

Unit Title: Narrative Writing

Grade Level: 6th

Subject Area: English/ Language Arts

Duration/Length/Number of class periods: 50 minutes, 5 classes

Description: Students will develop a 5 paragraph narrative based on the theme of community. (Seedfolks)

Established Goals (National, State, Local):

MN State ELA Standards (Writing)

Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and revise a narrative essay.
3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

What Enduring Understandings are desired?

1. Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
2. To be effective, writing must be a sufficiently developed and coherent unit of thought to address the needs of the intended audience.
3. Sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear. Sometimes, unconventional sentence structure is appropriate for an intended effect upon the reader.
4. Standard grammar and usage are important in making meaning clear to the reader; nonstandard or unconventional grammar may be used for intended effect. Writers need to use correct spelling, punctuation, and capitalization.

What Essential Questions will be considered?

1. Why do authors use different forms of writing to portray a message?
2. How does one change one's writing style to meet an audience?
3. How do structural elements of a piece of writing change a reader's experience?
4. How does an author use conventions and grammar to portray the proper meaning of their writing?

Students will know / be able to:

Write a 5-paragraph narrative.

<p>Description</p> <p style="text-align: center;"><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><u>F</u> <u>o</u> <u>r</u> <u>m</u> <u>a</u> <u>t</u> <u>i</u> <u>v</u> <u>e</u></p>	<p><u>S</u> <u>u</u> <u>m</u> <u>m</u> <u>a</u> <u>t</u> <u>i</u> <u>v</u> <u>e</u></p>	<p>Int ro du cto ry Ac tivi ty</p>	<p>Le ar nin g Ac tivi ty</p>	<p>St ud en t Te ch nol og y Us ed</p>	<p>Tea che r Tec hno log y Us ed</p>	<p><u>IST</u> <u>E</u> <u>Sta</u> <u>nda</u> <u>rds</u></p>
<p>1. Introduce the theme "community", have students complete a Padlet writing their definition of community.</p>	<p>x</p>					<p>x</p>	
<p>2. Preview the text <u>Seedfolks</u>. Complete a type one writing activity, "Do you think you will enjoy reading this book, why or why not?"</p>	<p>X</p>		<p>x</p>				
<p>3. Read the book Seedfolks with students. After each chapter, complete the character chart. Character chart available on Google Classroom.</p>				<p>x</p>		<p>x</p>	<p>4a</p>
<p>4. Narrative Writing - Story Plan Students complete a story plan following the character chart template. Story Plan available on Google Classroom.</p>				<p>x</p>	<p>x</p>		<p>1a</p>
<p>5. Students write rough draft using Collins Writing FCA's (Using Google Docs) a. First person point-of-view b. Follow the story plan template c. Complete sentences</p>		<p>x</p>		<p>X</p>	<p>X</p>		<p>1a</p>
<p>6. Students use Google Docs to peer edit each other's work</p>				<p>x</p>	<p>x</p>		<p>2a</p>

7. Students complete written final draft and work on book-making kits. Final copy will have student illustrations.		x					1a
8. After published books arrive, students will share each other's stories and complete a Padlet with comments on books.					x	x	

Materials, tools and resources- Chromebooks, GoogleDocs, Seedfolks novels, Padlet, Student Treasures (book publishing co.)
Unit Plan Author - Renae Driskell at Northeast MS, MPLS
Additional credit given to - Best Prep Staff, Student Treasures