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 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 describedRL.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 IB.6a Reading/viewing closelyC.9 Presenting (Expanding Level)C.10 Writing (Expanding Level)Grade 5 Part IIA.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 feelingsWriters 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 |