Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Narrative Writing

Instructional unit: “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”

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The task: Analysis of passage(s) to develop writing techniques that will improve student narrative writing.

Prior to beginning this lesson, the teacher may want to review how an author uses vivid verbs, imagery, fully described scenes and events through the use of adjectives, etc. as they are used to capture reader’s attention. The teacher will also review literary devices such as foreshadowing, flashback, suspense, etc. as they have been taught and/or as they are relevant to the novel(s) being read by students.

Students choose a favorite passage from a book they have read or are reading. Examining this passage, they make notes concerning what it is that interests/intrigues them as they read the passage. As they work, they classify their results to determine whether the author captured their interests and attention by using rich vocabulary, literary devices, etc. Students then write a short explanation discussing what they found interesting, why they feel it is effective, and how they could personally use this technique to improve their writing efforts.

Differentiated Instruction:

- Students will use picture books containing no words and/or magazine clippings to create descriptive narratives based on the picture. They will need to describe setting, events, colors, mood, etc. using various adjectives.
- Students will sit outside (on playground, front yard of school, etc.) and have 15 minutes to look around and observe various things they see. Teacher will lead a discussion on what the students see. Students will then be given time to create a narrative based on their surroundings and what they see and observe.
- Students will role play, using no words, a situation, word, or phrase given to them from the teacher. Students will write a narrative on what they believe the student is “acting out.”
- Students will look at an abstract piece of art and write a narrative on what they see.
- Students will be given passages from a mystery novel and will highlight key words that show foreshadowing, flashback, suspense, and other common literary devices. (This list can be used as a guide when students create personal narratives.

Modifications/Accommodations:

- Review adjectives and create class list of adjectives for visual reference
- Rather than looking through an entire book, students will choose from a small selection of teacher selected passages/pictures to use for writing.
- Students can be given a list to of key words when searching for various literacy devices (i.e. foreshadow, flashback, suspense, etc.)
Focus Standard:

**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.

b. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.

c. Identifies and analyzes the author’s use of dialogue and description.

d. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

**ELA5W1** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

b. Writes texts of a length appropriate to address the topic or tell the story.

c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

d. Uses appropriate structures to ensure coherence (e.g., transition elements).

**ELA5W2** The student demonstrates competence in a variety of genres.

The student produces informational writing (e.g., report, procedures, correspondence) that:

b. Develops a controlling idea that conveys a perspective on a subject.

c. Creates an organizing structure appropriate to a specific purpose, audience, and context.

d. Includes appropriate facts and details.

e. Excludes extraneous details and inappropriate information.

f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.

h. Provides a sense of closure to the writing.

i. Lifts the level of language using appropriate strategies including word choice.