Grade 6: Module 1: Unit 3: Lesson 4

Writing: Getting Feedback, Setting Goals, and Drafting

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)

Supporting Learning Targets	Ongoing Assessment
• I can use feedback from my End of Unit 2 Assessment to set goals for myself as a writer. • I can use feedback from my Hero's Journey Narrative: Plan graphic organizer to make revisions to my plan. • I can use my plan to draft my hero's journey narrative.	• Exit ticket: Narrative Story Line—Checking My Progress

EXPEDITIONARY
LEARNING

Agenda	Teaching Notes
1. Opening A. : Unpacking Learning Targets (2 minutes) B. Setting Goals Based on Feedback: End of Unit 2 Assessment (10 minutes) **2. Work Time** A. Reflecting on My Hero's Journey Narrative Plan (10 minutes) B. Drafting: Applying Feedback and Using Goals (20 minutes) **3. Closing and Assessment** A. Exit Ticket: Narrative Story Line—Checking My Progress (3 minutes) **4. Homework** A. Continue drafting B. Continue independent reading	• In this lesson, students process feedback from the End of Unit 2 Assessment (literary analysis). Be sure your feedback includes both "stars" and "steps." Students need to know what they are doing well, both so they will continue doing it and so they are receptive to next steps and what they need to improve. This feedback will help them set skills-based goals that they can use in their writing. Although students use a different mode of writing for this unit (narrative rather than expository), they make goals as writers based on feedback from Unit 2. Help them understand that, in many ways, good writing is good writing regardless of the purpose. Though different modes of writing have unique characteristics and author's craft, students should be developing habits and skills that they can apply to all their writing. • Students also reflect on their hero's journey narrative plan (begun in Lesson 2). Feedback on the graphic organizer will help them self-assess the sequencing of their plan and its alignment to the hero's journey archetype. • After processing feedback, students move into drafting. During this time, they will need to be periodically reminded to look back at their planning materials (narrative story line and graphic organizer). In narrative writing, students can have the tendency to stray from the plan; if this is not caught early, they will need to undo a lot of writing. • Students also will need their completed Narrative Story Line—Hero's Journey graphic organizer (from Lesson 2). • If computers are available, students could begin to draft the essays in order to make revisions easier in Lessons 5–7. • Consider the setup of your classroom if you are using laptops. Because students can distract themselves on computers, think about positioning the desks so that it is easy for you to scan the screens throughout the lesson. • If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of Work Time. • Consider logistics for how students will save and submit their drafts at the end of class: printing, saving to a server, emailing, etc. • If using computers is not possible in your classroom, have students draft on lined paper, skipping lines to make room for revisions. Consider giving students more time to handwrite.

Lesson Vocabulary	Materials
expository, informational, narrative, modes (of writing), sequence, structure, strategy	• Students' End of Unit 2 Assessments (with feedback) • Model Narrative: "The Golden Key" (from Lesson 2) • Index cards (one per student) • Lined paper (multiple sheets per student for drafting)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Refer to the posted learning targets. Invite students to read them with you:
    * "I can use feedback from my End of Unit 2 Assessment to set goals for myself as a writer."
    * "I can use feedback from my Hero's Journey Narrative: Plan graphic organizer to make revisions to my plan."
    * "I can use my plan to draft my hero's journey narrative."
• Ask:
    * "What does *feedback* mean?"
    * "What does it mean to set *goals*?"
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Opening	Meeting Students' Needs

B. Setting Goals Based on Feedback: End of Unit 2 Assessment (10 minutes)
• Return students' **End of Unit 2 Assessments** with your feedback. Also give each student a **blank index card.**
• Remind them that their End of Unit 2 Assessment writing was an analytical essay. It's different from the type of narrative writing they have been thinking about the past few days.
• Give the class 5 to 6 minutes to read over your feedback. Circulate to confer with individual students who most need support.
• Refocus students whole group. Tell them that the **index card** you distributed is going to serve as a place to write down their *strengths* and *goals* as a writer, just like in Unit 2.
• Focus them first on the concept of writing strengths. Remind them that it is always important to notice what we do well so we can build on it.
• Ask students to review the writing they just got back, look at your feedback, and then take 2 to 3 minutes to write at least one writing strength on their index card. As students work, circulate and support them in naming a specific strength. Continue to emphasize that writing is hard, and that people get better at it their whole lives.
• Refocus students whole group. Tell them that now they will think about a goal. Tell them that setting goals may seem harder this time, since the writing they did in Unit 2 was a different *mode* (or category) than what they are doing in Unit 3. Elaborate:
• Their analytical essay in Unit 2 was one type or *mode* of writing (*expository* writing: writing to teach readers about something while inspiring their curiosity).
• Their story in Unit 3 is a different type or *mode* of writing (*narrative*: writing to entertain readers while inspiring their curiosity).
• Tell the class that writing, even across *modes*, has common components.
  * All writing needs to be well organized and *sequenced* in a way that makes sense to readers.
  * All writing needs to use clear, concise language and evidence in the form of specific details.
  * All writing needs to use sentences that are well *structured*.
  All writing needs to use punctuation in a way that assists readers' comprehension.
• Remind students of these qualities of writing helps them to set goals as a writer in general, not just for a specific mode. Remind them that they saw much of what makes good writing when they studied the NYS Writing Rubric in Unit 2, so they may set a goal specific to expository writing or a more general goal that would also apply to narrative writing.
	• Consider providing select students with a task card or checklist that guides them step-by-step through the reflection and goal-setting process.
	• Select students may benefit from an index card with sentence starters ("One thing I did really well was …" and "Next time, I will try to …")

Opening	Meeting Students' Needs
• Tell students that with their goals, they also need to identify a specific *strategy* they will use to achieve that goal. The goal is an endpoint that they want to reach, and a *strategy* is a specific plan of action that will help them reach it. (For example, if your goal is to be more organized in your writing, your strategy may be to make an organizational plan before beginning to write.) • After students have written their strengths and their goals, collect back their End of Unit 2 Assessments.	

Work Time	Meeting Students' Needs
A. Reflecting on My Hero's Journey Narrative Plan (10 minutes) • Now return students' **Hero's Journey Narrative: Plan graphic organizers** (from Lesson 3). Congratulate them on the planning of their hero's journeys so far. Tell them you cannot wait to see these well-made plans turn into beautiful stories. Say that they are going to continue the important practice of self-reflection. In order to turn these thoughtful plans into beautiful narratives, they must first pause, reflect on writing already done, and process the feedback you have given them. • Give students 6 to 7 minutes to look at the feedback you provided them. Encourage them to annotate their plan for any changes they need to make as they move forward. • After this time, invite students to share, first with a partner and then whole class, any revisions they need to make to their plan before they begin drafting. Continue this share as time allows. Ask students to hold on to their **Hero's Journey Narrative: Plan graphic organizer** and index card so they can refer to these resources while drafting.	• Some students may have had trouble completing their graphic organizer, either due to difficulties in technical writing or in generating a sequence of events. Others may have completed their organizer but did not follow the sequence of a "hero's journey." Consider pulling a group of students with similar needs to work with you or a cooperating teacher to do a "shared brainstorming" session of possible story ideas.

Work Time (continued)	Meeting Students' Needs

B. Drafting: Applying Feedback and Using Goals (20 minutes)
• Ask students to take out the lined paper on which they worked on the beginning of their narrative for homework. Distribute more lined paper to all students as needed. Tell them they will have the next 20 minutes to work on the draft of their hero's journey.
• Remind students that they have three important tools to refer to while drafting:
  * their Hero's Journey Narrative: Plan graphic organizer (this will help them stay on track in their sequence of events)
  * their index cards (this will help them continue to build upon their strengths as writers and try to address their goals as writers)
  * their **model narrative "The Golden Key"** (this will help them look for the structure of the narrative and great vocabulary they may want to use)
• Circulate and support students as they work.
	• Consider pairing ELLs who speak the same home language to discuss their ideas with one another while drafting.
	• Giving select students time and space to orally rehearse their stories will help them get their ideas ready for writing.
	• Posting the list of resources where all students can see them will help to remind them of the tools they should be using while they are drafting their stories.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Narrative Story Line—Checking My Progress (3 minutes) • Distribute students' Narrative Story Line—Hero's Journey graphic organizers (from Lesson 2). Tell them that this picture representation of a story is a good tool in terms of checking in on progress. • Ask students to go along the narrative story line, checking off each part of their hero's journey that they have completed drafting. They should then write today's date next to the stage they are currently on. • Collect these narrative story lines as a formative assessment to help gauge how much time and support students will need to complete their hero's journey narratives..	• Having students check their progress against an organizer, such as the Narrative Story Line, is a good form of self-assessment. This allows students to see what progress they are making, and if they need additional support to complete their writing.

Homework	Meeting Students' Needs
A. Continue drafting your hero's journey narrative. B. Continue your independent reading.	

There are no new supporting materials for this lesson.