A.5. Curriculum Sample for 6th Grade Writing

Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Sixth	Writing	N/A	Writing to Express an Opinion

Length of Unit	Time of Year Taught	Expected Prior Knowledge
7 Days	3rd Quarter	Students must understand the basic principles of the writing process. Students should know proficient understanding of how to obtain and utilize writing resources, such as the internet or the library.

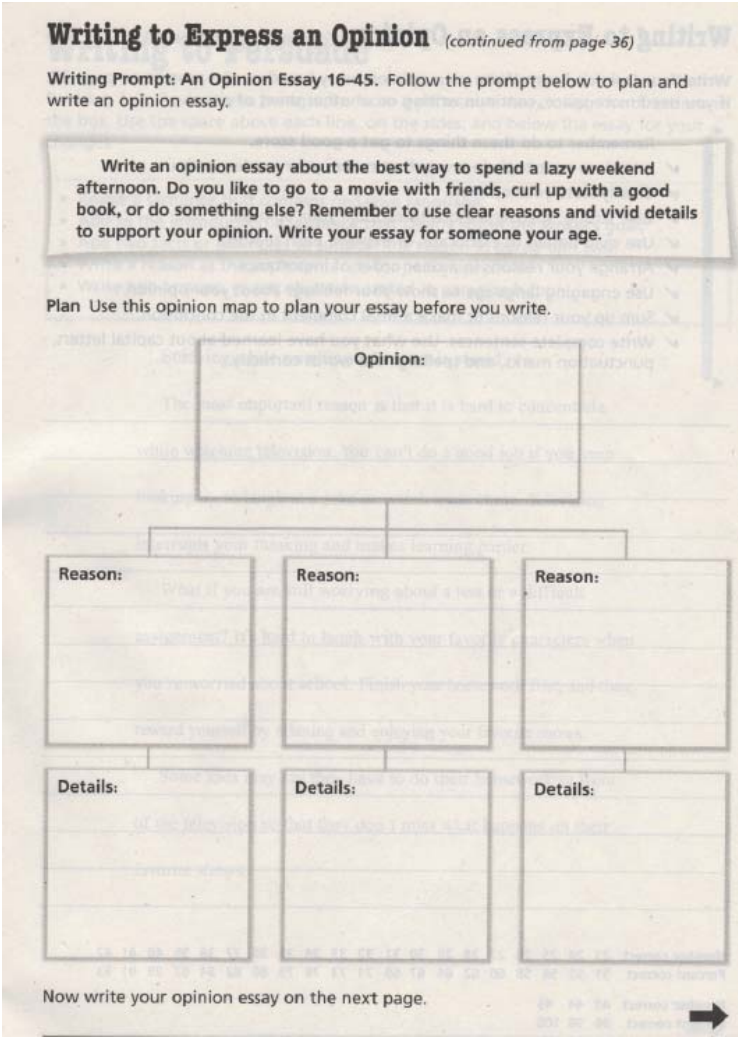
Unit Description Students will learn how to organize and write opinion statements.

Standards: W.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. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	As a result of instruction students will write an informative/explanatory research essay. Students will use classroom materials and technology to research their topics. The research essays will include a well established topic with facts, definitions, and quotations, comparisons, cause and effect, use of appropriate transitions, precise language, vocabulary and provide a concluding statement.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	**Scoring for Summative Assessment** Students will be graded out of 40 points rubric (attached). Students must score 32 points to demonstrate mastery (mastery level of 80%)
Materials/Resources Needed *Include all items for the entire unit.*	Workbook Plus, Unit 8/Test Booklet, Unit 8 Teachers Resource Book Transparencies/Overhead Projector CD corresponding to Workbook Plus, Unit 8 Internet access/laptops http://www.eduplace.com/kids/hme/ or http://www.eduplace.com/rdg/hme Library Access Paper, Pencil

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and problem based learning and inquiry teaching styles)	*What Makes a Great Opinion Essay?* **Lesson Objectives** Students will discuss the characteristics of a well-written opinion essay. **Focus on Instruction** Using Workbook Plus, Unit 8 p. 363 transparency ask volunteers to read what makes a great opinion essay. Explain to students how having the check list on p. 363 helps remind writers of the key elements in a well-written opinion, and when they write their papers they should include all the key elements. **Responding** Instruct students to work in pairs and utilize the classroom laptops to access the internet using http://www.eduplace.com/kids/hme, to research further characteristic of well-written opinions. When done students will share any new characteristics with the entire class.	*Student Model Working/Final Draft* ***Lesson Objectives*** Students will read a working and final draft of an opinion essay. **Focus on the Model** Instruct students to turn to p. 364-365 in their Workbook Plus, Unit 8 and call on volunteers to read the working draft. Remind student that the working draft is a work in progress and the writer will make revisions later. Students acquiring English or for differentiated learning styles the above selection is available on CD. **Responding** Instruct students to continue to the bottom of p. 365 *Reading as a writer*. Allow students time to work with a partner to answer the questions. When done students will volunteer to share answers. **Focus on the Model** Instruct students to turn to p. 366-368 in their Workbook Plus, Unit 8 and call on volunteers to read the Final copy. Allow student time to discuss the differences in the working draft and the final draft. **Responding**	*The Writing Process* ***Lesson Objectives*** Students will list their ideas, create an opinion, provide strong supporting reasons, brainstorm facts, and write their working draft. **Focus on Instruction** Instruct students that over the next few days they will explore all the aspects of organizing and drafting a well-written opinion. Instruct students to utilize p. 369-378 out of Workbook Plus, Unit 8. Instruct students that form this point out they will be required to review and apply the strategies in those pages to draft their working copy. Explain to students that they may use any other resources to obtain information, such as the library or internet. Let students know this is an independent project but the teacher will be available to help assist students with any questions of teaching purposes. Teacher should utilize this time to make observations as to the students' work in progress and check for proper understanding. **Responding** Instruct students to begin	*Proofreading* ***Lesson Objectives*** Students will proofread and revise their opinion essay. **Focus on Instruction** Instruct students to go to p. 379 Workbook Plus, Unit 8 and volunteer to read and discuss this page as a whole group. Instruct student to access the internet www.eduplace.com/kids/hme for online proofreading practice. **Responding** Instruct students to use their printed coy form the laptop and make any appropriate revisions. Remind students to utilize outside resources such as encyclopedias, the library, and the intent. Explain to students that this is the time to utilize all the organization, mapping, checklists or any other further working knowledge to help aid in revising their working draft.	*Publishing and Reflecting* ***Lesson Objectives*** Students will type a final copy and publish their essay. **Focus on Instruction** Using Workbook Plus, Unit 8 p. 380 transparency ask volunteers to read and discuss how to publish an opinion essay. Allow students time to work in small groups to answer the *Reflect* questions at the bottom of the page. **Responding** Instruct students to use their working draft as a guide to know go back to the laptop and make all corrections necessary to make a well-written final opinion essay. Help students in publishing their completed draft.

		Instruct student to utilize a classroom laptop to independently answer the questions at the bottom of p. 368. When done students may choose a partner and go over their responses.	typing their opinion essay on the computer when they feel they are ready. When students are done they are to print their essays.		
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Time line	*What Makes a Great Opinion Essay?* **Lesson Objectives** Students will discuss the characteristics of a well-written opinion essay. **Focus on Instruction** Using Workbook Plus, Unit 8 p. 363 transparency, students are to volunteers to read what makes a great opinion essay. Students participate in a whole group discussion. **Responding** Students are to work in pairs and utilize the classroom laptops to access the internet using http://www.eduplace.com/kids/hme, to research further characteristic of well-written opinions. When done students will share any new characteristics with the	*Student Model Working/Final Draft* ***Lesson Objectives*** Students will read a working and final draft of an opinion essay. **Focus on the Model** Students are to turn to p. 364-365 in their Workbook Plus, Unit 8 and volunteer to read the working draft. Remind student that the working draft is a work in progress and the writer will make revisions later. Students acquiring English or for differentiated learning styles the above selection is available on CD. **Responding** Students are to continue to the bottom of p. 365 *Reading as a writer.* Students are to work with a partner to answer the questions. When done	***Lesson Objectives*** Students will list their ideas, create an opinion, provide strong supporting reasons, brainstorm facts, and write their working draft. **Focus on Instruction** Students are to utilize p. 369-378 out of Workbook Plus, Unit 8. to review and apply the strategies in those pages to draft their working copy. Students may use any other resources to obtain information, such as the library or internet. Students are to work independently but the teacher will be available to help assist students with any questions. **Responding** Students are to begin typing their opinion essay on the computer when they	*Proofreading* ***Lesson Objectives*** Students will proofread and revise their opinion essay. **Focus on Instruction** Students are to go to p. 379 Workbook Plus, Unit 8 and volunteer to read and discuss this page as a whole group. Student will access the internet www.eduplace.com/kids/hme for online proofreading practice. **Responding** Students are to use their printed coy from the laptop and make any appropriate revisions. Students are to utilize outside resources such as encyclopedias, the library, and the intent. Students will use this time to implement the	*Publishing and Reflecting* ***Lesson Objectives*** Students will type a final copy and publish their essay. **Focus on Instruction** Students will use Workbook Plus, Unit 8 p. 380 transparency and volunteer to read and discuss how to publish an opinion essay. Students will work in small groups to answer the *Reflect* questions at the bottom of the page. **Responding** Students are to use their working draft as a guide to now go back to the laptop and make all corrections necessary to make a well-written final opinion essay. Students will now publish their completed draft.

	entire class.	students will volunteer to share answers. **Focus on the Model** Students are to turn to p. 366-368 in their Workbook Plus, Unit 8 and volunteer to read the Final copy. Students are to discuss the differences in the working draft and the final draft. **Responding** Students are to utilize a classroom laptop to independently answer the questions at the bottom of p. 368. When done students may choose a partner and go over their responses.	feel they are ready. When students are done they are to print their essays.	organization, mapping, checklists or any other further working knowledge acquired help aid in revising their working draft.	



Writing to Express an Opinion *(continued from page 36)*

Writing Prompt: An Opinion Essay 16–45. Follow the prompt below to plan and write an opinion essay.

Write an opinion essay about the best way to spend a lazy weekend afternoon. Do you like to go to a movie with friends, curl up with a good book, or do something else? Remember to use clear reasons and vivid details to support your opinion. Write your essay for someone your age.

Plan Use this opinion map to plan your essay before you write.

Opinion:

Reason: **Reason:** **Reason:**

Details: **Details:** **Details:**

Now write your opinion essay on the next page.

Summative Assessment:

Sixth Grade Writing Assignment

Directions: Choose an invention created in the last 100 years to research. You may use classroom materials as well as the classroom computers to obtain information. Write a 7-10-paragraph, 3-7 sentences per paragraph, research essay about your topic. Tell why the invention is important to society and how it has changed society. Your essay should convey ideas, concepts and information in an organized format. It needs to include an introduction, have well organized ideas, concepts and information. It should also include facts, quotes and definitions. Use proper headings and graphics such as tables and charts to show cause and effect and to compare and contrast. Use precise language and vocabulary using a formal style and include transitions to clarify relationships among ideas. Include a concluding statement that aligns with the information presented. You are encouraged to use multimedia to assist in comprehension.

Scoring for Summative Assessment:

Students will be graded out of 40 points Sixth Grade Writing Assessment Rubric. Students must score 32 points to demonstrate mastery (mastery level of 80%)

Sixth Grade Writing Assessment Rubric

Criteria/Skills	Scores				Score/Level
	4	3	2	1	
Paragraph Structure	Essay is 7-10 paragraphs with 3-7 sentences per paragraph.	Essay is 5-7 paragraphs with 3-7 sentences per paragraph.	Essay is 3-5 paragraphs with 3-4 sentences per paragraph.	Essay is 2-3 paragraphs with 2-4 sentences per paragraph.	
Introduction and Topic	Includes an introduction to the topic that is well organized and includes many definitions and classifications.	Includes an introduction to the topic that is organized and includes some definitions and classifications.	Includes an introduction to the topic that is somewhat organized and includes few definitions and classifications.	Includes an introduction that is not organized and does not include definitions and classifications.	
Strategies	Includes cause/effect, comparison/contrasts very effectively.	Includes cause/effect and comparison/contrasts somewhat effectively.	Includes few cause/effect and comparison/contrasts.	Does not include cause/effect and comparisons/contrast.	
Topic Development	Includes many facts, definitions, concrete details, quotations and other examples.	Includes some facts, definitions, details, quotations and some other examples.	Includes few facts, definitions, details quotes and few examples.	Includes little facts, definitions, details quotes and no examples.	
Transitions	Uses appropriate transitions all of the time to clarify relationships among ideas.	Uses appropriate transition some of the time to clarify relationships among ideas.	Uses appropriate transitions rarely to clarify relationships among ideas.	Use transitions improperly to clarify relationships among idea.	
Language and Vocabulary	Uses precise language and vocabulary all of the time.	Use precise language and vocabulary most of the time.	Uses precise language and vocabulary some of the time.	Uses precise language and vocabulary rarely.	
Style	Establishes and maintains a formal style all of the time	Establishes and maintains a formal style most of the time.	Establishes and maintains a formal style some of the time.	Does not maintain a formal style little of the time.	
Concluding Statement	Includes a concluding statement that perfectly aligns to the information presented.	Includes a concluding statement that aligns to the information presented.	Includes a concluding statement that somewhat aligns to the information presented.	Concluding statement does not align with the information presented.	
Multimedia	Uses multimedia and illustrations accurately to assist in comprehension.	Uses some multimedia and illustration to assist in comprehension.	Uses little multimedia and illustration to assist in comprehension.	Does not use multimedia and illustrations effectively to assist in comprehension.	
Conventions	Effective and creative use of wide range of conventions with few errors.	Uses of wide range of conventions with few errors.	Uses standard conventions with a few errors. Errors do not impede readability	Limited use of conventions with a lot errors, which impede readability	
					___/40