Narrative Unit of Study: Realistic Fiction
5th Grade

Big Idea:
Writers understand that narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.

Enduring Understandings
- Writers know fictional stories often develop out of the moments and issues of the author’s life.
- Writers know characters are the heart and soul of fiction.
- Writers know powerful stories are grounded in a sense of place.
- Writers know that solutions/resolutions tie up loose ends, and/or answer questions, and/or resolve the unresolved difficulties, and/or bring home the story’s meaning.
- Writers know that quality writing is impacted by the revisions writers make throughout the crafting of their fictional story.
- Writers know what we have learned through revision can be used in planning and drafting as well.

Possible Essential Questions
- Is there a story in the tiny details or big of my life?
- Have I used what I have learned as a writer today?
- How is the storyline developed through an intersection of the character’s motivations and obstacles?
- How can I use fiction writing to reveal the truest and deepest part of myself?

Concept/Evidence Outcomes
1. The recursive writing process is used to create a variety of literary genres for an intended audience.
2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
   i. Create personal and fictional narratives with a strong personal voice.
   ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
   iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
   iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
   v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
   vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Prepared Graduate Competency
- Implement the writing process successfully to plan, draft, revise, and edit written work.
- Apply standard English conventions to effectively communicate with written language.
### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Colorado Academic Standards</th>
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<tbody>
<tr>
<td><strong>Standards</strong></td>
<td><strong><a href="http://www.cde.state.co.us/scripts/allstandards/COSTandards.asp?glid=7&amp;stid2=6&amp;gli">http://www.cde.state.co.us/scripts/allstandards/COSTandards.asp?glid=7&amp;stid2=6&amp;gli</a> d2=6</strong></td>
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**Standard: 3. Writing and Composition**

**Concepts and skills students master:**
1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

#### Evidence Outcomes

**Students Can:**

a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
   
   i. Create personal and fictional narratives with a strong personal voice
   
   ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
   
   iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
   
   iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
   
   v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
   
   vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

**Concepts and skills students master:**
3. Conventions apply consistently when evaluating written texts

#### Evidence Outcomes

**Students Can:**

a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
   
   i. Use punctuation to separate items in a series. (CCSS: L.5.2a)
   
   ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
   
   iii. 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?). (CCSS: L.5.2c)
   
   iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)
v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
   i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
   ii. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)
   iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
   iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
   v. Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)
c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)
   Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
e. 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. (CCSS: W.5.6)

*See more detailed evidence outcomes by clicking the link below http://www.cde.state/co.us/scripts/allstandards/COStandards.asp?glid=7&stid2=6&gli
d2=6

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<tbody>
<tr>
<td>21st century skills</td>
<td>Big Ideas:</td>
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<tr>
<td>Big Idea/Enduring Understandings</td>
<td>● Narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.</td>
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<tr>
<td>Essential Questions</td>
<td>● Students use appropriate spelling, capitalization, grammar and punctuation when writing so that their audience can read it.</td>
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<td>Learner Outcomes</td>
<td>Enduring Understandings:</td>
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#### 5th Grade

- Writers know quality writing is impacted by the revisions writers make throughout the crafting of their fictional story.
- Writers know what we have learned through revision can be used in planning and drafting as well.

**Essential Questions:**
- Is there a story in the tiny details or big issues of my life?
- How have I used what I have learned before as a writer today?
- How is the storyline developed through an intersection of the character’s motivations and obstacles?
- How can I use fiction writing to reveal the truest and deepest part of myself?

**Learner Outcomes:**
- Writers use tools previously learned through revision as they plan and draft.
- Writers choose planning strategies to support writing for various purposes.
- Writers revise writing to advance the story’s meaning using precise language, images and sensory details.

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<tr>
<th>Assessment: Assessment For and Of Learning</th>
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<tr>
<td><strong>Assessment:</strong> Formative assessment in the writer’s workshop is ongoing, based on the Teaching/Learning Cycle, and supports decision-making in standards-based education.</td>
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<td>Throughout the workshop there are opportunities to gather formative assessment data that show growth toward and movement beyond the standards. Regular monitoring is essential within a standards-based educational system.</td>
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<td><strong>Students’ self assessment</strong></td>
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<tr>
<td>Teachers use student self-assessment information in order to reflect on student learning and inform teacher instruction. Students ask themselves questions and confer with each other throughout the writing process.</td>
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<td><strong>Monitoring:</strong></td>
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<tr>
<td>Teachers maintain a daily monitoring system in order to build a growing body of evidence about each student’s growth as a writer. Teachers use the monitoring notes to develop instructional next steps in conjunction with the writing stages, grade level planning, standards and pacing guides. Teachers’ monitoring system includes:</td>
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<tr>
<td>- Collecting information about student reading and writing behaviors on a regular basis.</td>
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<td>- Monitoring students’ independent practice to see how they are taking on the learning from whole group and small group instruction.</td>
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<td>- Monitoring student conversations to see how they are using talk to enhance, clarify, revise and/or extend meaning in writing.</td>
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<td>- Supporting students through monitoring the goals they set.</td>
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### Narrative Unit of Study: Realistic Fiction
#### 5th Grade

<table>
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<th>Conferring</th>
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<td>- Monitor student learning along the <em>Stages of a Writer</em> and discuss observations with the student.</td>
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<tr>
<td>- Monitor student application and accountability for new learning.</td>
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### Planning for Instruction:

#### Process Outcomes

**Forming Intentions**

**Writers will:**
- Get ideas for writing by paying attention to the moments and issues in my own life
- Get ideas for writing by thinking of books I wish existed
- Rehearse their story idea by writing about believable characters
- Determine what the character wants and what keeps him or her from getting what he or she wants (motivations and struggles)
- Use a story mountain plan to develop and organize scenes (with a beginning, middle, and end) that resolve the unresolved difficulties and bring home the story’s meaning.

**Audience/Purpose**

**Writers will:**
- Write and speak for various audiences and purposes

**Drafting**

**Writers will:**
- Create a series of scenes that may begin with action or dialogue
- Become the character as he/she writes in order to bring out the internal and external traits to develop the plot.
- Develop the setting to ground the character and the plot.
- Develop the setting to convey tone, mood, feelings and/or insights.
- Create an ending that ties up loose ends, and resolves the unresolved difficulties and bring home the story’s meaning.

#### Product Outcomes

**Writers will:**
- Structure story around a character with specific traits and wants who ends up struggling until there is some resolution
- Ensure stories revolve around everyday life events
- Have a well-developed characters with believable plots
- Have external and internal features for their characters
- Have well developed character’s self image, attitudes, feelings, struggles, and actions
- Ensure scenes represent turning points for the main character
- Contain a lead that draws the reader into the story
- Have a plot that unfolds from a consistent point of view through showing, not summarizing
- Ensure setting grounds the action and characters
- Include endings that are well connected to rest of story

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<td><strong>Writers will:</strong></td>
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<tr>
<td>● Use appropriate choice of words to communicate clearly.</td>
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<td>● Reread to reaffirm and or adjust according to original writing intentions</td>
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<tr>
<td>● Rewrite parts of text as needed to create a fluid story that can be understood by others</td>
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<td>● Share draft with others to receive feedback and make adjustments</td>
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<td><strong>Writers will:</strong></td>
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<tr>
<td>Check and correct writing based on learned grammatical structures, punctuation, capitalization, spelling, and complete sentences.</td>
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<td><strong>Writers will:</strong></td>
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<tr>
<td>● Prepare a legible error free final copy that reflects the form, purpose and audience of the piece</td>
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<td>● Use a variety of media to publish own writing that enhances the reader’s understanding</td>
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<td><strong>Writers will:</strong></td>
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<tr>
<td>● Share published piece with intended audience and broader audience as appropriate</td>
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<tr>
<td>● Elicit feedback from intended audience</td>
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| **Instruction:** | Students are expected to try on the focus of the demonstration and make decisions about when and how to use the new learning in their own writing. Periodically throughout this process, students and teacher notice and name the effects of the techniques, strategies, and habits they’ve been trying on. |

| **Whole Group Instruction:** | Modeled: |
Teachers engage in meaningful writing tasks to provide students with a model of what good writers do. The teacher demonstrates and “thinks aloud” through various aspects of the writing process.

**Shared:**
Teachers and students collaborate to compose a piece of text – discussing and negotiating topics, ideas, and word choices.

**Small Group Instruction:**
Small group writing instruction is an opportunity to provide targeted instruction based on data that informs teachers.
- Group students by focusing on what students know to do as writers, selecting appropriate instructional approach and focus
- Monitor student learning using product and process outcomes as well as the stages of the writer; provide feedback to students
- Students use small group instruction to support independent work.

**Independent Practice:**
Students need *daily* opportunities for independent writing

**Monitoring**
Teachers maintain a daily monitoring system to build a growing body of evidence about each student’s growth as a writer, and they use the monitoring notes to develop instructional next steps in conjunction with the stages of the writer and grade level planning and pacing guides.
- Collect information about students writing behaviors on a regular basis.
- Monitor students’ independent practice (See previous section) to see how they are taking on the learning from whole group and small group instruction

Monitor student conversations to see how they are using talk to enhance, clarify, revise and/or extend understandings about writing

**References/ Professional Resources:**


