

Unit 2

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: Narrative Writing/ Call of Duty

Estimated Amount of Instructional Time: ~6 weeks (September 29-November 7, 2014)

Stage 1 – (Desired Results)

State Content and Skill Standards:

Claims and Targets:

ELA/Literacy Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.

Target 3. WORD MEANING.

Target 4. REASONING AND EVIDENCE. Use supporting evidence to justify their own interpretations.

Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre specific features, or formats of texts.

Target 7. LANGUAGE USE: Identify or interpret figurative language (e.g. metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.

ELA/Literacy Claim #2: Students can produce effective writing for a range of purposes and audiences.

Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 2: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing) structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (closure, detailing, characters, plot, setting, events).

Target 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.

ELA/Literacy Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally.

Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.

ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.

Standards

ELA5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA5.RL.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; summarize the text.

ELA5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in

the text

ELA5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELA5.W.3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

ELA5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA5.W.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.

ELA5.SL.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.

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.

b. Follow agreed upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

ELA5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **Explain the function of conjunctions and interjections in general and their function in particular sentences.**

ELA5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off 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 a direct address (e.g. *Is that you, Steve?*)

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly.

ELA5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

ELA5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase

b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word

c. Consult reference materials, both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

ELA5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<p>Enduring Understandings: <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Students will understand and use the essential elements of the Writing Process. • Students will understand that creating vivid images enhances narrative writing. • Students will understand that dialogue enriches narrative writing. • Students will realize that narrative writing will be used as a life-long tool. • Readers use strategies to construct meaning • References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective. 	<p>Essential Questions: <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> • What tools do writers use to craft engaging, vivid text? • How do I make my sentences come alive? • How do I use dialogue effectively? • How can I improve? • How can we use evaluation and reflection to improve our writing? • What does it mean to do the right thing? • What makes ordinary people do extraordinary things to help their neighbor or to fight for something they believe in? • How does the call of duty affect people's lives?
<p>Big Idea(s)</p> <p>Narrative writing can be used to tell stories Writing is a process, not a onetime event What things are worth fighting for?</p>	
<p>What Students will know: <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • Requirements of Narrative Writing. <ul style="list-style-type: none"> ○ -Structure ○ -Style-building (Description, figurative language) ○ -Grammar (Adjectives, adverbs) ○ -Dialogue ○ -Finishing Touches (Publishing) • How to identify main idea and supporting details • Which reasons and evidence support which point in an author's writing • Why it is essential to use evidence based details in support of an inference or conclusion 	<p>What Students will be able to do: <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> • Correctly use the Writing Process. • Use grammar and the mechanics of writing correctly. • Use elements of literature necessary in narrative writing. • Use explicit details and implicit information from text to support answers. • Summarize main ideas and supporting details using a story map or to retell a story including key narrative features • Draw conclusions about characters actions and traits • Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p>Performance task</p> <ul style="list-style-type: none"> • Students will create a piece of narrative writing that has a definitive beginning, middle and end. • Students work will be analyzed by self, an assessment partner or peer group, and teacher using a specific rubric created by the class • Socratic seminar: Taking a stand regarding zoos. 	<p>Other Evidence: <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> • self-assessments (story map for reading and writing) • formative assessments /observation journal review • quick write

Students will read articles pro and con regarding zoos and during a Socratic seminar will debate for one side of the issue.

- Informal observations and formative assessment
- Exit tickets
- Graphic organizers
- Weekly selection tests
- Weekly essays
- Classroom discussions
- Tasks related to specific skill

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development)

Learning Activities:

Reading:

Literary response using textual evidence

Book review of a narrative text or book report

Story maps

<http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html>

Retell stories as comic strips to work on sequence of events organization or short videos

Science:

Science notebook

Flipbook plant parts

VIPS

Lab notes and reports (focus conventions: writing CQS. Focus ideas: organization)

note-catcher types of energy

graphic organizer types of energy

Create a poster, Glog, Kidblog, PROBE, or Animoto video about 1 type of energy

Anticipatory reading guides

Social Studies:

Cornell notes

note-catcher colonies

3 column comparison/contrast colonial regions

Group report on colonies. Format may include: paper slide video, Glog, story, poster, mobile, etc.

Grammar

- ❖ GLAD Sentence patterning chart
- ❖ Genius Ladder sentences
- ❖ Focus on complete quality sentences
- ❖ Conventions: capitalization and punctuation
- ❖ Commas
- ❖ Interjections
- ❖ Quotations
- ❖ Abbreviations
- ❖ Titles

Week 1

Writing

Trait

Ideas and organization

- ❖ Brainstorm using story map to plan characters, setting, and plot

Process

- ❖ Prewriting and drafting
- ❖ Introduce the genre of narrative story using lesson plan

<http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-narrative-223.html>

- ❖ Create list of elements of Narrative story after reading sample texts
- ❖ Read stories to analyze characters, plot, and setting
<http://www.brainpop.com/english/writing/prewritingorganizingyourthoughts/>
- ❖ Writer's conference and peer groups: focus on ideas and organization

Product

- ❖ Journal writing
- ❖ Story maps

Reading

Unit 6 lesson 1 *Founders of the Children's Rain Forest*

- ❖ Main idea
- ❖ Summarizing
- ❖ Narrative features (story map)
- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- ❖ Theme

Week 2

Writing:

Trait

- ❖ Ideas and Organization
- ❖ Mini-lesson: good beginnings

Process

- ❖ Prewriting, drafting, and revision
- ❖ Use a graphic organizer to promote character development, plot development
- ❖ Work on rough draft
- ❖ Revision: what makes a good beginning
- ❖ Writer's conferences and peer groups to work on revising plot, character development.

Product

- ❖ Journal writing
- ❖ Draft narrative

Reading:

Unit 6 lesson 2 *Jason and the Golden Fleece*

- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- ❖ Main idea
- ❖ Use textual evidence to answer questions
- ❖ Narrative text features using story map
- ❖ Character traits
- ❖ theme

Week 3

Writing

Trait

- ❖ Ideas
- ❖ Mini-lessons: Showing not telling
- ❖ Write a paragraph describing a monster. Illustrate the monster on a separate piece of paper. Exchange writing with a partner, but do not show picture. Partner will illustrate picture based on writing. Compare the two pictures, and tell why they are similar/ different.
- ❖ *Writers Express* page 58
- ❖ *6+1 Traits of Writing* page 65-66
- ❖ Descriptive details *Using Picture Books to Teach Writing with the Traits* page 28-29 (Using book Lilly's Purple Plastic Purse)

Process

- ❖ Continue drafting
- ❖ Revision of rough draft
- ❖ Writer's conferences and peer groups

Product

- ❖ Journal writing
- ❖ Narrative Piece

Reading:

Unit 6 lesson 4 *The white Spider's Gift*

- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- ❖ text structure: focus sequencing
- ❖ summarize text
- ❖ answer questions with evidence
- ❖ theme

Week 4

Writing

Trait

- ❖ Conventions and Word Choice
- ❖ Mini-lesson: view video on Discovery *Dialogue: A Closer Look at Writing Dialogue*
<http://www.monroe.k12.ky.us/userfiles/1434/Writing%20Handouts/TeachingDialogueinWriting.pdf>
<http://www.brainpop.com/educators/community/lesson-plan/writing-dynamic-dialogue-lesson-plan/?bp-topic=dialogue>
http://www.writingfix.com/Picture_Book_Prompts/GoodDogCarl1.htm

Process

- ❖ Revise writing to include dialogue
- ❖ Use a three-column organizer to show revisions
- ❖ Revision sample My thinking Writing sample

Product

- ❖ Journal Writing
- ❖ Narrative Draft

Reading:

Unit 6 lesson 5 *The Story of Annie Sullivan*

- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- ❖ Inference character traits
- ❖ summarize text: story map
- ❖ answer questions with evidence
- ❖ theme
- ❖ POV

Week 5

Writing

Trait

- ❖ Word Choice and ideas
- ❖ Mini-lesson: strong middle, and endings

Process

- ❖ Peer revising: middles and endings
- ❖ Peer editing focus on complete sentences, punctuation, and quotations
- ❖ Writer's conferences and editing groups

Product

- ❖ Journal Writing
- ❖ Narrative

Reading:

Unit 6 lesson 3 *The Quest for Healing (optional)* or teacher's choice

- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- ❖ Inference character traits
- ❖ summarize text: story map
- ❖ answer questions with evidence
- ❖ theme
- ❖ connections with other texts related to theme

- ❖ connections to world

Week 6

Writing:

Trait

- ❖ Conventions focus on COQ, punctuation, dialogue

Process

- ❖ Final draft
- ❖ Publish and illustrate (online, blog style, book format, etc.)
- ❖ Sharing
- ❖ Chose Items from this unit to place in portfolio

Product

- ❖ Journal writing
- ❖ Narrative Piece of Writing

Reading:

Benchmark Week

- ❖ Performance task reading and discussion activities.
- ❖ Read articles, watch videos, etc. about zoos.
- ❖ Note taking
- ❖ Socratic seminar
- ❖ Novel study (biography) teacher choice - focus on elements of biography

Materials/Resources

<http://www.pps.k12.or.us/files/curriculum/G3IS.pdf>

Houghton Mifflin English pages 320-340

Writer's Express pages 209-220

6+1 Traits of Writing, Chapter 3, pages 87-99

6 +1 Traits of Writing, Chapter 2. pages 65-66

http://www.writingfix.com/Picture_Book_Prompts/Bad_Case_Stripes3.htm

http://www.writingfix.com/Picture_Book_Prompts/WhenSophieGetsAngry3.htm

Tompkins, Teaching Writing: Balancing Process and Product page 192-213

Writing Extraordinary Essays David Lee Finkle

Mentor Texts:

Owl Moon by Jane Yolen

How I Became a Pirate by David Shannon

Fireflies by Julie Brinckloe

The Seashore Books by Charlotte Zolotow

Where the Wild Things Are by Maurice Sendak

Just a Dream by Chris VanAllsburg

Cloudy With a Chance of Meatballs by Judi Barrett

A Bad Case of Stripes by David Shannon