

## Unit 1: The Six Traits of Narrative Writing/Narrative Emphasis

## MONDAY

## Writing Standards:

C.5.3 a,b,c,d,e,f,g 5.5  
Compose narratives,  
using writing and digital  
resources, to develop  
real or imagined  
experiences or  
multiple events or ideas,  
using effective  
technique, descriptive  
details and clear  
sequences.

L.5.1, L.5.2, L. 5.3

## Learning Targets:

This week =

- Explore adding a conclusion
- Continue =vivid words used by great writers
- Continue how to "Hook" the reader in your introduction
- Continue an event sequence is clear and unfolds naturally
- Transition words and phrases manage the sequence of events
- The writing contains a conclusion that follows from the narrated events
- The piece was planned

Continue teaching  
6 Traits of Writing

1. Ideas
2. Voice
3. Organization
4. Sentence Fluency
5. Word Choice
6. Conventions

Guiding  
Questions:

Power Verb: anything goes on the Word Up Wall

Vocabulary: anything goes on the Word Up Wall

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

*Hand Back Test**Go over on the document camera**Then begin rotations*

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

## Learning Targets:

- Add how to write a Conclusion
- Continue vivid words/ Figurative language/ dialogue to our narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and use them in narrative
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Sentence building/fluency
- 3.8 Paragraph structure
- Lead into peer review
- Teacher review/rubric check what does a 4,3,2,1 look like

## Station #1 Vocabulary Word Work

- Students choose 8 words in your binder you have not finished/ or if finished? Choose from the class word wall
- Model 2 of the Word Work Activity Cards students do not understand how to do. Ask students to pick 2
- These are the 2 cards to apply to the 8 words for the week
- Look at the checklist for completion

If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

## Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_

**Bloom's  
Taxonomy Sample  
Questions**

Vocabulary:  
anything on the  
Word Up Wall this  
week

previously:

inference

Figurative Language:

alliteration

simile

metaphor

hyperbole

idioms

imagery

personification

previous weeks:

summarize

sequence

climax

conflict

protagonist

antagonist

conclusion

transition

analyze

characters,

setting

plot

voice

purpose,

exposition,

resolution

rubric

identify

initiative

visualization

narrative

specific

accurate

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

- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

A.\*High-Frequency Words\*

Pick 5 words

Think about your narrative story

Can you write 5 sentences about the topic using the 5 High-frequency words

Try to make them fit into your narrative story

Use the sentence checklist to make sure it has what it takes.

B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

Slide # 19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

\*Conclusion/Closing sentence

- Watch Slide #19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

**Checking your work:**

**Use the 3.8 format**

**Use the sentence checklist to make sure all 8 sentences are correct**

**add an adjective**

**add an adverb**

**use some figurative language**

**use dialogue: Remember dialogue is someone talking**

**“ \_\_\_\_\_ ”, said \_\_\_\_\_**

**Station #4 Conferencing**

**Today go over students test essay question**

**Using the rubric**

**Show them how they did according to 4,3,2,1**

**answer any questions they have**

**Give them the teacher conference sheet**

**Have them rewrite it**

**Daily continue building a narrative**

**Students use the Guide packets/ checklist**

- **Continue adding HOOK/verify they have one**
- **adjectives**
- **adverbs**
- **transition words/ sequence words**
- **figurative language**
- **explore adding dialogue (discuss commas and quotations)**
- **dialogue**

**Students continue to follow the Writing Process**

- **Pre-write**
- **Rough Draft**
- **Revise**
- **Edit**
- **Peer Review**
- **Publish**

**Leave students with one tip**

- **Allow questions**
- **Discuss areas they are getting**
- **Reteach struggle area**

**I Do:**

**Discuss CONCLUSION/CLOSING this week -how to leave the reader with something to remember**

**<https://www.youtube.com/watch?v=JZ8L9pKbY28>**

**Discuss one thing you didn't know about a closing/concluding sentence with a partner**

**Continue to discuss the parts of Narrative (Flowchart GO)**

**Introduction**

**Event 1**

**Event 2**

**Event 3**

**\*Conclusion**

**Watch slide #19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>**

Focus on the Closing/CONCLUSION of the narrative paragraph  
Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss  
Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

## TUESDAY

Power Verb: Anything goes on the Word Up Wall =choose those words you have not learned

Vocabulary: ELA continue : prepositions, noun, proper noun, verb, adjective, adverb, commas,quotations

Learning Targets This week =

- Add how to write a conclusion
- Continue how to "Hook" your audience in your introduction
- Continue adding figurative language/ dialogue to narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and use them in narrative
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Sentence building/fluency
- 3.8 Paragraph structure
- Lead into peer review
- Teacher review/rubric check what does a 4,3,2,1 look like

Station #1 Vocabulary Word Work

- Students choose 8 words in your binder they have not finished/ or if finished?  
Choose from the class word wall

- Model 2 of the Word Work Activity Cards students do not understand how to do. Ask students to pick 2
- These are the 2 cards to apply to the 8 words for the week
- Look at the checklist for completion

If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

### Station #2

Always record your work on a sheet of paper and write in the top right corner

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- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

Place it in your binder in order by date and Tab

#### A. \*High-Frequency Words\*

Pick 5 words

Think about your narrative story

Can you write 5 sentences about the topic using the 5 High-frequency words

Try to make them fit into your narrative story

Use the sentence checklist to make sure it has what it takes.

#### B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

### Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

slide # 19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

**Get a 3.8 paragraph graphic organizer**  
**Choose a Famous Failure**  
**Follow the directions**  
**When you write make sure it is a 3.8**

**How do I know it is a 3.8?**

**Topic**

**Point/detail #1**

**example**

**Point/detail #2**

**example**

**Point/detail #3**

**example**

**Conclusion sentence**

**Checking your work:**

**Use the 3.8 format**

**Use the sentence checklist to make sure all 8 sentences are correct**

**add an adjective**

**add an adverb**

**use some figurative language**

**use dialogue: Remember dialogue is someone talking**

**“ \_\_\_\_\_ ”, said \_\_\_\_\_**

**Station #3 Conferencing**

**Teach CONCLUSION**

**Answer any questions they have**

**Give them the teacher conference sheet**

**Have them rewrite it**

**Daily continue building a narrative**

**Students use the Guide packets/ checklist**

- **Now add a conclusion**
- **Continue adding HOOK/verify they have one**
- **adjectives**
- **adverbs**
- **transition words/ sequence words**
- **figurative language**
- **explore adding dialogue (discuss commas and quotations)**
- **dialogue**

**Students continue to follow the Writing Process**

- **Pre-write**
- **Rough Draft**
- **Revise**
- **Edit**
- **Peer Review**
- **Publish**

**Leave students with one tip**

- **Allow questions**
- **Discuss areas they are getting**
- **Reteach struggle area**

**I Do:**

Talk about the Introduction of narrative writing and the importance of vivid words to hook the reader

Discuss CONCLUSION/CLOSING this week leave the reader with something to remember you by

Continue discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

Conclusion

Watch Slide #19

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

### WEDNESDAY

Power Verb: ANYthing goes this week on Word Wall

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, commas

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets This week =

- Add a CONCLUSION/CLOSING

- Figurative Language for the best writers
- Explore how to “Hook” your audience in your introduction
- Continue to add sequence and transition words to our narrative
- Practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Work on High-Frequency words and finding them in books
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Sentence building
- 3.8 Paragraph structure
- Lead into peer review
- Teacher review/rubric check what does a 4,3,2,1 look like

### Station #1 Vocabulary Word Work

- Students choose 8 words in your binder you have not finished/ or if finished?  
Choose from the class word wall
- Model 2 of the Word Work Activity Cards students do not understand how to do.  
Ask students to pick 2
- These are the 2 cards to apply to the 8 words for the week
- Look at the checklist for completion

If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

### Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

A. \*High-Frequency Words\*

Pick 5 words

Think about your narrative story

Can you write 5 sentences about the topic using the 5 High-frequency words

Try to make them fit into your narrative story

Use the sentence checklist to make sure it has what it takes.

Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

### Station #3



- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

Slide #19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroD\\_TZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD_TZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

Conclusion sentence

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_ ”, said \_\_\_\_\_

Station #4 Conferencing

Today go over students test essay question

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Daily continue building a narrative

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives

- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Pass out the Test

Check on doc camera

Read/ discuss

Talk about the Introduction of narrative writing and the importance of vivid words to hook the reader

Discuss Closing/CONCLUSION this week point out the need to leave the reader with something to remember

Continue to lead up to discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

\*Conclusion

Slide #19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

Focus on the CLOSING?CONCLUSION of their Narrative

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

**Asses /Evaluate:**

**During conference time allow students to ask questions. Look for struggles and clarify**

- **Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow**
- **Use the sentence checklists**
- **Rubrics to check their work**
- **Record on monitoring clipboard**

**THURSDAY**

**Power Verb:Anything on the Word Wall**

**Vocabulary:Anything on the Word Wall**

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

**Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative**

**Learning Targets This week =**

- **Add a CONCLUSION/CLOSING**
- **Figurative Language for the best writers**
- **Explore how to “Hook” your audience in your introduction**
- **Continue to add sequence and transition words to our narrative**
- **Practice the steps of the Writing Process**
- **Apply A.R.M.S. and revise our work**
- **Work on High-Frequency words and finding them in books**
- **Practice how to spell with our boxes and sounding out strategies**
- **Cursive writing practice for fast workers**
- **Sentence building**
- **3.8 Paragraph structure**
- **Lead into peer review**
- **Teacher review/rubric check what does a 4,3,2,1 look like**

**Station #1 Vocabulary Word Work**

- **Students choose 8 words in your binder you have not finished/ or if finished? Choose from the class word wall**
- **Model 2 of the Word Work Activity Cards students do not understand how to do. Ask students to pick 2**
- **These are the 2 cards to apply to the 8 words for the week**
- **Look at the checklist for completion**

**If finish Partner spell test**

**Follow directions on white board**

**Partner #1**

## Partner #2

### Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station#\_\_\_\_\_
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- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

#### A. \*High-Frequency Words\*

Pick 5 words

Think about your narrative story

Can you write 5 sentences about the topic using the 5 High-frequency words

Try to make them fit into your narrative story

Use the sentence checklist to make sure it has what it takes.

#### B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

### Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

Slide #19 and 20

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

**Point/detail #2**

**example**

**Point/detail #3**

**example**

**Conclusion sentence**

**Checking your work:**

**Use the 3.8 format**

**Use the sentence checklist to make sure all 8 sentences are correct**

**add an adjective**

**add an adverb**

**use some figurative language**

**use dialogue: Remember dialogue is someone talking**

**“ \_\_\_\_\_ ”, said \_\_\_\_\_**

**Station #4 Conferencing**

**Today go over students test essay question**

**Using the rubric**

**Show them how they did according to 4,3,2,1**

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**Have them rewrite it**

**Daily continue building a narrative**

**Students use the Guide packets/ checklist**

- **Continue adding HOOK/verify they have one**
- **adjectives**
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- **transition words/ sequence words**
- **figurative language**
- **explore adding dialogue (discuss commas and quotations)**
- **dialogue**

**Students continue to follow the Writing Process**

- **Pre-write**
- **Rough Draft**
- **Revise**
- **Edit**
- **Peer Review**
- **Publish**

**Leave students with one tip**

- **Allow questions**
- **Discuss areas they are getting**
- **Reteach struggle area**

**I Do:**

**Talk about the Introduction of narrative writing and the importance of vivid words to hook the reader**

**Discuss CONCLUSION/CLOSING this week leave the reader with something to remember**

**Continue to lead up to discussing the parts of Narrative (Flowchart GO)**

**Introduction**

Event 1  
Event 2  
Event 3  
Conclusion  
Slide #19 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

Focus on the CLOSING/CONCLUSION of their narrative  
Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss  
Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

### Friday

Power Verb:Anything on the Word Wall not learned this week

Vocabulary:Anything on the Word Wall not learned this week

Small Groups:

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets This week =

- Add a CLOSING/CONCLUSION this week
- Figurative Language for the best writers
- Explore how to “Hook” your audience in your introduction
- Continue to add sequence and transition words to our narrative
- Practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Work on High-Frequency words and finding them in books
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Sentence building
- 3.8 Paragraph structure
- Lead into peer review
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- Students choose 8 words in your binder you have not finished/ or if finished? Choose from the class word wall
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- These are the 2 cards to apply to the 8 words for the week
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If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

### Station #2

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- Station#\_\_\_\_\_
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- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

#### A. \*High-Frequency Words\*

Pick 5 words

Think about your narrative story

Can you write 5 sentences about the topic using the 5 High-frequency words

Try to make them fit into your narrative story

Use the sentence checklist to make sure it has what it takes.

#### B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

### Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

\*Closing/Conclusion Sentence

Slide #19 and 20 from:

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer  
Choose a Famous Failure  
Follow the directions  
When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

Conclusion sentence

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_ ”, said \_\_\_\_\_

Station #4 Conferencing

Today go over students test/ essay /narrative

Using the rubric

Show them how they did according to 4,3,2,1

Answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Daily continue building a narrative

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review



- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Read/ discuss

Talk about the conclusion of narrative writing and the importance of vivid words to leave the reader with something to remember

Discuss CONCLUSION this week by referring to the Rocking ideas chart to hook the reader

point out the Figurative Language options

continue to lead up to discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

Conclusion

Slides #19, 20 and then go to 21 when all finished with work this week

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Focus on the CONCLUSION/Closing of their Narrative

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Start to type their narrative when ready
- Record on monitoring clipboard

**LITERACY WORK STATIONS (WEEKLY)**

**Reading Independent:**

Good site for Language explore on Friday

[https://www.softschools.com/quizzes/language\\_arts/](https://www.softschools.com/quizzes/language_arts/)

<http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

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

<http://teacher.scholastic.com/activities/adventure/>

<https://schoolwires.henry.k12.ga.us/Page/61886>

[https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAsfGXz\\_LeIXd-E5Q\\_aco/edit](https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAsfGXz_LeIXd-E5Q_aco/edit)

<https://www.archives.gov/founding-docs/join-the-signers>

**Figurative Language:**

<https://schoolwires.henry.k12.ga.us/Page/61886>

**narratives:**

<https://youtu.be/HqHUGkEtlx4>

<https://youtu.be/HjWHTWFDItI>

[https://youtu.be/zS97TU46s\\_Y](https://youtu.be/zS97TU46s_Y)

**Word Work:**

Complete/choose the GO for the power verb

Choose one of the activity cards for the new vocabulary

High Frequency words work with a partner practice

Cursive writing

**Read to Someone:**

See Above

**Writing About Reading:**

See above

Tier 3 Reading students

	Willow Waters Scott Morgan Alexus Artis Ladaisha Santiago Jordyn Flynn Danterell Edwards Laniah White Mickie McClain Cortez Ginjauma Antonio Haskins Annabelle Edwards Jeryah Gilliam Kendrick Mainu
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