Feb. SW Gr.6 Pers.Narrative Writing

Content Area: **English**
Course(s):
Time Period: **February**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Personal narrative is a form of writing in which the writer retells an event, incident, or experience in his or her own life. Personal narratives allow writers to share their lives with others and re-create experiences for the audience to feel. They can also help writers relive a meaningful moment from their lives.

Enduring Understandings

Students will: ■ Identify, understand, and appreciate the purpose and sound of personal narratives; ■ Recognize different features of personal narratives such as wellstructured event sequence, first person, revealing thoughts, dialogue, and descriptions; ■ Respond to texts orally and in writing as they listen to, discuss, and read aloud personal narratives; ■ Remember personal stories from various experiences as a way to generate writing ideas; ■ Discuss and examine how illustrations enhance the meaning of the personal narrative mentor texts; ■ Compose and revise personal narratives to include narrative techniques such as dialogue, description, and sensory language to convey meaning in their own stories; ■ Strengthen and develop a narrative idea by including relevant descriptive details and precise words and phrases; ■ Write an engaging lead that orients the readers and incorporates techniques from the mentor texts; ■ Include transition words and phrases to convey a clear sequence of events; ■ Plan, discuss, and collaborate in whole-class, small-group, and oneon-one settings to revise and edit their drafts; ■ Conclude their narratives using closing techniques from mentor authors and texts; and ■ Move through the writing process to publish a personal narrative that they will share with an audience and celebrate the final piece as well as the process.

Essential Questions

What skills and techniques do writers use to write a Personal Narrative?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: Exploring Personal Narratives uses all mentor texts from the unit, specifically Guys Write for Guys Read by Jon Scieszka (Ed.) Rationale: Personal narratives often have common purposes, features, and structures. Students will begin to define, discuss, and identify narrative writing and some common elements of personal narratives as they think about their own experiences, preview the mentor texts, and listen to "The Follower" by Jack Gantos. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 2: Personal Experiences uses Boy: Tales of Childhood by Roald Dahl. Rationale: Writers recall specific incidents or events from their childhood as narrative topics. Students will examine how pacing is an important narrative technique when writers tell their stories. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 3: Writers Learn About Themselves From Their Stories uses When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Writers often write about important lessons or realizations they've had from past experiences. Students will analyze a mentor text, thinking closely about the author's purpose and how he gets that message across. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 4: Family Stories uses My Freedom Trip by Frances and Ginger Park. Rationale: Sometimes personal narratives are written through the eyes of someone close to the writer. Students will continue to identify common features of personal narratives as they also discuss how a narrative can tell an inspirational story about someone the writer knows well. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 5: Personal Connections uses Sister Anne's Hands by Mary Beth Lorbiecki. Rationale: Personal narratives often deal with universal themes that prompt readers to react to and/or connect with them. Students will identify themes in Mary Beth Lorbiecki's Sister Anne's Hands, such as prejudice, guilt, friendship, and love, and then compare and contrast themes and other features from the mentor texts. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Mini-Lessons

Generating Ideas I: Mapping Memories uses Guys Write for Guys Read by Jon Scieszka (Ed.). Rationale: Writers sometimes use visual prompts for stories to help them reflect on what happened, where it happened, and why it happened. Students will use sketching as a tool to map meaningful memories and to inspire narrative writing. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Generating Ideas II: Photographs Inspire Stories uses Looking Back by Lois Lowry. Rationale: Photographs are still-life memories that help writers recall and reflect on stories from their past. Students will use photographs to trigger memories and the details in those photographs to aid in writing descriptively. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

Generating Ideas III: Meaningful Relationships and Events uses When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Writers often write about memories that revolve around or include people close to them. Students will examine close relationships in their lives and recall events that have built, strengthened, or even weakened the relationships. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

Generating Ideas IV: Connecting to What We Read uses all mentor texts from the unit. Rationale: Writers get ideas from other writers. Students will make connections to memories, events, and themes of published personal narratives as a way to generate their own narrative ideas. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6 Personal Na

Selecting: What's Important to the Writer uses When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Many times personal narratives focus on events that are important to the writer. Students will be guided through the process of selecting an idea that is important and meaningful to them and reveals some insight they gained upon reflection. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Collecting I: Gathering the Details uses Boy: Tales of Childhood by Roald Dahl. Rationale: Interviewing others about their memories of a shared event, creating a time line, and/or creating sketches can help a writer recall important details. Students will consider using one or all of these skills to further develop their narratives. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting II: Examining Relationships uses When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Writers can examine the relationships with characters in their narratives to learn more about themselves and others. Students will look closely at the relationships that evolve from their story ideas and analyze the dynamics of those relationships. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

Collecting III: A Different Perspective uses Looking Back by Lois Lowry. Rationale: Looking at an event from someone else's perspective can help writers arrive at different conclusions and see their stories in a different light. Students will develop their narratives by considering the perspective of another character in

their stories and elaborate on it. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Drafting I: Developing a Writing Plan uses Boy: Tales of Childhood by Roald Dahl and When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Mapping out a writing plan before drafting can help a writer stay focused and organized. Students will consider the event, purpose, voice, and structure their narratives will take as they begin to draft. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting II: Moving the Story Along – Transition Words and Phrases uses Sister Anne's Hands by Marybeth Lorbiecki and Boy: Tales of Childhood by Roald Dahl. Rationale: Writers control the pacing and movement across time in their stories by using transition words and phrases. Students will incorporate transition words and phrases to convey event sequence as they continue to draft their narratives. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Drafting III: Concluding With Reflection uses Looking Back by Lois Lowry and When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.). Rationale: Reflection is one way to conclude a piece of writing. Students will craft their endings to include this narrative technique. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Revising I: Precise Words and Descriptive Details uses When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.) and Guys Write for Guys Read by Jon Scieszka (Ed.). Rationale: Revision is an integral part of the writing process because it allows writers to see their writing in a new light. Students will revise their drafts using relevant descriptive details, including precise words and sensory language. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Revising II: Narrative Technique – Thought Shots uses all mentor texts from the unit. Rationale: Thought shots is a narrative technique used by writers to reveal more about themselves or their characters at a particular time. Students will add thought shots to their writing as a strategy to further develop their character(s) or events in their narratives. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Revising III: Playing With Time – Slow Motion uses Boy: Tales of Childhood by Roald Dahl and Guys Write for Guys Read by Jon Scieszka (Ed.). Rationale: Writers can slow down time in a story to let the readers fully experience and live the details of the scene. Students will consider the pacing of their narratives and determine where slowing down the moment would be an effective narrative technique for their stories. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Editing I: Writing Dialogue uses Guys Write for Guys Read by Jon Scieszka (Ed.). Rationale: Dialogue is often part of writing a personal narrative. Many students have difficulties punctuating dialogue, which can result in confusion throughout the story for the readers. Students will practice punctuating dialogue to demonstrate their command of this convention. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Editing II: Using Ellipses uses all mentor texts from the unit. Rationale: Ellipses are an often misused or infrequently used punctuation mark that can improve writing and eliminate unnecessary details. Students will determine why and where they can use ellipses in their narratives. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Editing III: The Final Edit uses an editing checklist for students to complete. Rationale: The last edit before publication is crucial. A thoroughly edited piece makes the writing more intelligible and clear to the readers. Students will use an editing checklist and give their writing a final look. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Publishing I: Publish Presentation uses all mentor texts from the unit. Rationale: Students proceed through the writing process to learn and grow as writers. Before they publish their work, they will carefully create a title and think about the presentation of their narratives. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Publishing II: Publishing – The Celebration uses all mentor texts from the unit. Rationale: Students need to feel and be a part of the writing community. Their work needs to be valued, and their voices need to be heard. This is the life of a writer. Students will learn how presentation embraces a more formal tone for sharing and celebrating their writing. Common Core State Standards: W.6.1, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.

- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

DRA

Aimsweb

Writing Samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection: uses a self-reflection questionnaire. Rationale: Student reflection is necessary in order

to grow as a writer. Reflection enables students to discover their strengths and weaknesses and set goals for the future. It also allows students to learn about themselves as writers.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Boy Tales of Childhood by Roald Dahl Guys Write for Guys Read by Jon Scieszka (Ed.) Looking Back by Lois Lowry My Freedom Trip by Frances and Ginger Park Sister Anne's Hands by Mary Beth Lorbiecki Skin Deep and Other Teenage Reflections by Angela Shelf Medearis When I Was Your Age, Vol. 1 by Amy Ehrlich (Ed.)

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.