Curriculum Sample: 6th Writing
Max. 8 Pages

Grade Level	6	**Content Area**	Language Arts – Writing: Text Types and Purposes
Course Title (grades 9-12 Only)			
Length of Unit	Four 55-minute lessons	**Time of Year**	First 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 mastered classification and organization of information specific to a topic. Students have been exposed to the principles of the Six-Trait Analytic Writing Assessment; this unit will help students move toward mastery of it.		
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.*	The school's program of instruction stresses alignment with research-supported instruction techniques of Hunter's Essential Elements of Instruction (EEI) and Bloom's Taxonomy Revised. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric.		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.W.2 Writing Standards (W) Text Types and Purposes #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, comparison/contrast, and cause/effect; include formatting 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 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 curriculum sample.*	Throughout unit, students will complete several independent and pair work activities designed to examine, define, and demonstrate understanding of #2a. The culminating activity of writing a four paragraph comparison/contrast essay will demonstrate their mastery of #2a. Furthermore, students will demonstrate mastery of #2c, d, e, and f within the context of the essay.		

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.*	The Six-Trait Analytic Writing Assessment Rubric will be used to score the summative assessment. The rubric has six categories: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted. The highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) or higher.
Materials/Resources Needed	Student notebooks Index cards Compare/Contrast Graphic Organizer How Are We Alike? handout Which One is not Part of the Puzzle? Handout Essay Scoring Rubric

* ***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	**Lesson Title (on board):** Compare and Contrast **List of Materials:** Student notebooks, index cards **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting **Learning Objectives (on board):** Students will demonstrate their understanding of comparing and contrasting by taking two elements and explaining how and why they are similar or dissimilar. **Anticipatory Set:** Prompt student to: Write a list of all the activities you can do outside. This exercise will reinforce understanding of classification. **Instructional Input/Guided Practice:** Write on board “skateboard” and “bicycle.” Explain that students are brainstorming ideas for comparing and contrasting. Whole class volunteers elements about each item. When finished, circle elements that are the same for both items. Put responses into categories that demonstrate subtopics, such as transportation, popularity, and safety. Based on responses, class will decide if there are more differences or similarities between the two items. Introduce key transition phrases or words that demonstrate contrast (however, but, whereas, in contrast, unlike) and comparison (in the same way, similarly, likewise, also) when reviewing responses. Explain how students compare and contrast every day when making decisions like purchasing a new game or pair of shoes, choosing a snack or sport. Ask students to volunteer other areas where they make a decision using compare/contrast methods.	Students write a list all the activities they can do outside. Students take notes and discuss during instructional input/guided practice. Students apply their understanding of comparing and contrasting by taking two elements and explaining how and why they are similar or dissimilar. They will complete this assignment on an index card and give it the teacher as an “exit ticket” as they leave.

	Use key transition phrases or words rephrasing student responses to reinforce understanding of terms. **Closure:** Teacher will summarize the day's lesson and preview the rest of the week's lessons. **Independent Practice/Check for Understanding:** Exit Ticket: Students will apply their understanding of comparing and contrasting by taking two elements and explaining how and why they are similar or dissimilar. They will write it on an index card and give it the teacher as they leave.	
2	**Lesson Title (on board):** Compare and Contrast **List of Materials:** Student notebooks, How We are Alike handout, Compare/Contrast graphic organizer **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting **Learning Objectives (on board):** Students will demonstrate their understanding of comparing and contrasting by completing How We Are Alike handout and Compare/Contrast Organizer. **Anticipatory Set:** Students work in pairs to complete How Are We Alike handout. Pairs share responses with class. **Instructional Input/Guided Practice:** Provide each student with Compare/Contrast Graphic Organizer. Write on board several pair options for compare/contrast. Students will choose one pair for their compare/contrast essay activity. Pair option suggestions: board games and video games; two different animal pets (cat and dog); read book and watch movie. Explain that students are brainstorming ideas for comparing and contrasting. **Independent Practice/Check for Understanding:** Students turn in Compare/Contrast Graphic Organizer. **Closure:** Teacher will summarize the day's lesson and preview the rest of the week's lessons.	Students work in pairs to complete How Are We Alike handout. Pairs share responses with class. Students take notes and discuss during instructional input/guided practice. Students complete Compare/Contrast Graphic Organizer.
3	**Lesson Title (on board):** Compare and Contrast **List of Materials:** Student notebooks, Compare/Contrast graphic organizer	Students write a list of fruits and vegetables that have part that is not eaten (tell what part or parts are not eaten).

	Curriculum Standards (on board): Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting **Learning Objectives (on board):** Students will demonstrate their understanding of comparing and contrasting by making a list of fruits that have inedible parts and by completing a Compare/Contrast Outline Organizer. **Anticipatory Set:** Prompt students to: Write a list of fruits and vegetables that have part that is not eaten (tell what part or parts are not eaten). **Instructional Input/Guided Practice:** Provide each student with Compare/Contrast Outline Organizer. Instruct student that they will choose responses from prior lesson to organize their responses into categories. Teacher will use the example: cat and dog. Through guided practice, teacher ans students will find that compare/contrast may reveal categories of care, temperament, expense for each animal. **Independent Practice:** Students will review their lists and determine where their responses show more contrast/differences or comparison/similarities between the pair option they chose. **Closure:** Teacher will summarize the day's lesson and preview the next day's lesson.	Students complete Compare/Contrast Outline Organizer.
4	**Lesson Title (on board):** Compare and Contrast **List of Materials:** Student notebooks, Which One Is Not Part of the Puzzle handout, Essay Scoring Rubric **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting **Learning Objectives (on board):** Students will demonstrate their understanding of comparing and contrasting by completing the Which One Is Not Part of the Puzzle handout and by writing a four-paragraph essay.	Students complete Which One Is Not Part of the Puzzle handout. This exercise reinforces understanding of classification and comparison/contrast. Students write four paragraphs introducing their topics, comparing and/or contrasting the pair items they chose, and a conclusion.

	Anticipatory Set: Students complete Which One Is Not Part of the Puzzle handout. This exercise reinforces understanding of classification and comparison/contrast. **Instructional Input:** Hand out the scoring rubric. Clearly explain the rubric Clearly explain the summative assessment: Write a four-paragraph essay that takes two objects or people, describes each of them, and concludes whether they are more different or alike. Take any student questions. **Closure:** Remind students that they can contact the teacher after school if they have any questions.	

Paste Summative Assessment Here:

Write a four-paragraph essay that takes two objects or people, describes each of them, and concludes whether they are more different or alike. Your essay will be graded based on the Six-Trait Analytical Writing Assessment Rubric you were given in class.

Paste Answer Key/Scoring Rubric Here:

The Six-Trait Analytic Writing Assessment Rubric will be used to score the summative assessment. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted. The highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) or higher.

Score:

6 Ideas: Clear, focused thesis and topic sentences that stand out and are developed by rich details suitable to audience and purpose.
Organization: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.
Voice: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.
Word Choice: A rich, broad use of carefully chosen words conveys the message in an interesting, precise and appropriate manner with a sense of writing to be read.
Sentence Fluency: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.
Conventions: Writer has exceptionally strong control with few and minor errors.

5 Ideas: Clear focused thesis and topic sentences that stand out and are developed by details suitable to audience and purpose.
Organization: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.
Voice: Writer seems committed to the topic and shows personality with a sense of audience.
Word Choice: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.

Sentence Fluency: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.
Conventions: Strong control is demonstrated. Few and minor errors do not impede the reader.

4 Ideas: Clear and focused thesis and topic sentences with limited or general support are evident.
Organization: Organization is clear and coherent but may seem formulaic.
Voice: The writing is expressive, engaging, and sincere in places.
Word Choice: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.
Sentence Fluency: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.
Conventions: Control of conventions is demonstrated. Minor errors do not impede readability.

3 Ideas: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.
Organization: Overall structure is inconsistent and sequencing is unclear. The writer may use expressions such as, "My topic is…." or "In conclusion…."
Voice: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.
Word Choice: Ordinary language, lacking variety or interest, is used. Word choice may also be inappropriate to the audience and purpose of the assignment.
Sentence Fluency: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.
Conventions: Errors begin to impede readability.

2 Ideas: Main ideas are somewhat unclear and there is only minimal attempt to develop them.
Organization: No clear structure exists in the piece.
Voice: Little sense of the author's commitment to the subject is evident.
Word Choice: The language is monotonous and/or misused.
Sentence Fluency: Sentences are choppy and/or rambling with no clear direction or thought.
Conventions: Frequent and significant errors impede readability.

1 Ideas: The writing lacks a central idea or focus.
Organization: The writing is haphazard and disjointed.
Voice: The writing is flat and lifeless with no sense of involvement from the writer.
Word Choice: The writing shows an extremely limited vocabulary.
Sentence Fluency: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.
Conventions: Numerous errors in grammar, usage, and spelling are present.