

## Writing Success Week 1

### Unit Synopsis

During this unit, students will utilize the writing process to successfully produce an informational-based extended constructed response (ECR). Students will leverage their knowledge of the characteristics of informational texts such as author’s purpose, point of view, and text structure that will inform their writing. Students will unpack the TEA Informational ECR Rubric, deconstruct an exemplar, and be guided through a model of the metacognitive writing process necessary as we focus on understanding mentor texts and the use of effective text-based evidence. This unit concludes with writing workshops that intentionally focus on strengthening the clarity and focus of student writing as students revise and edit their IA (independent application) into a final well-written extended constructed response.

### Unit at a Glance

	Focus	Standards
<b>Day 1</b>	<b>Unpacking Informational ECR Rubric and Exemplar</b>	<b>TEKS 6.6(E) TEKS 6.11(B)</b>
<b>Day 2</b>	<b>Mentor Text Annotations and Brainstorming Guided Instruction</b>	<b>TEKS 6.6(C) TEKS 6.10(A)</b>
<b>Day 3</b>	<b>Independent Application: Developing Drafts</b>	<b>TEKS 6.10(A) TEKS 6.10(B)</b>
<b>Day 4</b>	<b>Independent Application: Writing Workshops</b>	<b>TEKS 6.10(C) TEKS 6.10(D)</b>
<b>Day 5</b>	<b>Independent Application: Revising, Editing, and Publishing</b>	<b>TEKS 6.10(C) TEKS 6.10(D) TEKS 6.10(E)</b>

Day 1: Unpacking Informational ECR Rubric and Exemplar		Notes
<b>Standards</b>		
<ul style="list-style-type: none"> <li>• <b>TEKS 6.6(E)</b>- interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</li> <li>• <b>TEKS 6.11(B)</b>- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li>• <b>Content Objective: SWBAT</b> unpack the informational ECR rubric and understand the components necessary by analyzing an exemplar and identifying its use of the ToSEEC structure.</li> </ul>		
<b>Know/Do Chart</b>		
<b>Know</b>	<b>Do</b>	
<b>Rubric Grading</b> <b>Informational Text Structures</b> <b>ToSEEC Essay Structure</b>	<b>Annotate Prompt for Understanding</b> <b>Deconstruct Exemplar Essay</b>	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li>• <a href="#">TEA Informational Writing Rubric</a></li> <li>• <a href="#">Text– “Workers’ Rights and the History of Labor Unions” by Jessica McBirney, 2016.</a></li> <li>• Access to document camera.</li> <li>• Make copies of all materials (rubrics, texts, <a href="#">exemplars</a>, ToSEEC essay structure, etc.)</li> </ul> <p><b>Teacher Prep: Internalize Informational Writing ECR Rubric and exemplar for informational essay prior to facilitating lesson.</b></p> <ul style="list-style-type: none"> <li>• TEA Informational Writing ECR Rubric- ensure you understand the differences between a score point 0, 1, 2 or 3 in the Organization and Development of Ideas component, and a score point 0, 1, or 2 in the Conventions component of the rubric.</li> <li>• ToSEEC Essay Structure– ensure you understand the ToSEEC structure and how it leads to a score point 3 in the organization and development of ideas section of the rubric.</li> </ul>		
<b>Information and Instructional Notes</b>		
<p>Note: This lesson introduces/reinforces students’ knowledge of the necessary components for Informational ECR Writing. The focus throughout the lesson is understanding the skills assessed in the rubric, how the ToSEEC essay structure supports each component of the rubric, and how it is exemplified through a sample essay. The steps within the lesson can be modified to meet the needs of your individual students; however, it is important to give students the opportunity to independently break down the exemplar—this will be beneficial during the independent application stage of this success unit.</p>		
<b>Vocabulary</b>		
<b>Academic Language:</b> <ul style="list-style-type: none"> <li>• Identifiable</li> <li>• Unified</li> <li>• Development</li> <li>• Text Evidence</li> <li>• Elaboration</li> <li>• Exemplar</li> </ul>	<b>Domain Vocabulary: (standard)</b> <ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Controlling Idea</li> <li>• Thesis</li> <li>• Informational Text</li> <li>• Organizational Structures</li> <li>• Genre Characteristics</li> </ul>	
<b>Lesson (Suggested time frame: 75 minutes)</b>		

### Step 1- Unpack the Informational Writing ECR Rubric

- Unpack Organization and Development of Ideas (Score Points 0-3)
  - Controlling idea/Thesis is clear and fully developed.
    - Stamp the words “identifiable” and “unified and easy to follow.” Students should understand the importance of a thesis that fully answers the prompt and lays the roadmap for their essay.
  - Organization is effective.
    - Stamp the phrases “includes an effective introduction and conclusion” and “supports the development of the controlling idea/thesis.” Students will get to examine the ToSEEC essay structure when breaking down the exemplar.
  - Evidence is specific, well-chosen, and relevant.
    - Stamp the words “text-based evidence” and “clearly explained.” Students should understand that a fundamental component of the ToSEEC essay structure is the use of evidence and their elaboration on the evidence.
  - Expression of ideas is clear and effective.
    - Stamp the phrase, “word choice is specific, purposeful, and enhances the response.” Students should understand that their word choice should help to communicate their thoughts effectively and efficiently.
- **Turn and Talk:**
  - Students answer the following question—Which part of the Organization and Development of Ideas section do you think will be the most difficult to master?
- Unpack Conventions (Score Points 0-2)
  - Call attention to the use of “consistent command,” “inconsistent command,” and “little to no command.”

**10-15 min**

Students should receive an individual copy and highlight key terms that are stamped.

Model expected annotations using document camera.

### Step 2- Review the ToSEEC Essay Structure

- Distribute the following [anchor chart](#) and display using document camera:

<b>I</b>	Introduction	Introduce your audience to the topic.
<b>T</b>	Thesis	State your central idea about the topic (e.g., focus statement).
<b>To S</b>	Topic Statement #1	State a point that supports your central idea/focus statement.
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.
<b>E</b>	Elaboration	Explain how the evidence relates to the point.
<b>C</b>	Concluding Statement	Close the paragraph.
<b>To S</b>	Topic Statement #2	State a point that supports your central idea/focusing statement.
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.
<b>E</b>	Elaboration	Explain how the evidence relates to the point.
<b>C</b>	Concluding Statement	Close the paragraph.
<b>C</b>	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.

- Highlight the connections between the rubric and the structure that students should be following when executing informational writing.
  - Ex. “You will use the ToSEEC paragraph structure to ensure your evidence is clearly explained and relevant to the prompt.”

**7-10 min**

Students should keep this handy to refer to throughout the unit.

Remind students that this is a guide, and their own writing can switch components of this structure as needed.

### Step 3- Break Down the Informational ECR Prompt Example

- Distribute [Example Prompt and Exemplar](#) for ["Workers' Rights and the History of Labor Unions"](#) and read through whole group.

Read the article "Workers' Rights and the History of Labor Unions." Based on the information in the article, write a response to the following:

Explain how the organization of the article helps the reader better understand the purpose of labor unions.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Remember to—

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can—

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

- **Think-Pair-Share:**
  - What key words in the prompt tell us the skill being tested?
  - What should the topic of our ECR be focused on?
- Connect the last portion of the prompt to the ECR rubric and explain how it can be used as a checklist when writing the ECR.
- Students independently read the mentor text, "Workers' Rights and the History of Labor Unions."



Name: \_\_\_\_\_ Class: \_\_\_\_\_

### **Workers' Rights and the History of Labor Unions**

By Jessica McBirney  
2016

*What is a labor union? In the past, when workers were mistreated by their employers, there was nothing they could do about it. Labor unions were the workers' solution to this problem. This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today. As you read this text, identify 3 strategies that union members used to seek justice and create change.*

[1] Have you ever heard the phrase "There's strength in numbers"? For many years, people who worked on farms, in factories, or in other low-wage positions were sometimes forced to endure<sup>1</sup> terrible conditions with little pay. But they soon found, with "strength in numbers," that they could take charge of their circumstances. That's where labor unions come in.



**7-10 min**

Mentor text is provided along with the prompt for reference.

Divulge exemplar responses from the students' conversations and help students make the connection between "organization of the article" and text structures.

Annotate prompt page as desired.

**5 min**

Remind students that their focus should be on the way the author organizes the article.

After reading, stamp the problem and solution text structure that the author utilized.

### Step 4- Unpack the Exemplar- "Worker's Rights and the History of Labor Unions."

- Instruct students to turn to the exemplar and make note of the score point at the top.
  - **SAY:** This essay has received a Score Point 5 for their response. As we read through the exemplar together, pay attention to the structure of the essay and how it answers the prompt through its thesis.

**20-25 min**

**Score Point 5**

In the article, "Workers' Rights and the History of Labor Unions," the author describes the poor working conditions and low wages workers faced during the Industrial Revolution which led to the formation of labor unions. These groups negotiated with business owners to give workers benefits, improve working conditions, and increase pay. The organization of the article helps support the understanding of the purpose of these labor unions by highlighting the problems that existed and describing the solutions they provided.

The article introduces the reason labor unions were formed by explaining the problems that workers faced during this time. The author states, "employees had to work 12 hours per day for only a few dollars." While working these long hours, many of them had to endure conditions such as the coal miners who "had to breathe coal dust and poisonous gases." They pushed through these conditions to be able to support their families but did so at the cost of their own health and safety. Deciding they needed to do something, labor unions were formed, and negotiations began.

The article goes on to explain that these groups of workers who formed unions used strategies to protect workers. These strategies included collective bargaining, where "workers chose a few leaders to represent them" and contracts would be agreed upon "that gave workers shorter hours, higher pay, and safer working conditions." It also explains that labor unions would work "with the government to pass more laws." These laws would give workers rights that could not be taken away.

It is through the problem and solution organization of this article that the reader can understand why labor unions exist. These groups made it possible for workers to have better paying and safer jobs and which is why they are still at work today.

1829/2300 characters.

Students, after reading through the exemplar, should notice how it answers the prompt by calling out the text structure (problem and solution) and providing examples to support their understanding of its presence.

- After reading, students will label parts of the ToSEEC Essay Structure seen within the exemplar. Utilize the document camera to guide them through labeling the first two paragraphs.

<b>I</b>	Introduction	Introduce your audience to the topic.
<b>T</b>	Thesis	State your central idea about the topic (e.g., focus statement).
<b>To S</b>	Topic Statement #1	State a point that supports your central idea/focus statement.
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.
<b>E</b>	Elaboration	Explain how the evidence relates to the point.
<b>C</b>	Concluding Statement	Close the paragraph.

- Ex:

**I** In the article, "Workers' Rights and the History of Labor Unions," the author describes the poor working conditions and low wages workers faced during the Industrial Revolution which led to the formation of labor unions. These groups negotiated with business owners to give workers benefits, improve working conditions, and increase pay.

**T** The organization of the article helps support the understanding of the purpose of these labor unions by highlighting the problems that existed and describing the solutions they provided.

**ToS** The article introduces the reason labor unions were formed by explaining the **E** problems that workers faced during this time. The author states, "employees had to work 12 hours per day for only a few dollars." While working these long hours, many of them had to endure conditions such as the coal miners who "had to breathe coal dust and poisonous gases." They pushed through these conditions to be able to support their **E** families but did so at the cost of their own health and safety. Deciding they needed to do something, labor unions were formed, and negotiations began. **C**

This activity can be modified to include highlighting the different parts of the structure.

Assessment																
<p><b>Exit Ticket:</b></p> <ul style="list-style-type: none"> <li>Instruct students to finish labeling the rest of the exemplar individually using the remaining portions of the ToSEEC Essay Structure.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><b>To S</b></td> <td style="width: 30%;">Topic Statement #2</td> <td>State a point that supports your central idea/focusing statement.</td> </tr> <tr> <td style="text-align: center;"><b>E</b></td> <td>Evidence</td> <td>Cite evidence for your point, including necessary context.</td> </tr> <tr> <td style="text-align: center;"><b>E</b></td> <td>Elaboration</td> <td>Explain how the evidence relates to the point.</td> </tr> <tr> <td style="text-align: center;"><b>C</b></td> <td>Concluding Statement</td> <td>Close the paragraph.</td> </tr> <tr> <td style="text-align: center;"><b>C</b></td> <td>Conclusion</td> <td>Reinforce your central idea/focus statement, reflect on its significance.</td> </tr> </table>	<b>To S</b>	Topic Statement #2	State a point that supports your central idea/focusing statement.	<b>E</b>	Evidence	Cite evidence for your point, including necessary context.	<b>E</b>	Elaboration	Explain how the evidence relates to the point.	<b>C</b>	Concluding Statement	Close the paragraph.	<b>C</b>	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.	<p><b>5 min</b></p> <p>Monitor to ensure students are correctly labeling the remaining parts of the structure.</p>
<b>To S</b>	Topic Statement #2	State a point that supports your central idea/focusing statement.														
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.														
<b>E</b>	Elaboration	Explain how the evidence relates to the point.														
<b>C</b>	Concluding Statement	Close the paragraph.														
<b>C</b>	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.														
<p><b>Next Steps:</b> Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.</p>																

Day 2: Mentor Text Annotations and Brainstorming		Notes
<b>Standards</b>		
<ul style="list-style-type: none"> <li><b>TEKS 6.6(C)</b>- use text evidence to support an appropriate response.</li> <li><b>TEKS 6.10(A)</b>- plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</li> <li><b>TEKS 6.11(B)</b>- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li><b>Content Objective: SWBAT</b> execute the brainstorming process by annotating the prompt, mentor text, and selecting ideas and evidence to begin their independent application.</li> </ul>		
<b>Know/Do Chart</b>		
Know	Do	
Text Structures Supporting Evidence Annotation Process Writing Process Pre-writing Stage	Annotate Prompt and Mentor Text Identify Text Structure Begin Pre-writing Phase Answer Prompt Identify Strong Evidence	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li><a href="#">6<sup>th</sup> Informational ECR IA</a></li> <li><a href="#">Brainstorming Anchor Chart</a></li> <li>Access to document camera.</li> <li>Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)</li> </ul>		

**Teacher Prep: Internalize mentor text and decide on an appropriate annotation strategy. Familiarize yourself with the IA (Independent Application) and begin complete exemplar of student product.**

- Brainstorming Anchor Chart- ensure you understand the inner circle, outer circle, and surrounding area's purpose. Create an exemplar utilizing the graphic organizer for the IA prompt to support during small group or checking in with students.

### Information and Instructional Notes

Note: This lesson strengthens students' understanding of the brainstorming process. Students will start the lesson with a "do now" that draws on their ability to break down a prompt. While it is a similar prompt to the exemplar examined, the independent application prompt may come with misconceptions that will be beneficial to address. After reading and annotating the mentor text, students will observe an example brainstorming page to see how it ensures the "Organization and Development of Ideas" section of the Informational ECR rubric is fulfilled. They will end the lesson executing their own brainstorming for the IA prompt and selecting their ideas and evidence for teacher review. While annotating a mentor text is crucial to students understanding, the way they annotate may differ from teacher to teacher—feel free to adjust the annotation methods to better serve your students.

### Vocabulary

Academic Language:

- Application
- Annotations
- Text Evidence
- Elaboration
- Exemplar

Domain Vocabulary: (standard)

- Author's Purpose
- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Genre Characteristics

### Lesson (*Suggested time frame: 75 minutes*)

Step 1- Introduction to IA (Independent Application) Prompt.

- **DO NOW:** Read and annotate the prompt finding the skill being assessed and topic of focus for the ECR.

Read the article "The Dust Bowl" Based on the information in the article, write a response to the following:

Explain how the organization of the article supports the central idea that humans can impact the environment.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

- Students should divulge the skill- "organization" or text structure and the focus- "humans can impact the environment."
  - Misconception: While central idea is included in this prompt, it is not what is being assessed. Students need to understand how the text structure supports the (already identified) central idea.

**5 min**

Display IA Prompt page using document camera.

Circulate and monitor student annotations in preparation for discussion.

Frame the lesson as the beginning of the writing process for their IA of Informational Writing.

Step 2- Mentor Text Annotations

- **Whole Group:** Read the mentor text, "The Dust Bowl," and annotate with the skill/focus in mind.
  - **SAY:** When we annotate a text, we build our understanding of the topic, author's purpose, and author's point of view. These understandings will be especially useful when we answer the prompt.

**15-20 min**

○ Ex:

# The Dust Bowl

By Jessica McBirney  
2018

The Dust Bowl was a time of harsh dust storms in the central United States during the 1930s. In this informational text, Jessica McBirney discusses the causes of the Dust Bowl and how Americans were impacted by this period of dust storms. As you read, take notes on what contributed to the Dust Bowl.

[1] On the afternoon of April 14, 1935, young Irene Thompson looked up in horror. A huge black cloud that covered the sky was racing towards her. It wasn't a thunderstorm, and it wasn't smoke — it was dust. Before Irene could do anything, the flying dirt became so thick that she could not find any of the buildings on her own farm. She later remembered, "They called it the Black Sunday. And some people actually thought the world was coming to an end." Another man recalled, "It looked like a wall of dirt coming at us — 500 to 1,000 feet high."



"Dust Storm Texas 1935" by NOAA George E. Marsh  
Album is in the public domain.

Black Sunday was one of the worst dust storms in American history, during a time known as the Dust Bowl. However, it was definitely not the only storm. For almost 10 straight years, between 1930 and 1940 high winds and terrible dust storms destroyed most of the farms and towns in the Great Plains, a region of flat lands that runs through the central United States.

## What was the Dust Bowl?

One-third of the Great Plains suffered from severe dust storms during the Dust Bowl. The storms covered 100 million acres across Oklahoma, Texas, New Mexico, Colorado, and Kansas. In the worst storms, the dust in the air became so thick that people could not see more than a few feet in front of them. They had to wear masks and cover their faces with handkerchiefs just to breathe outside.

## Natural and Man-made Causes

Several factors caused the Dust Bowl. In the 1920s, the central U.S. had more rain than usual, and agriculture boomed. New immigrants moved to the Great Plains states seeking to start their own successful farms. However, they did not practice environmentally-friendly farming techniques. They made two big mistakes. First, in order to plant as much wheat as possible, they plowed over all of the natural prairie grasses that kept the

1. the science or practice of farming

topsoil<sup>2</sup> in place. Second, they planted crops too often, instead of giving the soil a break every now and then. As long as the rain kept falling, neither of these mistakes caused problems.

But in 1930, the rain stopped coming. The soil became dry, loose, and unable to support crops. This drought would have been bad enough for farmers, but then strong winds picked up across the Great Plains. Those winds picked up all of the dry soil and sent it flying. People called these strong dust storms "black blizzards," which could sometimes last for one or two days straight.

## Dusty Refugees

Farming families realized they could not stay in the Great Plains. Their houses and belongings were always dirty; the dust blew into their lungs and made them sick, and their farms were unproductive. They could not afford to stay. Thousands of families packed up their lives and moved west to find work. Immigrants from the Plains were called Okies because most came from Oklahoma. Many headed all the way to California because they heard California had good agricultural jobs. However, the whole United States was suffering from an economic crisis, and California's farms did not have room for many new workers. Okies did manage to get away from the thick dust storms, but they could not escape unemployment and poverty.<sup>3</sup>

Families who stayed faced a never-ending layer of dirt in their houses. Irene Thompson's family stayed in Kansas throughout the Dust Bowl. She remembers constantly cleaning dirt out of her kitchen and bedrooms, and she recalls how many people got "dust pneumonia" from all of the flying dirt. People tried to continue on with life as usual, going to school and inviting friends over for dinner. But they never knew when or where they would be trapped by a dust storm.

## Ending the Dust Bowl

The Dust Bowl did end eventually. The U.S. government realized that it had to encourage farmers to practice more responsible farming techniques. The Soil Conservation Service studied the land and came up with some ways to preserve the earth in the future. The agency also worked with farmers to develop farming methods that were better for the soil. A group of government employees planted trees throughout the region to restore root networks and keep the dirt stuck to the ground.

By 1938, the amount of dust blowing around had been reduced by 65%. In 1939, large amounts of rain came and ended the drought. Most farmers returned to the area to reclaim their farms. This time, they had better ideas of how to care for the environment around them; if another drought came, they knew their new farming techniques would help prevent another natural disaster like the Dust Bowl.

2. the top layer of soil
3. the state of being extremely poor
4. an infection that causes inflammation in the lungs
5. Preserve (verb) to keep something in its existing state

Organizational Pattern:

Topic: Dust Bowl

PIE: Inform

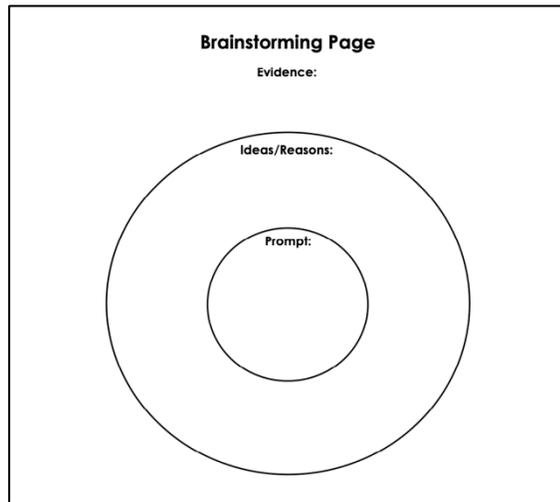
Pov: 1, 1(n)

This portion may look different based on teacher's specific annotation process. Utilize these images as an example.

Students, again, should identify the text structure of the article in order to answer the prompt fully. (i.e. The cause and effect structure supports the central idea b/c it identifies what humans did and details the impact it had on the land.)

Step 3- Brainstorming Phase

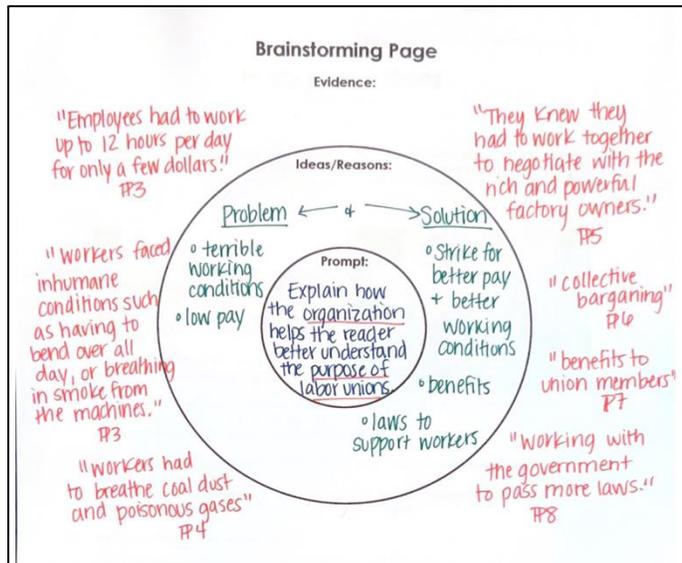
- Display the following [anchor chart](#) and distribute student copies:



5-7 min

Students will only focus on the top portion of the Brainstorming Page for this lesson.

- Explain how to utilize the brainstorming graphic organizer.
  - Inner Circle (Prompt) – Can be word-for-word or shortened.
  - Outer Circle (Ideas/Reasons) – Possible answers to the prompt.
  - Surrounding Area (Evidence) – Supports the ideas and reasons students come up with.
- Examine the following example from the exemplar explored in the previous lesson:



10 min

PDF available [here](#).

- **Think-Pair-Share:** What do you notice about the following example? How does the evidence support their ideas or possible answers to the prompt?

2-3 min

Step 4- Independent Work Time: Pre-writing Stage—Brainstorming

- Explain to students that they will replicate this independently with the IA prompt given during the “do now.”
  - Possible Accommodations:
    - Printed Example used in last activity.
    - [Text Structures Anchor Chart](#)
    - Small Group

25 min

Circulate monitoring student responses and clarifying misunderstandings.

<b>Assessment</b>	
<b>Exit Ticket:</b> <ul style="list-style-type: none"> <li>• Using your brainstorming page, circle the evidence you will be using and the ideas/possible answers to the prompt. <ul style="list-style-type: none"> <li>○ Criteria for Success: <ul style="list-style-type: none"> <li>▪ Two clear ideas circled.</li> <li>▪ 1-2 pieces of evidence circled for each idea.</li> </ul> </li> </ul> </li> </ul>	<b>5 min</b>
<b>Next Steps:</b> Review the exit ticket and ensure students have selected strong ideas and evidence. Students, like the examined exemplar, should call out a specific text structure as part of their answer. If weak or insufficient evidence given, make note for students. They will receive these back for the next lesson to continue with their independent application.	

<b>Day 3: Independent Application: Developing Drafts</b>		<b>Notes</b>
<b>Standards</b>		
<ul style="list-style-type: none"> <li>• <b>TEKS 6.10(A)</b>- plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</li> <li>• <b>TEKS 6.10(B)</b>- develop drafts into a focused, structured, and coherent piece of writing by <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details.</li> </ul> </li> <li>• <b>TEKS 6.11(B)</b>- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li>• <b>Content Objective: SWBAT</b> review thesis statements and begin drafting the IA ECR utilizing the ToSEEC Essay Structure and Brainstorming Page.</li> </ul>		
<b>Know/Do Chart</b>		
<b>Know</b>	<b>Do</b>	
<b>Thesis Statements</b> <b>ToSEEC Essay Structure</b> <b>Introduction and Conclusion Paragraphs</b> <b>Writing Process</b>	<b>Draft Thesis Statements</b> <b>Draft Introduction, Body Paragraphs, and Conclusion</b>	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li>• <a href="#">6<sup>th</sup> Informational ECR IA</a></li> <li>• Student Brainstorming Pages</li> <li>• <a href="#">ToSEEC Essay Structure Anchor Chart</a></li> <li>• <a href="#">ToSEEC Essay Structure Graphic Organizer</a></li> <li>• Access to document camera.</li> <li>• Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)</li> <li>• Index Cards (for Exit Ticket)</li> </ul>		
<b>Teacher Prep: Complete exemplar of student product for the IA ECR. Adjust where needed based on previous lesson Exit Ticket.</b>		

## Information and Instructional Notes

Note: The bulk of this lesson consists of independent work time where students will be moving on to drafting their IA ECRs. Students will spend the beginning of the lesson reviewing thesis statements and creating their own based on their work from the previous lesson. The process of thesis writing is crucial to students earning full points on the ECR as it acts as a roadmap for the essay and contains an answer to the prompt. Consider spending time prepping for individual check ins or small groups with students who are falling behind. While most of this should be review, students may still struggle understanding the writing process.

## Vocabulary

Academic Language:

- Development
- Organization
- Structure
- Coherence
- Evidence

Domain Vocabulary: (standard)

- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Drafts

## Lesson (*Suggested time frame: 75 minutes*)

Step 1- Brainstorming Feedback Review

- **Do Now-** Review the feedback on your brainstorming page and begin making changes or adding based on the feedback. If no changes needed, begin thinking about possible thesis statements.

**5 min**

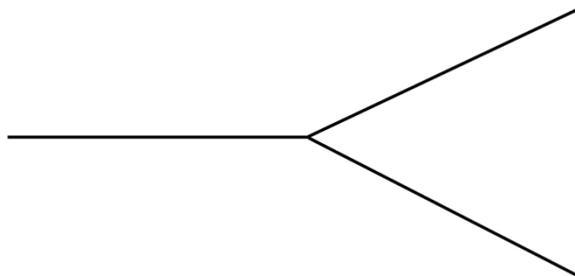
Frame this lesson by explaining the move into the next step of the writing process, drafting.

Step 2- Thesis Statements

- **Think-Pair-Share:** What is a thesis statement? What should be included in your thesis statements?
- Draw or display the following graphic.

**5-7 min**

Facilitate discussion and ensure students are correctly recalling the purpose of thesis statements.

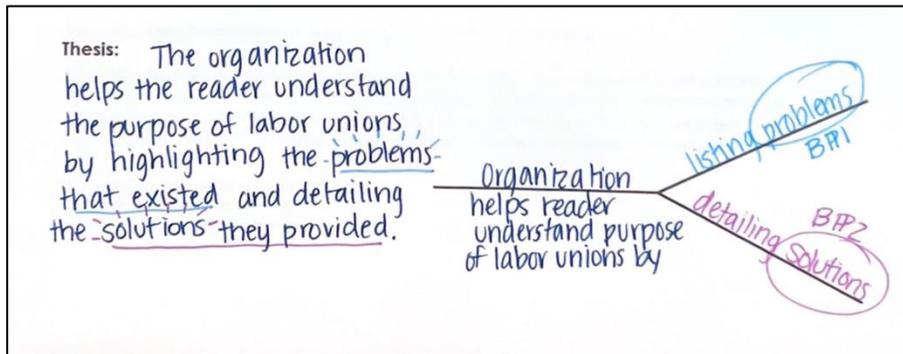


- **SAY:** We use graphic organizers like the “chicken foot” to begin crafting thesis statements. On the leg, you are going to restate the prompt and include an answer. On the foot, you are going to list the two ideas that will later become your body paragraphs. When we put all the components of the “chicken foot” together, we should have a clear thesis statement that answers the prompt and provides reasoning to support that answer.
  - **Stamp the importance of including a thesis statement and connect it back to the Informational ECR Rubric. (Controlling Idea/Thesis is Clear and Fully Developed)**

**5-7 min**

On the displayed graphic, make the notes as you talk about the components that make up the “chicken foot.”

- Display the following [example](#) from Lesson 1's exemplar.



- **Think-Pair-Share:** How did the example take the components of the "chicken foot" and turn it into a sentence?

**10 min**

**IMPORTANT:** Ensure students make the connection between the text structure identified in the exemplar, problem and solution, to the two ideas used in the thesis.

They should have already identified the structure of "The Dust Bowl," so their thesis should be divided with that structure in mind.

### Step 3- Review: ToSEEC Essay Structure

- Instruct students to take out the [ToSEEC Essay Structure anchor chart](#) and display on the board.

<b>I</b>	Introduction	Introduce your audience to the topic.
<b>T</b>	Thesis	State your central idea about the topic (e.g., focus statement).
<b>To S</b>	Topic Statement #1	State a point that supports your central idea/focus statement.
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.
<b>E</b>	Elaboration	Explain how the evidence relates to the point.
<b>C</b>	Concluding Statement	Close the paragraph.
<b>To S</b>	Topic Statement #2	State a point that supports your central idea/focusing statement.
<b>E</b>	Evidence	Cite evidence for your point, including necessary context.
<b>E</b>	Elaboration	Explain how the evidence relates to the point.
<b>C</b>	Concluding Statement	Close the paragraph.
<b>C</b>	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.

- As you review the anchor chart, stamp the importance of including these components within the essay. Specifically, ensure students understand that the introduction needs to include context of the mentor text's topic and the thesis statement they created. As they begin drafting their essay, encourage them to use it as a guide.

**5-7 min**

Students should have saved this resource from Lesson 1. Ensure you have plenty on hand.

### Step 4- Independent Worktime: Drafting IA ECR

- Students will utilize this time to work on filling out the "chicken foot" and drafting thesis statements. As they work, begin providing on the spot feedback to ensure a strong roadmap for their essays. As they finish their thesis statements, they should continue by creating their first draft ensuring they are following the ToSEEC structure.

**35 min**

Distribute blank paper for students' drafts.

- **Differentiation:** Use the following [ToSEEC graphic organizer](#) for students struggling with the essay. This resource chunks out the structure to ensure they include the proper components.

<b>I</b>	Introduction	
<b>T</b>	This	
<b>To S</b>	Topic Statement #1	
<b>E</b>	Evidence	
<b>E</b>	Elaboration	
<b>C</b>	Concluding Statement	
<b>To S</b>	Topic Statement #2	
<b>E</b>	Evidence	
<b>E</b>	Elaboration	
<b>C</b>	Concluding Statement	
<b>C</b>	Conclusion	

## Assessment

### Exit Ticket:

- Distribute index cards to students and collect their drafts.
  - What is one specific part of your draft you would like help with? Write your response on the index card and turn it in on your way out.

**5 min**

### Next Steps:

Review the responses from the exit tickets and determine if there is a whole class misconception that might need to be addressed in the next lesson. In addition, begin notating their responses to support an effective conference with the students during the next lesson's worktime.

## Day 4: Independent Application: Writing Conferences

## Notes

### Standards

- **TEKS 6.10(B)**- develop drafts into a focused, structured, and coherent piece of writing by
  - (iii) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
  - (iv) developing an engaging idea reflecting depth of thought with specific facts and details.
- **TEKS 6.10(C)**- revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **TEKS 6.11(B)**- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

### Content Objective

- **Content Objective: SWBAT** complete the IA ECR draft and participate in writing conferences to support the revising and editing phase of their writing.

### Know/Do Chart

Know	Do
<b>ToSEEC Essay Structure</b> <b>Introduction and Conclusion Paragraphs</b> <b>Writing Process</b> <b>Revising Process</b> <b>ARMS and CUPS Editing Strategies</b>	<b>Revise Drafts for Clarity and Focus</b> <b>Writing Conferences</b>

### Advance Preparation and Resources

- [6<sup>th</sup> Informational ECR IA](#)
- Student Brainstorming Pages
- Student IA ECR Drafts
- [ToSEEC Essay Structure Anchor Chart](#)
- [Lead4ward Revising and Editing Checklist](#)
- [Writing Conferences- IDEA's Best Practice Library](#)
- Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)

**Teacher Prep: Using the responses from Lesson 3 Exit Ticket, prep for writing conferences focusing on the student's area of concern. Internalize the revising and editing checklist.**

### Information and Instructional Notes

Note: This lesson spotlights writing conferences that focus on the students' areas of concern. During these conferences, students will be able to ensure they are aligning their work to the Informational ECR Rubric. Once conferencing ends, students should begin the revising and editing process using the checklists provided. If there were whole class misconceptions based on the Lesson 3's Exit Ticket, ensure you adjust the lesson to include a reteach.

### Vocabulary

Academic Language:

- Development
- Organization
- Structure
- Coherence
- Evidence
- Feedback

Domain Vocabulary: (standard)

- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Revising
- Editing

## Lesson (*Suggested time frame: 75 minutes*)

### Step 1- Reteach/Independent Work Time Expectations

- If a whole-class misconception was identified, complete a reteach on the specific component.
- Distribute IA ECR drafts and Revising and Editing Checklists.
- Display the [Checklist](#):

Revision and Editing Checklist: Grade 6

Revise for...	Edit for...
<b>Informational Text</b>	<b>Capitalization</b>
<b>Clarity</b>	<input type="checkbox"/> first letter in a sentence
<input type="checkbox"/> clear thesis/controlling idea	<input type="checkbox"/> names
<input type="checkbox"/> facts, details support thesis/controlling idea	<input type="checkbox"/> pronoun "it"
<input type="checkbox"/> obvious conclusion/decision	<input type="checkbox"/> months, days of the week
<input type="checkbox"/> clear/concise	<input type="checkbox"/> official titles of people
<b>Organization</b>	<input type="checkbox"/> holidays
<input type="checkbox"/> appropriate and purposeful organizational pattern	<input type="checkbox"/> salutation and conclusion of a letter
<input type="checkbox"/> fluid sentence and paragraph transitions	<input type="checkbox"/> geographical names, places, historical periods, events
<input type="checkbox"/> varied sentence structure	<input type="checkbox"/> documents, languages, races, and nationalities
<b>Development</b>	<input type="checkbox"/> titles of books, stories, and essays
<input type="checkbox"/> communicates understanding/importance	<input type="checkbox"/> proper nouns, including abbreviations, initials, acronyms, and organizations
<input type="checkbox"/> word choice (purposeful and precise)	
<input type="checkbox"/> written in a fresh way	
<b>Argumentative Text</b>	<b>Punctuation</b>
<b>Clarity</b>	<input type="checkbox"/> end of sentences
<input type="checkbox"/> clear, arguable claim	<input type="checkbox"/> commas with items in a series, dates
<input type="checkbox"/> uses various types of evidence to support claim	<input type="checkbox"/> commas in compound and complex sentences
<input type="checkbox"/> convincing conclusion	<input type="checkbox"/> commas to set off transitions and introductory elements
<input type="checkbox"/> clear/concise	<input type="checkbox"/> quotation marks in dialogue
<b>Organization</b>	<input type="checkbox"/> apostrophes in contractions and possessives
<input type="checkbox"/> appropriate/purposeful organization	<input type="checkbox"/> italics and underlining for titles and emphasis
<input type="checkbox"/> fluid sentence and paragraph transitions	
<input type="checkbox"/> varied sentence structure	<b>Spelling</b>
<b>Development</b>	<input type="checkbox"/> high frequency/commonly used words
<input type="checkbox"/> communicates importance/insight	<input type="checkbox"/> commonly misspelled words
<input type="checkbox"/> word choice (purposeful/precise/powerful)	<input type="checkbox"/> special words
<input type="checkbox"/> written in a fresh way	<input type="checkbox"/> commonly confused terms – its/it's, affect/effect, there/their/they're, and to/two/too
<b>Literary Text</b>	<b>Usage</b>
<b>Clarity</b>	<input type="checkbox"/> complete sentences (avoidance of splices, run-ons, fragments)
<input type="checkbox"/> obvious theme/message	<input type="checkbox"/> subject-verb agreement
<input type="checkbox"/> details and events support the plot and theme	<input type="checkbox"/> parts of speech
<input type="checkbox"/> clear/concise	<input type="checkbox"/> verb tenses
<b>Organization</b>	<input type="checkbox"/> noun forms
<input type="checkbox"/> appropriate/purposeful plot sequence	<input type="checkbox"/> comparative and superlative adjectives
<input type="checkbox"/> plot, setting, and characters connect in a meaningful way	<input type="checkbox"/> adverbs
<input type="checkbox"/> fluid sentence and paragraph transitions	<input type="checkbox"/> prepositional phrases and their influence on subject-verb agreement
<input type="checkbox"/> varied sentence structure	<input type="checkbox"/> pronouns (relative)
<b>Development</b>	<input type="checkbox"/> coordinating conjunctions to form compound subjects, predicates, and sentences
<input type="checkbox"/> word choice (purposeful and precise)	<input type="checkbox"/> subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/for
<input type="checkbox"/> language contributes to mood and voice	
<input type="checkbox"/> written in a fresh way	

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bold = new to grade  
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- Review the checklist components and stamp the connections between the checklist, the Informational ECR Rubric, and the "Remember to-" component of the prompt.
- Set the expectations for Writing Conferences.

### Step 2- Writing Conferences

- Students should be working independently during this time while waiting to meet with you. During the conference, ensure the following:
  - **See the Success-** Give specific glows that students executed.
  - **See the Gap-** Students should name the area of concern in their own words.
  - **Name It-** Be clear and specific with the misconception or missing component.
  - **Do It-** Model for the student how to correctly execute the component they are struggling with.
  - **Action Step-** Ensure student has a clear game plan to wrap up their essay.

The writing conferences should be effective, and, at the same time, quickly executed. Students should name their misunderstanding or misconceptions in order to set the focus for the conference. While naming the gap and modeling the correction, ensure students are actively making edits to their essay with you.

\*These steps were adapted from IDEA's Best Practice Library on Writing Conferences. Use this [link](#) to view the entire one-pager, script, and exemplar videos!

**10-15 min**

Decide your starting point for this section of lesson. If you start with a reteach, it shouldn't be longer than 15 min to allow time for students to continue working on essays.

The Lead4ward Revising and Editing Checklist is recommended for students as it is aligned to TEKS; however, feel free to utilize a checklist your students are more familiar with.

**60-65 min**

<b>Assessment</b>	
<b>Exit Ticket:</b> <ul style="list-style-type: none"> <li>Instruct students to review their checklists and ensure they are updated. Ensure all materials are picked up for review.</li> </ul>	<b>2 min</b>
<b>Next Steps:</b> Review the checklists and student work. Make note of any gaps and plan for student check-ins during the next lesson's work time.	

<b>Day 5: Independent Application: Revising, Editing, and Publishing</b>		<b>Notes</b>
<b>Standards</b>		
<ul style="list-style-type: none"> <li><b>TEKS 6.10(C)</b>- revise drafts for clarity, development, organization, style, word choice, and sentence variety.</li> <li><b>TEKS 6.10(E)</b>- publish written work for appropriate audiences.</li> <li><b>TEKS 6.11(B)</b>- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li><b>Content Objective: SWBAT</b> publish the IA Informational ECR by completing the revising and editing checklist and making any changes based on feedback.</li> </ul>		
<b>Know/Do Chart</b>		
<b>Know</b>	<b>Do</b>	
<b>ToSEEC Essay Structure</b> <b>Introduction and Conclusion Paragraphs</b> <b>Writing Process</b> <b>Revising Process</b>	<b>Revise Drafts for Clarity and Focus</b> <b>Publish Final Work</b>	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li><a href="#">6<sup>th</sup> Informational ECR IA</a></li> <li>Student Brainstorming Pages</li> <li>Student IA ECR Drafts</li> <li><a href="#">ToSEEC Essay Structure Anchor Chart</a></li> <li><a href="#">Lead4ward Revising and Editing Checklist</a></li> <li>Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)</li> </ul> <p><b>Teacher Prep: Begin reading through student work and internalizing teacher created exemplar for grading and feedback. Calendar out time to read through essays, score, provide feedback, and understand the gaps for future lessons and at bats.</b></p>		
<b>Information and Instructional Notes</b>		
Note: The conclusion of this unit allows the entirety of class time to complete the revising and editing process started in the previous lesson. Students are expected to publish final work into the "6 <sup>th</sup> Informational ECR IA" packet. While it is important to type out responses in order to be prepared for STAAR online, this can be done later in the year. As mentioned above, it is crucial to calendar out work time to internalize the data from this unit. Informational writing skills will be a prerequisite for the Correspondence Writing Unit to be taught later this year.		

<b>Vocabulary</b>		
Academic Language: <ul style="list-style-type: none"> <li>• Development</li> <li>• Organization</li> <li>• Structure</li> <li>• Coherence</li> <li>• Evidence</li> <li>• Feedback</li> </ul>	Domain Vocabulary: (standard) <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Informational Text</li> <li>• Organizational Structures</li> <li>• Revising</li> <li>• Editing</li> </ul>	
<b>Lesson (<i>Suggested time frame: 75 minutes</i>)</b>		
Step 1- Independent Worktime: Revising, Editing, and Publishing. <ul style="list-style-type: none"> <li>• Set expectations for the conclusion of this writing unit.             <ul style="list-style-type: none"> <li>○ Students are expected to utilize this time to finish reviewing the Writing and Editing Checklist, making necessary adjustments, and re-writing their final piece onto the packet.</li> <li>○ Students should utilize the Informational ECR Rubric and the checklist under the prompt to ensure they meet the requirements for their essay.</li> </ul> </li> </ul>		<b>75 min</b>  Circulate ensuring students are on track to complete the Independent Application for Informational ECR Writing.
<b>Assessment</b>		
<b>Exit Ticket:</b> <ul style="list-style-type: none"> <li>• Students will submit final work for review.</li> </ul>		<b>2 min</b>
<b>Next Steps:</b> Review student work by scoring, providing feedback, and documenting for future planning.		