

**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 =

- Figurative language =vivid words used by great writers
- Explore how to “Hook” the reader in your introduction
- 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:**

**Power Verb: inference**

**Vocabulary:(Figurative Language)**

alliteration,simile,metaphor,hyperbole,idioms,imagery,personification

**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 discuss figurative language then continue adding transition words, sequence words**

**Leave students with one tip to improve**

**Skill:**

- **Introduce Figurative Language in writing by listening to a book example [https://youtu.be/e1mn72Rk\\_j0](https://youtu.be/e1mn72Rk_j0)**
- **Take a few minutes to continue to add sequence and transition words to our narrative**
- **Continue to 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**

- **Students get their new vocabulary list and set up their binders**
- **Check students binders for accuracy**
- **help strugglers**

**Next teach how to add\*High-Frequency Words\* they have written down into their narratives**

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

**Have students work on their 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 use one of the words in their narrative**
- **Did they 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**

[Bloom's Taxonomy Sample Questions](#)

Vocabulary:  
New week:  
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

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  
[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)

Tell students to begin at slide #9 this week

If they didn't finish? Today they can finish previous slides

- Check students work for accuracy
- Reteach struggle areas

Station #3 Conferencing Teaching Narrative and the writing Process

- Add transition and sequence words  
Pick a sentence  
Tell students to write it 3 times  
sentence one -add a transition word  
sentence two-add a sequence word  
sentence three add a figurative language word (try-if they can)
- Check Students progress with The Writing Process
- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Pass out the 5th Grade Figurative language handout for their binder reference

Read/ discuss reviewing the vocabulary

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

Discuss HOOK 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

Focus on the HOOK of their Introduction

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:

**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**

**TUESDAY MAPS TESTING 7:45 to 1:10**

**Power Verb: summarize**

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

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

- **RECAP Last Week: Check work and help strugglers continuing**

**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 goto Virtual Classroom and follow the directions on each slide**

[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)

**Writing Trait #3 Continue Organization: Sequence and Transition Words and add Figurative Language wording and HOOKing the reader in their introduction**

**This week students will continue learning about The Writing Trait : Organization: Sequence and Transition Words, HOOK, introduction and figurative language application**

**Learning Targets This week =**

- **Figurative Language for the best writers**
- **Explore how to “Hook” your audience in your introduction**
- **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:  
sequence,transition,hook, figurative language**

- 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 new reference handout for their binder %th Grade Figurative Language handout and GO “Parts of a Narrative**

**Read/ discuss reviewing the vocabulary**

**Talk about using the narrative writing steps graphic organizers as a guide**

**Discuss the Narrative Flowchart GO**

**Introduction-HOOK and Figurative Language**

**Event 1**

**Event 2**

**Event 3**

**Conclusion**

**Tell students they are going to need to continue to use this flowchart GO to help them organize the writing piece they have started as they add to it weekly**

**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:**

**Complete the C.U.P.S. editing step, add a HOOK and try adding some figurative language to their narrative**

**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, transition words and now HOOK and Figurative Language options in organization to help make their writing flow**
- Use the sentence checklists**
- Rubrics to check their work**
- Record into monitoring binder**

**Guided Reading Groups:**

**Power Verb: inference**

**Vocabulary:(Figurative Language)**

**alliteration,simile,metaphor,hyperbole,idioms,imagery,personification**

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

**Learning Targets 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**

**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 and Figurative Language**

**Virtual Classroom continue until lesson is completed**

**[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)**

**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:**

1. If students are working ahead they can begin the next step of the writing process add HOOK, figurative language words to the introduction
2. Revise A.R.M.S. and then C.U.P.S. -give them the checklists and explain how to use each

**Extension writing:**

Allow these students to move ahead to

The parts of a paragraph giving them the 3.8 outline

*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**

**Figurative language application, sequence, transitions, using their reference sheets as a guide**

**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: inference**

**Vocabulary:(Figurative Language)**

**alliteration,simile,metaphor,hyperbole,idioms,imagery,personification**

**Vocabulary:**

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

**Learning Targets 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**

**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, transitions and figurative language**

**Virtual Classroom slides continued**

**[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)**

**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 and application this week : figurative language,transitions,sequence continues**

- 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 and show them the 3.8 paragraph, apply what they know and improve their narrative**

**Narrative Ideas GO application continues**

**Asses/Evaluate continued:**

- **Have students tell their stories and discuss the use of sequence and transition words, figurative language 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, transition words, and figurative language 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**

- **Model transitions,sequences, figurative language, HOOK**
- **Model how to use the Narrative Flowchart GO**

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

- Move to 3.8 paragraph explanation
- Continue 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**

**Power Verb: inference**

**Vocabulary:(Figurative Language)**

alliteration,simile,metaphor,hyperbole,idioms,imagery,personification

**Learning Targets 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

**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, transitions, and figurative language**

**Virtual Classroom slides continued**

[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)

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**

**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, transition words, figurative language, and HOOK***

**Guided Reading Groups:**

**LITERACY WORK STATIONS (WEEKLY)**

**Reading Independent:**

<https://murraystate.zoom.us/j/88938055671?pwd=VTEzZEhrVVdIR1c5SU5aMjRHNW9ZUT09>

[https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAfGXz\\_LeIXd-E5Q\\_aco/edit](https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAfGXz_LeIXd-E5Q_aco/edit)

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

**narratives:**

<https://youtu.be/HqHUGkEtIx4>

<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