Why Write? The Purpose Behind the Practice

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| Grade Level: | **6-12** | Subject: | ESL Writing | Prepared By: | **Krystal Clark** |

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| Overview & Purpose Students will observe and practice composition of the main types of writing they are asked to compose in school: narrative, informative, and argumentative. | Education Standards Addressed [CCSS.ELA-Literacy.W.1](http://www.corestandards.org/ELA-Literacy/W/8/1/)  [CCSS.ELA-Literacy.W.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  [CCSS.ELA-Literacy.W.3](http://www.corestandards.org/ELA-Literacy/W/8/3/)  WIDA Standard: Language of Language Arts |

Text Types and Purposes:

[CCSS.ELA-Literacy.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/)  
Write arguments to support claims with clear reasons and relevant evidence

[CCSS.ELA-Literacy.W.8.1.a](http://www.corestandards.org/ELA-Literacy/W/8/1/a/)  
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.W.8.1.b](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)  
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-Literacy.W.8.1.c](http://www.corestandards.org/ELA-Literacy/W/8/1/c/)  
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.8.1.d](http://www.corestandards.org/ELA-Literacy/W/8/1/d/)  
Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.8.1.e](http://www.corestandards.org/ELA-Literacy/W/8/1/e/)  
Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-Literacy.W.8.2.a](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  
Introduce a topic 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.

[CCSS.ELA-Literacy.W.8.2.b](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)  
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-Literacy.W.8.2.c](http://www.corestandards.org/ELA-Literacy/W/8/2/c/)  
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

[CCSS.ELA-Literacy.W.8.2.d](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-Literacy.W.8.2.e](http://www.corestandards.org/ELA-Literacy/W/8/2/e/)  
Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.8.2.f](http://www.corestandards.org/ELA-Literacy/W/8/2/f/)  
Provide a concluding statement or section that follows from and supports the information or explanation presented

[CCSS.ELA-Literacy.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/)  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.8.3.a](http://www.corestandards.org/ELA-Literacy/W/8/3/a/)  
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.8.3.b](http://www.corestandards.org/ELA-Literacy/W/8/3/b/)  
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.8.3.c](http://www.corestandards.org/ELA-Literacy/W/8/3/c/)  
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

[CCSS.ELA-Literacy.W.8.3.d](http://www.corestandards.org/ELA-Literacy/W/8/3/d/)  
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CCSS.ELA-Literacy.W.8.3.e](http://www.corestandards.org/ELA-Literacy/W/8/3/e/)  
Provide a conclusion that follows from and reflects on the narrated experiences or events.

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|  | Teacher notes | Student notes |  |
| Objectives | * Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. * Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * Students will write arguments to support claims with clear reasons and relevant evidence | * I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. * I can write opinion pieces on topics or texts, supporting a point of view with reasons and information. | Materials Needed  * Paper * Pencil * Journal * Power Point presentation * Model Texts * Writing Rubrics including student pre and post assessments. |
| Information | Students will be introduced to each type of writing through visual text and then asked to read examples of each. The summative assessment will be the writing piece. | I can recognize the three main types of writing in a variety of texts. |
| Verification | The sub-standards will be addressed as mini-lessons and students will see examples from mentor texts. A practice in student learning log will be completed. The skill will be displayed in student writing. | * Write standard in notebook. * Read example. * Practice with teacher’s support. * Try on your own. | Other Resources (e.g. Web, books, etc.)  <http://content.yudu.com/A2sla8/NGXPathfinMay2014/resources/index.htm>  “Ruffled Feathers” *National Geographic Explorer* (informative)  “She Never Gave Up on Success” *Scholastic Action* (narrative)  Debate section of *Scholastic Action* (argumentative) |
| Activity | * Students will watch video and complete a writing into the day related to one of the types of writing. * Discussion with partner. * Pre-Assessment * Begin mini lessons * Mentor Text * Practice * Repeat with each substandard. * Student writing | * Write standard in notebook. * Read example. * Practice with teacher’s support. * Try on your own. |