Grade Level: 5
Trimester 1

**Unit: Narrative**

Enduring Understanding(s):
Writers often write about seemingly small episodes yet it has big meaning for the writer.

Writers often include two and sometimes three small, connected moments so that there is a sense that the stories have a beginning, middle, and end.

Writers often tell the story in such a way that the reader can almost experience it from start to finish. The story is written step-by-step.

Writers use narrative techniques such as dialogue and description to develop personal experiences and write about them precisely.

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Type and Purposes</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td></td>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td></td>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<td></td>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<td></td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>Production and Distribution of Writing</td>
<td>4. Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
</tr>
</tbody>
</table>

**Essential Question(s):**

Essentially aligned to Common Core.

**Common Core en español**

Estándares de escritura y redacción

Tipos de texto y sus propósitos

3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.

a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.

b. Usan técnicas de narración, como el diálogo, descripciones y ritmo, para presentar la experiencia y acontecimientos o para mostrar la reacción de los personajes a las situaciones.

c. Usan una variedad de palabras, frases y cláusulas de transición para manejar la secuencia de los acontecimientos.

d. Usan palabras y frases concretas y detalles sensoriales para comunicar con precisión las experiencias y acontecimientos.

e. Ofrecen una conclusión derivada de las experiencias o acontecimientos narrados.

Producción y redacción

4. Redactan textos claros y coherentes (incluyendo textos de varios párrafos) en cuáles el desarrollo y la organización son adecuadas a la tarea, el propósito y la audiencia.

5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión, corrección, y realizar la corrección de un nuevo enfoque.

6. Con algo de orientación y el apoyo de adultos, usan la tecnología, incluyendo el Internet, para hacer y publicar escritos así como para interactuar y colaborar con los demás demuestran dominio suficiente de las habilidades con el teclado para escribir un mínimo de dos páginas en una sola sesión.

| Rango de escritura y redacción | 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie específicas a una disciplina, propósito y audiencia. |

**Assessment**

Summative:
Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.

Other Formative Assessments:
An anecdotal conferring note of student’s writing progress.
Quick writes/Journal samples related to narrative writing.

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## Mentor Texts for Personal Narrative 3-6

The mentor text list below is not exhaustive; it’s intended to serve as list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

### English

- *The Best Story* by Eileen Spinelli
- *The Boy Who Loved Words* by Roni Schotter
- *Fireflies* by Julie Brinkloe
- *Owl Moon* by Jane Yolen
- *What Authors Do* by Eileen Chrislelow
- *The Memory String* by Eve Bunting
- *Roller Coaster* by Marla Frazee
- *When I was Little* by Jamie Lee Curtis
- *The Dot* by Peter H. Reynolds
- *Ish* by Peter H. Reynolds
- *Nothing Ever Happens on 90th Street* by Roni Schotter
- *Amelia’s Notebook* by Maria Moss
- *All the Places to Love* by Patricia MacLachlan
- *What you Know First* by Patricia MacLachlan

### Español

- *En Mi Familia* by Carmen Lopez Garza
- *Me llamo Yoon* by Helen Recorvits

### Culturally Relevant Texts

- *Baseball in April and Other Stories* by Gary Soto
- *The Leaving Morning* by Angela Johnson
- *When I am Old with You* by Angela Johnson
- *My Name is Maria Isabel* by Alma Flor Ada
- *The Day of Ahmed’s Secret* by Florence Parry Heide
- *The Other Side* by Jacqueline Woodson
- *In My Family* by Carmen Lopez Garza
- *My Name is Yoon* by Helen Recorvits
- *Smoky Night* by Eve Bunting
- *Goggles* by Ezra Jack Keats
- *Chicken Sunday* by Patricia Polacco
- *The Name Jar* by Yangsook Choi
- *One Green Apple* by Eve Bunting
Grade Level: 5  
Trimester 1  

- Snapshots from the Wedding by Gary Soto  
- A Chair for my Mother by Vera Williams  

**Resources**

**Professional Resources:**
- Lessons for the Writer’s Notebook by Fletcher and Portalupi  
- Lessons That Change Writers by Nancie Atwell  
- Nonfiction Craft Lessons by Fletcher and Portalupi  
- Teaching the Qualities of Writing by Fletcher and Portalupi  
- Making Revision Matter by Janet Angelillo  
- Revising after the End by Barry Lane  
- Writer’s Notebook, Aimee Buckner  
- A Writer’s Notebook: Unlocking the Writer Within by Ralph Fletcher  
- Breathing In, Breathing Out: Keeping a Writer’s Notebook by Ralph Fletcher  
- Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray  
- Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray  
- Mentor Texts: Teaching Writing Through Children’s Literature, K-6 by Lynne R. Dorfman and Rose Cappelli  
- Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8 by Lynne R. Dorfman and Rose Cappelli  
- Raising the Quality of Narrative Writing: Grades 3-5 by Lucy Calkins  

**Lesson Planning Resources available online:**
- Hall County Schools Launching Writer’s Workshop Units of Study  
- Portland Public Schools/K-5 Writing Units of Study  
  [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)  
- Colorado Springs K-5 Writer Units of Study  
  [http://www.d11.org/Instruction/Literacy-LanguageArts/Pages/k-5-Writing-Resources.aspx](http://www.d11.org/Instruction/Literacy-LanguageArts/Pages/k-5-Writing-Resources.aspx)  
- Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study  
- Michigan Association of Intermediate School Administrators (MAISA) Grades 4-6  
  [http://www.oakridgeschools.org/Page/1590](http://www.oakridgeschools.org/Page/1590)  
- K-5 Writing Workshop Unit Resources  
  [http://www.humbleisd.net/Page/28851](http://www.humbleisd.net/Page/28851)  

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# Grade Level Standards

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<tr>
<th>Common Core Standards</th>
<th>Common Core en español</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td></td>
</tr>
<tr>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>2. Determinan el tema de un cuento, obra de teatro o poema utilizando los detalles en el texto, incluyendo cómo los personajes en un cuento u obra de teatro responden a retos o cómo la voz del poeta reflexiona sobre un tema; hacen un resumen del texto.</td>
</tr>
<tr>
<td>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>3. Comparan y contrastan uno o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td>Audición y expresión oral</td>
</tr>
<tr>
<td>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.</td>
<td>1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando.</td>
</tr>
<tr>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas.</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
<td>c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás.</td>
</tr>
<tr>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
<td>d. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.</td>
</tr>
<tr>
<td><strong>Language Standards</strong></td>
<td>Estándares de lenguaje</td>
</tr>
<tr>
<td>1. <strong>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td>1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.</td>
</tr>
<tr>
<td>e. Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td>e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: Ni esto, ni aquello).</td>
</tr>
<tr>
<td>2. <strong>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td>2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
</tr>
<tr>
<td>b. Use a comma to separate an introductory element from the rest of a sentence.</td>
<td>b. Usan una coma para separar un elemento de introducción del resto de la oración.</td>
</tr>
<tr>
<td>e. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>e. Escriben con ortografía correcta palabras adecuadas al nivel de grado, consultando materiales de referencia según sea necesario, incluyendo el uso del acento escrito a base de pronunciación y el acento diacrítico.</td>
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## Part 1: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Collaborative</td>
<td>2. <strong>Interacting via written English</strong></td>
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</tr>
<tr>
<td></td>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
</tr>
<tr>
<td>B. Interpretive</td>
<td>6. <strong>Reading/viewing closely</strong></td>
<td>6. <strong>Reading/viewing closely</strong></td>
</tr>
<tr>
<td></td>
<td>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</td>
<td>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
</tr>
<tr>
<td>C. Productive</td>
<td>10. <strong>Composing/Writing</strong></td>
<td>10. <strong>Composing/Writing</strong></td>
</tr>
<tr>
<td></td>
<td>a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</td>
<td>a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</td>
</tr>
</tbody>
</table>

## Part 2: Learning About How English Works

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Structuring</td>
<td>1. <strong>Understanding text structure</strong></td>
<td>1. <strong>Understanding text structure</strong></td>
</tr>
<tr>
<td></td>
<td>Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</td>
<td>Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</td>
</tr>
<tr>
<td>B. Expanding</td>
<td>4. <strong>Using nouns and noun phrases</strong></td>
<td>4. <strong>Using nouns and noun phrases</strong></td>
</tr>
<tr>
<td></td>
<td>Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</td>
<td>Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</td>
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</tbody>
</table>
### Common Core Unit Map

**Grade Level:** 5  
**Subject:** Writing  
**Trimester 1**

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<td></td>
<td>Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).</td>
<td>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), or to provide reasons to support ideas (e.g., X is an extremely good book because X.).</td>
<td>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.), or to provide reasons to support ideas (e.g., The author persuades the reader by X.).</td>
</tr>
</tbody>
</table>

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Student Writing Sample

Appendix C – Narrative