Curriculum Sample for 6th Grade Writing

Grade Level	6th	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 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 must understand the basic principles of the writing process. Students should have a proficient understanding of how to obtain and utilize writing resources, such as the Internet or the library. Students will know how to write an informative/explanatory essay.		
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 be taught using scaffolding methods as well as with direct instruction. Through lecture-based discussions and demonstrations, Students will develop their knowledge while practicing problem-based learning & inquiry activities		
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. 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 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.*	As a result of instruction, Students will write an informative/explanatory research essay. Students will use classroom materials and technology to research the topic, "How can we make the world a better place?" Students will write a 7-10-paragraph research essay about the topic. The research essays will include a well-established topic with facts, definitions, and quotations, comparisons, cause and effect, use of appropriate transitions, precise language, and vocabulary and provide a concluding statement.		

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.*	In this essay, Students will discuss their beliefs about how they can make the world a better place. Students will be assessed on 10 different categories to show competency: Paragraph structure; introduction to topic; strategies; topic development; transitions; language and vocabulary; style; concluding statement; charts/graphics/multimedia; conventions. This assessment has a total of 40 points; 32 points or higher = mastery (80%).
Materials/Resources Needed	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 (add as needed)	Instruction	Student Activities
1	*What Makes a Great Opinion Essay?* **Lesson Objectives** Teacher instructs Students to 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. Teacher explains 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** Teacher instructs 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 finished, Teacher instructs Students to share any new characteristics with the entire class.	*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 finished Students will share any new characteristics with the entire class.
2	*Student Model Working/Final Draft* ***Lesson Objectives*** Teacher instructs Students to read a working and final draft of an opinion essay. **Focus on the Model** Teacher instructs Students to turn to p. 364-365 in their Workbook Plus, Unit 8 and call on volunteers to read the working draft. Teacher reminds Student that the working draft is a work in progress and the writer will make revisions later. Teacher offers the above selection on CD for Students acquiring English or for Students needing differentiated learning styles. **Responding** Teacher instructs Students to continue to the bottom of p. 365 *Reading as a writer.* Teacher allows Students time to work with a	*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

	partner to answer the questions. When finished, Teacher instructs Students to volunteer to share answers. **Focus on the Model** Teacher instructs Students to turn to p. 366-368 in their Workbook Plus, Unit 8 and call on volunteers to read the Final copy. Teacher allows Students time to discuss the differences in the working draft and the final draft. **Responding** Teacher instructs Student to utilize a classroom laptop to independently answer the questions at the bottom of p. 368. When finished Students may choose a partner and go over their responses.	questions. When finished 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 finished Students may choose a partner and go over their responses.
3	*The Writing Process* ***Lesson Objectives*** Teacher instruct Students to list their ideas, create an opinion, provide strong supporting reasons, brainstorm facts, and write their working draft. **Focus on Instruction** Teacher instructs Students that over the next few days they will explore all the aspects of organizing and drafting a well-written opinion. Teacher instructs Students to utilize p. 369-378 out of Workbook Plus, Unit 8. Teacher explains to Students that from this point on, they will be required to review and apply the strategies in those pages to draft their working copy. Teacher explains to Students that they may use any other resources to obtain information, such as the library or Internet. Teacher lets 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 typing their opinion essay on the	***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 feel they are ready. When Students are finished they are to print their essays.

	computer when they feel they are ready. When Students are finished they are to print their essays.	
4	*Proofreading & Publishing and Reflecting* ***Lesson Objectives*** Teacher instructs Students to proofread and revise their opinion essay. Teacher then instructs Students to type a final copy and publish their essays. **Focus on Instruction** Teacher instructs 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. Using Workbook Plus, Unit 8 p. 380 transparency, Teacher asks volunteers to read and discuss how to publish an opinion essay. Teacher allows Students time to work in small groups to answer the *Reflect* questions at the bottom of the page. **Responding** Teacher instructs Students to use their printed coy from the laptop and make any appropriate revisions. Teacher reminds Students to utilize outside resources such as encyclopedias, the library, and the Internet. Teacher explains 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. Teacher instructs 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. Teacher helps Students in publishing their completed draft.	*Proofreading & Publishing and Reflecting* ***Lesson Objectives*** Students proofread and revise their opinion essay. Then, Students will type a final copy and publish their 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. 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 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 organization, mapping, checklists or any other further working knowledge acquired help aid in revising their working draft. 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.
5	Teacher instructs Students to read the "Sixth Grade Writing Assignment." Teacher continues, "Do the best job you can writing essays about how to make the world a better place using all of the skills that you learned throughout the week. Good luck!"	Students write an essay about their thoughts on how to make the world a better place following the directions provided. Students turn in papers.

Summative Assessment:

Sixth Grade Writing Assignment

Writing Prompt: Many people think about changes that could be made to make the world a better place. Before you begin writing, think about some changes you would make to the world to make it a better place. Now write to explain to the reader of your paper why this change would make the world a better place.

On a separate sheet:

- 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 the topic.
- Write an essay that conveys ideas, concepts and information in an organized format.
- Include an introduction, well-organized ideas, concepts and information. Your essay 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.
- Use charts/graphs/multimedia to assist in comprehension.

Answer Key/Scoring Rubric:

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.	
Charts/Graphics/Multimedia	Uses charts/graphics/multimedia accurately to assist in comprehension.	Uses some charts/graphics/multimedia to assist in comprehension.	Uses little charts/graphics/multimedia to assist in comprehension.	Does not use charts/graphics/multimedia 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

Comments:

Points	Percentage
30	75
31	78
32	80 *mastery
33	83 *mastery
34	85 *mastery
35	88 *mastery
36	90 *mastery
37	93 *mastery
38	95 *mastery
39	98 *mastery
40	100 *mastery