



Unit 1
Personal Narratives
Digital Components

GRADE 5

Core Knowledge Language Arts®



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Personal Narratives

Digital Components

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PURPOSE FOR READING

Read “Pegasus for a Summer, Part I” to contrast the narrator’s attitude toward team sports with his attitude toward horseback riding.

PERSONAL NARRATIVE GENRE CHART

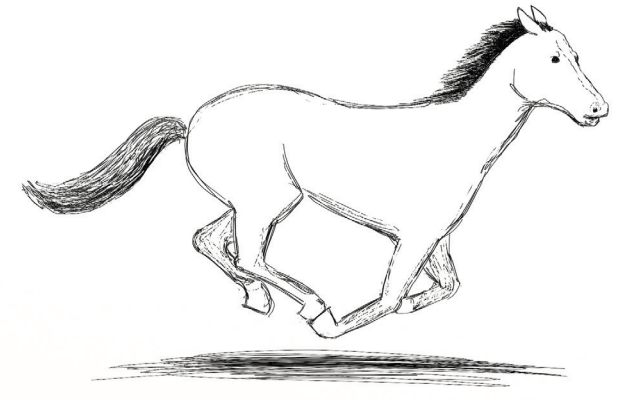
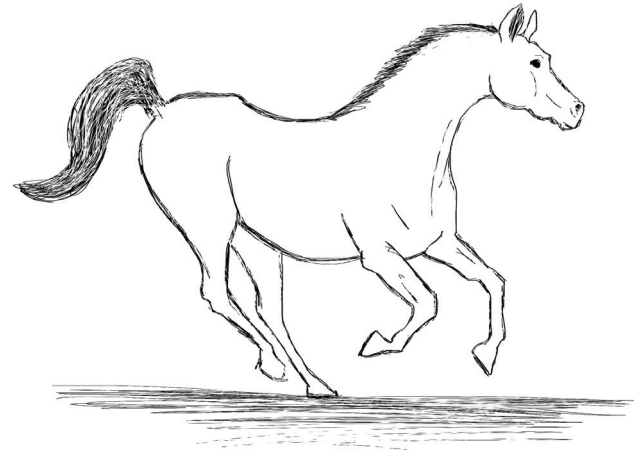
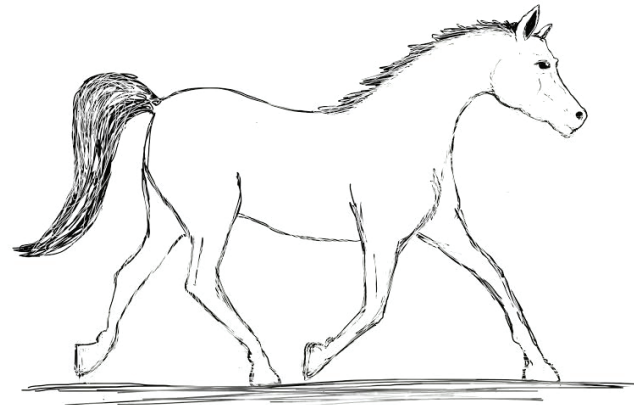
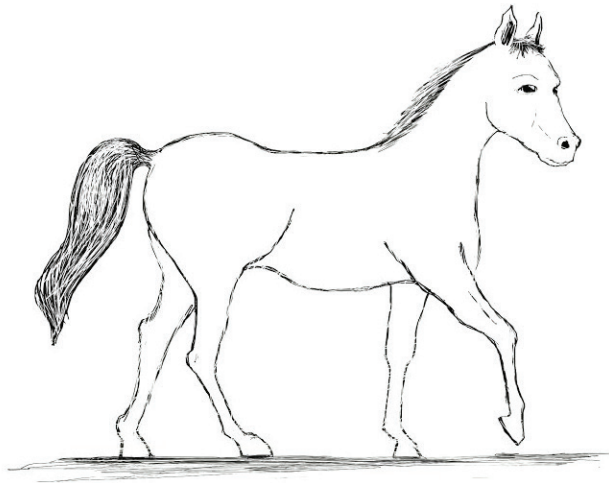
Personal Narrative Genre

<i>Element</i>	<i>Example(s) of Element</i>
1. Uses first person point of view	I, we, me, us, our, ours, my, mine
2. Focuses on one or more events or personal experiences	An event or experience that is first, last, or significant
3. Includes narrative elements	Setting, characters, plot, dialogue
4. Includes descriptive language	Sensory details, figurative language
5. Makes importance of event or experience clear to reader	Descriptions about how event or experience affected the author

BIOGRAPHY GENRE CATEGORY CHART**Biography Genre Category**

	1. Uses first person point of view	2. Focuses on one or more events or personal experiences	3. Includes narrative elements	4. Includes descriptive language	5. Makes importance of event or experience clear to reader
Biography					
Autobiography					
Memoir					
Personal Narrative					

MOVEMENT OF HORSES CONTINUUM



Slow

Fast

PURPOSE FOR READING

Read “Pegasus for a Summer, Part II” to summarize the events from this part of the story.

JOURNAL WRITING PROMPTS

Describe your first day of school. How did you feel? What was good and bad about it? What do you remember most clearly from that day?

Describe a time when you got a new pet. How did you feel? What was good and bad about that experience? What do you remember most clearly from that day?

Have you ever received a special gift? What was special about it: the type of gift? the person who gave it to you? the time in your life when you received it? Describe the gift and the person who gave it to you in detail.

Describe a very good day. What made the day so great? How were you feeling that day?

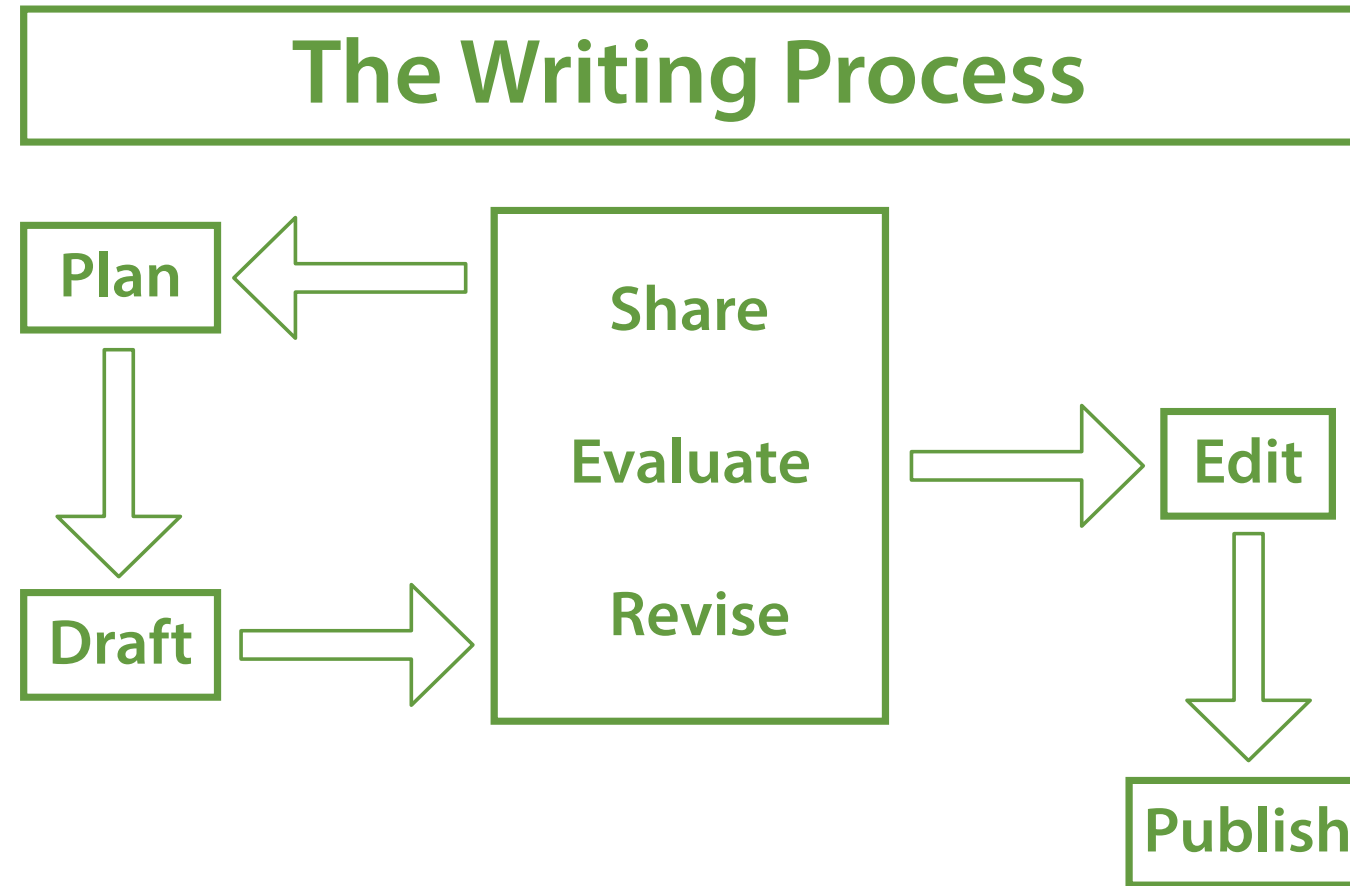
Have you ever had a terrible day? What made the day so bad? How were you feeling that day? What did you do to get through it?

Think about a family tradition you have—something special you do with your family in the same way around the same time each year. Describe the tradition. Why is it important to you and your family?

Describe a situation where you learned a very important lesson. What lesson did you learn? Why was this lesson so important to learn?

Describe a place you have visited. Use your five senses to describe the place—what did you see, smell, hear, touch, taste? What was special about this place? What do you remember most clearly from that visit?

Have you ever had to start over—perhaps in a new town or at a new school? What were you excited about? What were you worried about? Did you have to leave anything behind? Did starting over bring something new to your life?



PURPOSE FOR READING

Read “Pegasus for a Summer, Part III” to summarize the events from this part of the story.

ANALYZING JOURNAL RESPONSES CHART

Analyzing Journal Responses

Told in the first person point of view	Focuses on one event or personal experience	Includes narrative elements (setting, plot, and character descriptions; may include dialogue)	Descriptive language and sensory details (see, hear, taste, touch, smell)	Makes importance of event or experience clear to reader	Notes on what to improve, expand, or highlight—Is this response a top choice for the personal narrative writing project?
--	---	---	---	---	--

Response #1:

Response #2:

Response #3:

Response #4:

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "Pegasus for a Summer, Part I."

LITERARY DEVICES CHART

Literary Device	Meaning	Example from Text/Page #
simile	a comparison of two things, usually using <i>like</i> or <i>as</i>	
metaphor	a comparison in which the words usually used to describe one thing are used to describe something else	
repetition	the act of saying something again	
imagery	descriptive, sensory language used to help the reader imagine something	
idiom	an expression that cannot be understood by understanding the meaning of each of its words	

XYLOPHONE



PLANNING A PERSONAL NARRATIVE CHART

Planning a Personal Narrative

Topic/Experience I am describing:

Setting:

Important Characters:

**Sensory Details—
What I saw/heard/touched/ smelled/
tasted during the experience:**

**Why the experience is important to
me—
My thoughts/feelings about the
experience:**

Important dialogue to include:

PURPOSE FOR READING

Read “Pegasus for a Summer, Part II” to identify characterization through interaction and dialogue in the text.

Characterization:

a literary element in which the author conveys a person's unique traits or qualities

- through explicit description of the character
- through the character's interactions with other characters
- through the character's responses/reactions to events

Introductory Paragraph Structure

Setting (where/when)

Narrator's mindset at the time of the experience (what you are thinking and feeling)

This is a true story about a horse. It’s also a mostly true story about the horse’s rider, me, but I can hardly distinguish what I remember from what I’d *like* to remember—or to forget—about myself the summer that ended as I entered seventh grade.

Structure of a Mini Personal Narrative

Introductory Paragraph	Introduce setting (when/where) and frame the narrator’s mindset (what you are thinking and feeling) at the time of the experience
Body Paragraph(s)	Introduce plot events, including descriptions of setting and characters Build the action to reach the main event
	Include a main event End with a resolution—how do characters react?
Concluding Paragraph	What was learned from this experience? Why do you still remember this experience? How does the experience continue to impact you today?

PURPOSE FOR READING

Read “Pegasus for a Summer, Part III” to identify characterization of the narrator through character responses to events in the text.

Developing the Plot

Body Paragraph #1	Introduce plot events, including descriptions of setting and characters. Build the action to reach the main event.	1.
		2.
		3.
Body Paragraph #2	Plot events include a main event. End with a resolution—how do characters react?	4.
		5. Main Event:
		6. Resolution:

Plot Development Checklist

Did I include the setting description in the beginning?	
Did I include a main character description in the beginning?	
Did I include a main event and describe it using action words?	
Are the events in proper sequence?	
Do I have a final resolution event at the end, which describes how the characters reacted to the main event?	

PURPOSE FOR READING

Read “Reverend Abbott and Those Bloodshot Eyes, Part I” to compare the points of view of Walter and Reverend Abbott.

"REVEREND ABBOTT AND THOSE BLOODSHOT EYES, PART I" CHART

	Narrator's and His Friends' Point of View	Reverend Abbott's Point of View
Sugar Ray Robinson challenges kids to a fight Page(s) _____		
First dance Reverend Abbott sees and first square dance Page(s) _____		

PURPOSE FOR READING

Read “Reverend Abbott and Those Bloodshot Eyes, Part II” to explain the significance of the experience the author wrote about.

big day

Why is this going to be a big day for Reverend Abbott?

Page(s) _____

Why is this going to be a big day for Walter and the other kids?

Page(s) _____

steps on the stairs

Why could Mrs. Davis’s steps “be heard all the way down the hall” as she ran down the stairs?

Page(s) _____

Why could the teenager’s steps “hardly be heard” as he ran up the stairs?

Page(s) _____

record

What was the record calling everyone to church supposed to be?

Page(s) _____

Why are the lyrics about this man with bloodshot eyes going to “long be remembered”?

Page(s) _____

Concluding Paragraph Structure

What did you learn from this experience?

Why do you still remember this experience?

How does the experience continue to impact you today?

PURPOSE FOR READING

Read closely to examine how imagery contributes to the author’s description of settings in “Reverend Abbott and Those Bloodshot Eyes, Part I.”

PURPOSE FOR READING

Read “Reverend Abbott and Those Bloodshot Eyes, Part II” to identify how energy, or the amount of emotion or action, changes throughout the plot events.

PLOT: EVENTS FOR "THREE LITTLE PIGS"

Energy Rankings

**Events for
"Three Little Pigs"**

1. Three pigs left home to build their own houses.

2. The wolf set out to find the pigs.

3. The wolf blew down the house of straw and the pig got away.

4. The wolf blew down the house of sticks and the pigs got away.

5. The wolf could not blow down the house of bricks, so he climbed down the chimney.

6. The wolf burned his tail in a hot pot over the fire and ran away.

PLOT: EVENTS FOR "REVEREND ABBOTT AND THOSE BLOODSHOT EYES"

Energy Rankings

Events for "Reverend Abbott and Those Bloodshot Eyes"

	Part I				Part 2					
	1. Reverend Abbott took over for Reverend Robinson for the summer.	2. Sugar Ray showed up when the kids were playing in the street.	3. Reverend Abbott found out about the church dances.	4. The teenagers snuck on a mambo record at the square dance.	5. One of the littles sneaked upstairs.	6. Mrs. Davis got an emergency phone call and a teenager switched the record.	7. The record was heard all over the neighborhood and no one could get in the room to stop it.	8. The janitor broke off the lock.	9. Reverend Abbott gave his sermon and led the funeral.	10. On his last day, Reverend Abbott said he could face any challenge now.

MINI PERSONAL NARRATIVE RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	Setting is introduced, including details of when and where.	Setting is introduced.	Setting is unclear.	Setting is not introduced.
	Narrator’s mindset is established by sharing thoughts and feelings from the time of the experience.	Narrator’s mindset is included.	Narrator’s mindset is unclear.	Narrator’s mindset is missing from the paragraph.
Body	Settings and characters are described with rich sensory details.	Settings and characters are described with many sensory details.	Settings and characters are described with some sensory details.	Settings and characters are not described.
	All events are sequenced logically.	Most events are sequenced logically.	Some events are sequenced logically.	Few to no events are sequenced logically.
	A main event is clearly the “high energy” point in the story.	A main event is included.	The main event is unclear.	A main event is not included.
	A resolution includes character reactions.	A resolution is included.	A resolution is unclear.	A resolution is not included.
Conclusion	All narrator reflections support the importance of the event.	Most narrator reflections support the importance of the event.	Some narrator reflections support the importance of the event.	Little to no narrator reflections support the importance of the event.
Structure of the piece	First person is used throughout all of the narrative.	First person is used throughout most of the narrative.	First person is used in some of the narrative.	First person is used in little to none of the narrative.
	Focus is on one personal experience that is clearly central to the story.	Focus is on one personal experience.	Focus is shared between multiple personal experiences.	There is little to no focus on a personal experience.

When the Door Creaked Open

I was nine years old. On Saturday afternoons I liked to go exploring in the woods behind our house. I was what you would call...adventurous. My parents would always tell me to make sure I could still see the house from wherever I was, which only made me want to explore far enough away so that I could *not* see the house. I would get a little thrill when I turned around, couldn't see my house, and rushed back the way I came, hoping I wasn't really lost this time.

One cool Saturday afternoon I walked into a new area of the woods. It had to be new, because I stumbled upon a little house I'd never seen before. I peeked in a window by the front door. That's when I smelled the porridge. It smelled like cinnamon and butter. Then I knocked on the door and it creaked open! It was so quiet I could hear the tick-tock of a clock, so I knew no one was home. While I was there I decided to have just a little of the porridge. One bowl was too hot, and one was too cold, but one was just right and I ate it all. After that, I walked around and noticed the family pictures on the wall. Inside the picture frames were grizzly bears!

As I was standing there wondering if bears really lived in the house, I realized I was feeling a little sleepy. I sat in one chair that was too hard, and one chair that was too soft, before I found a rocking chair that was just right. I fell asleep. I was still in the chair when the bears came home! I heard them come in. I heard them rush into the kitchen. I heard them come stomping toward me. Then they saw me and I saw them. I think we were all in shock. Papa Bear hollered, "What are you doing in our house?" I finally got the courage to move and just ran off as fast as I could.

At nine years old I felt grown up. I felt grown up enough to go on adventures. I felt grown up enough to make lots of my own decisions. But I still did a lot of little kid things. To this day, I like to remember that moment when the door creaked open and imagine I made a different choice.

MINI PERSONAL NARRATIVE EDITING CHECKLIST

Editing Checklist

After checking for each type of edit, place a check here.

Meaning (It sounds right when I read it aloud.)

All my sentences have a subject and predicate.

I included all the words I wanted to write.

I took out repeated words or information.

I have checked how long my sentences are and split run-on sentences into two.

Format

All my paragraphs are indented.

I have a title for my narrative.

I have one introductory paragraph.

I have at least two body paragraphs.

I have one concluding paragraph.

Capitals

I began each sentence with a capital letter.

I used capital letters for all proper nouns.

Spelling

I have checked the spelling for any words I was unsure of or that my teacher marked.

Punctuation

I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.

I used commas, quotation marks, and apostrophes in places where they belong.

Recommended Resources for *Personal Narratives*

Trade Books: Personal Narratives and Other Similar Texts

Short Stories

America Street: A Multicultural Anthology of Stories, edited by Anne Mazer (Persea Books, 1993) ISBN 978-0892551910

Picture Books

When I Was Young in the Mountains, by Cynthia Rylant (Puffin, 1993) ISBN 978-0140548754

Birthday Presents, by Cynthia Rylant (Trumpet Club, 1992) ISBN 978-0440846796

The Blue Hill Meadows, by Cynthia Rylant (HMH Books for Young Readers, 2001) ISBN 978-0152024673

The Keeping Quilt, by Patricia Polacco (Simon & Schuster/Paula Wiseman Books, 2001) ISBN 978-0153052125

Through My Eyes, by Ruby Bridges (Scholastic Press, 1999) ISBN 978-0590189231

Novels/Memoirs

Alida's Song, by Gary Paulsen (Yearling, 2001) ISBN 978-0440414742

Lawn Boy, by Gary Paulsen (Random House Children's Books, 2009) ISBN 978-0553494655

Childtimes: A Three Generation Memoir, by Eloise Greenfield and Lessie Jones Little (HarperCollins Publisher, 1979) ISBN 978-0064461344

We Beat the Street: How a Friendship Pact Led to Success, by Drs. Sampson Davis, George Jenkins, and Rameck Hunt, with Sharon Draper (Penguin Young Readers Group, 2006) ISBN 978-0142406274

For Teachers

Texts

When I Was Your Age: Volumes I and II: Original Stories About Growing Up, by Amy Erlich (Candlewick, 2012) ISBN 978-0763658922



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