Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Narrative Writing – 10 Strategies for Engaging the Reader
Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, and Viewers”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: Teacher introduces/defines narrative writing. The focus for the lesson will be 10 Strategies for Engaging the Reader. Display a chart of the 10 strategies for engaging the reader and discuss each: (1) Setting, Time, and Place – the author moves into the story by establishing the setting, time and place; (2) Character Introduction – the author briefly names and introduces the character; (3) Action – the author moves immediately into the action of the story; (4) Shocking and Interesting Statement – the author grabs the reader’s attention with a shocking or interesting statement; (5) Repeating Line – a single line or phrase is used at the beginning and throughout the story; (6) Dialogue – the author begins with a quote or conversation; (7) Combination – the author uses a combination of the 10 strategies to engage the reader; (8) Character Development – the author gives a description, both outside and inside description, of the character; (9) Summary – the author begins with a brief summary of the story; (10) Problem – the author moves immediately into the problem. Teacher shares books that show good examples of each strategy. Students choose several strategies and write brief, engaging beginnings to be used in future narrative writings. Engaging beginnings are filed in the student’s narrative writing folder or sourcebook. Teacher monitors progress through teacher student conferences and/or peer conferences.

Differentiated Instruction:
- Students will each be given a passage from a story. They will need to identify which parts of the strategies (10 Strategies for Engaging the Reader) are evident in that passage. For example, if a student is given a passage from Charlotte’s Web, they will look to see if within that passage they can identify a setting, time, place (1), a shocking or interesting statement (4), determine how a character is developed (8), summarize that passage (9), etc.
- Students will be given a short story. They will work in pairs to identify and write the 10 strategies found in the story. Each pair will present to the class when complete.
- Class will take time and complete a chapter book. After reading the chapter book, students will work in groups to identify and write the 10 strategies found in the story.
- Students will be given an “engaging beginning” and told to create a story using that beginning.

Modifications/Accommodations:
- Students will orally practice creating “engaging beginnings.”
Focus Standard:
ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
i. Lifts the level of language using appropriate strategies including word choice.

Circumstances of the assignment/Notes to the Teachers:
This task may be divided over several days to ensure mastery of the strategies to engage the reader.