



# **Wolcott Public Schools**

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**Middle School Curriculum  
*Grade 6*  
Language Arts  
Writing (Expository)**



*Children are our Future...*

# *Acknowledgements*

## *Curriculum Writers:*

*Deborah Nicol*

*Nina Mascetti- Johnson*

*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

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*Dr. Gail A. Gilmore*

*Assistant Superintendent*

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*Language Arts – Grade 6*

*Writing (Expository)*

# LANGUAGE ARTS CURRICULUM

## GRADE 6

### WRITING (EXPOSITORY)

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**Mission Statement:**

*The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.*

**Departmental Philosophy:**

The philosophy of Language Arts at Tyrrell Middle School is to facilitate and teach literacy using a variety of genre. This will ensure that students become life-long, independent learners who will read and think critically and creatively to construct meaning, collaborate, and communicate effectively to discover themselves, their thoughts, their feelings, and their world.

**Course Description:** The Language Arts curriculum at Tyrrell Middle School is designed to meet the literacy and communication needs of each student. Students will have experiences with various genres in order to develop effective communication skills in reading, writing, speaking, listening, and viewing using varied exemplary teaching strategies to meet the needs of all students. Emphasis will be placed on the development of metacognition and critical thinking which will enable students to become successful, life-long learners.

## *Language Arts – Grade 6: Writing (Expository)*

### **Content Standard: Writing Process**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p><b><u>Plan: Organization and Analysis</u></b></p> <ul style="list-style-type: none"> <li>• Diagramming the structure of a good essay through the pillar as an organizer.</li> <li>• Identifying parts of a 5 paragraph essay.</li> <li>• Reconstructing an essay through cut and paste activity.</li> <li>• Adding appropriate details to a given main idea through sequencing.</li> <li>• Comparing and contrasting 3 pieces with varied organization.</li> <li>• Collaboration group to discuss sample process pieces.</li> <li>• Overhead modeling of the above skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Student Work – Practice Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering Writer’s Book: Organization and Analysis #1 - Pgs. 23- 37</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>
<p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p><b><u>Draft</u></b></p> <ul style="list-style-type: none"> <li>• Draft an expository piece from lead to conclusion.</li> <li>• Will use details/golden bricks to support each main idea sentence.</li> <li>• Understand and write an introductory paragraph.</li> <li>• Elaboration techniques to enhance details in the body of the paper.</li> <li>• Analyzing and revising dull concluding paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Process Work</li> <li>• Quizzes on diagramming and analyzing intros and conclusions</li> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering Writer’s Book: Expository Times Up - Pgs. 37-57</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>

## *Language Arts – Grade 6: Writing (Expository)*

### **Content Standard: Writing Process**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>3. Communicating with Others</b>  <b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b>  <b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p><b>4.3</b> Students use standard English for composing and revising written text.</p>	<p><b><u>Revise</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration with adults and peers on the score piece would receive on the rubric.</li> <li>• Revise weak or poorly constructed paragraphs.</li> <li>• Use transitional phrases.</li> <li>• Generating specific details to support main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Process Work</li> <li>• Analyzing Model Paragraphs</li> <li>• Quizzes on the details of a well elaborated paragraph.</li> <li>• Class Discussion</li> <li>• Teacher Observation</li> <li>• Student Process Work</li> <li>• Collaboration Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering Writer’s Book: Writing Powerful Specific Supporting Details #4 - Pgs. 2-24</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>
<p><b>3. Communicating with Others</b>  <b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b>  <b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p><b>4.3</b> Students use standard English for composing and revising written text.</p>	<p><b><u>Edit</u></b></p> <ul style="list-style-type: none"> <li>• Use resources ex: dictionary, glossary, etc... for proofreading and editing.</li> <li>• Analysis and revise editing piece.</li> <li>• Collaboration with adults and peers on piece.</li> </ul>		<ul style="list-style-type: none"> <li>• Students Final Work</li> <li>• Students Writing Folders</li> <li>• Empowering Writers Notes</li> <li>• Teacher Created Rubrics</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>

## *Language Arts – Grade 6: Writing (Expository)*

### **Content Standard: Writing Process**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>3. Communicating with Others</b>  <b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b>  <b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p><b><u>Publish/Present</u></b></p> <ul style="list-style-type: none"> <li>• Publish and present final project.</li> <li>• Demonstrates a variety of graphics and illustrations ex: diagrams, threefold display, and informational posters.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Process Work</li> <li>• Analyzing Model Paragraphs</li> <li>• Quizzes on the details of a well elaborated paragraph.</li> <li>• Class Discussion</li> <li>• Teacher Observation</li> <li>• Student Process Work</li> <li>• Collaboration Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students Final Work</li> <li>• Students Writing Folders</li> <li>• Empowering Writers Notes</li> <li>• Teacher Created Rubrics</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>

## *Language Arts – Grade 6: Writing (Expository)*

### **Content Standard: Writing Process and Oral Language**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b>3. Communicating with Others</b>  <b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b>  <b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task</p>	<p><b><u>Publish/Present</u></b></p> <ul style="list-style-type: none"> <li>• Speak with clarity to communicate ideas and opinions in oral presentations.</li> <li>• Oral presentations show appropriate consideration of audience, purpose and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubric for Presentation of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• Students Final Work</li> <li>• Students Writing Folders</li> <li>• Empowering Writers Notes</li> <li>• Teacher Created Rubrics</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>
<p><b>3. Communicating with Others</b>  <b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>4. Applying English Language Conventions</b>  <b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p>	<p><b><u>Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Use predetermined criteria to choose and defend choices for writing portfolio.</li> <li>• Pieces selected demonstrate growth in writing.</li> <li>• Collaboration with adults and peers on selected pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Reflection</li> <li>• Collaboration Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students Final Work</li> <li>• Students Writing Folders</li> <li>• Empowering Writers Notes</li> <li>• Teacher Created Rubrics</li> <li>• Computer Lab Work</li> <li>• Teacher Created Handouts</li> </ul>

# *Language Arts – Grade 6: Writing (Expository)*

## **Pacing Guide**

### **Empowering Writer’s Series**

- September:** Summer reading: writing activity, review of writing process: Empowering Writer’s Expository Time’s Up
- October:** Organization and analysis, structure of an expository piece: Empowering Writer’s Organization and Analysis Book 1
- November:** Introductions: lead and thesis: Empowering Writer’s Empowering Writer’s Expository Time’s Up
- December:** Conclusions: Empowering Writer’s Expository Time’s Up
- January:** Elaboration, specific types of supporting detail: Empowering Writer’s Writing Powerful Specific Supporting Details Book 4
- February:** Revising weak, constructed paragraphs: Empowering Writer’s Writing Powerful Specific Supporting Details Book 4
- March:** (Post CMT’s) Expository vs. Persuasive: Teacher handouts
- April:** Effective and ineffective persuasion: Teacher handouts
- May:** Pro or Con: What’s your position? Teacher handouts
- June:** Completion of a persuasive essay



# *Language Arts – Grade 6: Writing (Expository)*

## **Essential Questions**

1. What does a five paragraph essay look like?
2. What does expository writing look like?
3. What does persuasive writing look like?
4. How do we use the Golden Bricks to enhance our writing?
5. How do you edit/revise your work?

# *Language Arts – Grade 6: Writing (Expository)*

## **Skills Objectives**

### **The students will...**

1. Diagram an essay
2. Reconstruct an essay
3. Identify the various parts of an essay
4. Compare/contrast pieces of writing
5. Draft parts of an essay
6. Use elaboration techniques
7. Analyze and revise paragraphs
8. Publish and present final essays
9. Speak clearly in oral presentations

# *Language Arts – Grade 6: Writing (Expository)*

## **Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]