

**Unit 1: The Six Traits of Narrative Writing/Narrative Emphasis: ELA Simple Solutions**

MONDAY	
<p><b>Writing Standards:</b> L.5.1, L.5.2, L.5.3</p> <p><b>Learning Target:</b></p> <p><b>Begin teaching 6 Traits of Writing</b></p> <ol style="list-style-type: none"> <li>1. Ideas</li> <li>2. Voice</li> <li>3. Sentence Fluency</li> <li>4. Organization</li> <li>5. Word Choice</li> <li>6. Conventions</li> </ol> <p><b>Guiding Questions:</b></p> <p><a href="http://5thgradezones.weebly.com/uploads/4/1/9/2/41927353/blooms_taxonomy_questions.pdf">http://5thgradezones.weebly.com/uploads/4/1/9/2/41927353/blooms_taxonomy_questions.pdf</a></p> <p><b>Vocabulary:</b> identify initiative visualization narrative specific accurate</p> <p><b>ELA :</b> noun, proper noun, verb, adjective, adverb, commas</p>	<p><b>Vocabulary power verb “ identify”</b></p> <p>initiative, narrative, visualization, conventions, dialogue, acronyms</p> <p><b>ELA :</b> noun, proper noun, verb, adjective, adverb, commas</p> <hr/> <p><b>ELA Bell Ringer: Simple Solutions Lesson #2</b> continued/ and check</p> <p><b>Writing Trait #1 Ideas</b></p> <p><b>Shared Reading:</b> <b>Grandpa Green by Lane Smith</b></p> <p><b>Behaviors and Understandings:</b> <b>When writing in narrative form, writers offer a clever theme or memorable storyline. You can use ideas from events or people from your past to write and artistically express in the form of a memoir, a story about a particular memory.</b></p> <p><b>Text Title: Grandpa Green by Lane Smith</b></p> <p><b>I DO:</b> Read aloud Grandpa Green by Lane Smith -garden topiaries tell the story of his life each depicting and commemorating a significant moment.</p> <p><b>WE DO:</b></p> <p><b>Preplanned Questions:</b> Can you describe your earliest memory? What do you see? hear, smell, taste,feel? Who is there? What is happening? When was it? Where did it occur? Why is this a vivid memory? How come you remember this particular memory? Compare your memory to a movie-how is it alike/different?</p> <p><b>YOU DO:</b> Through writing and drawing, you are going to focus on important topics to create a memoir that reflects your life journey so far. Write down some events or people from your past. Think of some artistic ways you might represent them in a different way than Lane Smith does with sculpture, collage, paint, crayons/markers, etc.</p> <p>Today and every day, when you are getting ready to write, think about people or events in your past to create memoir writing</p> <p><b>*Remember you can draw/ or think of an artistic way to represent your writing</b></p> <p><b>Evaluate/Asses (students share reveals)</b> Let’s do a share of your passages from a character’s different point of view and we’ll listen for sentence variety.</p>

**Guided Reading Groups**

**TUESDAY**

**Vocabulary: Vocabulary power verb “ identify”**

**initiative, narrative, visualization, conventions, dialogue, acronyms,**

**ELA : noun, proper noun, verb, adjective, adverb, commas**

**ELA Simple Solutions Lesson # ? continue as students complete and get used to the 15 minute morning work goal/ then check lesson**

**Writing: Voice: Conveying The Purpose**

**Writers make clear to their audience of their reason/purpose for creating the writing piece. Today I will teach you how the writer offers a point of view that’s appropriate for narrative writing which compels the reader to read on**

**I Do:**

**Read aloud Marshfield Dreams: When I Was a Kid by Ralph Fletcher.**

**A humorous and captivating memoir delivering the right voice for each moment in his stories providing an insider’s point of view of what his life was like back then. A great choice for introducing memoir writing. Choose a few passages ( tackle box story and the funeral scene) and share them with your students to show the different ways that Fletcher conveys the purpose for each to the reader**

**We Do:**

**Assist students as they talk about the story and recall/relisten to passages for different ways Fletcher conveys the purpose for each to the audience**

**Active Engagement:**

**You do**

**Now it’s your turn.**

**Pick 2-3 events from your own lives that you could talk about that are a mix of purposes: a time when you learned something, a time when something hilarious happened, a time when you might have been disappointed, etc.**

**Asses/Evaluate:**

**Have students tell their stories using a voice that conveys that purpose for writing to a partner. Finally, have students put their stories in writing to create short memoirs of their own. ( takes a few writing periods)**

**Link to Other Writing:**

**Today and every day, when you are getting ready to write think about conveying the purpose by using voice to help readers relate to the writing**

**Mid-way Teach point:**

**Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a point of view that’s appropriate for narrative writing, which compels the reader to read on**

**Teaching Share:**

I am excited to read all of your memoirs. As you share your memoirs, we will listen for purpose and voice. Good job today writers thinking about conveying purpose and using voice when writing memoirs

Guided Reading Groups:

**WEDNESDAY**

**Vocabulary:**  
identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

**ELA : noun, proper noun, verb, adjective, adverb, commas**

**ELA: Lesson #3 Simple Solutions**

**3. Writing: Sentence Fluency: Varying Sentence Patterns**

**Shared Reading:**  
**Wonder by RJ Palacio**

**I DO:**  
**Read parts of the book**  
**p. 62**

“I’m not saying they were doing any of these things in a mean way, by the way: not once did any kid laugh or make noises or do anything like that. They were just being normal dum kids. I know that. I kind of wanted to tell them that. Like, it’s okay, I know I’m weird looking, take a look, I don’t bite. Hey, the truth is, if a Wookie started going to the school all of a sudden, I’d be curious, I’d probably stare a bit!”

**Point out the variety of sentences and how they are constructed.**

**The use of dialogue and fluency creates a natural rhythm and flow the way that Auggie is thinking them**

**Find more passages like this to model varying sentence patterns or have the kids work in their groups to find more.**

**Behaviors and Understandings:**  
**Today and everyday when they are writing, think about varying the sentence patterns to make it flow in an interesting and natural way.**

**Text Title:**  
**Wonder by RJ Palacio**

**WE DO:**

**Preplanned Questions:**

**Can you distinguish between a simple and a complex sentence?**

What differences exist between a simple and a compound ? A compound and a complex?  
Did you know there are different types of sentences? (simple, compound, and or complex)  
Why is this a good idea? if you were writing a book? ( enhance the main idea, theme, story line)  
Can you compare your sentences and figure out what type they are?

**YOU DO:**

Students try to write this passage or another from the point of view of one of the students who ran into Auggie for the first time.  
Have them write what the students might have been thinking- respectfully and thoughtfully, but honestly. Encourage them to play with sentence patterns to create the character's internal dialogue-what they are thinking in an interesting and natural way

**Mid-lesson reminder:**

Remember writers that your writing should be made up of an effective mix of long complex sentences and short, simple ones. Be sure to play with sentence patterns to create the character's internal dialogue-what they are thinking in an interesting and natural way. That makes the writing more interesting to read

**Evaluate/Assess :**  
Students share what they have written

**Guided Reading Groups:**

**THURSDAY**

**Vocabulary:**  
identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

**ELA :** noun, proper noun, verb, adjective, adverb, commas

**4. Organization: Endings: Providing a Sense of Closure**

**Shared Reading:**  
The Lion King

**Behaviors and Understandings:**Writers create endings to satisfy their readers and to answer any lingering questions they may have, providing a sense of closure. Today we will look at endings and the decisions writers have to make when ending their story.  
**Organization**

**Text Title:**  
The Lion King

**I DO:**

**Ask:** Have you seen the Disney movie The Lion King? Did you know that the movie makers tried out different endings during the script writing process until they have chosen the final one?

**Ask:** How did the movie end? Discuss the ending events and details with your students. Then ask, Why do you think the movie makers toyed with different endings?

**Preplanned Questions:**

If you were a movie writer, which ending would you choose?

Can you explain why?

What do you think could have happened if the other ending was picked?

What differences exist between the two choices?

What factors would you change if you were the movie script writer?

**WE DO:**

Read through the two articles

**Goto:**[http://disney.wikia.com/wiki/The Lion King](http://disney.wikia.com/wiki/The_Lion_King)

[http://disney.wikia.com/wiki/The Lion King: Alternate Ending](http://disney.wikia.com/wiki/The_Lion_King:Alternate_Ending)

Discuss the pros and cons of both endings and why one was preferred over the other for the movies

**YOU DO:**

Have students pick another story/movie, examine the ending and write an alternative. \* This may take a few days to complete\*

**Link to other writing:**

Today and everyday, when you are writing endings to your stories, think about how you will answer any lingering questions, satisfy your readers and provide a sense of closure.

**Mid lesson teach point:**

Writers making decisions about your endings could be challenging.

Write a few possible endings. Then ask your group/partner to listen to them and vote on which one they think fits best with your story.

**Evaluate/Asses/Share:**

**Say:** It's exciting to toy with possible endings just like the script writers did when making The Lion King. Let's share some possible endings to your stories. We'll let you know if we have any lingering questions and help you decide on an ending that is perfect for your audience

**Guided Reading Groups:**

**FRIDAY**

**Vocabulary:**

identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

**ELA : noun, proper noun, verb, adjective, adverb, commas**

**ELA/Bellringer and vocabulary continued**

Re-teach Word-choice where we left off...

**5. Word Choice**

*Writing: Word Choice: Using Specific and Accurate Words in Narrative writing*

*Shared Reading: <https://youtu.be/HqHUGkEtIx4>*

*Behaviors and Understandings:*

*Connection:*

*Writers use specific and accurate words (nouns, adjectives, adverbs, etc.) to make the writing clear.*

*Writers select words to bring the topic to life*

*Every time we write be sure to select precise, specific, and accurate words to help your readers create clear images in their minds*

*Mid-connection:*

*Remember writers when you are writing think the words you choose that deliver the images you want your reader to see.*

*Text Title: The Scarlet Stockings Spy by Trinka Hakes Noble*

*I DO:*

*Listen to The Scarlet Stockings Spy*

*Before listening to the book read aloud the passage below about Maddy Rose's description*

*-Students listen for specific and accurate words*

*-Have students listen for which words make their visualization clear?*

*-Which ones describe so well that they could "identify" Maddy Rose?*

*" she was a Patriot rebel from head to toe in her homespun petticoats, her linsey wooley dress, and Muslim apron, her hand me down shoes, and woven straw hat"*

*....*

**CONTINUED:**

**\*lookup unfamiliar words in this passage: Goto:**

**Kids.Wordsmyth; fact monster; Little Explorers Picture Dictionary;**

**Enchanted learning.com**

**petticoat**

**apron**

**linsey wooley**

**Muslim apron**

**<https://youtu.be/HqHUGkEtIx4>**

**WE DO:**

**Preplanned Questions:**

**Which words make their visualization clear?**

**Which ones describe so well that they could “identify” Maddy Rose?**

**YOU DO:**

**Listen to the passage aloud again**

**-Draw Maddy Rose**

**-Listen paying close attention to specific adjectives(describing words) and other words that show details**

**Try Listening page by page:**

**<https://youtu.be/HqHUGkEtIx4>**

**Have students work in their groups to listen for other passages with specific and accurate words and draw the images the words create in their minds**

**Evaluate/Assess :**

**Let’s do a quick share.**

**Read the passage and show the illustration you drew.**

**Good job today writers drawing the images from specific and accurate words in the passages we read from the text today.**

**Be sure to use specific and accurate words in your own writing!**

**CONTINUE here if time allows:**

**6. Writing: Conventions: Using Capitalization Correctly**

**Shared Reading:**

**10 Accidental Inventions You Won’t Believe by Marianne English**

**Corn flakes, dynamite,the microwave oven, penicillin, and Velcro are among the most common ones. skip #1 and #5**

**<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>**

**[www.geniusstuff.com/blog/list/10-accidental-inventions/](http://www.geniusstuff.com/blog/list/10-accidental-inventions/)**

**As reading point out/ highlight capitalization of proper nouns, titles, cities and the product names**

**Behaviors and Understandings:**

**Writers use capital letters consistently and accurately. Today I will teach you how writers capitalize dialogue, abbreviations,proper names, acronyms and titles**

**Text Title: Inventions You Won’t Believe by Marianne English and How Stuff Works**

**I DO:**

**Read /copy/project the blog posts**

**<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>**

[www.geniusstuff.com/blog/list/10-accidental-inventions/](http://www.geniusstuff.com/blog/list/10-accidental-inventions/)

**WE DO:**

**Preplanned Questions:**

**When do we use capital letters? Why is it important to use them consistently and accurately? If we never used capitals would it matter? What might happen when someone doesn't use capitals when they write a cover letter for a job they really want?**

**Mid teaching reminder:**

**Remember writers that proper nouns, titles, headings, dialogue, acronyms and abbreviations should be capitalized.**

**Be sure to proofread and edit your writing.**

**YOU DO:**

**How Stuff Works**

<https://www.howstuffworks.com/>

**Students will surf through this website, or print article to find other interesting narratives that present information, while looking for examples of capitalization**

**Evaluate/Assess**

**Let's do a quick share.**

**Tell us what you read and give us an example of capitalization used correctly.**

**Good job writers looking for proper use of capitalization while reading through other articles.**

**Guided Reading Groups:**

### **LITERACY WORK STATIONS (WEEKLY)**

**Reading Independent:**

<https://youtu.be/HqHUGkEtIx4>

**Word Work:**

**Complete/choose the GO for the power verb**

**Choose one of the activity cards for the new vocabulary**

**Read to Someone:**

**See Above**

**Writing About Reading:**

**See above**

**Technology:**

<https://youtu.be/HqHUGkEtIx4>

<https://www.howstuffworks.com/>

<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>

<http://www.geniusstuff.com/blog/list/10-accidental-inventions/>

<http://disney.wikia.com/wiki/The>



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