ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

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| **Title of Unit** | Fakebook: A Social Media Personal Narrative |
| **Grade Level** | 5 |
| **Suggested Timeline** | 3-4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will write a personal narrative and make a recorded presentation (StoryCorp Style).  Students will write a factual account of a story from an interview with an adult. |
| **Targeted ELA/ Literacy CCSS**  **(The standards that you are assessing - not every standard that it touches)** | W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  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. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  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.  RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described  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. |
| **Targeted ELD Standards** | Grade 5 Part I  B.6a Reading/viewing closely  C.9 Presenting (Expanding Level)  C.10 Writing (Expanding Level)  Grade 5 Part II  A.1 Understanding Text Structure (Expanding Level)  A.2b Understanding Cohesion (Expanding Level)  B.5 Modifying to add details (Expanding Level)  C.6 Connecting Ideas (Expanding Level) |
| **Big Ideas** | Personal narratives share experiences and a life lesson - usually when someone where overcomes something.  Students understand that writing is a means of documenting and sharing thinking and experiences.  Writing conveys ideas, thoughts and feelings  Writers use details and supporting ideas to recall and write a personal narrative. |
| **Essential Questions** | What is the difference between a personal narrative and a writing about the experiences of another person?  How do you communicate experiences with others? |
| **Content** | - Sensory details  - Description  - Multi-Paragraph Narrative  - Dialogue  - Sequence of Events  - Transition words  - Voice  - Point of view (1st Person)  - Digital Citizenship |
| **Skills** | - Interview others  - Write a Personal Narrative  - Write an account of someone else’s experience |
| **Vocabulary**  **(Academic and Content)** | narrative, sensory details, voice, point of view |
| **Activities** | Curriki Link |
| **Formative Assessments** | Curriki Link |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_ Communication  \_\_E\_\_ Collaboration  \_\_T\_\_ Creativity  \_\_T\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_E\_\_ Technology  \_\_E\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_ Self-Assessment  \_\_X\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | StoryCorps.org |