task. Performance tasks take several days to complete.

Unit 1, Module A: This module focuses on narrative writing. It has 18 lessons and a performance task. It will take approximately 6 weeks to finish the module.

In this unit, students will write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment.

Unit 1, Module B: This module focuses on informative writing. It has 18 lessons and a performance task. It will take approximately 6 weeks to finish the module. At the conclusion of the unit, students will write an informative essay that describes one of the environments that read about in their reading selections.

Enduring Understandings

- Writers understand that various narrative techniques can be used to develop stories.
- Writers understand how to develop a topic with facts, definitions, and concrete details.

Essential Questions

- How do writers use dialogue and details to develop characters and their experiences?
- How do writers develop a topic?

Priority Standards

Please note the priority standard for narrative writing is W 5.3 and the Informational standard is W 5.2. The strands for the standards are listed here for clarity, but there is only one scale for each standard.

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.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.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.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.

Learning Targets (W 5.3)

Student can

- Use narrative techniques such as dialogue, description, and pacing to develop experiences and events to show a character's response to situations
- Use technology to produce and publish writing and to collaborate with others
- Draw evidence from literary texts to support analysis and reflection
- Write routinely over time for a range of audiences and purposes
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- Orient the reader by establishing a situation and organizing an event sequence that unfolds naturally
- Provide a conclusion that follows from narrated experiences of events
- Use the writers' process to strengthen writing (planning, drafting, revising, editing, rewriting, or trying a new approach)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work

Learning Targets (W5.2)

Students can

- Introduce a topic clearly, provide a general observation and focus, and group information logically
- Include formatting such as headings, illustrations, and multimedia when useful in aiding comprehension
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Use technology to produce and publish writing and to collaborate with others
- Develop a topic with facts, definitions, concrete details, and quotations
- Develop a topic with information and examples related to the text
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Link ideas within and across categories of information using words, phrases, and clauses
- Provide a concluding statement or section related to the information or explanation presented
- Write routinely over extended time frames for a variety of audiences and purposes

- Draw evidence from informational texts to support analysis, reflection, and research
- Conduct a short research project that uses several sources to build knowledge through investigation of different aspects of a topic
- Gather relevant information form print and digital sources; summarize or paraphrase information in notes and finished work
- Provide a list of sources
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience
- Use the writers' process to strengthen writing as needed
- Report on a topic or text, sequencing ideas logically using appropriate facts and relevant descriptive details to support main ideas or themes

Learning Targets Grammar (L 5.2)

Students can

- Demonstrate command of conventions of standard English grammar and usage when writing
- Correct use of common and proper nouns
- identify abstract nouns
- Use plural, singular, and collective nouns
- Use personal, possessive, relative, and indefinite pronouns correctly
- Use correct pronoun antecedent agreements in writing
- Correctly identify and use action verbs
- Show an understanding of linking verbs
- Show an understanding of helping verbs
- Form and use principal parts of regular verbs
- Form and use principal parts of irregular verbs
- Use verb tenses to convey various times, sequences, states, and conditions
- Form and use the perfect verb tenses
- Recognize and correct inappropriate shifts in verb tenses
- Shoe an understanding of degrees of comparisons

Learning Plan Module A -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
1.18-1.21	Compare and contrast characters	Write about characters	Common and proper nouns
1.28-1.31	Analyze craft and style	Write a literary analysis	Abstract nouns

1.38-1.41	Analyze character point of view	Retell a scene from a different point of view	Plural, singular, and collective nouns
1.48-1.51	Establish situation	Write to establish a situation	Pronouns
1.58-1.61	Develop a character	Write a description of a character	Personal pronouns
1.68-1.71	Develop a sequence of events	Write a sequence of events	Possessive pronouns
1.78-1.81	Develop a setting	Describe a setting	Relative pronouns
1.88-1.91	Write Dialogue	Write a dialogue between two characters	Indefinite pronouns
1.97-1.101	Develop theme and resolution	Revise to add details supporting a theme	Pronoun-antecedent agreement
1.108-1.111	Develop description	Write a new scene	Agreement with indefinite pronouns
1.118-1.121	Develop pacing	Review and revise a scene	Action verbs
1.128-1.131	Plan a narrative	Plan an original story	Linking verbs
1.138-1.141	Draft a scene in a narrative	Draft a scene	Linking verbs
1.148-1.151	Revise or rewrite a narrative	Revise or rewrite a narrative	Verb phrases
1.158-1.161	Edit and proofread a narrative	Edit and proofread a narrative	Linking verb or helping verb
1.168-1.171	Publish and present a narrative	Publish and present a narrative	Form and use principal parts of irregular verbs
1.178-1.181	Research and explore theme	Write using multiple sources	Form and use principal parts of irregular verbs
1.188-1.191	Research to explore theme	Write a short story	form and use principal parts of irregular verbs

Learning Plan Module B -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
1.218-	Choose and introduce a	Write an introductory paragraph	Form and use simple verb

1.221	topic		tenses for regular verbs
1.228-1.231	Organize ideas	Develop an outline	Form and use simple verb tenses for irregular verbs
1.238-1.241	Use quotations to develop a topic	Incorporate quotations into a draft	Form and use perfect verb tenses
1.248-1.251	Develop a topic with facts and details	include facts and details in body paragraphs	Form and use perfect verb tenses
1.258-1.261	Develop a topic with domain-specific vocabulary	Add domain-specific terminology	Use verb sequences
1.268-1.271	Develop a topic with visuals	Add visuals	Use verb sequences
1.278-1.281	Use transitions to link information	Revise for organization and transitions	Use verb sequences
1.288-1.291	Develop a conclusions	Develop a conclusion	Use modal auxiliary verbs
1.298-1.301	Analyze text features and visuals	Write an analysis	Form and use modal auxiliary verbs
1.308-1.311	Research a topic	Conduct research	Consistency in verb tenses
1.318-1.321	Synthesize information from multiple sources	Synthesis information	Consistency in verb tenses
1.328-1.331	Plan an informative brochure	Write an outline	Adjectives
1.338-1.341	Draft an informative brochure	Write a draft	Use adverbs
1.348-1.351	Revise or rewrite an informative brochure	Write an informative/explanatory text	Predicate adjectives and linking verbs
1.358-1.361	Edit and proofread an informative brochure	Write an informative/explanatory text	Predicate adjectives and linking verbs
1.368-1.371	Publish and present an informative brochure	Write an informative/explanatory text	Degrees of comparison
1.378-1.1381	Compare and contrast information	Write an informative/explanatory text	Understanding degrees of comparison
1.388-1.391	Develop a compare-contrast essay	Write an informative/explanatory text	Form and use irregular comparisons

Performance Based Assessment

Unit 1, Module A: (Teacher guide 1.192)

Students will write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment.

Unit 1, Module B: (Teacher Guide 1.392)

At the conclusion of the unit, students will write an informative essay that describes one of the environments that read about in their reading selections.