Grade Level	6th Grade	Content Area	Writing
Course Title (grades 9-12 Only)			
Length of Unit	**7 days**	**Time of Year**	**2nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 6 standards: 6.RI.2. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.W.1. (a-e) 1. Write arguments to support claims with clear reasons and relevant evidence. 6.LS.1. (a-e) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.6.LS.2. (a-b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in the Six Traits of Writing, how to summarize ideas and take notes from a variety of sources, and experience using the internet to research information.		
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 following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 6.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).		
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.*	Students will demonstrate synthesis of informative/explanatory text by using their notes to write a multi-paragraph informative/explanatory essay that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content on a topic related to ancient Rome.		

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.*	Students will be assessed using a 6-point, 6-trait scoring guide/rubric. A score of 80% will show mastery of the standard. 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%
Materials/Resources Needed	Writer's Notebook. Assignment Sheet. Student Self-Check Sheet. Essay Model: *The Oracle of Delphi*. Scoring Guide/Rubric for 6th Grade. Video: *Ancient Rome Struggles for Power* (Discovery Channel-available from Discovery Streaming). *What Every Sixth Grader Should Know*, by Hirsch, E.D. (1994). *Classical Kids: An Activity Guide to Life in Ancient Greece and Rome*, by Carlsen, L. (1998). World Book Encyclopedia on Ancient Rome. http://www.worldbook.com/content-spotlight/item/1127-world-book-explores-ancient-rome/1127-world-book-explores-ancient-rome?wbredirect=1.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Brainstorm and organize information on a multi-paragraph informative/explanatory essay on Ancient Rome.** • Pass out the Assignment Instructions, essay model, student self-check sheet, scoring rubric for this essay. Explain to students that they will be writing an informative/explanatory essay about ancient Rome. Have them record the due date of both the rough draft and final copy of the essay on their Assignment Sheet. • Tell them they will choose a topic regarding Ancient Rome after they have watched a video and taken notes. (note that students have prior knowledge of Ancient Rome from previous social studies unit of study) • Lead a brainstorming session with the class on Ancient Rome or the Roman Republic to find out what they recall from previous social studies on this topic. Record the recollected ideas/topics on the board while students write them in their Writer's Notebooks. • Show a 5-minute video on Ancient Rome and ask students to take notes while watching this video. Direct them to choose 3 possible topics and record them in their Writer's Notebooks. Then, call on a few students and ask them to share their ideas on Ancient Rome with the class. • Inform students that tomorrow they will select a specific topic for their essay on Ancient Rome from the 3 possible topics chosen today. **Formative Assessment:** Observe student participation in the	• Students record the due date of both the rough draft and final copy of the essay on their Assignment Sheet. • With guidance from the teacher, students recall what they remember from past lessons about Ancient Rome, and record possible informative/exploratory essay topics in their Writer's Notebook. Students also watch the 5-minute video on Rome and report their notes in their Writer's Notebook. • Students share topic ideas with the class when prompted by the teacher. • Struggling students receive additional help on writing notes and choosing topics.

	brainstorming discussion, check their Writer's Notebooks and identify those who do not have 3 possible topics; then provide them with additional help in the form of re-teaching, or modeling with thinkalouds on how to write notes and choose topics.	
2	**Day 2: Objective – Choose a topic and write a thesis sentence for a multi-paragraph informative/explanatory essay on Ancient Rome.** • Review the information presented yesterday and asks students to review their 3 possible topics for their essay. Have them write their choice in their Assignment Sheet. • Model with thinkaloud how to narrow 3 topics to one specific one with a question that will be answered after researching Ancient Rome. Example, broad topic: slavery in ancient Rome. Narrow topic with a question: what types of jobs did slaves have in ancient Rome? Have students report their questions in the Assignment Sheets. • Ask students to look at the example topic/thesis sentences given in the Assignment Sheet and have them choose and record their newly formed thesis sentence in this document and on a separate piece of paper. **Formative Assessment:** Ticket out the Door. Collect these pieces of paper and check them to identify students who need additional help with their work. Provide them differentiated instruction in small group or one-on-one with scaffolding tools such demonstrations with thinkalouds, re-teaching, and additional practices.	• Students will review their 3 possible topics for their essay on Ancient Rome and record them in their Assignment Sheet. • They will observe the teacher demonstrate how to narrow 3 possible topics to 1 with a formulated question that will be answered through research on Ancient Rome. They will then proceed to narrow their 3 topics to the 1 using the same process. • Students will use the example thesis sentences given in their Assignment Sheet to form a thesis sentence/main idea for their essay on Rome and record this information in their Assignment Sheet. • They will also write their thesis sentence on a slip of paper for the teacher as they leave class.
3	**Day 3: Objective – Decide what strategy (definition, comparison/contrast, cause/effect) to use to write the multi-paragraph informative/explanatory essay on Ancient Rome.** • Help students review and if necessary revise the thesis sentences that they wrote yesterday. Provide additional help in small group or one-on-one sessions to those who are struggling. • Next, ask them to read the part of the Assignment Sheet that says: *Choose one of the strategies below to develop information in your essay*. Carefully go over each structural idea, providing examples for each. Students then choose a strategy that will be used to write their essay. • Provide students access to the internet and books on Ancient Rome so that they do more research on Ancient Rome. They may record the results of their research in their Assignment Sheet and in their Writer's Notebook. **Formative Assessment:** The teacher asks students to reflect and respond to the following questions: *How well is your thesis statement guiding*	• With the teacher's help, students will review their thesis sentence for clarity and focus, and if necessary revise it. • Students will follow along as the teacher explains the section of the Assignment Sheet that says: *Choose one of the strategies below …*and they will choose one strategy that will be used to write their multi-paragraph informative/explanatory essay on Ancient Rome. • Students will use the remainder of the class time to read, research, and take notes in their Assignment Sheet or Writer's Notebook. • Students reflect and respond to teacher questions about their research

	your search for information? How successful are you in finding the information you need? What part of the research is causing you problems? Provide additional help with scaffolding tools to struggling students	up to this point. • Struggling students will receive additional help from the teacher in small group or one-on-one sessions.
4	**Day 4: Objective – Organize ideas and information into an outline to provide structure for the multi-paragraph informative/explanatory essay on Ancient Rome.** • Teacher models example of outline for 5-paragraph essay –with introduction, 3 detail paragraphs and a conclusion using a topic about Rome (not chosen by a student). • Students write outlines –teacher circulates checking outlines, answering questions, providing more scaffolding for students at-risk based on the previous day's closing questions. •As students work on their outlines, they may discover the need to do more research to insure that they have relevant facts, definitions, concrete details, quotations, or other information and examples. **Formative Assessment:** Students closing ticket is to give the teacher their outline for a quick assessment of progress. Teacher provides reteaching in small group or one-on-one to struggling students or those who are at-risk of academic failure.	• Students will write an outline for this expository essay.
5	**Day 5: Objective – Participate in a guided-practice on the use of the assignment rubric with a model multi-paragraph informative/explanatory essay on Ancient Rome.** • Direct students to the assignment rubric. Allow time to first look over the rubric, and then go through each one of the traits. This will not take long because students are familiar with the form and format of the scoring rubric from previous assignments. • Request that students meet in groups of three to analyze the rubric traits and characteristics. Each group will be assigned one or two of the following descriptors: thesis statement, relevant facts, transitions, formal style, sense of audience, precise language, and domain specific vocabulary. In their small group, students will clarify their understanding of their assigned descriptors; then will share it with the class. This will be a guided-discussion with the teacher providing further clarification and examples. • Ask the students to look at *The Oracle of Delphi*, the model essay and work in their groups to do the activity at the end of the essay. • Project a copy of this essay on the board so that students can see you	• Students will review the scoring rubric and respond to the teacher clarifying questions. • In their small groups, they will discuss their assigned rubric descriptors (criterion) in order to clarify understanding with each other. And they will seek further clarification with the teacher through class discussion and teacher prompting. • Student look at *The Oracle of Delphi*, the model essay; and with the teacher's guidance, they use the rubric/scoring guide, identify the parts of the essay with the class and clarify their understanding of what is required. • Students will read *The Oracle of Delphi* and complete the following Group Activity located at the end of this essay: (a) Underline the thesis statement. (b) Circle transitional words or phrases that move the essay from one idea to another. Decide where in the essay additional transitional words

	mark parts of it using the rubric 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. • Provide class time to students to continue their research on their essay topic on Ancient Rome. They also begin drafting their own essay. • Post the **Rough Draft Due Date** on the board. **Formative Assessment:** At the end of this lesson, ask, "Does the essay explain <u>how</u> or <u>why</u> the Oracle of Delphi has a special meaning for people, and its importance in history (referring to the thesis)?" Then ask students to write 2 sentences explaining how the sample essay could be improved. Provide additional help to struggling students.	would make it easier to read. (c) Put an asterisk (*) by all relevant facts, definitions, details, and examples that you can find. Decide what additional facts, definitions, details, and examples would make the essay more interesting. (d) Which strategies did the author of the essay use to clarify information? Definition, examples, comparison/contrast, classification, cause/effect. • Students share the answers of the Group Activities with the class. • Students will respond to the teacher's reflection questions. • Students will use the remainder of class time to work on their draft essay. Those who need more help will meet in small group or one-on-one with the teacher.
6	**Day 6: Self-check the draft of the multi-paragraph informative/explanatory essay on Ancient Rome; and begin the final draft.** • Retain students' outlines with suggestions and notes posted on their papers. • Explain to students that today they will use the Self-Check on their essay. • Allow students the remainder of the period to work on their drafts and/or begin their final copy. Post the **Final Copy Due Date on the board.** **Formative Assessment:** Circulate, observe students and provide them guidance. Additional help is provided to at-risk and struggling students.	• Students use today to continue their rough drafts and to use the Self-Check on their essay. They begin the final copy essay. • At-risk and struggling students are provided additional help with their assignment.
7	**Day 7: Objective – Summative Assessment. Students will demonstrate synthesis of informative/explanatory text by using their notes to write a multi-paragraph informative/explanatory essay that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content on a topic related to ancient Rome.** • Ask students to work independently and finish writing their essay. Then, directs them to use the scoring rubric to score their own paper. • Collects the final copy of their essays and their self-scored rubric. Score the essays using the 6-Traits scoring guide/rubric.	• Students will work independently and finish writing their essay. They will use the scoring guide/rubric to score their own paper. They will submit their final essay and self-scored rubric to the teacher.

ASSIGNMENT SHEET

You will write a multi-paragraph informative/explanatory essay about a topic related to Ancient Rome.

Rough Draft Due: _____ Final Copy Due: _____

My Topic Ideas (choose one to use for your paper)"

_____ _____ _____

Form a Question that might be *answered* in your essay about your selected topic:

_____

_____

The main idea of the essay is written in a sentence called a **thesis statement:**

A thesis statement —

- tells the reader what you will say about your topic
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- is usually a single sentence somewhere in your first paragraph that presents your idea to the reader. The rest of the paper, the body of the essay, gathers and organizes details to explain or inform your reader about the topic.

Examples:

• All the cities in the Roman Empire were planned in exactly the same way with a strict organization and control.

• The Romans had many festivals and rituals for events such a childbirth, marriage, and funerals.

• Roman history contains many famous figures including Augustus the first emperor, Julius Caesar, Caligula, and Nero.

• In Ancient Rome, there were many factors that affected social class, such as heredity, property, wealth, citizenship, and freedom.

Write your Main Idea or Thesis Sentence: Look at your notes about the topic you have chosen. Write a complete sentence that states the main idea or thesis for the topic.

_____

_____

Choose one of the strategies below to develop information in your essay:

☐ **Compare or contrast** information about Ancient Rome with a similar idea in today's society (For example: games in Ancient Rome and games today).

☐ Use **cause/effect** by including information about how one thing in Ancient Rome caused another thing in Ancient Rome

(For example: People from all over the world brought expensive gifts to the Delphi, which caused it to become a very wealthy place.

☐ Use **definition** by providing an expanded meaning of a place or thing. (For example: The temple in Delphi is referred to as an oracle because it is a place people can communicate with the gods.)

List relevant details about the topic that you might include in your essay. Use the back of this sheet.

Write an outline, a rough draft and a final copy.

STUDENT SELF-CHECK

Informative/Explanatory Essay

Ideas

____ ☺ I stated the main idea of my paper in a thesis (the essay's title does not count).

____ ☺ I developed my topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.

____ ☺ I have enough information, but not too much.

Organization

____ ☺ I began my essay with an introduction paragraph.

____ ☺ I use definition, examples, comparison, cause/effect, or classification to make my information clear to the reader.

____ ☺ My introduction contains my topic or thesis statement.

____ ☺ MY essay ends with a concluding paragraph that makes sense for the rest of my essay.

Voice

____ ☺ I used my own words to tell about the topic.

____ ☺ I wrote in a formal voice; not with slang.

Word Choice

____ ☺ I used the best words for describing the details for my topic.

Sentence Fluency

____ ☺ I use appropriate transitions so my sentences link ideas smoothly.

Conventions

____ ☺ I left spaces between words.

____ ☺ I left margins on the sides and at the bottom of my paper.

____ ☺ I have used capital letters correctly.

____ ☺ Periods, commas, exclamation points, question marks, and quotation marks are in the right places.

____ ☺ Words are spelled correctly.

____ ☺ I remembered to indent each paragraph

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

Student Name: _____

Outcome: Students will demonstrate synthesis of informative/explanatory text by using their notes to write a multi-paragraph informative/explanatory essay that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content on a topic related to ancient Rome.

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.				

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%. Mastery achieved with 80% and higher or at least 6.4 score.

FINAL SCORE: Score /6 = Percentage.