**Unit Title:** Narrative Unit

**Grade:** 6th

**Time Frame:** Unit 1 (9 Weeks)

**Big Ideas:**
1. Recognition of personal versus fictional narrative
2. Comprehension
3. Vocabulary Acquisition
4. Fluency
5. Writing Process
6. Conventions of Writing

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**CONTENT MAP**

**Narrative Writing**
- Engagement of the reader
- Organization
- Includes sensory detail for plot development
- Range of strategies
- Excludes extraneous details
- Provides a sense of closure

**Content Vocabulary**
- Engagement
- Extraneous
- Plot
- Setting
- Characters
- Mood and Tone
- Suspense
- Dialogue
- Characterization
- Conflict
- Audience
- Voice
- Point of view

**Writing Process**
- Pre-write
- Write drafts
- Revise/Edit
- Write final draft
- Publish

**Conventions**
- All but focus on:
  - Vivid verbs
  - Descriptive adjectives
  - Varied Sentence Structures
  - Dialogue

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**Unit Overview**

Students will analyze and evaluate the differences among fictional and personal narratives, identify and discuss different elements of narrative writing in order to apply a range of strategies to their own writing. They will recognize how these elements of narrative writing function in a variety of genres.

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### Standard Addressed | Level of Learning
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| ELA6R1 all elements | Application |
| ELA6R2 all elements | Knowledge, Comprehension |
| ELA6R3 all elements | Application |
| ELA6RC1 | Comprehension, Application |
| ELA6RC2 all elements | Comprehension |
| ELA6RC3 all elements | Comprehension |
| ELA6RC4 all elements | Comprehension |
| ELA6W1 all elements | Synthesis |
| ELA6W2 I a-f | Application |
| ELA6W4 all elements | Application, Analysis |
| ELA6C1 a,b,c,e,f | Knowledge, Application, Evaluation |
| ELA6LSV1 all elements | Application, Analysis |
| ELA6LSV2 all elements | Application, Analysis |
Enduring Understandings (Concepts/Big Ideas)

**Students will understand that...**
1. Narration is a way of expressing real or imagined experiences and presenting them in the form of a story.
2. When reading text they can interpret, make inferences, and apply their conclusions to their own reading, writing, and speaking.
3. Effective narrative writing can include telling a story, communicating experiences, and expressing ideas in a chronological order

Essential Questions
1. Unit EQ: How can we express real or imagined experiences through the process of narrative writing?
2. What are the patterns common to all effective narrative writing?
3. How can you engage the reader when you are writing a narrative?
4. How can we utilize literary elements?
5. What are the differences and similarities between fictional and personal narratives?

Knowledge and Skills

<table>
<thead>
<tr>
<th>AC = Assessment Code:</th>
<th>I – Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR – Selected Response</td>
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<tr>
<td>CR – Constructed Response</td>
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<tr>
<td>PA – Performance Assessment (formative)</td>
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**Students will know... (Acquisition lessons)**
1. how to engage the reader
2. a range of literary elements related to narrative writing
3. the organization of a narrative essay
4. how to include sensory details and exclude extraneous details
5. characterization
6. closure
7. conventions of narrative writing

<table>
<thead>
<tr>
<th>AC</th>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>I, SR, PA</td>
<td>1. effectively use dialogue and questioning to engage the reader</td>
</tr>
<tr>
<td>SR, CR</td>
<td>2. establish a situation/plot, point of view, and setting by using strategies such as concrete and figurative language</td>
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<tr>
<td>SR, PA</td>
<td>3. write an introduction, body, and a conclusion</td>
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<tr>
<td>I, SR, CR,PA</td>
<td>4. develop plot and character using vivid verbs and descriptive adjectives</td>
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<tr>
<td>SR, PA</td>
<td>5. exclude extraneous details</td>
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<tr>
<td>I, SR, PA</td>
<td>6. develop complex characters</td>
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<tr>
<td>I, SR, CR,PA</td>
<td>7. provide an appropriate closure to the writing</td>
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<tr>
<td>CR</td>
<td>8. use quotations in dialogue and the appropriate organizational structure of a paragraph</td>
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<tr>
<td>PA</td>
<td>I, SR, CR</td>
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</tbody>
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## ASSESSMENTS

### Informal:
1. Discussions of fictional and personal narratives
2. Think-pair-share after reading strong and weak student models
3. Ticket Out the Door
4. Peer Revising
5. Student Teacher Conferences

### Selected Response:
Multiple-choice assessments (pre/post benchmarks)
Vocabulary Identification
Graphic Organizers (teacher generated)

### Constructed Response:
Write a variety of original fictional and personal narratives.
Student Generated Graphic Organizers for Pre-writing
Frayer Models with Literary Elements

### Performance Assessment (Authentic Use):
Summative Assessment (GRASPS)

**Goal:** Write an original narrative story either personal or fictional

**Role:** Author, Editor

**Audience:** 6th Grade LA classes and administration

**Situation:** The student will be writing a self selected narrative story to express life experiences.

**Product:** A published narrative story

**Standards/ Criteria:**
- DCSS rubric for 6th grade writing
- Story is engaging
- Plot, point of view, and setting are established
- Story contains an introduction, body, and conclusion
- Sensory details, concrete and figurative language are used effectively
- Excludes extraneous details
- Complex characters are developed
- Provides a sense of closure to the story
- Applies conventions
<table>
<thead>
<tr>
<th>Instructional Plan/ Activities</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Activators, Teaching Strategies, Summarizers)</td>
<td>Use numbers from Understandings, Knowledge, and Skills to correlate</td>
</tr>
<tr>
<td></td>
<td><strong>Enduring Understandings</strong></td>
</tr>
<tr>
<td>1. Hook: I remember when... paragraph.</td>
<td>1,3</td>
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<tr>
<td>2. Explanation of narrative and the GPS.</td>
<td>1,2,3</td>
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<tr>
<td>3. Analyze strong versus weak student models and look at professional narratives (+/- I Chart).</td>
<td>1,2,3</td>
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<tr>
<td>4. Use frayer model to teach the literary elements.</td>
<td>2</td>
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<tr>
<td>5. Kinesthetic Partner Activity: Describe using vivid verbs and descriptive adjectives.</td>
<td>1,3</td>
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<tr>
<td>6. Use a graphic organizer for organization of story.</td>
<td>1,3</td>
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<td>7. Using a literary text, identify how the author developed plot and characters using a character analysis chart and story map.</td>
<td>1,2</td>
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<tr>
<td>8. Have students practice providing closure by providing and changing closures for unfinished stories.</td>
<td>3</td>
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<tr>
<td>9. Using daily warm-ups and student work to practice correct grammar, usage, and mechanics. Discuss and study conventions.</td>
<td>3</td>
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</table>

Note: to add additional lines, press TAB at the end of “activity” 6.
<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose whether to write a personal or fictional narrative. Also, students will choose their own topic. Peer assistance will be used in the writing process.</td>
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<table>
<thead>
<tr>
<th>Key Terms:</th>
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<tbody>
<tr>
<td>Characteristics, genre, sensory details, figurative language, dialogue, characterization, plot, tone, mood, organization, introduction, body, conclusion, experience, context, engage, coherent, closure, point of view, purpose, audience, chronological order, narrative, fictional, personal, setting, point of view, purpose, strategy, quotations, extraneous details, convention, suspense, voice, and conflict.</td>
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