

# Grade 6 Writing Prompt

## HISTORICAL FICTIONAL WRITING

### Prompt:

Today you will be writing a piece of historical fiction about an object from the past that has magical powers. Think about a period in history that you know well from our social studies topics. *(You may remind the students about what those are.)*

Pretend that you suddenly receive an object from that time in history that takes you instantly back to that time AND has magic powers. Ideas for objects may include: an item of clothing, a piece of jewelry, a tool, or a headpiece or hat of some kind. Create a story that involves the magical object and takes place during that historical period.

All of your details should include accurate events and items from that time frame. Think about describing the setting and characters. Think about a challenge they would face and how they would solve it in order to create a plot for your story.

### Day 1

#### Process:

1. Provide an example for students of the kind of story you are looking for.
2. Model for students how to make a short list or web as a prewriting activity for writing this narrative. Think out loud about how you organize your writing as you do this. Erase your list.
3. Pass out a blank sheet of paper and a couple of pages of lined paper. Tell students to do their prewriting on the blank paper. Tell them they may sketch, make a list, create a graphic organizer, or an outline in order to plan their writing. Give them 10-15 minutes to do this.
4. Tell students to write their first draft. Remind them to use detail so that the reader can picture the moment as they are reading.

## Day 2

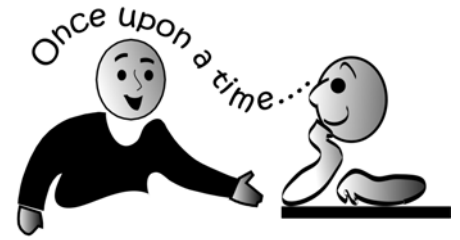
1. Pass out the narrative checklist (below and on separate document for printing). Review the steps with the students orally.

### Writing Checklist: Fictional Narrative

CONTENT	<b>Elements</b>	✓
	The sequence of the story is clear from beginning to end.	
	The story is written from the same point of view throughout.	
	Use sensory details and description so that the reader can picture what is happening in the story.	
	Use different kinds of sentences.	
	<b>Historical:</b> all details about characters and setting match the kinds of things you would see during that time period	
CONVENTIONS	Capital letters (beginning of sentence, names, dates etc.).	
	Spelling (Hint: reread backwards!)	
	Punctuation (.,!,?, " ", ', , )	
	Neatness (Skip lines, don't forget to indent, space between words.)	

2. Ask students to reread, revise, and edit following the steps on the checklist.
3. As students finish this, provide a new sheet of lined paper and ask them to re-copy their revised and edited writing into a final draft.
4. Collect these and use the following narrative writing rubric to score them.
5. You may want to use these for your first portfolio wall piece. You can do some more teaching about the components of narrative and have them re-write these pieces or even select and write about another moment from their summer.

**Standards Based**  
**Writing Samples Rubric**  
**SIXTH GRADE - Narrative**



Performance Level	Writing Applications	Writing Strategies	Written & Oral Language Conventions
<b>4</b> <b>ADVANCED</b> (Exceeds Grade Level Standard)	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses vivid language to develop plot, setting, and characters</li> <li><input type="checkbox"/> Uses a wide variety of narrative devices to provide the reader with a strong sense of the story</li> </ul>	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses the narrative form of writing in an exceptionally effective manner</li> </ul>	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of sentences types to enhance the reader's understanding of the story</li> </ul>
<b>3</b> <b>PROFICIENT</b> (Meets Grade Level Standard)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and develops a plot and setting and presents a point of view that is appropriate to the story</li> <li><input type="checkbox"/> Includes many sensory details and concrete language to develop plot and character</li> <li><input type="checkbox"/> Uses a range of narrative devices such as dialogue and suspense</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses the form of writing that best suits the intended purpose</li> <li><input type="checkbox"/> Concludes with a detailed summary linked to the purpose of the composition</li> <li><input type="checkbox"/> Revises writing to improve organization and consistency of ideas within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of sentence types (simple, compound, compound-complex) to express complete thoughts</li> <li><input type="checkbox"/> Uses correct capitalization and punctuation (especially semicolons used to connect independent clauses, and using commas when linking 2 clauses with a conjunction in compound sentences); (mistakes are "first draft" in nature and do not confuse the reader)</li> <li><input type="checkbox"/> Makes few spelling errors</li> </ul>
<b>2</b> <b>BASIC</b> (Approaches Grade Level Standard)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a weak plot or setting with an inconsistent view</li> <li><input type="checkbox"/> Includes few sensory details and concrete language to develop story</li> <li><input type="checkbox"/> Uses few narrative devices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses the form of writing that may not suit the intended purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeats a few sentence types throughout the story</li> <li><input type="checkbox"/> Has distracting errors in capitalization and punctuation</li> <li><input type="checkbox"/> Makes spelling errors that distract the reader</li> </ul>
<b>1</b> <b>BELOW BASIC</b> (Below Grade Level Standard)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks plot, setting</li> <li><input type="checkbox"/> Has little or no sensory details or concrete language</li> <li><input type="checkbox"/> Uses little or no narrative devices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a form of writing not suited for the intended purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses little or no sentence variety</li> <li><input type="checkbox"/> Contains numerous errors in capitalization, punctuation, and spelling that distract the reader</li> </ul>

*Adapted from materials from the San Diego County Office of Education [www.sdcoe.net](http://www.sdcoe.net)*