



**Literacy Design
Collaborative**

Take a Stand version 2

by Vince Puzick

Adapted from "Take a Stand" by Kimba J. Rael, Kat S. Hatler, Vince Puzick, and Lisa Baer

In this 4 week unit, based on the Instructional Unit developed by Plainview School District and Pritchett School District (<http://www.cde.state.co.us/standardsandinstruction/rwc6-takeastand-pdf>), students will research and explore a variety of controversial topics and, through collaboration during the research process, begin to understand how biases and assumptions influence people's perspectives. Students will work in collaborative groups throughout the research process and participate in discussions and debates to demonstrate their understanding of how bias and assumptions influence our perspectives on issues and, therefore, influence our arguments. This unit will culminate with individually writing a research paper on a controversial topic of their choice.

GRADES

6

DISCIPLINE

 **ELA**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 13 - Informational or Explanatory

How are an author's biases seen in texts that address controversial issues? After researching a variety of informational and argumentative texts on a controversial topic of your choice, write a research paper in which you describe how different authors use word choice, structure, examples to present a particular point of view on the controversial issue. Support your discussion with evidence from your research.

Common Core State Standards

Reading Standards for Informational Text

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2

Determine a 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.

RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing 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

W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

W.6.2.e

Establish and maintain a formal style.

W.6.2.d

Use precise language and domain-specific vocabulary to inform about or

explain the topic.

W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.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.

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.b

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.6.9.a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Reading, Writing and Communicating

CO

Successful group discussions require planning and participation by all

CO

Frame and deliver messages that take into account the group purpose,

values, prior knowledge, and experience

CO

Use evidence to develop credibility (such as citing textual evidence to support opinions)

CO

Recognize the difference between informal and formal language and make choices appropriate for group purposes

CO

Use active listening strategies (paraphrase, ask clarifying questions, give appropriate nonverbal cues)

CO

Plan for and participate in group discussion

CO

Frame and deliver messages that take into account the group purpose, values, prior knowledge, and experience

CO

Use evidence to develop credibility (such as citing textual evidence to support opinions)

CO

Organizing structure to understand and analyze factual information

CO

Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures

CO

Organize the main idea and details to paraphrase key ideas or form a summary

CO

Use signal words and text features to identify common organizational structures (logical order, cause/effect, compare/contrast, classification schemes)

CO

Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks

CO

Determine author's purpose based on organizational structures, text features, and content

CO

Determine author's purpose based on organizational structures, text features, and content

CO

Use close reading (examine the meaning of words, sentences, and paragraphs) to interpret texts

CO

Use word choice, sentence structure, and sentence length to create voice and

tone in writing

- CO Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop
- CO Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
- CO Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs
- CO Write to pursue a personal interest, to explain, or to persuade
- CO Write to analyze informational texts (explains the steps in a scientific investigation)
- CO Analyze and improve clarity of paragraphs and transitions
- CO Select vocabulary and information to enhance the central idea
- CO Identify persuasive elements in a peer's writing and critique the effectiveness
- CO Identify persuasive elements in a peer's writing and critique the effectiveness
- CO Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation
- CO Identify a topic for research, developing the central idea or focus and potential research question(s)
- CO Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions
- CO Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.
- CO Follow established criteria for evaluating accuracy, validity, and usefulness of information
- CO Select and organize information, evidence, details, or quotations that support the central idea or focus

- CO** Follow established criteria for evaluating accuracy, validity, and usefulness of information
- CO** Select and organize information, evidence, details, or quotations that support the central idea or focus
- CO** Accurately identify own assumptions, as well as those of others
- CO** Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions
- CO** Identify stereotypes, prejudices, biases, and distortions in self and thinking of others
- CO** Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability

Texts

🔗 Teen Ink

🔗 Teachers may find the articles at procon.org to be useful. Teachers will need to be selective to choose appropriate readings.

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Students should have experience in using technology to use search engines, word processing, and presentation tools.

Students should have experience with the writing process (moving from planning, drafting, revising, editing, and presenting a polished piece).

Students should be able to identify different points of view.

Students should be able to distinguish differences between right and wrong actions based on ethics or values.

Students should have experience working in collaborative groups.

Extension

This will follow a portion of the unit plan created by Instructional Unit authors from Plainview School District and Pritchett School District (<http://www.cde.state.co.us/standardsandinstruction/rwc6-takeastand-pdf>).

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
50 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS In a quick write, record your first reaction to the task prompt.	Ideas and questions written.	<ul style="list-style-type: none"> ● Link this task to earlier class content. ● Discuss student responses. ● Clarify timetable and support plans for the task.
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	UNPACKING THE PROMPT Identify the key words in the prompt to help guide you in answering this prompt.	<i>No Scoring</i>	<ul style="list-style-type: none"> ● Share examples of type of text students will produce (either from past students or from professional writers) ● Create a classroom list: brainstorm controversial topics and have students write topics on large butcher paper
Standards:				
CCSS.ELA-LITERACY.CCRA.L.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Reading Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	GUIDED READING Through guided reading, identify how biases and assumptions appear in texts. How do we, as readers, recognize biases and assumptions (word choice, examples, structure)?	<p>Students will participate in classroom discussion focussing on biases presented in the texts provided.</p> <p>Students may use a double entry journal format to capture the examples of justice/injustice in one column and explanations of why in the other.</p> <p>Students will compare their initial assumptions about the topic and their thoughts after research. Students will examine the biases in the different articles. The graphic organizers below may be used for both student responses</p>	<p>The teacher may introduce a “controversial” topic (e.g., the use of hormones in cattle, genetically modified organisms) so that students can discuss and identify the issues of just/ unjust related to this topic.</p> <p>The teacher may present research and position statements related to a controversial topic so that students can begin to distinguish the difference between biased and unbiased information, as well as assumptions in people’s perspectives.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.6.6 : Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.5 : Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.2 : Determine a 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.</p> <p>CCSS.ELA-LITERACY.RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>				

	<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Huffington Post article about hormones; both sides presented 🔗 U.S. Meat Export Federation Perspective on hormones in beef production 🔗 Shows the controversy in hormones – benefits and problems with it 🔗 Hormones in cows 🔗 Defining bias 🔗 Defining bias 🔗 Source reliability 🔗 Teaching strategies: bias, fact & opinion, controversial issues, etc. 🔗 Double entry journal 🔗 Frayser model 🔗 Marzano 6-step vocabulary instruction 🔗 Checking assumptions in science scenarios 🔗 Lesson plans that help with Examining Bias in Media and Everyday Situations 🔗 Interactive Venn diagrams 🔗 Venn diagram graphic organizer 🔗 Graphic organizer 			
50 mins	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>NOTES For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.</p>	<ul style="list-style-type: none"> ● Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). ● Includes reasonable evidence that work is credible and/or worthy of study. 	<ul style="list-style-type: none"> ● Provide citation guide and discuss why each element of citation is needed. ● Ask students to brainstorm what makes an author credible and/or worthy of study. ● Provide access to research sources for students to assess the texts. ● Note: for an “after researching” task, add teaching and time for students to select the texts they will use.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
2 hrs	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>COLLABORATIVE READING</p> <p>Identify sides and perspectives in text</p> <p>The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise</p> <p>Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight and feedback</p>	<p>Students will collaboratively complete a KWL chart on one of the topics presented or complete a graphic organizer comparing "sides" of the issue.</p>	<p>The teacher may introduce/utilize a school-related controversy (e.g., school uniforms, school bullying policy, food in classrooms) so that students can begin collaboratively exploring and identifying the "sides" and perspectives related to this topic.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.6.8 : Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.6 : Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 : Determine a 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.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Positive cartoon examples of teamwork 🔗 Handout of student collaborative roles 🔗 Self-assessment rubric / peer assessment rubric for collaborative work 🔗 Collaboration rubric for Project Based Learning. Aligned to CCSS 🔗 Teacher guide about collaborative roles 🔗 KWL chart 🔗 Graphic organizer for comparing "sides" of the issue 				
30 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST</p> <p>In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<ul style="list-style-type: none"> ● Lists appropriate phrases. ● Provides accurate definitions. 	<ul style="list-style-type: none"> ● After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. ● After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
4 hrs	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>RESEARCH PROCESS Pick a controversial topic and research to gather information from multiple sources to see different perspectives.</p>	<p>Students will gather information to present, and negotiate arguments supported by credible scientific and textual evidence in their research paper</p>	<p>Teacher may guide students through effectively assessing biases/assumptions and distinguish between “more reliable” and “less reliable” resources</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.6.8 : Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.7 : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.6 : Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 MLA format for citing sources 🔗 Lessons and games for evaluating websites 🔗 Lessons and games for evaluating websites 🔗 Evaluating websites 🔗 Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources. 🔗 Distinguishing credibility 				
2 hrs	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>NOTES From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.</p>	<ul style="list-style-type: none"> ● Identifies relevant elements. ● Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> ● Teach a sample format for note taking. ● Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
2 hrs	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY FOR EACH TEXT What is the author trying to accomplish? Which parts of the text show you that?</p>	<ul style="list-style-type: none"> ● Answers questions with credible response. 	<ul style="list-style-type: none"> ● Invite students to brainstorm ways to figure out any author’s intent. ● Invite students to share and discuss their answers for each text. ● After the discussion, allow them to add to their entries.

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.6.6 : Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.2 : Determine a 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.</p>			
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<i>50 mins</i>	POST-READING > ACADEMIC INTEGRITY : Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> • Provides accurate definition. • Lists several appropriate strategies. 	<ul style="list-style-type: none"> • Discuss respect for others' work to assemble evidence and create texts. • Discuss academic penalties for stealing others thoughts and words.
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	<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.6.8 : Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>			
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Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>STICKY NOTE PLAN Your challenge is to think through and record the pieces of your information on individual sticky notes, then place them within an informational writing plan, so that you are sure you have all of the pieces of an effective informational essay.</p>	Use of sticky notes	<p><i>Overview:</i></p> <ol style="list-style-type: none"> Established your your three Key Points. Use sticky notes to record and place the following pieces within your informational Plan: <ul style="list-style-type: none"> Two (2) pieces of textual evidence that support each Key Points One (1) piece of textual evidence that would provide opposing evidence for each Key Point. For each piece of textual evidence you placed within your plan, record (on a sticky note) an explanation of how the evidence supports or opposes your Key Point, and place it in the plan. <p><i>Details:</i></p> <p>Student Objectives: (What will I know?)</p> <p>I will know that I have chosen and placed the best pieces of evidence and opposing evidence for my informational writing.</p> <p>I will also know how to connect my evidence to my writing (Statement).</p> <p>Why? I will be able to think about the best choices for evidence, and how they connect to my claim, before I need to think about how to draft them into paragraphs.</p> <p>WHY USE STICKY NOTES?</p> <p>Writing each piece of the information on an individual sticky note will enable students to lift them off the plan and arrange them into an order in which they want to write them out. For instance, they might choose to begin with opposing evidence and follow with supporting; or they may choose to begin with an explanation and follow with a piece of evidence. They may even choose to place their Key Point at the end of a string of evidence/explanations. The sticky notes enable them to play with the structure of their informational piece in a flexible and kinesthetic way.</p> <p>NOTE: This effect can also be achieved electronically by typing within the boxes of the plan, and then using copy/paste onto another document to play with the organization of the pieces.</p> <p>MATERIALS NEEDED:</p> <ul style="list-style-type: none"> Large and small sticky notes
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
<p>Writing Process</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Standards:				
CCSS.ELA-LITERACY.W.6.1D : Establish and maintain a formal style.				
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Standards:				
CCSS.ELA-LITERACY.W.6.1A : Introduce claim(s) and organize the reasons and evidence clearly.				
CCSS.ELA-LITERACY.W.6.1 : Write arguments to support claims with clear reasons and relevant evidence.				
50 mins	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.6.2C : Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2B : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2A : 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.</p> <p>CCSS.ELA-LITERACY.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</p> <p>CCSS.ELA-LITERACY.W.6.1D : Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1C : Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1B : Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1A : Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1 : Write arguments to support claims with clear reasons and relevant evidence.</p>			
50 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<ul style="list-style-type: none"> ● Provides complete draft with all parts. ● Supports the opening in the later sections with evidence and citations. ● Improves earlier edition. 	<ul style="list-style-type: none"> ● Model useful feedback that balances support for strengths and clarity about weaknesses. ● Assign students to provide each other with feedback on those issues.
	<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.3D : Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>			
50 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> ● Provides draft free from distracting surface errors. ● Uses format that supports purpose. 	<ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. ● Teach a short list of proofreading marks. ● Assign students to proofread each other's texts a second time.

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	Standards:			
	<p>CCSS.ELA-LITERACY.L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.2B : Spell correctly.</p> <p>CCSS.ELA-LITERACY.L.6.2A : Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>CCSS.ELA-LITERACY.L.6.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.6.1E : Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>CCSS.ELA-LITERACY.L.6.1D : Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>CCSS.ELA-LITERACY.L.6.1C : Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>CCSS.ELA-LITERACY.L.6.1B : Use intensive pronouns (e.g., myself, ourselves).</p> <p>CCSS.ELA-LITERACY.L.6.1A : Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>CCSS.ELA-LITERACY.L.6.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
30 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE</p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p> <p>This could be hand written or typed or shared through Google Docs.</p>	<ul style="list-style-type: none"> Fits the “Meets Expectations” category in the rubric for the teaching task. 	None

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided