

Unit Title: Writing a Personal Narrative/Personal Statement**Grade Level: 6****Subject Area: English****Duration/Length/Number of class periods: About 8 class periods****Description:**

Students will write and revise narratives learning to craft and revise integral scenes, learning to create well-developed characters that respond to conflict in realistic ways, and learning to use tension and pacing to draw readers into their unfolding plot.

Established Goals (National, State, Local):

1. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W6.7.3.3)
2. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W6.7.10.10 a, b)
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L 6.11.2.2)

What Enduring Understandings are desired?

1. I can engage and orient the reader by establishing a context and introducing a narrator and/or characters. This means I can introduce the narrator and/or characters in an interesting way.
2. I can organize an event sequence that unfolds naturally and logically. This means I can write my narrative in an order that makes sense.
3. I can use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters. This means I can add details to my narrative through dialogue and descriptions of events and characters.
4. I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. This means I can use precise words and phrases, relevant descriptive details, and figurative and sensory language to convey experiences and events. This means I can use words, phrases, and figurative language to go between different settings in my narrative.
5. I can provide a conclusion that follows from the narrated experiences or events. This means I can wrap up my argument with a conclusion.
6. I can use the writing process to develop and strengthen my writing. This means I can plan, write a draft, revise, edit, rewrite, or try a new approach to make my writing stronger.
7. I can write for extended time frames and shorter time frames.
8. I can write for a range of discipline-specific tasks, purposes, and audiences. This means I can write for many different reasons and for many different readers.
9. I can use punctuation (commas, parentheses, dashes) to correctly communicate ideas.
10. I can spell correctly.

What Essential Questions will be considered?

1. How do the things I experience in my life make me the person I am?

Students will know / be able to:

1. Write a story that has tension, resolution, realistic characters, and conveys an idea/theme.
2. Write a lead.
3. Use transition words to demonstrate time/place.
4. Create conclusion that ties in their theme and lesson.
5. Organize their paper in chronological order using paragraphs.
6. Student can elaborate and add detail to their characters and story.
7. Students will be able to use accurate spelling and punctuation.

<p>Description</p> <p><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>Formative</p>	<p>Summative</p>	<p>Introductory Activity</p>	<p>Learning Activity</p>	<p>Student Technology Used</p>	<p>Teacher Technology Used</p>	<p>ISTE Standards</p>
<p>Introduce future career- How are you going to get there? Personal Statement Day 1</p>			<p>Students pick a future career.</p>	<p>Word Cloud</p>	<p>Mentimeter (Word Cloud)</p>	<p>Mentimeter</p>	
<p>Introduce Essential Question- How do the things I experience in my life make me the person I am? Day 1</p>			<p>Students answer the question, "How do the things I experience in my life make me the person I am?" in their notebooks and be ready to share out an idea.</p>	<p>Students share out their thoughts/responses on a padlet.</p>	<p>Padlet</p>	<p>Padlet</p>	<p>7d- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>
<p>Examples of Personal Statements Day 2</p>			<p>Students will read a personal statement and talk with their table about what they notice and wonder and we will then discuss the theme together.</p>	<p>Students will read a variety of personal statements and with a partner, come up with the theme of each.</p>			

<p>Brainstorming for Personal Statement- What should you write about? Day 2</p>			<p>Ask students the following questions to have them begin thinking about a time where they grew as a person.</p> <ol style="list-style-type: none"> a. Think of a time you were sad b. Think of a time you were super excited c. Think of a time you were scared d. Think of a time you were frustrated e. Think of a time you were happy f. Think of a time you were worried g. Think of a time you were anxious h. Think of a person who made an impact on your life 	<p>Students will choose one idea and write it down on a post-it and add it to the class chart paper. t.</p>			
<p>Introduce FlipGrid Day 3</p>			<p>First, watch the FlipGrids that Mrs. Stringfield and Mrs. Lofgren made telling what they want to write about. Then, students will create a FlipGrid telling their classmates what they are going to write about.</p>	<p>Watching and creating a flipgrid to talk about what students want to write about for their personal statement.</p>	<p>Flip Grid</p>	<p>Flip Grid</p>	

<p>Writing Personal Narrative Day 4 - Day 8</p>		<p>Lucy Calkins Writing Student Writing Checklist</p>		<p>Teach the parts of the personal statement from the Writing Checklist Day 4 (Introduction) Day 5 (Write your Story with a beginning, middle and end) Day 6 (Conclusion) Day 7 (Add dialogue and detail) Day 8 (Continue typing, add detail, and edit)</p>	<p>Google Classroom</p>	<p>Google Classroom</p>	<p>6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d- Students publish or present content that customizes the message and medium for their intended audiences.</p>
<p>Peer Edit using Google Classroom-6th grade penpal Day 9</p>		<p>Lucy Calkins Writing Student Writing Checklist</p>			<p>Google Classroom</p>	<p>Google Classroom</p>	<p>1c-Students you technology to seek feedback that informs and improves their practice, and to demonstrate their learning in a variety of ways. 7d- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>

Day 10 Author Share			Teacher will model various ideas on how to leave positive comments to peers. Teacher will share sentence starters.	Students will be given 3 students to exchange their personal statement with. They will then be asked to give a positive comment/connection on their peer's statement.	Google Doc	Google Doc	

Materials, tools and resources Lucy Calkins Writing Student Writing Checklist ChromeBooks Examples of Personal Statements Padlet Mentimeter FlipGrid
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Laurie Lofgren and Amy Stringfield Owatonna Middle School
Additional credit given to Lucy Calkins Writing Student Writing Checklist