Grade Level	**6**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	2 days 30-60 minutes daily	**Time of Year**	Fall
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 review different genres of literature. Venn diagrams and how they can be used in writing will be discussed. Informative writing skills and what steps are included in writing an informational composition will be reviewed. Students will review topic sentences, supporting details, writing for your audience, and using appropriate words which relate to the topic.		
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.*	Students will read the selected selection of literature, defining key vocabulary words, discussing the main ideas and supporting details. Students will write a multiple paragraph informational paper about the topic selected by the teacher. Direct Instruction		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 6 Strand: 6.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 –Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparisons/contrast, and cause/effect; including 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 transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows 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*	The student will fill out a Venn diagram and an outline relating to their assigned topic. The student will be able to write an informative/explanatory paragraph(s) to explain a particular topic and convey ideas and information clearly to the reader.		

copy of the summative assessment must be attached to the curriculum sample	
Scoring Scale and Mastery Level	School grading scale as follows: 94% - 100% = A 87% - 93% = B 80% or above = Mastery of standard 80% - 86% = C 70% – 79% = D 69% - 0% = Needs remediation Scoring Rubric for Suggested Prompt (see attachment 4)
Materials/Resources Needed	Reading selection; Venn diagram; Outline for 5-Paragraph Essay; Writing Rubric for Sixth Grade.

Lesson (add as needed)	**Instruction**	Student Activities
1	**Anticipatory Set:** The teacher will remind students that the reading selection *The Skills of Pericles* is from a folktale play version of the 'Round the World by Paul T. Nolan. The teacher will explain that Nolan researched information about Greek Mythology. The teacher will ask students to name places to look for information about Greek Mythology. (Possible responses: encyclopedia, readings from the *Iliad* and *Odyssey*, non-fiction books about ancient Troy and the Trojan War, internet). The teacher will point out that learning to write informatively will help students understand the informative writing they read.	**Direct Instruction:** The students will read aloud together *The Skills of Perciles.* The students will utilize a Venn Diagram (see attachment 2) from a compare and contrast of Cimon and Hector.
2	**Direct Instruction:** The teacher will explain that students will review what makes good informative writing and then write informative compositions to share and publish. The teacher will assign a writing prompt for the student. For example: "Write an informative composition telling a parent or other adult about Greek Mythology. Include facts and examples to support the main idea." Example 1: Who were the Trojans? Where was Troy? What was the ancient city-state like? What happened to it? Example 2: To date,	The students will write a multiple paragraph informational paper about an animal that they are interested in. The student will start off with a question that will be answered during the investigation. This will be the main idea of the paper. The student will make sure the main idea is supported with details and facts from several sources. The student will note their sources as they go. The student will write down when they found their information. The student will use a graphic organizer of an outline for a 5-paragraph

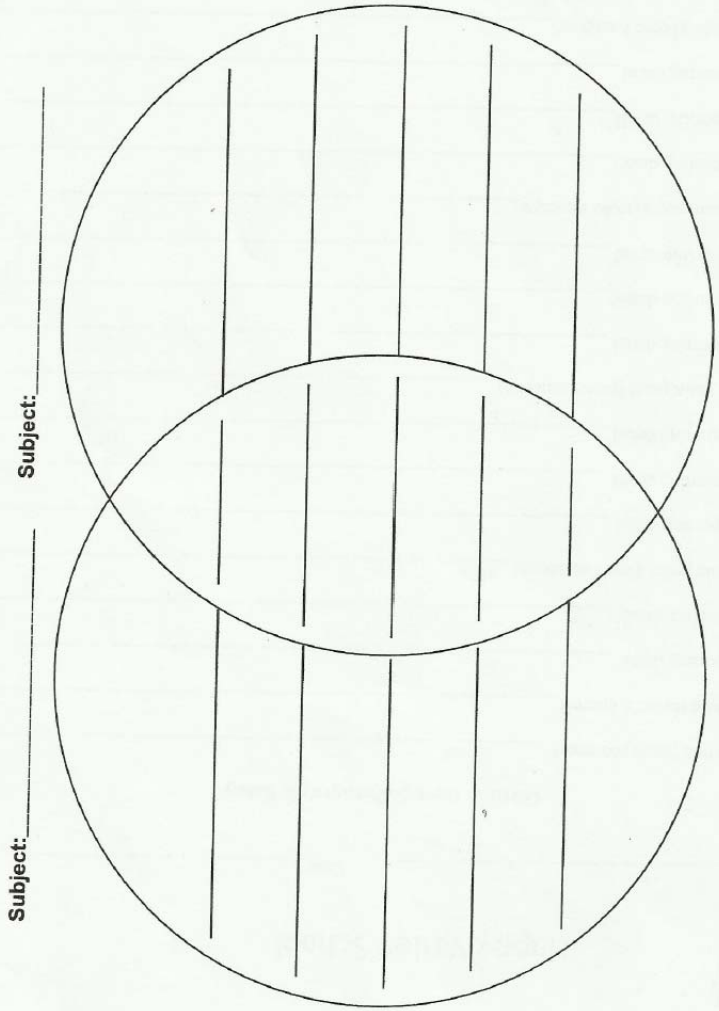
	archaeologists have uncovered at least nine cities built one on top of another, at the site of Troy. Which one is a likely candidate for the Troy that Homer write about? The teacher will remind students to introduce the topic clearly, and include sections and headings. The final product should also include text features such as: illustrations, definitions, headings, and sections. The final paragraph should include a concluding statement. Once complete, the teacher will have students work in pairs of small groups to discuss their compositions. Students might focus on whether detailed facts and examples are used to support the main idea. After they have discussed each other's writing, ask students to revise their compositions. The Teacher will have students use the questions below as they proofread their revised compositions: Did I spell the words correctly? Did I intent paragraphs? Did I use commas before conjunctions in compound sentences? Suggested Topics: Hercules: Myth or Legend Medusa: Monster or Mistreated woman Ajax: Greek hero or Soldier Helena: Roman Beauty or Starter of Wars Athens vs. Sparta Troy and the Trojan War: Compare and Contrast **The research and writing process will take place several days before the final copy is written. The student will brainstorm, research, and take notes. The student will use the notes to write a rough draft, edit, and revise before composing their final copy.	essay to organize and plan their information (see attachment 3). The student may use the graphic organizer, outline, and notes when they write the final copy. The student will take time to reread the report several times to edit and revise before writing the final copy. The student will also select one of the structural patterns found in informational text such as: compare/contrast, cause/effect, chronological order, or proposition and support to organize their report. The student will publish their compositions by adding illustrations, either hand drawn or computer generated.

***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.).

Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



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Name _____ Date _____

Outline for a 5-Paragraph Essay

I. Introduction (topic sentence) _____

A. Capture reader's interest _____

B. Supporting detail _____

C. Supporting detail _____

II. First main point (topic sentence) _____

A. Supporting detail _____

B. Supporting detail _____

C. Supporting detail _____

III. Second main point (topic sentence) _____

A. Supporting detail _____

B. Supporting detail _____

C. Supporting detail _____

IV. Third main point (topic sentence) _____

A. Supporting detail _____

B. Supporting detail _____

C. Supporting detail _____

V. Conclusion (Topic Sentence) _____

A. Summarize three main points _____

B. Restate topic _____

C. Revisit introduction or tie all ideas together _____

WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 ARGUMENT – SIXTH GRADE

1/2012

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
ARGUMENT	Limited information on topic Does not state opinion Includes little to no facts for focus (1)	Lacks topic sentence Opinion is not evident Supporting sentences are unclear (2)	Paper contains an argument that supports a claim or claims with clear reasons and relevant evidence Introduces claim or claims and organizes the reasons and evidence clearly Supports claims with clear reasons and relevant evidence Demonstrating an understanding of the topic or text Uses words, phrases, and clauses to clarify the relationships among claims and reasons Establishes and maintains a formal style Uses various, credible sources to gather information about the topic (internet, media, speakers, books, newspapers, or magazines) if applicable Provides a concluding statement or section that follows from the argument presented (3)	Meets all expectations set forth in (3) Introduces claim or claims, acknowledges alternate or opposing claims and organizes the reasons and evidence logically (4)
ORGANIZATION & FOCUS	Disjointed ideas Organization not well planned Incomplete or missing graphic organizer (1)	Includes simple supporting details that follow a logical order Graphic organizer not followed (2)	Includes well-developed supporting facts and details Uses transition words to move the reader from one detail to the next Clearly planned writing with graphic organizer Document is neat and legible (3)	Meets all expectations set forth in (3) Paper is well-developed with smooth transitions and indentations Well-designed graphic organizer (4)
LANGUAGE CONVENTIONS	Uses regular and irregular verbs, adverbs, prepositions and coordinating conjunctions correctly Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions Uses underlining, quotation marks, or italics to identify titles of documents Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate Spells roots, inflections, suffixes, prefixes, and syllable constructions correctly (1)	Uses a variation of simple, compound, and complex sentences Uses propositional phrases, appositives, dependent and independent clauses, transitions and conjunctions to connect ideas correctly Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly Uses a colon to introduce a list, when applicable Uses quotations marks around the exact words of a speaker and titles of poems, songs, and short stories Uses correct capitalization with minimal errors Spells roots, suffixes, prefixes, contractions, and syllable constructions correctly (2)	Uses a variation of simple, compound, complex, and compound-complex sentences Use effective coordination and subordination of ideas to express complete thoughts Uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses Ensures that verbs agree with compound subjects Uses colons after the salutation in business letters, if applicable Uses semicolon to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences Uses correct capitalization Spells frequently misspelled words correctly (their, there, they're, by, buy, bye) (3)	Meets all expectations set forth in (3) Places modifiers properly and uses the active voice Uses infinitives and participles, and makes clear reference between pronouns and antecedents Uses hyphens, dashes, brackets, and semicolons correctly Spells derivatives correctly by applying the spellings of bases and affixes (4)

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE**: Writing Rubric Proficiency levels are 1 – 4.
4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.