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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2Personal Narrative |
| **Grade Level:**5 |
| **Duration:**Trimester 1  |
| **Description:**In this unit, students will continue to explore personal narrative writing, setting goals for themselves as writers. Students will learn how to develop both the internal and external parts of their stories, with a greater emphasis on elaboration and meaning. Developing a repertoire of revision and editing skills independently will also be emphasized. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Set writing goals
* Writing with meaning
* Focus
* Organization
* Elaboration
* Word choice
* Figurative language
* Elaboration

**Grammar Skills:*** Capitalization
* End punctuation
* Paragraphing narratives
* Punctuating dialogue
* Varied sentence structure
* Comma use
* Subject verb agreement
* Past tense
* Pronouns

**Understandings:** * Writers make goals for their writing to deepen their narrative writing muscles.
* Writers collect meaningful, focused personal narrative ideas.
* Writers plan their writing with focus and organization.
* Writers develop the internal and external story.
* Writers draft with paragraphs in mind.
* Writers write with varied sentence structure.
* Writers think about word choice.
* Writers revise and edit personal narratives independently.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
* W.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.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
* W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
* W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
* W.5.3.E Provide a conclusion that follows from the narrated experiences or events.
* L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
* L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
* L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.
* L.5.1.D Recognize and correct inappropriate shifts in verb tense.\*
* L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).
* L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.5.2.A Use punctuation to separate items in a series.\*
* L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.
* L.5.2.C Use a comma to set off the words *yes* and *no* (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
* L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.
* L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
* SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
* SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.CivicsDP.2:Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation.
* Use technology to enhance productivity, increase collaboration, and communicate effectively.

*Social Emotional Learning** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Computing System**   • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.**Life Literacies and Key Skills: Technology Literacy*** 9.4.5.TL.5: Collaborate digitally to produce an artifact.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Information and Media Literacy:*** 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue
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| **Essential Questions** |
| * How do writers make goals for their writing?
* How do writers use the writer’s notebook as a tool to collect meaningful, focused personal narrative ideas?
* How do writers plan and draft their writing elaboration in mind?
* How do writers carefully choose their words?
* How do writers expand the internal and external story?
* How do writers revise with elaboration in mind?
* How do writers edit independently?
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| **Student Learning Objectives** |
| ***Writers will …*** * Collect meaningful, focused personal narrative stories.
* Plan and draft their stories with elaboration.
* Think about the internal and external story.
* Write with careful word choice.
* Revise with elaboration in mind.
* Edit independently focusing on conventions.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers make goals for their writing.** (Narrative Craft, pg. 42)
	+ Demonstrate how writers look at a narrative checklist and set goals for themselves while continuing to write personal narratives.
* **Writers collect meaningful, focused personal narrative ideas.**
	+ Conduct a class inquiry and discuss which previously taught strategies work best to collect meaningful, focused personal narrative ideas.
* **Writers plan their writing with focus and organization.**
	+ Model how writers reread their notebooks to choose a seed idea to find their focus.
* **Writers plan their stories by using a story arc.** (Narrative Craft, pg. 74)
	+ Demonstrate how writers think about how stories tend to go by planning with a story arc.
* **Writers develop the internal and external story.**  (Narrative Craft, pg. 83)
	+ Model how writers map the internal and external story on their story arc.
* **Writers elaborate on the important parts of the story.**  (Narrative Craft, pg. 85)
	+ Model how writers elaborate by using dialogue, action, and internal thinking.
* **Writers use paragraphs when writing stories.**  (Narrative Craft, pg. 92)
	+ Demonstrate how writers make a new paragraph for a new event, time, place, or character speaking.
* **Writers write endings with final messages.**  (Narrative Craft, pg. 106)
	+ Model how writers think about possible endings and choose the ones that convey the meaning of their stories.
* **Writers revise by using a narrative checklist.**  (Narrative Craft, pg. 115)
	+ Model how writers use a narrative writing checklist to see what they need to work on.
* **Writers revise by using mentor texts.**  (Narrative Craft, pg. 120
	+ Demonstrate how writers carefully choose their words.
* **Writers revise by stretching out the tension.**  (Narrative Craft, pg. 139)
	+ Model how writers tell their stories bit by bit.
* **Writers revise by using effective figurative language.**  (Narrative Craft, pg. 155)
	+ Demonstrate how writers revise by adding figurative language that conveys images.
* **Writers edit by checking for capitalization and end punctuation.**
	+ Model how writers reread their writing by carefully checking for correct capitalization and end punctuation.
* **Writers edit by checking for correct verb tense.**
	+ Demonstrate how writers reread their writing checking for subject verb agreement and past tense.
* **Writers edit by checking for correct comma use.**  (Narrative Craft, pg. 167)
	+ Model how writers explore how commas are used in powerful ways.
* **Writers edit by punctuating dialogue correctly.**  (Narrative Craft, pg. 175)
	+ Demonstrate how writers notice how internal punctuation goes.
* **Writers publish and celebrate their writing.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to illustrate their writing prior to writing in text.
* Students will work alongside teacher to convert picture story to text.
* Provide picture cards for vocabulary words.
* Students can use the personal narrative unit to share stories in their native language with their classmates.

**Special education:*** Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**At-risk:*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to use a combination of text and pictures to tell their story.
* Provide students with graphic organizers to organize their writing.
* Refer to their “map of my heart” to generate ideas if they are having difficulty.

**Gifted and Talented (G & T):*** Allow students to move to the next step of the writing process as they successfully complete the previous step.
* Encourage students to reread and apply higher level vocabulary in their writing.
* Support more complex stories by providing students with strategies to elaborate and grow their writing.
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| **Materials** |
| **Materials:** * Narrative Craft by Lucy Calkins
* Writers’ notebooks
* Folders
* Chart paper
* Markers
* Anchor chart post- its
* Narrative writing checklists
* Narrative writing rubrics

**Suggested** **Mentor Texts:** * Eleven by Sandra Cisneros (Diversity)
* Fly Away Home by Eve Bunting (Diversity)
* Fireflies by Julie Brinkloe
* Peter’s Chair by Ezra Jack Keats
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| **Assessments** |
| Formative:  * Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* Teacher observations
* On-Demand personal narratives
* Grammar Assessment
* IXL open-ended assessments

  Summative:  * Units of Study Benchmark Assessments
* Personal Essay Rubric/published work
* Essay Rubric/published work
* Literary Essay Draft/published work
* Informative Essay/published work
* Opinion Essay/published work
* On-Demand personal narratives
* Teacher created tests
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners** * + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
* Paper choice
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |