

# Trimester 3 RACE & Narrative Writing

Content Area: **Writing**  
Course(s): **Writing 6**  
Time Period: **April**  
Length: **Trimester**  
Status: **Published**

## Unit Overview

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Trimester 3 will focus on using the RACE format to answer open ended prompts and narrative writing. By utilizing mentor texts and example narratives throughout the trimester, lessons will focus on the techniques, structure, and conventions of a personal narrative. Into Literature, specifically the Never Give Up unit, will be utilized as a primary resource in order to guide students with their writing piece. Once students begin the independent and group reading for The Giver, the writing task will begin. Throughout the trimester, students will practice narrative writing pieces using different stages of writing. The majority of the trimester will be spent on writing and publishing a narrative writing piece. At the conclusion of the instructional period, students will be assessed with the publication of their Narrative writing piece(s). English Language Conventions lessons embedded in this unit are sentence structure; including subjects and predicates, compound sentences, clauses and complex sentences, and capitalization.

## Additional Standards Covered

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ELA.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.
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## Essential Questions

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- How can a professional author's writing practice help us in our writing process?
- How can conferring with one another and the teacher help us to improve our writing?
- How can we assess our own writing?
- How does character, setting, and plot affect fictional writing?
- In what ways can we show our creativity in our writing?
- What does good fiction writing look and sound like?
- When revising, how can we be sure our draft is told in only one point of view?

## Unit Learning Goals

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NJSLS Standard	Learning Target
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<p style="text-align: center;"><u><b>L.6.1/L.6.2</b></u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>I can and consistently...</p> <ul style="list-style-type: none"> <li>• use pronouns in the proper subjective and objective case</li> <li>• use pronouns in the proper possessive case and intensive case</li> <li>• recognize and correct inappropriate shifts in pronoun number and person</li> <li>• recognize and correct vague pronouns (for example, ones with unclear or ambiguous antecedents)</li> <li>• Use commas to set off parenthetical elements</li> <li>• Explain the function of conjunctions, prepositions, and interjections.</li> <li>• Write using the correct spelling of 6th grade vocabulary</li> <li>• Write using capitalization of proper nouns and sentence beginnings</li> </ul>
<p style="text-align: center;"><u><b>L.6.4</b></u></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>I can consistently and independently: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to determine the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<p style="text-align: center;"><u><b>W.6.4</b></u></p>	<p>I can consistently and independently...</p>

<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development and style are appropriate to task, purpose, and audience.</li> <li>• Produce writing that gives sufficient information and uses appropriate evidence from the text.</li> </ul>
<p style="text-align: center;"><u><b>W.6.3</b></u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>I can consistently and independently...</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</p> <ul style="list-style-type: none"> <li>• I can engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically</li> <li>• I can use narrative techniques, such as dialogue, pacing, tone, and description, to develop experiences, events, and/or characters</li> <li>• I can use a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another</li> <li>• I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</li> <li>• I can provide a conclusion that follows from the narrated experiences or events</li> <li>• I can maintain consistency in style and format (e.g. MLA Format)</li> </ul>

- SWBAT assess their own writing, analyze drafts and think of ways to develop the setting, develop a second draft of their story, integrating revisions, explore first and third-person points of view, explore pronouns and practice writing consistently from a given point of view, and confer with one another and the teacher.
- SWBAT explore present and past tense verbs, practice writing consistently in a single verb tense, proofread their second drafts for spelling and punctuation, write their final version and publish as a book, present their books to the class from the Author's Chair, and confer with one another and the teacher.
- SWBAT hear and discuss fiction, informally explore elements of fiction, generate and quick-write ideas for fiction, and draft fiction pieces.
- SWBAT hear, discuss, and draft fiction, explore character setting, and plot, generate and quick-write ideas for fiction, and cultivate creativity in their writing.
- SWBAT review their fiction drafts and select one to develop, revise, proofread, and publish, learn about a professional author's writing process, analyze their drafts and think of ways to develop character and plot, cultivate creativity in their writing, and confer with one another and the teacher.

## Unit Learning Targets

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- L.6.1/L.6.2 I can explain the function of conjunctions, prepositions, and interjections.
- L.6.1/L.6.2 I can recognize and correct inappropriate shifts in pronoun number and person
- L.6.1/L.6.2 I can recognize and correct vague pronouns (for example, ones with unclear or ambiguous antecedents)
- L.6.1/L.6.2 I can use commas to set off parenthetical elements
- L.6.1/L.6.2 I can use pronouns in the proper possessive case and intensive case
- L.6.1/L.6.2 I can use pronouns in the proper subjective and objective case
- L.6.1/L.6.2 I can write using capitalization of proper nouns and sentence beginnings
- L.6.1/L.6.2 I can write using the correct spelling of 6th grade vocabulary
- W.6.4 I can produce clear and coherent writing in which the development and style are appropriate to task, purpose, and audience
- W.6.4 I can produce writing that gives sufficient information and uses appropriate evidence from the text.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Marzano Elements

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- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Content
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

### Learning Plan (Skills and Activities)

Time Frame (Tentative)	Topics	Lessons/Activities	Materials
<b><u>Weeks</u> 1-2</b>	<b>Introducing Narrative Writing</b>	<p><b><u>Writing:Writing Introductions</u></b></p> <p>Refer to Into Literature</p> <p>1. What Makes a Good Story?</p> <p>2. What Does a Successful Narrative Look Like?</p> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Interactive Grammar Studio</li> </ul>	<ul style="list-style-type: none"> <li>• Into Literature</li> <li>• Read aloud mentor texts</li> <li>• Anchor Chart</li> <li>• Student Writing Examples</li> <li>• Assessment Resource Book</li> <li>• Conference Notes Record Sheet for each student</li> </ul> <p><b><u>Supplementary Resources:</u></b></p> <p><a href="#">Narrative Unit</a></p> <p><a href="#">Lucy Calkins Narrative</a></p>

			<a href="#">Writing</a> -
<b><u>Week</u></b> <b>3</b> -	<b>Hooks/Context</b>	<p><b><u>Writing: Narrative Context</u></b> Refer to Into Literature 1. Hooking the Reader 2. Establishing the Significance of the Context 3. Selecting Details to Establish the Context</p> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Interactive Grammar Studio</li> </ul>	<ul style="list-style-type: none"> <li>• Into Literature</li> <li>• Read aloud mentor texts</li> <li>• Anchor Chart</li> <li>• Student Writing Handbook</li> <li>• Assessment Resource Book</li> <li>• Conference Notes Record Sheet for each student</li> </ul> <p><a href="#">Hooks and Leads Google Slide</a></p> <p><a href="#">Hooks and Leads</a></p>
<b><u>Weeks</u></b> <b>4-5</b> -	<b>POV and Characters</b>	<p><b><u>Writing: POV and Characters</u></b> 1. Who's in the Story and Who's Telling it? 2. Choosing a Point of View 3. Which Point of View? 4. Creating Compelling Characters</p> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Interactive Grammar Studio lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Into Literature</li> <li>• Read aloud mentor texts</li> <li>• Anchor Chart</li> <li>• Student Writing Examples</li> <li>• Assessment Resource Book</li> <li>• Conference Notes Record Sheet for each student</li> </ul> <p><a href="#">Types of POV</a></p> <p><a href="#">POV Task Cards</a></p>
<b><u>Week</u></b> <b>6</b> -	<b>Structure</b>	<p><b><u>Writing: Narrative Structure</u></b></p> <p>1. From Beginning to End 2. Moving Through Time 3. Help the Reader</p>	<ul style="list-style-type: none"> <li>• Into Literature</li> <li>• Read aloud mentor texts</li> <li>• Anchor Chart</li> <li>• Student Writing Examples</li> <li>• Assessment</li> </ul>

		4. Wrap it Up 5. You Be the Judge  <u><b>Grammar:</b></u>  <ul style="list-style-type: none"> <li>Interactive Grammar Studio</li> </ul>	Resource Book <ul style="list-style-type: none"> <li>Conference Notes Record Sheet for each student</li> </ul>
<u><b>Week</b></u> <b>7</b> -	<b>Dialogue and Techniques</b>	<u><b>Writing: Narrative Techniques</b></u> 1. Adding Life with Dialogue 2. Writing Dialogue 3. Moving Through Time 4. How Fast or How Slow? 5. Pacing Techniques in Action  <u><b>Grammar:</b></u> <ul style="list-style-type: none"> <li>Interactive Grammar Studio</li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Into Literature</li> <li>Read aloud mentor texts</li> <li>Anchor Chart</li> <li>Student Writing Examples</li> <li>Assessment Resource Book</li> <li>Conference Notes Record Sheet for each student</li> </ul> </li> </ul> <a href="#">Dialogue Unit</a>
<u><b>Weeks</b></u> <b>8-9</b>	<b>Language of Narrative/Taking Compositional Risks</b>	<u><b>Writing Narratives: The Language of Narrative</b></u> 1. Word Choice that Wows 2. Imagery, Precise Language, and Telling Details 3. Adding Precise Words and Imagery 4. Figurative Language	<ul style="list-style-type: none"> <li>Into Literature</li> <li>Read aloud mentor texts</li> <li>Anchor Chart</li> <li>Student Writing Examples</li> <li>Assessment Resource Book</li> <li>Conference Notes Record Sheet for each student</li> </ul>

		5. Adding Life to Your Story	
		<u>Grammar:</u>	
		<ul style="list-style-type: none"><li>• Interactive Grammar Studio</li></ul>	
Weeks 10 -12	<p><b>This time will be used to enhance writing pieces from the year -- add more Compositional Risks, illustrations, citations, etc.</b></p> <p><b>~ Peers will also work together for "Compliments and Comments</b></p> <p><b>~ If time allows, students will add additional writing pieces to their sixth grade writing portfolios -- genres of their choice will be selected.</b></p>		
<p><i>Number of Instructional Days: 60</i></p>			

- BAW Fiction Unit: Refer to Teacher's Manual page 261 to pace out lessons for 5-6 weeks
- BAW Language Unit: Punctuation. Refer to the Skill Practice Teaching Guide pages 117-137 to pace out lessons for language instruction

## **Strategies for Students in Need of Intervention**

- Provide writing checklist to remind us of capitalization, punctuation, mechanics, and spelling
- Extended time
- Provide charts/rubrics of graded expectations
- Provide copies of writing process to keep in writing journals
- Provide examples of strong writing
- Provide peer editing opportunities
- Provide word list to improve word choice
- Reduce writing task
- Use graphic organizers



## Materials and Resources

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- Chromebooks
- Into Literature- Writing Unit
- Student Writing Handbook
- Writer's Notebooks

## Unit Assessments

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- Published Writing Assessment
- Punctuation Assessment
- Student/Teacher Writing Conferences

## Technology Integration

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TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.

## Career Awareness, Life Literacies and Key Skills

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- CRP11. Use technology to enhance productivity
  - CRP2. Apply appropriate academic and technical skills.
  - CRP4. Communicate clearly and effectively and with reason.
  - CRP6. Demonstrate creativity and innovation.
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|-----------------|---|
| TECH.9.4.5.DC.6 | Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).   |
| TECH.9.4.5.TL.3 | Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. |

## Cross Curricular Connections

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- Reading- Fantasy Short Stories & Novel
- Reading- Science Fiction Short stories and Novel