



Unit Planner: Unit 2: Narrative English Language Arts 5

Sunday, August 1, 2020

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 5 > English Language Arts > English Language Arts 5 (BP) > Week 3 - Week 9

Unit 2: Narrative

Stage 1: Desired Results

General Information

Unit two focuses on narrative reading and writing. Students will gain further understanding of how the sequencing of events in text and writing enhances comprehension. Students will be exposed to a variety of narrative texts.

Essential Question(s)

- How does developing plot through sequencing help us become better readers, writers, and thinkers?
- How does setting the purpose for writing determine the style, author's voice, and audience?
- How do the elements of characterization form the character?

Enduring Understandings and Knowledge

Students will understand:

Reading

- Recognize how characters, events, and ideas develop and interact throughout the text aids comprehension.
- Story structure and structural elements influence comprehension.
- How reading closely enables logical inferences and the ability to cite textual evidence.

Writing

- How effective writing occurs by means of a process that can be taught and practiced (planning, drafting, revising, editing, and publishing).
- Knowledge of plot development is important when writing dynamic and engaging narrative pieces.

Speaking and Listening

- It is important to have discussions about literary text.
- That there are agreed upon rules for discussion etiquette.

Language

- How a variety of sentences enhance written communication.
- Proper use of sentence structure to clearly communicate ideas.
- The use of compound sentences and conjunctions lessens repetition in writing.
- The relationship between words and how they relate.

Skills

Students will be able to:

Reading

- Identify main idea and details from a text to summarize key ideas from a narrative text.
- Quote accurately from the text to support ideas with textual evidence.
- Determine when to paraphrase or quote when responding orally or to text specific questions.
- Recognize and identify elements of plot, setting, point of view, text structure.
- Explain how elements of narrative structure work together to develop the plot.
- Identify and analyze the five parts of plot: exposition, rising action, climax, falling action, resolution/denouement.
- Compare and contrast characters, settings, tone, mood, plot.
- Analyze the details of a literary text including foreshadowing and flashbacks.

Writing

- Use the writing process to compose a well developed narrative paragraph based on imagined experiences that includes descriptive details using the five parts of plot.
- Use a variety of sentences, transitional words, phrases, and clauses to manage the sequence of events.
- Provide a conclusion that follows from the narrated experiences or events.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

	<p>Speaking/Listening</p> <ul style="list-style-type: none"> • Actively participate in a variety of collaborative discussions (whole group, small group, 1:1, teacher/student conferences) about literary text, generating their own ideas and supporting or questioning ideas posed by peers, teacher, and/or texts. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <p>Language</p> <ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting inappropriate fragments and run-on. • Differentiate between a sentence, a phrase, and a clause. • Analyze a sentence to determine the subject and predicate. • Create and use compound sentences with a variety of conjunctions. • Identify and explain the purpose of correlative conjunctions. • Demonstrate the correct use of correlative conjunctions in sentences. • Analyze writing models for the effective use of correlative conjunction. • Analyze writing models to determine the effect of punctuation on meaning. (types of sentences). • Strengthen writing by revising to expand, combine, and reduce sentences. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>Connections to Catholic Identity / Other Subjects</p> <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Make connections between fiction and paired nonfiction text based on current units in Science and Social Studies. <p>Religion</p> <ul style="list-style-type: none"> • Students can work collaboratively to read a familiar bible story in order to identify the narrative elements of the story. <p>Technology/Art/Music</p> <ul style="list-style-type: none"> • Students can use multimedia applications to develop a dramatic presentation of a narrative text that they read during the unit. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • clause • climax • complete sentence • denouement • exposition • falling action • flashback • foreshadowing • fragments mood • paraphrase • phrase • predicate • rising action • run-ons • correlative conjunctions subject • summarize • tone • transitional • words

Standards & Frameworks Addressed

MD: College & Career Ready: Reading/ELA Frameworks PreK-5

MD: Grade 5

Reading: Literature

Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.2. 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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.5.3. 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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Writing

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.3. With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.3. 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.

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.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.

SL.5.1a. 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.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

Conventions of Standard English

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

L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

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

L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. 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.

Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Language Progressive Skills

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

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Teaching Ideas/Resources

- [*Content Area Expert Resources*](#)