Ready Gen Grade 5 Unit 3 Narrative/Informational

Content Area: **Writing**
Course(s): **Writing 5**
Time Period: **March**
Length: **Trimester 3**
Status: **Published**

Unit Overview

Unit 3 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 3 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.

At the end of this unit, students will use the stories *George's Secret Key to the Universe* and "Mayday on Moon Jupiter" as models, students will write a science fiction story.

Unit 3, Module B: This module focuses on researching and 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 conduct short research projects using various sources to create science journal articles about something in the universe that interests them.

Enduring Understandings

- Writers understand that narratives should be clearly developed and rgnaized to fir the task and purpose, and audience.
- Writers understand that illustrations, photos, diagrams, and other visual elements convey important information.

Essential Questions

- How do writers create a developed and focused narrative?
- How do writers convey information in visual ways?

Priority Standards

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
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.SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Learning Targets Module A

Students can...

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Write routinely over extended time frames and shorter time frames for discipline-specific tasks, purposes, and audiences
- Use technology to produce and publish writing and to collaborate with others.
- Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events to show the responses of characters to situations.
- 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.
- Provide a conclusion that follows from the narrated experiences or events.
- Write narratives to develop real or imagined events or experiences using effective techniques, descriptive details, and clear event sequences.
- With guidance and support from peers and adults using the writers' process to strengthen writing as needed.
- Summarize a written text, read aloud.
- Demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Learning Targets Module B

Students can...

- Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- Include formatting, illustrations, and multimedia when useful to aiding comprehension.
- Use technology to produce and publish writing and to collaborate with others.
- Develop a topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- With guidance and support from peers and adults use the writers' process to strengthen writing as needed.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.
- Provide a list of sources.
- Provide a concluding statement or section related to the information or explanation presented. Demonstrate sufficient command of keyboards skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write informative/explanatory texts t examine a topic and convey ideas clearly.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Link ideas within and across categories of information using words, phrases, and clauses.

Grammar Targets

Students can...

- Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking.
- Demonstrate command of punctuation.
- Use verb tenses to convey various times, sequences, states, and conditions.
- Identify the common, proper, abstract, and concrete nouns.
- Explain the function of personal, possessive, indefinite, and intensive pronouns,
- Use correct pronoun-antecedent agreement when writing.
- Form and use the perfect verb tense.

Learning Plan Module A -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
3.18-3.21	Establish a situation	Write to establish a situation	Common and proper nouns
3.28-3.31	Establish a narrator's point of view	Write from the third-person limited point of view	Concrete and abstract nouns
3.38-	Use descriptions to develop	Write a character sketch	Plural and singular

3.41	characters		nouns
3.48-3.51	Organize event sequence	Plan a sequence of events	Pronouns
3.58-3.61	Use pacing to develop events	Adjust pacing to develop events	Personal pronouns
3.68-3.71	Develop dialogue	Write dialogue	Possessive pronouns
3.78-3.81	Develop Conflict	Write to develop conflict	Proper case for pronouns
3.88-3.91	Develop setting	Write to develop setting	Relative pronouns
3.98-3.101	Develop theme and resolve events	Write to develop theme and resolution	indefinite pronouns
3.108-3.111	Use details to develop events	Write a narrative	Intensive pronouns
3.118-3.121	Describe characters' response to events	Expand and revise a draft	Pronoun-antecedent agreement
3.128-3.131	Plan a science fiction narrative	Plan a narrative	Pronoun-antecedent agreement
3.138-3.141	Draft science fiction	Draft a narrative	Linking verbs
3.148-3.151	Revise or rewrite science fiction	Conduct a peer review	Linking verbs
3.158-1.161	Edit and proofread science fiction	Edit a draft	Verb phrases
3.168-3.171	Publish and present science fiction	Give an oral presentation	Linking verbs or helping verbs
3.178-3.181	Conduct research to explore theme	Research a person	Principal parts of irregular verbs
3.188-3.191	Use research to explore theme	Write a fictional journal entry	Principal parts of irregular verbs

Learning Plan Module B -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
3.218-3.221	Choose and introduce a topic	Choose a topic	Verb tense: simple tenses

3.228-3.231	Organize Ideas	Make a Writing Plan	Verb tense: simple tenses
3.238-3.241	Research scientific texts	Take notes	Perfect tenses
3.248-3.251	Research digital sources	Choose digital sources	Perfect tenses
3.258-3.261	Develop a topic	Synthesize information	Use verb tenses to convey sequences
3.268-3.271	Develop and link ideas	Use domain-specific language and transitions	Use verb tenses to convey sequences
3.278-3.281	Incorporate visuals and multimedia	Choose and research visuals and multimedia	Modal auxiliaries
3.288-3.291	Create a works-cited list	Create a works-cited list	Modal Auxiliaries
3.298-3.301	Develop a conclusion	Develop a conclusion	Use consistent verb tense
3.308-3.311	Research a current topic	Research a current topic	Use consistent verb tense
3.318-3.321	Evaluate Sources	Informative/explanatory writing	Adjectives
3.328-3.331	Plan an informative journal	Informative/explanatory writing	Adverbs
3.338-3.341	Draft an informative journal article	Informative/explanatory writing	Linking verbs and subject complements
3.348-3.351	Revise or rewrite an Informative journal article	Revise or rewrite	Linking verbs and subject complements
3.358-3.361	Edit and proofread an informative journal article	Edit and proofread	Degrees of comparison
3.368-3.371	Publish and present an informative journal article	Prepare to publish and present an article	Degrees of comparison
3.378-3.381	Compare and contrast texts	Write an informative/explanatory text	Irregular comparisons
3.388-3.391	Develop a compare-contrast essay	Write an informative/explanatory text	Avoid double comparisons

Performance based Assessments

Performance-based assessments take several days to complete.

Unit 3, Module A: (Teacher guide 3.192)

Using *George's Secret Key to the Universe* and "Mayday on Moon Jupiter" as models, students will write a science fiction story.

Unit 3, Module B: (Teacher guide 3.392)

Students will conduct short research projects using various sources to create science journal articles about something in the universe that interests them.