Curriculum Sample Template
Max. 8 Pages

Grade Level	6th grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	6 days	**Time of Year**	3rd quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have created expository writing that is focused on a single topic that states the main idea. Students will have used the internet to research a topic. Students will have also read lessons of ancient civilizations in which they can draw on for this writing assessment.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson aligns to the program of instruction by incorporating knowledge and experiences from the Core Knowledge Framework. Teaching writing skills across the curriculum using the writing assessment in the social studies content area. Methods of instruction will include student collaborative learning groups, small group instruction and differentiation based on the RTI student groups.		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.W.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (continued next page) a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transition to clarify the relationship among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain a topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the*	The scholars will demonstrate mastery for writing expository formal research text on an ancient civilization. The scholars writing will include an introductory statement, definition of the topic supported by relevant details. They will be assessed on their ability to organize and structure information logically using headings, illustrations, charts or a picture. The text will feature precise language and vocabulary to inform or explain the topic. The topic will be defined by use of examples, quotations, transition words,		

curriculum sample.	phrases and clauses to link ideas within the text categories. A strong concluding statement will be present. The language, style and tone must also be appropriate for formal writing. In addition to writing their essay, they will evaluate their essay based on the scoring rubric attached.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Scholars will be assessed using a 6-point, six trait rubric. A score of 80% will demonstrate mastery of this standard.
Materials/Resources Needed	Teacher materials: example of the essays for editing, list of transition words, graphic organizers, computers, internet, character education traits. Mimio and projector. (Student materials) Teacher will create a writing station supplied with paper, pencils, dictionaries, thesauri, erasers and folders for student work.

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Anticipatory set:** Ask the following question, "Please name some ancient civilizations that we have studied this year". Write all of the answers on the board. Now think of your favorite one. Keep it to yourself. Have four or five students answer the question giving each tier one or two students from each one. (Tier 3 would supply an answer, Tier 2 would give more details and Tier 1 students would give a complex explanation). **Lesson:** Pass out the Assignment Instructions, essay model, scoring rubric for this essay. Explain to students that they will be writing an informative/explanatory essay about an ancient civilization. Have them record the due date of both the rough draft and final copy of the essay on their Assignment Sheet. • The teacher models her own thinking as she leads a brainstorming session with the class on ancient civilizations to find out what they	• Participate in class discussion about ancient civilizations • Think of favorite one to write about • Review assignment sheet, essay model and scoring rubric • Record due dates on the assignment sheet • Participate in brainstorming session with peers about Ancient Civilizations

	recall. The teacher records on the board these topics. • Then have students use their Writer's Notebook to write everything they remember about any three brainstormed topics. Encourage students to write fragments or phrases, not complete sentences, to make the best use of their time. Call on a few students and ask them to share out with the class. • Review with students the strategy of Cornell note taking and ask them to draw the necessary lines on a clean page in their Writer's Notebook. Watch a video on ancient Rome and ancient Greece. Inform students that not everyone will have exactly the same notes because individuals may place importance on different facts. • Move students into groups of 3 with like topics and instruct them to take turns sharing their notes and their previous list of topic ideas. Students may continue to take notes from the reporting out by others. • Let students know that tomorrow they will select a specific topic for their essay using their ideas from the video and/or from the class brainstorming. • Use formative assessments to identify at-risk students, and provide them with small groups or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with think-a-louds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	• Take notes in Writer's notebook • Scholars will watch two videos on Ancient Civilizations and take notes • Share notes with peers in the small groups
2	**Anticipatory set:** The teacher will hand out the graphic organizer and explain the purpose of the writing assessment. The students will work independently for the next three days on their multi-paragraph essay. **Lesson:** Narrow topic and write a thesis sentence for the essay. • Using their notes from yesterday's video and class discussion, tell students to decide on 3 possible ideas for their topic and record these on their Assignment Sheet. • The teacher continues to guide them through the first page of the sheet by telling them that once they decide on a topic (customs, warriors, slavery, society, government, entertainment, etc.), they must	• Scholars will observe and review the graphic organizer and listen to the purpose of the graphic organizer that will be used throughout the assignment • Each scholar will narrow their essay topic and begin writing a thesis statement

	narrow their topic. Model for the students many examples of how to take a general topic and narrow it to a more specific topic (ex. Broad topic: slavery in ancient Rome; narrow topic: What were the jobs of slaves in ancient Rome? Or Why were some slaves freed in ancient Rome?). They may frame their "narrowed" topic in the form of a question to help them focus (see Assignment Sheet). • After a few minutes, allow students to share their ideas with a partner and/or the class. • Again direct students to their Assignment Sheet to look at the example topic/ thesis statements. They may record their newly formed thesis sentence in the packet. **Closure:** Have students copy their thesis sentence on a strip of paper to hand to the teacher as they exit the classroom. The teacher will look over these and use anonymous examples for tomorrow's lesson. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with think-a-louds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations	• Scholars will write and turn in thesis statement into teacher before leaving the classroom
3	**Anticipatory Set:** The teacher will write two thesis statements from the previous lesson. Discuss if the statement is narrow enough for a multi-paragraph essay. As a group edit and modify. **Lesson – Determine structure of essay and take notes from resources.** Ask student to get into their learning groups. Instruct students to choo*se one of the strategies below to develop information in your essay*. Carefully go over each structural idea, providing examples for each. Then ask students to work with their group peers to brainstorm how they might use one of the structures in their own paper, and share their ideas with the rest of the class. Teacher will meet individually with each student to review and modify the thesis statement. • During group time the teacher will provide student access to the Internet and books on Ancient Civilizations. As they discover details relevant to their topic, they may record them on their Assignment Sheet. • Allow class time for students to continue researching their topic and recording notes in their Writer's Notebook.	• Students evaluate the clarity and focus of sample thesis statements provided by the teacher. They process and respond to teacher questions, specifically "What details might you expect to be in the essay for this thesis?" • Students will revise their own thesis statement if they feel it is necessary. • Students will follow along as the teacher explains the section of the Assignment Sheet that says: *Choose one of the strategies below …* • Students meet with their buddy to brainstorm how they might use one of the structures, and then share ideas with the rest of the class. • Students will use the remainder of the class time to read, research, and take notes in the Writer's Notebook. • Students reflect and respond to teacher questions about their research up to this point.

	Closure: The teacher asks students to reflect and respond to the following questions: *How well is your thesis statement guiding your search for information? How successful are you in finding the information you need? What part of the research is causing you problems?*	
5	**Anticipatory set:** Survey the scholars to find out if all scholars are finished with research. Adjust learning groups to allow scholars to finish and others to move on. **Lesson – Analyze a model essay using the assignment rubric/criteria.** Review with scholars the 6 trait rubric and answer questions. Ask students to meet in groups of three to look at all traits. Each group will be assigned one or two of the following descriptors: thesis statement, relevant facts, transitions, formal style, and sense of audience, precise language, and domain specific vocabulary. In their small group, they will clarify understanding of their assigned descriptors, and then will share their understanding with the class. This will be a guided discussion with the teacher providing further clarification and examples. • Then ask students to look at the model essay and work in their groups to do the activity at the end of the essay. As the students work, the teacher will provide assistance and guidance, especially in asking questions about detail and relevance of support information. They will complete the activity and be prepared to share their answers with the class. • A copy of this essay will be projected so the students can see the teacher marking parts of it as they discuss the paper's organization. • Using the rubric, first ask students to identify the thesis/main idea statement in the sample essay. Move through the rubric and the sample essay to identify examples of and clarify their understanding of each of the rubric descriptors. • At the end of this lesson, ask, "Does the essay explain <u>how</u> or <u>why</u> the Delphi Oracle has a special meaning for people, and its importance in history (referring to the thesis)?" Then ask students how the sample essay could be improved. • Provide class time for continuing their research and begin drafting their own essay.	• Students will inform teacher if finished with research • Students will review the scoring rubric and respond to the teacher clarifying questions. • In their small groups, students will discuss their assigned rubric descriptors (criterion) in order to clarify understanding with each other. • Students will seek further clarification with the teacher through class discussion and teacher prompting. • Students will read the model essay, complete the activity at the end of the essay, and share answers with the class. • With teacher's guidance, students use the rubric/scoring guide, identify the parts of the essay with the class and clarify their understanding of what is required. • Students will respond to the teacher's reflection questions. • Students will use the remainder of class time to work on their draft essay

	• Post the **Rough Draft Due Date** on the board.	
6	**Anticipatory set:** Review due dates with scholars **Lesson:** Complete rough draft, self and peer edit. Ask students to get into their learning groups. Instruct all scholars to finish up the rough draft and work with a partner to peer edit their research paper after they have completed the initial edit. **Closure:** Check off scholars who have completed the rough draft, self-edit, peer edit.	• Scholars will observe due dates with teacher • Complete the rough draft • Self-edit writing • Peer edit writing
7	**Anticipatory Set:** Ask scholars to raise their hand if they have completed the entire informative / explanatory writing assignment **Lesson:** Instruct scholars to complete the final draft and take the assessment. The assessment will consist of them using the six trait scoring rubric to score their writing. Each scholar will turn in the final draft and the scoring rubric	• Scholars continue working on final draft • Take the assessment

Paste Summative Assessment Here: **6th Grade Writing Assessment**

Students will score their informative / explanatory writing. Turn in the rubric and the final copy to your teacher.
Use the rubric below to score your writing:

- Topic is clearly introduced
- Topic is developed using facts, definitions, concrete details, quotations or information related to topic
- Conveys ideas, concepts and information relevant to the topic
- Information is clarified through strategic use of definition, example, comparison, cause/effect or classification
- Essay is formatted for easy and clear understanding *by using a heading/title, graphics, and (optional) multi-media.*
- There is a recognizable concluding statement or paragraph that makes sense for the information provided about the topic.
- Establishes and maintains a formal style
- The writer uses precise language and domain specific vocabulary to inform about or explain the topic.
- The writer uses appropriate transitions to clarify the relationships among the ideas and concepts.
- Punctuation and Capitalization are used correctly.

Paste Answer Key/Scoring Rubric Here:

SCORING GUIDE/RUBRIC FOR 6TH GRADE INFORMATIVE/EXPLANATORY WRITING

Student Name: _____

6.W.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 Trait	***Criteria***	***Score***			
		F 1-2	***A 3***	***M 4***	***E 5-6***
Ideas & Content	***1. The topic is clearly introduced***				
	2. The topic is developed using facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
	3. The essay conveys ideas, concepts and information relevant to the topic.				

Organization	***4. Information is clarified through strategic use of definition, examples, comparison, cause/effect, or classification.***				
	5. Essay is formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.				
	6. There is a recognizable concluding statement or paragraph that makes sense for the information provided about the topic.				
Voice	***7. Establishes and maintains a formal style.***				
Word Choice	***8. The writer uses precise language and domain specific vocabulary to inform about or explain the topic.***				
Sentence Fluency	***9. The writer uses appropriate transitions to clarify the relationships among the ideas and concepts.***				
Conventions	***10. Punctuation and Capitalization are used correctly.***				

FINAL SCORE:
_____/6_____

Score:
A score of 6 = 100%;
A score of 5.0-5.9 = 90-98%;
A score of 4.0-4.9 = 80=89%;
A score of 3.0-3.9 = 70-79%;
A score of 2.0-2.9 = 60-69%

To Calculate the Score
Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6.