

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

This week continue writing process and teaching "conclusion", also conferencing with students about the essay portion of the previous Unit Test

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 Up wall
- Model 2 of the Word Work Activity Cards students do not understand how to do.
- This week students will use the simile and alliteration activity cards
- These are the 2 cards to apply to the 8 words for the week
- Students will look at the checklist for completion

If students finish move onto the Partner Spelling 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 every sentence 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

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

- 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.

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

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

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#_____
- 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 and 20

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

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:

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
- 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.

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

Go to Virtual Classroom and watch the video on Slide #19

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

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

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/

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

Figurative Language:

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

narratives:

<https://youtu.be/HqHUGkEtIx4>

<https://youtu.be/HjWHTWFDItI>

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

RTI=

Writing About Reading:

Use Lesson 7 from Social Studies Comparing the Colonies

Teach strategies for Reading Comprehension

Model

Practice application with a partner

Discuss Power Verb/application

Practice 3.8 Paragraph and parts

Application : answer the question

Apply SPAM and 3.8 Paragraph Writing Process

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