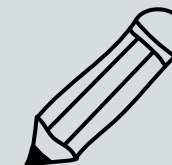
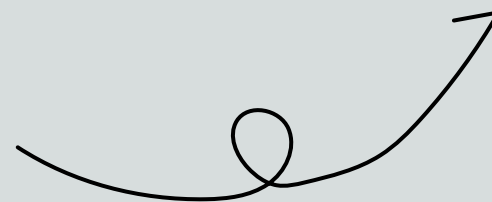
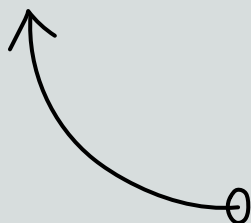
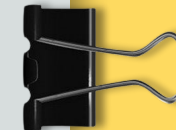
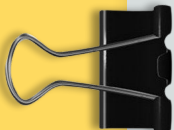
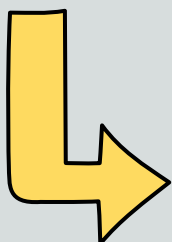
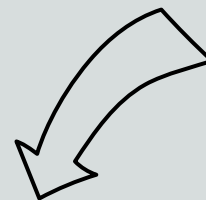
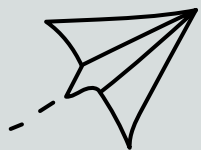
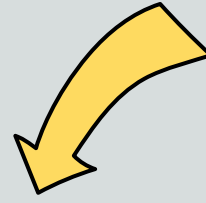
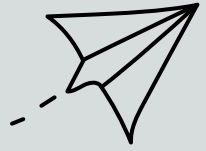


Middle School ELA Writing Curriculum

Expository Writing Unit





HELLO!

We are Jake Mizel & Vince Timpe

San Pasqual Elementary Middle School ELA Team

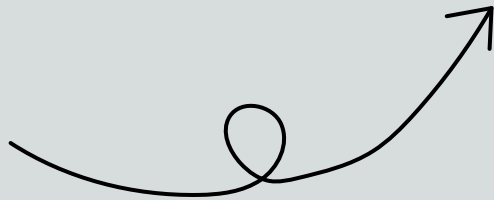
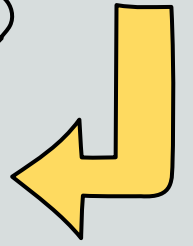
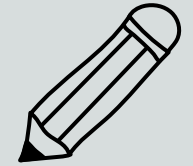




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CCSS - Writing Standards 6-12

Writing Standards 6–12

Grade 6 Students

Grade 7 Students

Grade 8 Students

Text Types and Purposes (continued)

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 or thesis statement; 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. **CA**
 - 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.

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 or thesis statement clearly, previewing what is to follow; 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. **CA**
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and 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 and supports the information or explanation presented.

2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**
- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and 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 and supports the information or explanation presented.

Scope & Sequence

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Prep Day</p> <p>Watch the following videos:</p> <ul style="list-style-type: none"> • “What is Compare and Contrast Writing?” • “Preparing for a Compare and Contrast Essay” • “Introducing the Concept” <p>Download, print, and copy all Compare and Contrast Files (We suggest making all student copies in advance.)</p>	<ul style="list-style-type: none"> • Introducing Concept Activity (<i>Compare and Contrast Game</i>) <p>Teacher Prep:</p> <ul style="list-style-type: none"> • Display Types of Hooks Posters • Watch the video, “Introductory Paragraph Practice” • Organize student materials 	<ul style="list-style-type: none"> • Review Types of Hooks Posters with students • Creating Hooks Activity 	<ul style="list-style-type: none"> • Connecting Hook to Summary • Practice Writing Summary 	<ul style="list-style-type: none"> • Matching Claims and Prompts • Identifying Parts of an Intro Paragraph • Intro Paragraph Practice <p>Teacher Prep:</p> <ul style="list-style-type: none"> • Watch the video, “Body Paragraphs Practice” • Organize student materials
Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"> • Premises in Writing • Introducing the Evidence 	<ul style="list-style-type: none"> • Finding the Right Evidence • All About Justification 	<ul style="list-style-type: none"> • Practice with the Intro and Body Paragraphs • (<i>Intro and Body Paragraphs Graphic Organizers</i>) <p>Teacher Prep:</p> <ul style="list-style-type: none"> • Watch the video, “Conclusion Paragraph Practice” • Organize student materials 	<ul style="list-style-type: none"> • Restating the Claim • Summarizing Evidence <p>Teacher Prep:</p> <ul style="list-style-type: none"> • Display Mic Drop Poster 	<ul style="list-style-type: none"> • Go over Mic Drop Poster • Practice with the Conclusion • (<i>Conclusion Graphic Organizer</i>) <p>Teacher Prep:</p> <ul style="list-style-type: none"> • Read the “Extra Practice” section of the Compare and Contrast Unit • Organize copies of Compare and Contrast Teacher Example
Day 11	Day 12	Day 13	Day 14	Day 15
<ul style="list-style-type: none"> • Use the “Compare and Contrast Teacher Example” as a mentor text for students. Have them label all components of a compare and contrast essay. • Assign a compare and contrast essay as an assessment for this unit. (<i>See the Extra Compare and Contrast Topics/Questions for ideas, or let students choose a topic of their own.</i>) 	<ul style="list-style-type: none"> • Distribute and review the Compare and Contrast Graphic Organizer, Evidence Tracker, and Rubric. • Research Period • Students fill out Compare and Contrast Evidence Tracker <p>Possible Mini Lesson(s):</p> <ul style="list-style-type: none"> • Research • Understanding What Makes a Credible and Trustworthy Site 	<p>Research Period Continued</p> <ul style="list-style-type: none"> • Students fill out Compare and Contrast Evidence Tracker <p>Possible Mini Lesson:</p> <ul style="list-style-type: none"> • How to Cite Correctly 	<p>Writing Period</p> <ul style="list-style-type: none"> • Students fill out Compare and Contrast Graphic Organizer <p>Possible Mini Lesson(s):</p> <ul style="list-style-type: none"> • Including Different Types of Sentences in Any Essay • Transitional Words and Phrases Cheat Sheet 	<p>Writing Period Continued</p> <ul style="list-style-type: none"> • Students fill out Compare and Contrast Graphic Organizer <p>Possible Mini Lesson(s):</p> <ul style="list-style-type: none"> • Avoiding Overused Words • Creating Stronger Sentences

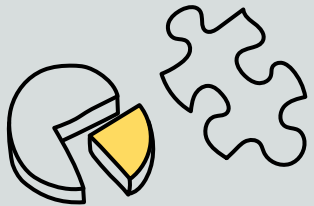
Day 16 and Beyond (optional): Read through students' rough drafts (Compare and Contrast Graphic Organizer) and offer feedback. Students submit final essays.



Methods

Intro

Types of hooks, connecting hook to summary, claims

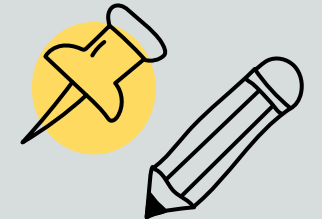


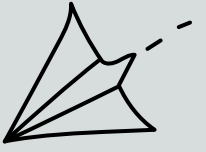
Body

Premises, relevant and reliable evidence, logical and supportive justifications.

Skills

Creating strong sentences, credible sources, choosing evidence, logical and relevant connections.





Graphic Organizers

- Evidence trackers
- Paragraph chunking
- Self and peer editing



Compare and Contrast

EVIDENCE TRACKER

Student Directions: Use this graphic organizer to help you track your evidence from any research you do to prepare for the final essay you'll be writing. Make sure to always include all relevant information from the article, website, etc. (title, author, publication date). Make sure to only list relevant characteristics for each topic in the first two boxes, as shown in the example below. Notice that in the description of the spoon and the fork, the differences are parallel. That is, the bullet points across from each other in the top

two boxes are loosely related.	
SPOON <ul style="list-style-type: none">• Has a small, shallow bowl at the end of the handle• Often used for eating soups, cereals, and other foods that are mostly made of liquid	FORK <ul style="list-style-type: none">• Has several narrow tines at the end of the handle• Often used for eating meat, salads, and other solid foods
SIMILARITIES <ul style="list-style-type: none">• A utensil used to lift food to the mouth• Typically made of metal or plastic	

TOPIC #1	TOPIC #2
SIMILARITIES	

EXTEND YOUR THINKING

Student Directions: After completing the chart, answer the following questions.

Are the two topics more alike or different? Explain your reasoning.

What is the most critical difference between the topics? Why?

What conclusions can you form based on the comparison (only focus on the similarities) of the topics?

Student Directions: Now that you've compared and contrasted the topics and drawn conclusions, use the space below to begin outlining your thoughts in advance of writing your paper. This will help prepare you for your final essay.



TRANSFER OF KNOWLEDGE

Writing an Essay with

TWO TEXTS

A compare and contrast Response to Literature / Response to Informational Text looks much the same as a standard RTL/RTI. The only difference is in the paragraph structure, with one body paragraph focusing on the differences and a second one focusing on the similarities.

Intro

- TAG #1 and summary #1
- TAG #2 and summary #2
- Claim (*concise sentence that states whether the two topics are more alike or different OR answer the prompt directly*)

Body Paragraph #1 (Focus on Similarities)

- Premise
- Intro to Evidence for Text #1
- Evidence for Text #1
- Justification Sentence(s) for Text #1 relating to premise
- Intro to Evidence for Text #2
- Evidence for Text #2
- Justification Sentence(s) for Text #2 relating to premise
- Justification Sentence(s) explaining how BOTH pieces of evidence relate back to the claim

Body Paragraph #2 (Focus on Differences)

- Premise
- Intro to Evidence for Text #1
- Evidence for Text #1
- Justification Sentence(s) for Text #1 relating to premise
- Intro to Evidence for Text #2
- Evidence for Text #2
- Justification Sentence(s) for Text #2 relating to premise
- Justification Sentence(s) explaining how BOTH pieces of evidence relate back to the claim

Conclusion

- Restate claim
- Summary of Evidence
- "Mic drop sentence"

Introductory PARAGRAPH

Write a **TAG** (title, author, genre) and brief **summary** for **Text #1**.

Write a **TAG** (title, author, genre) and brief **summary** for **Text #2**.

Write a **claim** identifying whether the two topics are more alike or different. Don't say WHY here.

***Everything on this page goes in your introduction paragraph.*

Body Paragraph #1

FOCUS ON SIMILARITIES

Write **the reason (premise)** for your claim about the similarities in the texts.

Introduce your evidence for Text #1 and include a **quote** from the text that supports your claim. Don't forget quotation marks. **Challenge yourself: add background information and "set the scene" for the quote.*

Circle one: According to the text, The author states, The author writes, According to the author,

Justify your evidence for **Text #1** by writing **at least one** sentence that explains why the quote you chose from the text supports your premise.

Justification for **Text #1** (connect your evidence to your premise)

***Go to the next page to finish Body Paragraph #1.*

Conclusion

PARAGRAPH

Use a **transition word** to show the reader they have arrived at your conclusion, and then **restate your claim**, using different words than your original claim.

Circle one: In conclusion, Thus, In the end, To conclude, Finally,

Summarize your evidence. Don't introduce anything new here. Simply point out one more time how the premises you wrote prove your claim is true.

Write a **"mic drop" sentence** that offers the reader some final insight (i.e., a lesson learned).

***Everything on this page goes in your conclusion paragraph.*



Feedback

Research

1. Find reliable sources
2. Find relevant evidence
3. Organize evidence

Intro

1. Hook
2. Summary of topic
3. Claim (thesis)
4. Approval prior to body paragraphs

Body

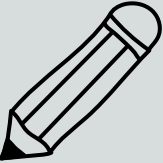
Paragraphs

1. Premises
2. Incorporate evidence
3. Justifications

Conclusion

1. Restate claim
2. Summarize evidence
3. “Mic drop” (call to action)

Editing

1. Self-edit
 2. Peer edit
 3. Teacher conference
 4. Final self-edit
- 

Feedback



7B: *The True Confessions of Charlotte Doyle*

8B: *The Giver*

Step 1: Review the rubric and give yourself an HONEST score based on what you have written. Use Kami to write on the PDF and make sure you save the completed version to your Drive.

Step 2: Read your essay out loud and make any corrections to spelling, grammar, word choice, etc.

Step 3: Copy and paste your essay into this website: <https://languagetool.org/> and make corrections as needed.

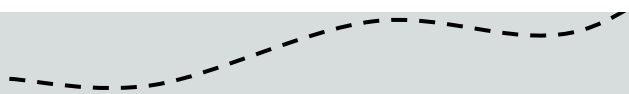
Step 4: Copy and paste your essay into this website: <https://monkeylearn.com/word-cloud/> if you notice that you are being repetitive or using the same words constantly, use a thesaurus to add some variety.

Step 5: Read your partner's essay and complete the checklist.

Step 6: Meet with Mr. Timpe if you need extra support or have questions.

Step 7: Review the rubric again and give yourself an HONEST score based on your new essay. Save this version to your Drive.

Step 8: Submit your final draft to Google Classroom. Submit both rubrics along with your final draft.





THANK YOU!

DO YOU HAVE ANY QUESTIONS?

