



Narrative Writing

By: Lori McDonald
Elementary school teacher; Ed.D. in School Leadership/Administration

Language Arts
Grades 6-8



Introduction

This is an engaging sixth grade lesson on narrative writing that includes several different activities that provide scaffolding and opportunity for differentiation. This lesson is very involved and may need to be spread out over more than one day depending on time constraints.

Learning Objectives

[CCSS.ELA-LITERACY.W.6.3](#)

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Materials Needed

- Copy of narrative elements for each student
- Exemplar narratives
- Highlighters for students (four different colors for each pair of students)

Procedure

Warm up – Present students with the essential question: How do writers use narrative elements to create a story? What are the narrative elements? Why is this important?

Have students turn and talk to a neighbor to discuss these ideas. After students have time to discuss with a neighbor, have them share with the class. Record answers to these questions and ideas that students came up with on the board/projector.

1. Display a strong exemplar narrative. Read through it (or a portion of it if too long to hold attention) with the students. Ask students what the strengths of the narrative are. Ask what they notice or what makes them wonder in this example. Discuss the thoughts and ideas presented by the students.
2. Review the important elements of narrative writing: **Setting, Characters, Events, Notable details, Ending.**
3. Next, put students in pairs and give each pair a copy of an exemplar narrative story written by another student (you could use stories from a previous year with the names removed; you could also create your own examples if old examples aren't available.). Give students highlighters. Students will read through the example narrative with their partner and highlight the different elements, as follows:

Continued on page 2



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Continued from page 1

- Setting – highlight pink
 - Characters – highlight blue
 - Events – highlight yellow
 - Notable details and descriptions – highlight green
 - Ending – underline
4. After completing this activity, the pairs of students will share the information they've found with another group or the whole class, depending on time constraints.
 5. Students will then be given independent time to brainstorm ideas for their own narrative using a graphic organizer like the one above. Students can then be given time to work on their narratives.

Evaluation

When the narratives are complete, students can then either complete a self-evaluation or switch with a partner and have them complete an evaluation for revisions and improvements to be made the following day. Students will use the rubric below to guide their evaluation.



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Categories	4	3	2	1
Story Elements	Setting and characters are clearly established and well-developed throughout the story.	Setting and characters are established and included throughout the story.	Setting and characters are somewhat established but not well-developed throughout the story.	Setting and characters are not clearly established.
Events	5 or more events are included and with logical sequencing.	4 events are included and with logical sequencing.	2 or 3 events are included.	There is only one event in the story.
Notable Details and Descriptions	5 or more details or descriptions are included.	4 details or descriptions are included.	2 or 3 details or descriptions are included.	There is only one or no detail or description included in the story.
Ending	Ending is very clear, reflective, and memorable.	Ending is clear and memorable.	Ending is unclear.	Ending is not obvious or not included.
Grammar	Fewer than 3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10+ grammatical errors.