

## 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 Continue =

- 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****Hand out STUDY GUIDE today****Students complete this and bring it back on Wednesday/Thursday for 10 points added to their test****Skill:****Figurative Language in writing continued**

- Explore adding Figurative language and 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

**Station #1 Vocabulary Word Work continues and should be close to finished**

- Students finish their vocabulary list
- Look at checklist for completion

**Moving on = today****Practice \*High-Frequency Words\*****Write 5 written down****Follow directions on white board****Partner #1****Partner #2****Then work on Test Study Guide****Station #2 Virtual Classroom exploring Organization skill of the week continues**

[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)

- Continue #9-17 this week
- Work with a partner and
- use checklist/mark it off as you go

**When you finish Flocabulary:****Choose a figurative language story card**

- Answer each question on the handout

[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

- Hint: (The main idea is often discovered in the first sentence or the last sentence)
- Notice there are only 2 details in the story?
- Make up one more detail and it's example to go with it
- Then write a different HOOK for the story.
- Share/reread the story adding your 3 new sentence ideas
- Have a partner tell you one thing they like about your change and one thing you could do better.
- 

Toward end of the week as they finish:

Now write your very own figurative language story

Use a 3.8 GO

- Think of a Hook
- 3 details
- 3 examples
- Conclusion sentence( sort of like a hook-give them something to remember)
- Share it with a partner
- Use the peer checklist
- Remember everything goes in your binder

Station #3 Conferencing

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)

Leave students with one tip

Apply The Writing Process

- Pre-write
- Brainstorm
- ARMS/CUPS
- peer edit/rubric
- Teacher rubric
- Publish? some may begin to type

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

I Do:

Pass out the Study Guide

Read/ discuss

- students fill in the study guide with their group
- review the vocabulary
- For test they will be able to use the room

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:

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: inference

Vocabulary: alliteration, simile, metaphor, hyperbole, idioms, imagery, personification, (recall conclusion)

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

- 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: Sentence Fluency

Station #2

Students will goto Virtual Classroom and follow the directions on each slide

[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)

**When you finish Flocabulary:**

**Choose a figurative language story card**

- Answer each question on the handout
- Hint: (The main idea is often discovered in the first sentence or the last sentence)
- Notice there are only 2 details in the story?
- Make up one more detail and it's example to go with it
- Then write a different HOOK for the story.
- Share/reread the story adding your 3 new sentence ideas
- Have a partner tell you one thing they like about your change and one thing you could do better.
- 

**Toward end of the week as they finish:**

**Now write your very own figurative language story**

**Use a 3.8 GO**

- Think of a Hook
- 3 details
- 3 examples
- Conclusion sentence( sort of like a hook-give them something to remember)
- Share it with a partner
- Use the peer checklist
- Remember everything goes in your binder

**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**

### **WEDNESDAY**

**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

When you finish Flocabulary:

Choose a figurative language story card

- Answer each question on the handout
- Hint: (The main idea is often discovered in the first sentence or the last sentence)
- Notice there are only 2 details in the story?
- Make up one more detail and it's example to go with it
- Then write a different HOOK for the story.
- Share/reread the story adding your 3 new sentence ideas
- Have a partner tell you one thing they like about your change and one thing you could do better.
- 

Toward end of the week as they finish:

Now write your very own figurative language story

Use a 3.8 GO

- Think of a Hook
- 3 details
- 3 examples
- Conclusion sentence( sort of like a hook-give them something to remember)
- Share it with a partner
- Use the peer checklist
- Remember everything goes in your binder

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**

**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**

**When you finish Flocabulary:**

**Choose a figurative language story card**



- Answer each question on the handout
- Hint: (The main idea is often discovered in the first sentence or the last sentence)
- Notice there are only 2 details in the story?
- Make up one more detail and it's example to go with it
- Then write a different HOOK for the story.
- Share/reread the story adding your 3 new sentence ideas
- Have a partner tell you one thing they like about your change and one thing you could do better.

Toward end of the week as they finish:

Now write your very own figurative language story

Use a 3.8 GO

- Think of a Hook
- 3 details
- 3 examples
- Conclusion sentence( sort of like a hook-give them something to remember)
- Share it with a partner
- Use the peer checklist
- Remember everything goes in your binder

Finished? Goto Ed Galaxy and work the next skill

Station #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**

**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 using ARMS and CUPS**

**Station #2**

**Writing Trait Organization using sequence, transitions, and figurative language and apply HOOK writing practice**

**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**

**Choose a figurative language story card**

- **Answer each question on the handout**
- **Hint: (The main idea is often discovered in the first sentence or the last sentence)**
- **Notice there are only 2 details in the story?**
- **Make up one more detail and it's example to go with it**
- **Then write a different HOOK for the story.**
- **Share/reread the story adding your 3 new sentence ideas**
- **Have a partner tell you one thing they like about your change and one thing you could do better.**
- 

**Toward end of the week as they finish:**

**Now write your very own figurative language story**

**Use a 3.8 GO**

- **Think of a Hook**
- **3 details**
- **3 examples**
- **Conclusion sentence( sort of like a hook-give them something to remember)**
- **Share it with a partner**
- **Use the peer checklist**
- **Remember everything goes in your binder**

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

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

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

**Station #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 Rubrics  
(Teacher uses a Rubric)
6. Publish

**Discuss with students:**

**Did they have more clear organization by using sequence/ transitional words/Hook in the intro- does 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 /transition words/Hook/adjectives/adverbs/figurative language in there?/dialogue?**

**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**

**Teacher Record monitoring on clip board**

**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***

**LITERACY WORK STATIONS (WEEKLY)**

**Reading Independent:**

**Good site for Figurative Language explore on Friday**

**<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