

Grade 6: Personal Narrative Duration: 2-4 Weeks (Quarter 2-Uncommon)

Essential Questions: Why do people feel it is important to record and share personal events through writing? What are the steps necessary to create an effective personal narrative?

| Assessments | Student Understandings | Instructional Plan |
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| <p><u>Common Assessment:</u></p> <ul style="list-style-type: none"> ➤ Given a rubric, the student will write a well organized three paragraph personal narrative. <p><u>Formative/Continuous Assessments:</u></p> <ul style="list-style-type: none"> ➤ Student’s ability to use the writing process to produce a final published paragraph. ➤ Student’s ability to independently utilize the hamburger paragraph format. ➤ Student’s ability to use a dictionary and/or thesaurus. ➤ Student’s ability to respectively listen and respond to what others have written. ➤ Student’s ability to transition from one paragraph to another. | <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> ➤ What are the steps of the writing process? ➤ Why is it important to choose a topic that is meaningful and memorable? ➤ Why is it important to maintain focus and exclude extraneous ideas? ➤ How does the writer’s use of an interesting lead, sensory details, and dialogue help to create a vivid picture in the mind of the reader? ➤ How does the student’s use of conventions bring clarity to the written piece? ➤ How does the use of voice reflect the writer’s personality? ➤ What does it mean to include closure in a piece of writing? ➤ How does the writer’s organization of events and use of transition words allow the reader to comprehend the ideas clearly? <p><u>Knowledge/Skills:</u></p> <ul style="list-style-type: none"> ➤ Using pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (W-6-10) ➤ Using the paragraph form: indenting, main idea, supporting details. (W-6-1.2) ➤ Recognizing organizational structures within paragraphs. Examples (of text structures): Description, sequential chronology, proposition/support, compare/contrast. (W-6-1.3) ➤ Writing with frequency, including in-school, out-of-school, and during the summer. (W-6-11.1) ➤ Sharing thoughts, observations, or impressions. (W-6-11.2) ➤ Maintaining focus (W-6-5.5) | <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> ➤ Hamburger paragraphs ➤ Graphic organizer ➤ School writing rubric ➤ List of signal (transition) words ➤ Dictionary and thesaurus <p><u>Instruction</u></p> <p><u>Strategies/Suggested Scaffolds:</u></p> <ul style="list-style-type: none"> ➤ Pre-assess knowledge of writing skills ➤ Peer and self-editing ➤ Modeling ➤ Mini-lessons ➤ Note-taking ➤ Student/teacher conferencing ➤ Review previous unit ➤ Whole group discussions ➤ Differentiation (instruction/assessment) |

- Selecting and elaborating important ideas; and excluding extraneous details. (W-6-5.6)
- Applying rules of standard English usage to correct grammatical errors. Examples: subject-verb agreement, irregular plurals, sentence fragments and run-ons. (W-6-9.1)
- Applying basic capitalization rules. (W-6-9.2)
- Using punctuation to clarify meaning. Examples: Commas, apostrophes, quotation marks. (W-6-9.4)
- Using relevant and descriptive details and sensory language to advance the plot/story line. (W-6-5.1)
- Developing characters through description, dialogue, and actions. (W-6-5.3)
- Using voice appropriate to purpose. (W-6-5.4)
- Selecting appropriate information to set context, which may include a lead/hook. (W-6-6.2)
- Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (W-6-1.1)
- Creating a clear and coherent (logically consistent) story line. (W-6.4.1)
- Establishing context problem/conflict/challenge, and resolution, and maintaining point of view (1st person, 3rd person, or omniscient). (W-6-4.2)
- Using transition words/phrases to establish clear chronology and to enhance meaning. (W-6-4.3)
- Correctly spelling grade appropriate, high frequency words, including homonyms and homophones and applying syllables and affix spelling patterns and rules. Examples: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes. (W-6-9.5)

Possible Application:

- Assessing prior knowledge
- Class discussions
- Answering questions (orally and written)
- Present appropriate information and details
- Analyze and interpret elements/devices of writing

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| | <ul style="list-style-type: none">➤ Complete graphic organizers➤ Quizzes/test➤ Independent and group work➤ Independent writing assignments | |
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