

## 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 Target:

This week =

- 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

Begin teaching  
6 Traits of Writing

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

Guiding  
Questions:

[Bloom's  
Taxonomy  
Sample  
Questions](#)

## Vocabulary:

**Power Verb: summarize****Vocabulary: sequence, climax, conflict, protagonist, antagonist, conclusion, transition****Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma**

**During MAPS Testing Week we will continue to emphasize The Word Up Wall Vocabulary.**

**Call students to conference table to check Vocabulary work**

- **ReTeach an activity card they are most struggling with**

**Skill:**

- **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**

**Station #1 Vocabulary Word Work continues**

- **Check students binders for accuracy**
- **reteach strugglers**

**Next teach how to add\* High-Frequency Words\***

**Look at the list in the station #1**

**Have students begin to make a list of “High-Frequency Words” and “High-Utility Words” they wish to learn or are working on learning.**

- **Let them read from the list and write down 5 words they wish to learn this week**
- **Have them look for these words during their day during all classes and practice saying and writing into their assignments**

**Reading, Social Studies, Science, Math**

**-This list will go into their vocabulary Tab of their binder**

**Teach/ Practice the Routine:**

1. **Look -do they recognize it?**
2. **You see some words many times as you read/write. You need to learn these word because they help you read/write**
3. **See it -Say it- Do it- Write it-Check it**
4. **Summarize the learning principle - to know “Why?”**

**Station #2 Virtual Classroom exploring Organization skill of the week continues**

- **Check students work for accuracy**
- **Reteach struggle areas**

<p><b>New week:</b>  summarize  sequence  climax  conflict  protagonist  antagonist  conclusion  transition</p> <p><b>previous weeks:</b></p> <p>analyze  characters,  setting  plot  voice  purpose,  exposition,  resolution  rubric</p> <p>identify  initiative  visualization  narrative  specific  accurate</p> <p><b>ELA :</b> noun,  proper noun,  verb, adjective,  adverb, commas</p>	<p><b>Station #3 Conferencing Teaching Narrative and the writing Process</b></p> <ul style="list-style-type: none"> <li>• Check Students progress with The Writing Process</li> <li>• Allow questions</li> <li>• Discuss areas they are getting</li> <li>• Reteach struggle area</li> </ul> <p><b>I Do:</b>  Pass out the handout and GO “Parts of a Narrative</p> <p><b>Read/ discuss reviewing the vocabulary</b>  Talk about the 3 main types of narrative writing</p> <ol style="list-style-type: none"> <li>1. Personal</li> <li>2. Biographical</li> <li>3. Fictional</li> </ol> <p><b>Discuss the Narrative Flowchart GO</b>  Introduction  Event 1  Event 2  Event 3  Conclusion</p> <p>Tell students they are going to use this flowchart GO to help them organize the writing piece they have started</p> <p>Model how to do this</p> <p>Discuss  Students try</p> <p>This week continues the writer’s <i>organization in a story</i>.</p> <p><b>Active Engagement:</b>  If students are working ahead they can:  Discuss an event 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</p> <p><b>Asses /Evaluate:</b>  During conference time allow students to ask questions. Look for struggles and clarify</p> <ul style="list-style-type: none"> <li>• Have students tell their stories and discuss the use of sequence and transition words in organization to help make their writing flow</li> <li>• Use the sentence checklists</li> <li>• Rubrics to check their work</li> <li>• Record into monitoring binder</li> </ul> <p><b>Guided Reading Groups</b></p> <p style="text-align: center;"><b>TUESDAY MAPS TESTING 7:45 to 1:10</b></p> <p><b>Power Verb:</b> summarize  <b>Vocabulary:</b> sequence,climax,conflict,protagonist,antagonist,conclusion,transition</p>
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**Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, commas**

**Small Groups:**

**Station #1**

**Word Work**

**Define each NEW vocabulary word; choose an activity card to complete with each word**

**Writing: Organization:**

**Station #2**

**Students will go to Virtual Classroom and follow the directions on each slide**

[https://docs.google.com/presentation/d/1drQhfhX5grxwH1ANeh\\_jyUdJt\\_UmxMVCbF2UNeSy\\_nU/edit?usp=sharing](https://docs.google.com/presentation/d/1drQhfhX5grxwH1ANeh_jyUdJt_UmxMVCbF2UNeSy_nU/edit?usp=sharing)

**Writing Trait #3 Organization: Sequence and Transition Words**

**This week students will learn about The Writing Trait : Organization: Sequence and Transition Words**

**Learning Targets This week =**

- **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**

**Station #3**

**Conference**

**Continue The Steps of the Writing Process and apply to Narrative parts**

- 1. Brainstorm**
- 2. Rough Draft**
- 3. ARMS**
- 4. CUPS**
- 5. Share/Peer Review**
- 6. Publish**

**Correct their work, answer questions and give them a “tip to work on” based on what they need**

**I Do:**

**Pass out the handout and GO “Parts of a Narrative**

**Read/ discuss reviewing the vocabulary**

**Talk about the 3 main types of narrative writing**

- 4. Personal**
- 5. Biographical**
- 6. Fictional**

**Discuss the Narrative Flowchart GO**

**Introduction**

**Event 1**

**Event 2**

**Event 3**

**Conclusion**

**Tell students they are going to 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:**

**Discuss an event 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**

**Asses /Evaluate:**

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

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

**Guided Reading Groups:**

### **WEDNESDAY**

**Power Verb: summarize**

**Vocabulary: sequence,climax,conflict,protagonist,antagonist,conclusion,transition**

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

**Learning Targets This week =**

- **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**

**Small Groups:**

**Station #1**

**Continue and check for accuracy**

**Re-teach a struggle card activity**

**Word Work**

**Choose a word or two from The Word Up wall you have not completed**

**Define each word; choose an activity card to complete with each word**

**Share what you wrote**

- High Frequency Words continued
- Look for these words in books (from classroom bins)
- use sticky notes
- write the page you find
- write the sentence you found it in

## Station #2

Writing Trait Organization: Sequence and Transition Words

Virtual Classroom continue until lesson is completed

[https://docs.google.com/presentation/d/1drQhfhX5grxwH1ANeh\\_jyUdJt\\_UmxMVCbF2UNeSy\\_nU/edit?usp=sharing](https://docs.google.com/presentation/d/1drQhfhX5grxwH1ANeh_jyUdJt_UmxMVCbF2UNeSy_nU/edit?usp=sharing)

Students continue slides where they left off

Sharing with your group

Fast workers?

Ed Galaxy continued

## Station #3

Conference Table with teacher

Continue The Steps of the Writing Process and Narrative parts/Flowchart completion

1. Brainstorm
2. Rough Draft
3. ARMS
4. CUPS
5. Share/Peer Review
6. Publish

Discuss with students:

Active Engagement:

If students are working ahead they can begin the next step of the writing process  
3. Revise A.R.M.S. and then C.U.P.S. -give them the checklists and explain how to use each

Extension writing:

Discuss an event 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

*Proceed as follows through the week:*

Review Writing Process

Brainstorm

Show GO Narrative "Hook" Use Rocking Beginnings small group chart

Writing Hints for writing Success

Narrative Writing Reference Sheet

GO Sequence of Events in a Narrative

**Narrative Outline GO**

**Asses/Evaluate:** During conference time allow students to ask questions. Look for struggles and clarify

**Link to Other Writing:**  
**Discuss the other traits of Writing**  
1. Ideas/details  
2. Voice

**Teaching Share:**  
allow student to you share their story, and everyone listens for

**Assess/Evaluate**

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

**Guided Reading Groups:**

**THURSDAY**

**Power Verb:** summarize

**Vocabulary:** sequence, climax, conflict, protagonist, antagonist, conclusion, transition

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

**Learning Targets This week =**

- 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

**Small Groups:**

**Station #1**  
**Word Work**

Define each word; choose an activity card to complete with each word

Choose a word or two from The Word Up wall you have not completed  
Define each word; choose an activity card to complete with each word  
Share what you wrote

- High Frequency Words continued
- Yesterday use those words you looked for in books and the sentence you wrote
- Choose 2-3 words and write a story from the sentences
- Share it with someone in your group

- Illustrate your story if time allows
- Let a partner check your work for complete sentences using the sentence check list/rubric
- Make corrections

### **Station #2**

**Writing Trait Organization using sequence and transitions**

**Virtual Classroom slides continued**

**Share with your group**

- Have a partner check your work
- relisten to the story if necessary
- Go back and work on any incomplete slides from the previous weeks

**Finished? Goto Ed Galaxy and work the next skill**

### **Stationn #3**

**Conference**

**Continue The Steps of the Writing Process**

1. Brainstorm
2. Rough Draft
3. ARMS
4. CUPS
5. Share/Peer Review
6. Publish

**Discuss with students: The Traits of Writing**

**I Do: Model it**

**We Do: Work together with a partner**

**You do: Students continue working on their pieces independently as I assist around the table**

**Active Engagement:**

**If students are working ahead they can work on the narrative GOs they were given**

**Narrative Ideas GO:**

**Discuss an event 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**

**Asses/Evaluate continued:**

- Have students tell their stories and discuss the use of sequence and transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record notes into monitoring binder

**Link to Other Writing:**

**Discuss the other traits of Writing**

3. Ideas/details

#### 4. Voice

**Mid-way Teach point:**

**Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include organization using sequence and transition words appropriate for narrative writing**

**Teaching Share:**

**I am excited to read all of your stories**

**As you share your story, we will listen for *sequence and transition words***

**Continue depending on the group pace:**

**\*When students have heard the lesson move to parts of a narrative during conference time**

- **3 Main Types**
- **Model how to use the Narrative Flowchart GO**

**--Continue as progress is evident:**

- **Move to modeling the “Narrative Ideas” GOs**
- **Brainstorm**
- **Narrative Hook**
- **Helpful Hints for Success**
- **Narrative Writing Reference Sheet**
- **Show students an example of 4 and Narrative rubric**

#### Friday Constitution Day

**Power Verb: summarize**

**Vocabulary: Constitution, Preamble, amendment, posterity, ordain**

**Learning Targets This week =**

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**Small Groups:**

**Station #1**

**Word Work**

**Define each word; choose an activity card to complete with each word**

**Station #2**

**Watch the video**

<https://www.youtube.com/watch?v=z8VHe0Jxh4U>

**Complete the handouts at the station**

#### 1. Constitution



-write down one way you think the Constitution is important to our nation and state

## 2. Design Your Own

<https://www.youtube.com/watch?v=sw3SKdAXGgQ>

Look up the meaning of the word amendment

<https://www.dictionary.com/browse/kid>

Discuss it in your own words with someone in your group  
Compare your ideas. Are they alike? Or different?

Now design your own amendment that you think should be a rule to follow in the United States

Share with your group

Station #3

Read over the Preamble

1. Write a paragraph and explain why you think these words are important for the Constitution.
  - Check your sentences with the rubric at your station
  - Add a transition word, adjectives, and adverb to improve your first try
  - Share with someone in your group
  - Make any more corrections you think would help your paragraph sound best

Conference

Apply what students know:

Continue The Steps of the Writing Process

1. Brainstorm
2. Rough Draft
3. Revise- ARMS
4. Edit -CUPS
5. Peer Review
6. Publish

Discuss with students:

Did they have more clear organization by using sequence and transitional words to make the writing piece flow.

I Do:

Share my example/Think aloud

We Do:

Assist students as they talk about the relisten to their paragraph for different sequence and transition words

Active Engagement:

If students are working ahead they can

Now it's your turn to work on your paragraph some more

**Asses/Evaluate:**  
Use the sentence checklists  
Rubrics to check their work  
Record into monitoring binder

**Link to Other Writing:**  
Discuss the other traits of Writing on the wall/apply  
1.Ideas/details  
2.Voice  
3.Organization

**Mid-way Teach point:**  
Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include any traits appropriate for narrative writing

**Teaching Share:**  
As you share, keep listening for *sequence and transition words*

**Guided Reading Groups:**

**LITERACY WORK STATIONS (WEEKLY)**

**Reading Independent:**  
<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

**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