

180 DAYS™

Lessons and Activities

Writing for Sixth Grade

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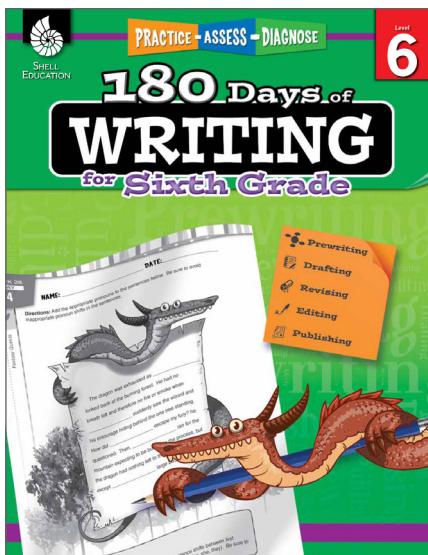
Cover (1 page)

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How to Use This Book (9 pages)

Lesson Pages (5 pages)

Answer Key (1 page)



HOW TO USE THIS BOOK

With *180 Days of Writing*, creative theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar, language standards to help improve student writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills in a variety of genres: informative/explanatory, and narrative. Each day provides an opportunity for students to practice writing as part of a classroom writing lesson, or as homework.

The chart below indicates the writing and language skills addressed in this book. See pages 5–6 for a breakdown of which skills are addressed in each week.

Note: Students may not have deep understandings of some of the skills listed in the chart. Students should be encouraged to use their writing skills to determine what they do understand and what they still need to learn.

College and Career Readiness Standards

Writing 6.1—Write arguments to support claims in an analysis of relevant evidence.

Writing 6.2—Write informative/explanatory texts, including descriptions and explanations of how things work, demonstrating understanding of concepts, ideas, and information organization and analysis of relevant content.

Writing 6.3—Apply knowledge of language and the rules of usage and punctuation to develop an effective technique, including structured event sequences.

Language 6.1—Demonstrate command of English grammar and usage when writing or speaking.

Language 6.2—Demonstrate command of English capitalization, punctuation, and spelling when writing.

Language 6.3—Use knowledge of language and the rules of usage and punctuation to demonstrate an understanding of the relationships of word meaning within and across contexts, including analogies and connotations.

Language 6.5—Demonstrate understanding of word meaning in the context of a sentence or paragraph.

Directions: Read the sentences. Use numbers to reorder the sentences so that the story makes sense. Then, answer the questions.

NAME: _____ **DATE:** _____

1. Why is order important to the story?

2. What feelings do you think the character might be experiencing throughout the story?

16 *180 Days of Writing* © Shell Education



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

6

180 Days of WRITING for Sixth Grade

WEEK 28
DAY
4
Fantasy Quests

NAME: _____ DATE: _____

Directions: Add the appropriate pronouns to the sentences below. Be sure to avoid inappropriate pronoun shifts in the sentences.

The dragon was exhausted as he looked back at the burning forest. He had no breath left and therefore no fire or smoke when he suddenly saw the wizard and his entourage hiding behind the one tree standing. How did the dragon escape my fury? he ran for the mountain expecting to be burned in the process, but the dragon had nothing left to throw except a large boulder.

On a sentence shifts between first person (he, she, they). Be sure to

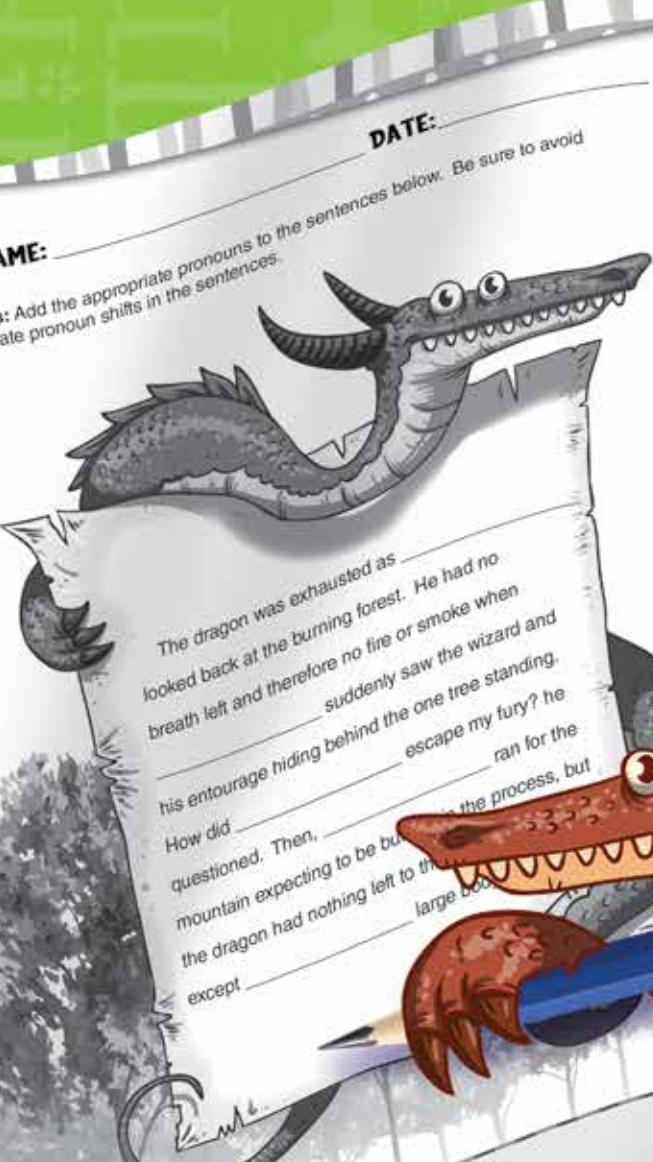


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INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: argument, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 6.1—Write arguments to support claims with clear reasons and relevant evidence.

Writing 6.2—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing 6.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language 6.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language 6.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language 6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language 6.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

HOW TO USE THIS BOOK *(cont.)*

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Adventures	Week 1: Places I've Been Week 2: Places I Want to Go	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Greek Mythology	Week 3: Gods and Heroes Week 4: Nature of the World	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Fairy Tales	Week 5: Fairy Tales: For Children or Adults? Week 6: Fairy Tales: A Villain's Perspective	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.
Mysteries	Week 7: Unsolved Mysteries Week 8: Ghosts	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.
Medieval Times	Week 9: Living as Royalty Week 10: Living as Peasants	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Renaissance	Week 11: Renaissance Artists Week 12: Renaissance Inventions	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Explorers	Week 13: Pirates and Treasures Week 14: Adventures into the Unknown	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Engineering	Week 15: Building Bridges Week 16: Designing Parachutes	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Calendar Events	Week 17: Groundhog Day Week 18: Daylight Saving Time	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Superheroes	Week 19: Superhero Origins Week 20: Superhero Powers	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Outer Space	Week 21: Black Holes Week 22: Space Travel	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Scripts	Week 23: Live Theater Scripts Week 24: Television Show Scripts	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Newspaper	Week 25: Cartoon Strips Week 26: Movie Reviews	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.
Fantasy	Week 27: Fantasy Creatures Week 28: Fantasy Quests	Writing 6.3 —Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Fairness	Week 29: Rights and Equality Week 30: Diversity	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.
Interesting Sports	Week 31: Lacrosse Week 32: Rugby	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Pets	Week 33: Domestic Pets Week 34: Exotic Pets	Writing 6.2 —Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Health	Week 35: Eating Week 36: Exercising	Writing 6.1 —Write arguments to support claims with clear reasons and relevant evidence.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: argument, informative/explanatory, and narrative. You may wish to print copies of this chart from the digital resources (filename: G6_writingprompts.pdf) and distribute them to students to keep throughout the school year.

Week	Prompt
1	Imagine that you are taking a trip that goes terribly wrong. Describe the experience, including where you went and what went wrong.
2	Imagine that you have just taken a trip of a lifetime. Describe the experience, including where you went and what you did.
3	Greeks used mythology for several reasons. Explain some of the reasons and why the reasons are important.
4	Create your own myth about a natural phenomenon. Include details about what makes the phenomenon happen.
5	Do you think fairy tales are more for children or for adults? Include reasons to support your argument.
6	Do you think fairy tales would or would not be better if they were told from the villains' perspectives? Include reasons to support your argument.
7	Who do you think is responsible for the crime, Chet or Ginger? Include reasons to support your claim.
8	Do you think a ghost delivered the cupcake in the story on page 49? Use details to support your argument.

Week	Prompt
9	Imagine you are witnessing a peasant approach a lord during the medieval time period. Describe the events of what happens.
10	Imagine you are a peasant living during the medieval time period. Describe one day, including whom you speak with and the events that take place.
11	Think about a Renaissance artist. Write a narrative about the artist and his or her work. Include details about how the artist felt at the time.
12	Imagine you are living during the Renaissance. Write about a Renaissance invention, and describe how it can change the way people live or learn.
13	Imagine you are a pirate on an adventure. Write a narrative that describes your adventure and what you discovered.
14	Imagine you are an explorer. Write a narrative that describes your adventure and what you discovered.
15	Explain the differences between beam, suspension, truss, and arch bridges.
16	Explain the differences between round, ribbon-ring, ram-air, and square parachutes.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt	Week	Prompt
17	Do you think Groundhog Day should be celebrated? Provide details to support your argument.	29	Do you think equal rights are still being talked about today? Write your argument and include details to support your argument.
18	Do you think daylight saving time is necessary? Provide details to support your argument.	30	Do you think diversity is important in a classroom? Write your argument and include details to support your argument.
19	Choose a superhero. Describe the superhero and include facts about how the superhero came to be.	31	Explain how the game of lacrosse is played. Include details to make it easy to understand.
20	Explain how super powers are beneficial to superheroes and everyday citizens.	32	Explain how the game of rugby is played. Include details to make it easy to understand.
21	Describe what black holes are. Include details about their sizes and where they are located.	33	There are many reasons people have domestic pets. Write a paragraph explaining what owning a pet entails.
22	Explain some of the preparations NASA is making for future space travel.	34	Choose an exotic pet. Then, write a paragraph explaining the characteristics of that animal.
23	Write a theater script. Be sure to focus on one event and include multiple characters.	35	Some people think eating healthy is a must, while others think it is not something to worry about. Explain which side you support and why.
24	Write a script for a scene in a new television show. Be sure to focus on one event and include multiple characters.	36	Some people think exercising is a good thing, while others think it is not a good thing. Explain which side you support and why.
25	Create a comic strip. Be sure to include at least two characters, a problem, a solution, and a moral.		
26	Think about a movie you have seen. Write a review for it. Be sure to state your opinion of the movie and provide evidence to support your opinion.		
27	Write a narrative about at least one fantasy creature. Describe the events that happen to the fantasy creature(s).		
28	Imagine that you are a wizard about to embark on a daring adventure. Describe the events of your journey, including what happens and whom you meet along the way.		



HOW TO USE THIS BOOK (cont.)

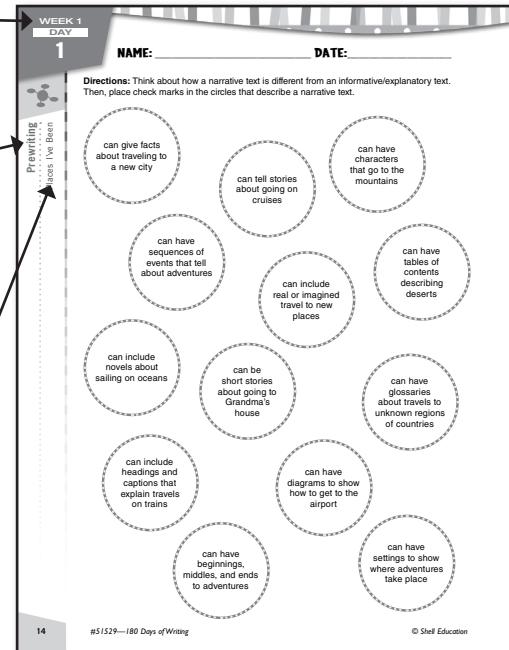
Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

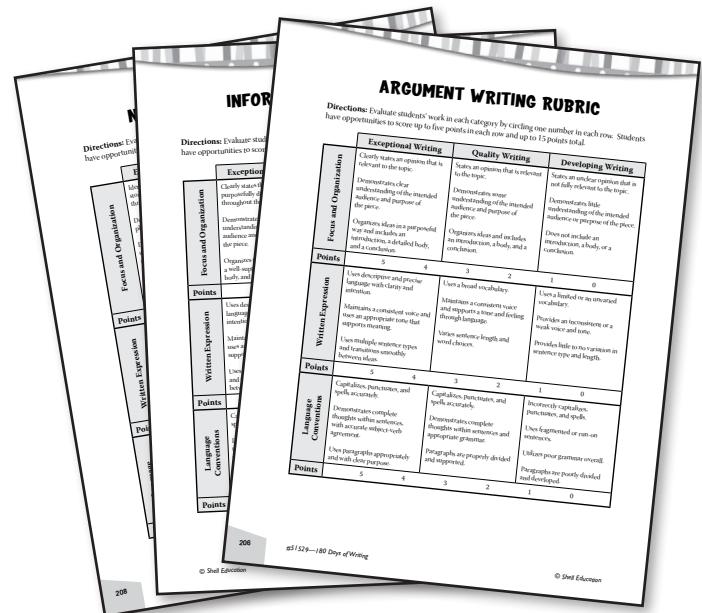
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.



Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

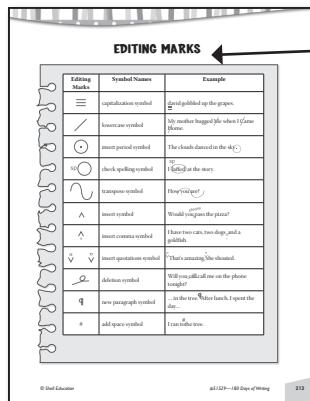
Rubrics for the three genres of writing (argument, informative/explanatory, and narrative) can be found on pages 206–208. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



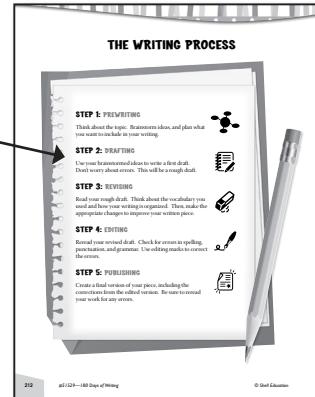
HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

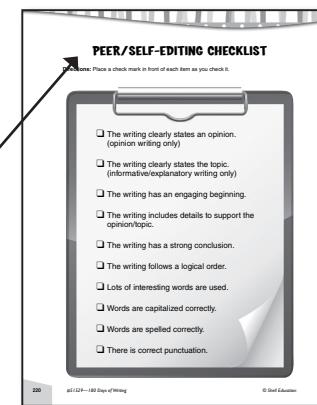
The Writing Process can be found on page 212 and in the digital resources (filename: G6_writing_process.pdf). Students can reference each step of the writing process as they move through each week.



Editing Marks can be found on page 213 and in the digital resources (filename: G6_editing_marks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).



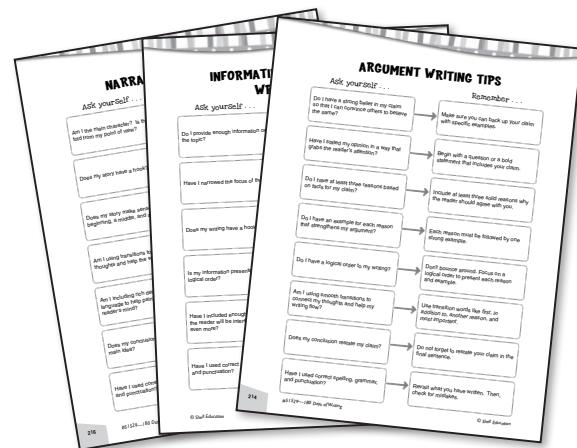
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 220 and in the digital resources (filename: G6_peer_checklist.pdf).



Writing Signs for each of the writing genres are on pages 217–219 and in the digital resources (filename: G6_writing_signs.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.



Writing Tips pages for each of the writing genres can be found on pages 214–216 and in the digital resources (filename: G6_writing_tips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 206–208). Then, complete the *Practice Page Item Analysis* (pages 209–211) that matches the writing genre. These charts are also provided in the digital resources (filenames: G6_argument_analysis.pdf, G6_inform_analysis.pdf, narrative_analysis.pdf). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

The image shows three stacked data analysis charts. The top chart is titled "ARGUMENT WRITING ANALYSIS". It has a header "INFO" and a table with columns for "Student Name", "Week 6", "Week 8", "Week 18", "Week 20", "Week 30", and "Week 36". The table is mostly empty with a few blacked-out cells. The middle chart is titled "INFORM WRITING ANALYSIS". It has a header "INFO" and a table with columns for "Student Name", "Week 6", "Week 8", "Week 18", "Week 20", "Week 30", and "Week 36". The bottom chart is titled "NARRATIVE WRITING ANALYSIS". It has a header "INFO" and a table with columns for "Student Name", "Week 6", "Week 8", "Week 18", "Week 20", "Week 30", and "Week 36". All three charts have a note at the bottom: "Directions: Record each student's rubric score (page 207) in the appropriate column. Add the numbers in the even-numbered weeks and record the total in the last column. Add the numbers in the odd-numbered weeks and record the total in the last column. Add the totals for the even weeks and record the total in the last column. Add the totals for the odd weeks and record the total in the last column." The charts are numbered 209, 210, and 211 respectively.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resources

Reference page 221 for information about accessing the digital resources and an overview of the contents.



Directions: Think about how a narrative text is different from an informative/explanatory text. Then, place check marks in the circles that describe a narrative text.

- can give facts about traveling to a new city
- can tell stories about going on cruises
- can have characters that go to the mountains
- can have sequences of events that tell about adventures
- can include real or imagined travel to new places
- can have tables of contents describing deserts
- can include novels about sailing on oceans
- can be short stories about going to Grandma's house
- can have glossaries about travels to unknown regions of countries
- can include headings and captions that explain travels on trains
- can have diagrams to show how to get to the airport
- can have settings to show where adventures take place
- can have beginnings, middles, and ends to adventures

NAME: _____ DATE: _____

Directions: Read the paragraph. Find at least three places where more details are needed to make the story more exciting. Underline these areas, and make notes in the margins about what you might add to the story.



Nothing exciting ever happens when we travel to Grandma's house.

We always stop for food and gas at the same places. We never have to ask how much longer because we know all the markers on the highway. We see the same sights on our journeys . . . until last year.

That was the year that they closed the highway, and we had to find another route. The first place we stopped at was the gas station. The restroom was not even in working order! That was bad news because all the snacks in our car were ruined when my little brother spilled his milk. Then, when we tried to find a suitable place to eat dinner, we ended up eating bland fast food. Then, the worst thing happened, but I won't talk about it now. Somehow, we made it to Grandma's, relieved to have lived through that adventure and hoping to never repeat it again!

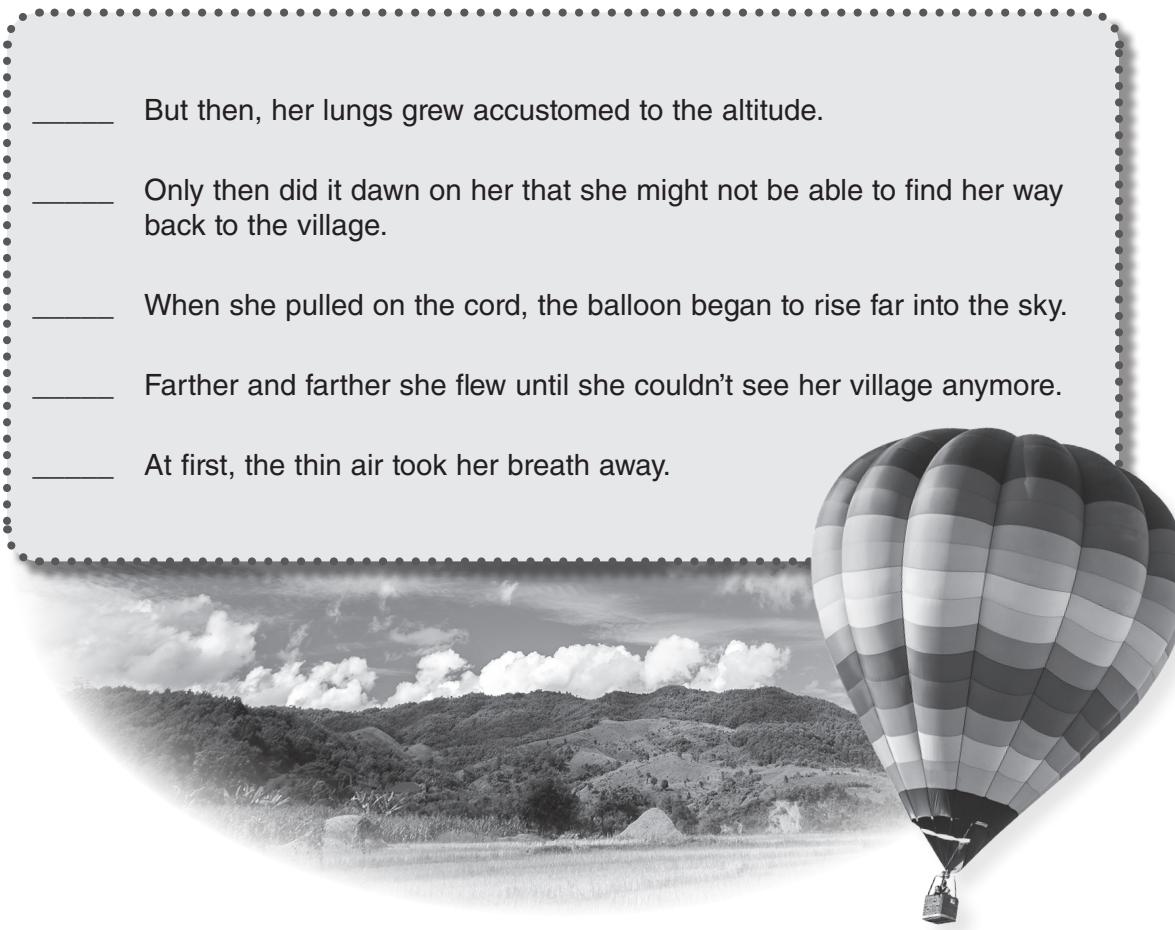


Cursive Practice abc

Directions: Use cursive to write at least two sentences that tell how you would feel if you experienced the adventure above.

NAME: _____ DATE: _____

Directions: Read the sentences. Use numbers to reorder the sentences so that the story makes sense. Then, answer the questions.



- _____ But then, her lungs grew accustomed to the altitude.
- _____ Only then did it dawn on her that she might not be able to find her way back to the village.
- _____ When she pulled on the cord, the balloon began to rise far into the sky.
- _____ Farther and farther she flew until she couldn't see her village anymore.
- _____ At first, the thin air took her breath away.

1. Why is order important to the story?

2. What feelings do you think the character might be experiencing throughout the story?

NAME: _____ DATE: _____

Directions: Use the ✓ symbol to replace the underlined pronouns in the sentences below and make them correct.

1. If a student really wants to have fun, they can go to the backyard for an afternoon adventure.
2. Most students enjoy flying on planes instead of driving to the mountains because it takes too long for he or she to reach their final destinations.
3. Whenever one spends time in the rainforest, you has to be ready for the rain showers at any moment.
4. The train zoomed past she and him so fast that their tickets blew from their hands.
5. When Emily went to the secret garden, they had to be careful of the poisonous flowers.



Boost Your Learning!

Inappropriate pronoun shifts happen when a sentence shifts between first person (*I, we*), to second person (*you*), or third person (*he, she, they*). Be sure to stay with the original pronouns when writing narratives.

Example: We loved going to the zoo last summer. We learned that you could hold the snakes in the reptile room!

NAME: _____ DATE: _____

Directions: Read the paragraph. Use what you have learned this week to make the story more exciting. Revise the story by adding details on the lines provided.

Nothing exciting ever happens when we travel to Grandma's house. We always stop for food and gas at the same places. We never have to ask how much longer because we know all the markers on the highway. We see the same sights on our journeys . . . until last year. That was the year that they closed the highway, and we had to find another route. The first place we stopped was a gas station with a worn out store that had nothing but _____

_____. The restroom was not even in working order! That was bad news because all the snacks in our car were ruined when my little brother _____

_____. Then, when we tried to find a suitable place to eat dinner,

Then, the worst thing happened. _____

_____. Somehow, we made it to Grandma's, relieved to have lived through that adventure and hoping to never repeat it again!

This week I learned:

- how to recognize relevant ideas for narrative writing
- how to add details to make stories exciting
- how to think about sequence
- how to recognize and correct inappropriate pronoun shifts



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Places I've Been

Day 1 (page 14)

Checked circles:

can tell stories about going on cruises
can have characters that go to the mountains
can include real or imagined travel to new places
can have sequences of events that tell about adventures
can include novels about sailing on oceans
can be short stories about going to Grandma's house
can have beginnings, middles, and ends to adventures
can have settings to show where adventures take place

Day 2 (page 15)

Student answers will vary, but may include:

The first place we stopped for gas was the gas station.
That was bad news because all the snacks in our car were ruined when my little brother spilled his milk.
Then, the worst thing happened, but I won't talk about it now.

Day 3 (page 16)

The sentences should be in the following order: 1) When she pulled on the cord, the balloon began to rise far into the sky. 2) At first, the thin air took her breath away. 3) But then, her lungs grew accustomed to the altitude. 4) Farther and farther she flew until she couldn't see her village anymore. 5) Only then did it dawn on her that she might not be able to find her way back to the village.

Day 4 (page 17)

1. If a student really wants to have fun, he or she can go to the backyard for an afternoon adventure.
2. Most students enjoy flying on planes instead of driving to the mountains because it takes too long for them to reach their final destinations.
3. Whenever one spends time in the rainforest, one has to be ready for the rain showers at any moment.
4. The train zoomed past them so fast that their tickets blew from their hands.
5. When Emily went to the secret garden, she had to be careful of the poisonous flowers.

Week 2: Places I Want to Go

Day 1 (page 19)

Title	Reason
Adventures are Always Fun for Everyone	This is not a good title for a narrative because it is an argument-based title and would be better suited for argument writing.
The Day We Ended Up In Outer Space	This is a good title for a narrative because it prepares the reader to hear the story of what happens.
The Reasons Our Cruise Line is the Best	This is not a good title for a narrative because it is an argument-based title and would be better suited for argument writing.
How to Plan the Most Efficient Camping Trip for Your Family	This is not a good title for a narrative because it is a how-to title and would be better suited for informative/explanatory writing.
He Never Believed He Would See the Ocean	This is a good title for a narrative because it prepares the reader to hear the story of what happens.
The Story of the Rescue Boat Adventure	This is a good title for a narrative because it prepares the reader to hear the story of what happens.

Day 4 (page 22)

I/we, I/we, I/we, my/our, my/our, I/we, I/we, I/we, me/us, me, I/we

Day 5 (page 23)

See Narrative Writing Rubric on page 208.