

Unit Overview

In this unit, students will be crafting a personal narrative, paying special attention to elaboration through detail and description, traveling slowly over the ideas of their topic, grounding the writing in a wealth of specificity and returning to important sections to tell them in a bit-by-bit way. In order to do this well, students will be expected to bring their interpretation skills to their own emerging drafts to ensure they are highlighting the central ideas that they want readers to draw from their text and become decision makers. By knowing this they will be able to make intentional craft decisions with author’s purpose in mind.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 5 Book 1 and the Writing Workshop Book in the kits.

Overarching State Standards Aligning with Grade 5 Unit 1, <i>Narrative Craft</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.3 , W.5.8, W.5.10	RL.5.2	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
2	W.5.3 , W.5.4 , W.5.5, W.5.8, W.5.10	RL.5.4	SL.5.1 , SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
3	W.5.3, W.5.4, W.5.5	RL.5.2, RL.5.10	SL.5.1 , SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
4	W.5.3.a,b,d , W.5.4, W.5.5	RL.5.2, RL.5.6	SL.5.1, SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
5	W.5.3 , W.5.5 , W.5.10	RL.5.1, RL.5.2	SL.5.1 , SL.5.4	L.5.1, L.5.2, L.5.3
6	W.5.3 , W.5.5 , W.5.10	RL.5.1	SL.5.1 , SL.5.4 , SL.5.6	L.5.1, L.5.2, L.5.3
7	W.5.3 , W.5.5 , W.5.10	RL.5.2, RL.5.5	SL.5.1 , SL.5.4, SL.5.6	L.5.1, L.5.2, L.5.3
8	W.5.3 , W.5.4 , W.5.5	RL.5.1, RL.5.3, RL.5.5 , RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
9	W.5.3.b,d , W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
10	W.5.3 , W.5.4, W.5.5	RL.5.2, RL.5.5, RL.5.6	SL.5.1	L.5.1, L.5.2, L.5.3
11	W.5.3.a,e, W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.3, W.5.5	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
13	W.5.3.b,d , W.5.5 , W.5.9.a	RL.5.2, RL.5.10, RFS.5.4	SL.5.1, SL.5.6	L.5.1, L.5.2, L.5.3
14	W.5.3.b,d , W.5.5 , W.5.9.a	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
15	W.5.3 , W.5.4 , W.5.5	RL.5.1, RL.5.5	SL.5.1, SL.5.2s, SL.5.4	L.5.1, L.5.2, L.5.3
16	W.5.3.b,d , W.5.5	RL.5.1, RL.5.3	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5.a
17	W.5.3 , W.5.5	RL.5.2, RL.5.3	SL.5.1	L.5.1, L.5.2, L.5.3
18	W.5.3, W.5.5 , W.5.9.a	RL.5.1 , RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3.a
19	W.5.3, W.5.5 , W.5.9.a	RFS.5.4	SL.5.1	L.5.1, L.5.2 , L.5.3
20	W.5.3	RFS.5.4	SL.5.1 , SL.5.6	L.5.1, L.5.2, L.5.3
21	W.5.3, W.5.4 , W.5.7 , W.5.8	RL.5.2, RL.5.6	SL.5.1	L.5.1, L.5.2, L.5.3

*Bold indicates Priority Standards that are a major emphasis.

Overarching State Standards Aligning with Grade 5 Unit 1, Narrative Craft			
Session	Writing Standards	Reading Standards	Speaking & Listening Standards
1	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		SL.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.
2	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
3			SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
4	W.5.3.a,b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	
5	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
6	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.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. SL.5.6 Adapt speech to a variety of contexts and tasks, using

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			formal English when appropriate to task and situation.
7	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
8	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	
9	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
10	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
11	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
12	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
13	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

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14	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
15	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	
16	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
17	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
18	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
19	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
20		<p>RFS.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
21	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		

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	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Students see small stories in everyday life and develop those into a text that has complex characters and a focused analysis of setting by using a story arc to plan their story. Acting out and planning with a partner, as well as revising along the way and studying a multitude of mentor texts can help me gain a vision for my own. When students look at their paper through a variety of lenses they learn the complexities of writing, how to make theirs stronger, and the many layers required to build a story. Planning the project and applying acquired skills without teacher support develops writers with stamina, critical thinking and problem-solving skills to build student writers with strong writing identities. 	<ul style="list-style-type: none"> How can writers generate ideas for narrative writing? How can writers create structure in narrative writing so that it has a purpose? How can writers focus their narratives so that it conveys the intending meaning the best? 	<ul style="list-style-type: none"> Use a variety of ways to come up with ideas for writing a personal narrative. Analyze mentor text and find and try the various ways authors elaborate and use the strategies to improve their writing Use checklists to determine if they are using the qualities of good writing. Find the heart of the story and stretch those moments out (elaboration).
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts from UoS Writing Book 1. Create and refer to anchor charts. 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> provide support as needed during individual 	<p>Mentor Text</p> <ul style="list-style-type: none"> Suggestions from UoS Writing Book 1. <p>UNIT 1 Narrative Craft</p>

<ul style="list-style-type: none"> ● Study pages from exemplar writer's notebooks. ● Provide and present mentor texts as models. ● Teach children to read like writers using mentor texts ● Provide checklists to assess and develop on-going goals. ● Use booklets, pages, and/or writer's notebooks for daily writing. ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to life. ● Set mini goals to revise and edit as you move through writing pieces. ● Tap, sketch, or jot across the pages as a way of planning stories, books. ● Explore and try a variety of beginnings and endings to your writing piece ● Write long and strong to build stamina.. ● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas. 	<p>teaching sessions.</p> <ul style="list-style-type: none"> ● provide feedback in small group setting. ● provide personal copies of teaching charts. ● provide modified and/or alternate grade level checklists and rubrics. ● provide modified writing paper. ● provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> ● “Eleven” and “Papa Who Wakes Up Tired in the Dark” by Sandra Cisneros (Trade book pack) <p>Exemplars</p> <ul style="list-style-type: none"> ● Student exemplar “Goosebumps” (CD-ROM Session 5) ● Student exemplar by Cameron (Session 9, FIG 9-1) <p>Suggested Texts and Resources</p> <p>Personal Narratives</p> <ul style="list-style-type: none"> ● Homesick by Jean Fritz ● Childtimes by Eloise Greenfield Little by ● Little by Jean Little <p>Collections of Short Narratives</p> <ul style="list-style-type: none"> ● “The House on Mango Street by Sandra Cisneros (includes “Papa Who Wakes Up Tired in the Dark”) ● “Woman Hollering Creek And Other Stories” by Sandra Cisneros (includes “Eleven”) ● Hey World, Here I Am by Jean Little
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<ul style="list-style-type: none">● Use technology to research information about a specific topic.● Use technology to publish a piece of writing.● Plan to celebrate the conclusion of classroom writing projects		<p>Analyze for Story Arcs</p> <ul style="list-style-type: none">● Peter’s Chair by Ezra Jack Keats● The Little Engine That Could by Watty Piper <p>Characters Travel Through Time and Space</p> <ul style="list-style-type: none">● The Lion, the Witch and the Wardrobe by C. S. Lewis <p>Ending Stories</p> <ul style="list-style-type: none">● Charlotte’s Web by E. B. White <p>Study Punctuation in Picture Books</p> <ul style="list-style-type: none">● Come On, Rain! by Karen Hesse● Night in the Country by Cynthia Rylant <p>Resources for Teachers</p> <ul style="list-style-type: none">● Writing A Life by Katherine Bomer● A Fresh Approach to Teaching Punctuation by Janet Angelillo
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

***On-Demand Performance Assessment Prompt** - most useful if done before and after a unit.

	Suggested Assessment Methods	
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

(linked calendar document)

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 5 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.