

Hurricanes, Earthquakes, Tornadoes, Oh My!

6th Grade



“Hurricanes, Earthquakes, Tornadoes, Oh My!” is a performance task and accompanying unit of lessons related to the theme of natural disasters. Teachers will deliver lessons that are aligned to the CCSS sixth grade standards. The lessons include standards such as addressing main idea/supporting details, style and tone, research skills, and expository writing, all leading up to the final product of an independently researched expository essay. This performance task will prepare students for what they will experience when taking the Smarter Balanced Assessment or other similar statewide assessments aligned to Common Core Standards

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School: Laurel Middle School Grade Level: 6

Scope and Sequence		
Lesson/Description	Duration/ # of Days	Standards/Learning Progressions
<p>Smarter Balanced IAB – Block 2: Read Informational Texts</p> <p>(Central Ideas, Reasoning & Evidence, Key Details, Word Meanings, Analysis within or across Texts, Text Structures or Text Features, Language Use)</p>	1-2 days	
<p><u>Lesson 1:</u></p> <p>Students will determine the central idea and key details in “Mammoth Shakes and Monster Waves.”** Students will then summarize the relationship between the central idea and key details.</p>	4 days	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> • Identify the claim • Determine appropriate evidence to support the claim • Cite evidence in support of the claim <p><u>CCSS.ELA RI.6.2</u> 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> <ul style="list-style-type: none"> • Determine the central idea of a text • Understand the difference between the central idea and key details in a text <p><u>CCSS.ELAL RI.6.7</u> 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>

		<ul style="list-style-type: none"> Evaluate which information gathered can solve a problem or answer a question
<p><u>Lesson 2:</u></p> <p>Students will compare/contrast a non-fiction narrative, a newspaper article and a video to analyze in detail how each author presents the same historical event.</p>	<p>4 days</p>	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> Recognize relevant evidence Make critical or analytical judgments to make generalizations <p><u>CCSS.ELA RI.6.3</u> 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> <ul style="list-style-type: none"> Explain the development of an individual, event, idea, or concept in a historical, scientific, or technical text based on specific information in the text Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) Use text details to analyze how an author develops an individual event/idea (e.g., how an author introduces, illustrates, elaborates information) <p><u>CCSS.ELAL RI.6.7</u> 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 of issue.</p>

		<ul style="list-style-type: none"> Evaluate which information gathered can solve a problem or answer a question <p><u>CCSS.ELA.RI.6.9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <ul style="list-style-type: none"> Compare & contrast differing presentations of the same event
<p><u>Lesson 3:</u></p> <p>Students will conduct research using multiple sources to synthesis and summarize information for an informative essay.</p>	<p>3</p>	<p><u>CCSS.ELA W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <ul style="list-style-type: none"> Conduct research drawing on several sources Synthesize and summarize information Cite a variety of sources <p><u>CCSS.ELA W.6.8</u> 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> <ul style="list-style-type: none"> Assess relevance of information Paraphrase correctly <p><u>CCSS.ELA-Literacy.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>

		<ul style="list-style-type: none"> • Interpret information from various sources • Interpret information that is presented visually through charts and graphs or speaking
<p><u>Lesson 4:</u></p> <p>Students will organize and write an informative essay with a strong thesis statement, related evidence, and an impactful conclusion.</p>	<p>3</p>	<p><u>CCSS.ELA W.6.2a-b,f</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Create a thesis statement • 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 • Evaluate and select information and examples based on significance and relevance addressing the needs of the audience • Use evidence to effectively elaborate on the topic • Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples <p><u>CCSS.ELA W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <ul style="list-style-type: none"> • Identify and understand the writing task

		<ul style="list-style-type: none">• Understand and utilize appropriate style• Identify and understand the writing purpose
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**See alternate text choices provided on lesson plans.

PLANNING CHART #1
School: Laurel Middle School

	Standard	DoK	Know [Which concepts/skills will students need to know in order to complete the questions/full write?]	Do [What is the question/full write asking students to do?]
Question 1: What kinds of damage can natural disasters cause? Cite examples from the text(s).	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.6.2</u> 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><u>CCSS.ELA-Literacy.RI.6.7</u> 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>	3	<p>-Relevant vs. Irrelevant information</p> <p>-Text and media topic/message/issue</p>	<p>-Distinguish between relevant and irrelevant information</p> <p>-Deconstruct questions to identify needed information</p> <p>-Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue</p>

<p>Question 2: Analyze the results of a natural disaster and how it impacts everyday life. Cite examples from the text(s).</p>	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.6.3</u> 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>4</p>	<p>-Cite evidence</p> <p>-Develop strategies for informational texts</p> <p>-Cause/Effect text structure</p>	<p>-Cite specific information from the text that supports observations about and individual, event, or idea</p> <p>-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>
<p>Question 3: Assess what kind of warning systems have proved useful as a result of lessons learned from natural disasters? Explain.</p>	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.6.3</u> 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>3</p>	<p>-Cite evidence</p> <p>-Develop strategies for informational texts</p> <p>-Cause/Effect text structure</p>	<p>-Cite specific information from the text that supports observations about and individual, event, or idea</p> <p>-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>

<p>Question 4: Using information from the texts, analyze how scientists can best predict future natural disasters. Why is this important?</p>	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.6.7</u> 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><u>CCSS.ELA-Literacy.RI.6.9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	4	<ul style="list-style-type: none"> -Compare/Contrast -Key/Supporting details -Informational texts 	<ul style="list-style-type: none"> - Compare/Contrast differing presentations of the same event -Synthesize information -Manage and organize selected information -Integrate information in a purposeful way - Compare/Contrast one author's presentations of events with that of another
<p>Full Write: Millions of people around the world live in areas that are at risk for natural disasters.</p> <p>Would you know what to do in the event of a natural disaster?</p>	<p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.W.6.2a-b,f</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>	3	<ul style="list-style-type: none"> -Thesis statement -Organizational patterns -Effective introduction/Hook -Final/Concluding statement 	<ul style="list-style-type: none"> -Create a thesis statement -Engage reader with an intriguing opening -Use evidence to effectively elaborate on the topic -Provide an impactful concluding statement that

<p>Write an informational essay on how to prepare for a natural disaster, using “Memories of May 18, 1980”.</p>	<p>information through the selection, organization, and analysis of relevant content.</p> <p><u>CCSS.ELA-Literacy.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>CCSS.ELA-Literacy.W.6.8</u> 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>			<p>addresses the significance of the topic</p>
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PLANNING CHART #2
School: Laurel Middle School

Standard: 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.		
Targets	Learning Progressions	Formative Assessment Strategies
Cite textual evidence to support a claim	Identify the claim Determine appropriate evidence to support the claim Cite evidence in support of the claim	Complete a graphic organizer identifying claim and listing appropriate support
Analyze what the text says explicitly	Recognize relevant evidence Make critical or analytical judgments to make generalizations	Paraphrase an article or text Summarize an article or text
Analyze inferences drawn from the text	Know how to form an inference Recognize relevant evidence Make critical or analytical judgments to make generalizations	Complete an inference chart (information from story + background knowledge = inference) for an article or text Summarize an article or text

PLANNING CHART #2
School: Laurel Middle School

Standard: 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.		
Targets	Learning Progressions	Formative Assessment Strategies
Provide a summary of the text distinct from personal opinions or judgements	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct for personal opinions or judgements	Use graphic organizer to summarize text

PLANNING CHART #2
School: Laurel Middle School

Standard: 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).		
Targets	Learning Progressions	Formative Assessment Strategies
Make an inference about a text	Explain the development of an individual, event, idea, or concept in a historical, scientific, or technical text based on specific information in the text	Socratic circle using the graphic organizer

Analyze how information is presented within or across texts	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) Use text details to analyze how an author develops an individual event/idea (e.g., how an author introduces, illustrates, elaborates information)	Compare and contrast using graphic organizer
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PLANNING CHART #2
School: Laurel Middle School

<p>Standard: 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>		
Targets	Learning Progressions	Formative Assessment Strategies
Draw conclusions in order to compare texts	Evaluate which information gathered can solve a problem or answer a question	Compare and contrast using a HOT graphic organizer
Use knowledge of text structure to analyze the impact of the choices on presentations	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	HOT graphic organizer

PLANNING CHART #2
School: Laurel Middle School

<p>Standard: CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Make an inference in order to compare texts</p>	<p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p> <p>Compare & contrast differing presentations of the same event</p>	

PLANNING CHART #2
School: Laurel Middle School

<p>Standard: 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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

CCSS.ELA-Literacy.W.6.2.f

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

Targets	Learning Progressions	Formative Assessment Strategies
Organize ideas by stating and maintaining a focus	Create a thesis statement 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	Essay graphic organizer
Develop topic with relevant evidence	Evaluate and select information and examples based on significance and relevance addressing the needs of the audience Use evidence to effectively elaborate on the topic. Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	
Provide a conclusion that is appropriate to purpose	Provide and impactful concluding statement that addresses the significance of the topic	

PLANNING CHART #2
School: Laurel Middle School

<p>Standard: <u>CCSS.ELA-Literacy.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Write full explanatory texts using a complete writing process</p>	<p>Identify and understand the writing task</p> <p>Identify and understand the writing purpose</p> <p>Understand and utilize appropriate style</p>	

PLANNING CHART #2
School: Laurel Middle School

<p>Standard: <u>CCSS.ELA-Literacy.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<p>Analyze, interpret, and use information delivered orally</p>	<p>Interpret information from various sources</p> <p>Interpret information that is presented visually through charts and graphs or speaking</p>	

PLANNING CHART #2
School: Laurel Middle School

Standard: <u>CCSS.ELA-Literacy.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Targets	Learning Progressions	Formative Assessment Strategies
Conduct short research project	Conduct research drawing on several sources	
Logically organize ideas and supporting details	Synthesize and summarize information Cite a variety of sources	

<p>Standard: <u>CCSS.ELA-Literacy.W.6.8</u> 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>		
Targets	Learning Progressions	Formative Assessment Strategies
Analyze information within and among sources	<p>Assess relevance of information</p> <p>Paraphrase correctly</p>	

ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: Laurel Middle School

Team Members: J. Grace Parfitt, Kelly Bowden, Alison Price

Title :	Hurricanes, Earthquakes, Tornadoes, Oh My!
Grade:	6
Standards (ELA, Literacy, Content)	<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>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.6.7 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.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</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.6.2.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.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>

	<p><u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>CCSS.ELA-LITERACY.W.6.8</u> 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> <p><u>CCSS.ELA-Literacy.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
DO K:	4
UD L:	Differentiated graphic organizers Sentence Stems Audio of text
Stimuli (Primary Text):	<p>““Memories of May 18, 1980” (Collections Grade 6) (Attachment K)</p> <p>“Earthquakes: Tremors from Below- A Tsunami in the Pacific” (ReadWorks), http://www.bing.com/videos/search?q=national+disater+videos&view=detail&mid=C35EFF961E060A97F0EDC35EFF961E060A97F0ED&FORM=VIRE,</p> <p>http://www.bing.com/videos/search?q=national+disater+videos&&view=detail&mid=45D22C5758E302E443C545D22C5758E302E443C5&rvsmid=C35EFF961E060A97F0EDC35EFF961E060A97F0ED&fsscr=-1155&FORM=VDFSRV</p>
Text Complexity:	<p>“Memories of May 18, 1980” Lexile 1330 (Attachment K)</p> <p>“Earthquakes: Tremors from Below- A Tsunami in the Pacific” Lexile 1040</p>
<p>Task Overview:</p> <p>Part 1 The students will view short videos and read articles on how to prepare for a tsunami or other natural disaster. The students will take notes using a provided graphic organizer on these sources and use the guiding questions to aid in their focus of the task.</p> <p>Part 2: The students will use the videos and articles, as well as their notes to plan, draft, revise and edit an informative/explanatory essay explaining what to do in the event of a specific type of natural disaster. Students may use their notes and refer to the sources.</p>	

Task Directions:

Part 1:

Your Assignment:

Millions of people around the world live in areas that are at risk for natural disasters. Would you know what to do in the event of a natural disaster? You will view videos and read articles on natural disasters and their effects. You will take notes on these sources using the graphic organizer, and answer the guiding questions.

You will then write an informative/explanatory essay on how to prepare for a tsunami or other natural disaster, using “Memories of May 18, 1980” and other text selections including videos.

Steps you will be following: In order to complete your tasks, you will follow these steps:

- Take notes on the sources, using the provided graphic organizer and while watching the videos.
- Answer the guiding questions
- Complete the expository essay in Part 2

Directions for beginning:

You will view videos and read articles on natural disasters and their effects. You will take notes on these sources using the graphic organizer, and answer the guiding questions.

Use details from the texts provided on your graphic organizer. Each student should review the texts and take notes on causes and effects. Students should create a chart that shows the cause/effect relationships. Show how one event led to another and had multiple effects.

Questions: Answer the following questions. Your answers will help you focus on the important information from the sources, which should help you when writing your informative/explanatory essay.

1. What kinds of damage can natural disasters cause? Cite examples from the text(s). (DoK 3)
2. Analyze the results of a natural disaster and how it impacts everyday life. Cite examples from the text(s). (DoK 4)
3. Assess what kind of warning systems have proved useful as a result of lessons learned from natural disasters? Explain. (DoK 3)
4. Using information from the texts, analyze how scientists can best predict future natural disasters. Why is this important? (DoK 4)

Part 2: You will now review your notes and sources, and plan, draft, revise and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment: Millions of people around the world live in areas that are at risk for natural disasters. Would you know what to do in the event of a natural disaster? Write an informative essay explaining what a natural disaster is and compare/contrast what to do in two different types of disasters. Use evidence from the sources to support your answer.

A successful essay:

- Has a clear and consistent focus
- Presents ideas clearly and logically
- Includes graphics, text, music, and/or other sound that effectively supports key points
- Is organized in a way that is interesting and appropriate to purpose and audience
- Includes information from the texts read and outside research

How your essay will be scored:

Your essay will be scored using the 6th grade informative/explanatory writing rubric on the website for the Delaware Department of Education.

<http://www.doe.k12.de.us/Page/2651>

Informative/Explanatory Writing Rubric
Grade 6

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic(s) clearly, previewing what is to follow (7W2a) skillfully organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a) uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c) provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f) skillfully produce clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces a topic (6W2a) organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect (6W2a) uses appropriate transitions to clarify the relationships among ideas and concepts (6W2c) provides a concluding statement or section that follows from the explanation presented (6W2f) produce clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce a topic attempts to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect attempts to use appropriate transitions to clarify the relationships among ideas and concepts attempts to provide a concluding statement or section that follows from the explanation presented attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce a topic makes little or no attempt to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect makes little or no attempt to use appropriate transitions to clarify the relationships among ideas and concepts makes little or no attempt to provide a concluding statement or section that follows from the explanation presented makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/Purpose 2 x
<p>The writing –</p> <ul style="list-style-type: none"> skillfully develops the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b) skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (7W2a) skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (7W2d) skillfully uses relevant information from multiple print and digital sources (7W8) skillfully quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6W2b) includes formatting, graphics, and multimedia when useful to aiding comprehension (6W2a) uses precise language and domain-specific vocabulary to inform about or explain the topic (6W2d) uses relevant information from multiple print and digital sources (6W8) quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples attempts to include formatting, graphics, and multimedia when useful to aiding comprehension attempts to use precise language and domain-specific vocabulary to inform about or explain the topic attempts to use relevant information from multiple print and digital sources attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism attempts to provide basic bibliographic information for sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic makes little or no attempt to use relevant information from multiple print and digital sources makes little or no attempt to quote or paraphrase the data and conclusions of others while avoiding plagiarism makes little or no attempt to provide basic bibliographic information for sources, when appropriate 	Evidence/Elaboration 2 x

11/24/15

1

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully establishes and maintains a formal style (7W2e) skillfully maintains consistency in style and tone (L3*) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7WL1-2)* has errors that do not interfere with understanding (7WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> establishes and maintains a formal style (6W2e) maintains consistency in style and tone (6L3b)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6WL1-2)* has errors that do not interfere with understanding (6WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish and maintain a formal style attempts to maintain a consistent style and tone attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> make little or no attempt to establish and maintain a formal style makes little or no attempt to maintain a consistent style and tone makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	Language/Conventions 1 x

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose
*Conventions Chart p. 3

CONVENTION CHART
GRADE 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (6L2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	Commas, parenthesis or dash (6W1a) <ul style="list-style-type: none"> To set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her)* 	Pronouns: <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) (6L1a) Correctly uses intensive pronouns (e.g., myself, ourselves) (6L1b) Avoids inappropriate shifts in pronoun number and person* (6L1c) Avoids vague or ambiguous or unclear pronoun references* (6L1d) Verbs: <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* (previous grade) (L1) Agreement: <ul style="list-style-type: none"> Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) (previous grade) (L1) Subjects and verbs agree (People who forget the words just hum the tune) (previous grade) (L1) Frequently Confused Words: <ul style="list-style-type: none"> Uses frequently confused words* correctly (L1g) 	<ul style="list-style-type: none"> Varies sentence patterns for meaning, reader/listener interest, and style* (6WL3a)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Lesson Plan #1: Mammoth Shakes and Monster Waves

<p>Learning Progressions for this Lesson:</p> <ul style="list-style-type: none"> • Identify the claim • Determine appropriate evidence to support the claim • Cite evidence in support of the claim • Determine the central idea of a text • Understand the difference between the central idea and key details in a text • Summarize the central idea of a text distinct from personal opinions or judgements • Evaluate which information gathered can solve a problem or answer a question 	<p>Standards:</p> <p>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>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>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 of issue.</p>
<p>Students Will Know:</p> <ul style="list-style-type: none"> -Central idea -Key details -Annotating text -Paraphrasing -Summarizing -Close reading -Relevant vs. Irrelevant information -Text and media topic/message/issue 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> -Determine the central idea of a text -Understand the difference between central idea and key details in a text -Explain/Describe/Summarize the relationship between central idea and key details -Distinguish between relevant and irrelevant information -Deconstruct questions to identify needed information -Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue
<p>Lesson Essential Question(s): How can a reader synthesize the central idea of information presented in multiple texts to create a summary?</p>	
<p>Activating Strategy: Video: “The Science of Tsunamis” or “Tsunamis 101” Students will think, ink, share an acrostic poem using the word Tsunami based on what they hear in the video.</p>	
<p>Key vocabulary to preview: (Attachment A) Rupture Gauge Traumatize Degradation Magnitude</p> <p>Day 1: Paraphrase definitions Day 2: Draw a picture or symbol Day 3: Collaborative questioning Day 4: Use word in context Day 5: Formative Assessment</p>	

Lesson Instruction

Learning Activity 1- (Attachment B)

1. Say Something: For our first read we will use the Say Something technique. The teacher will read a section of “Mammoth Shakes and Monster Waves” aloud to the students. The students will then “Say Something” on their organizer about the section of text that was read to them. This will continue for the entirety of the text. The “Say Something” can be questions the student has, words they don’t understand, connections they make with the text, or even a brief summary of what they heard.
2. After each of the first three Say Somethings have students share out to make sure that they are writing and understanding what they are supposed to be doing.
3. As you continue through the story have students share with their partners what they write in their “Say Something”
4. Set lines (The number of lines will grow in length and complexity):
 - 1-29
 - 30-75
 - 76-105
 - 106-149
 - 150-178
 - 179-219
 - 220-260
 - 261-301
 - 302-329
 - 330-363
 - 364-396
 - 397-416
 - 417-441

Materials Needed:

Mammoth Shakes and Monster Waves**
Say Something Graphic Organizer (**Attachment B**)
Pen/Pencil
Index cards

Formative Assessment LA 1:

Think-Ink-Link-Share: The last section of “Mammoth Shakes and Monster Waves” describes possible connections between myths and real life events. Using evidence from the text, discuss whether you think legends can explain actual events in our earth’s history. How are myths and legends about Earth’s history similar to actual events in Earth’s history?

Students will be given two minutes to think and gather evidence, two minutes to write a response on a provided index card. Students will walk and talk to at least three different people in the class about their answers. Students then link their own thinking to the other students’ answers with accountable talk stems. After students respond in writing, the teacher will select a few students to share their answers with the whole group.

Accountable talk stems:

Have you considered...?

I agree! Additionally, I'd like to add...

Another viewpoint might be...

On line _____ it says, _____, so I think...

Ok, I think the author is trying to say...

I kindly disagree because...

Learning Activity 2-

1. Teacher will explain that central idea is the most important idea in a paragraph or text. It is supported by details such as facts, statistics, or other information. Teacher will introduce one of the Higher Order Thinking Strategies (determining patterns). Teacher will explain to students that in order to find the central idea in the text, we will look first at the patterns the author provides to the reader.
2. The teacher will model how to find the central idea and supporting details in a section of text using “Head for the Hills! It’s Earth Against Earth,” and then as a whole class we will read and determine the central idea and supporting details for the sections entitled “The Sea is Coming” and “Trumpeting Elephants, Skittering Crabs, and the Power of Story.” Students will use a graphic organizer to record the information.
3. **(Attachment C)** With a partner, using the same graphic organizer, students will determine the central idea and supporting details for the sections entitled, “Swamped and Scare,” “Rebuilding,” and “Tree Zones.”
4. Pair-Square: Each pair of students will join with another pair to share their responses. Teacher will select a few groups to share out with the class.

Materials Needed:

Anthology

Central Ideas and Supporting Details Graphic Organizer **(Attachment C)**

Pen/Pencil

Formative Assessment for LA 2:

Students will determine the central idea and supporting details for each of the three subheadings (“Warnings,” “The Orphan Tsunami,” “Now You See It, Now You Don’t”) remaining on the graphic organizer independently.

Learning Activity 3-

1. The teacher will explain that a summary
 - a. Covers the original as a whole
 - b. Presents information in a neutral fashion
 - c. Is a condensed version of the information in your own words
2. Teacher will model how to evaluate and summarize the first section of the text using the Central Ideas and Supporting Details GO and students will record. We will then complete the next two whole group. Students will use the graphic organizer to record information.
3. Think-Pair-Share: Students will evaluate and summarize the second three sections on their own and then compare with their partners. They may change or combine their summary with their partner’s to ensure a complete and correct summary.

4. Teacher will choose a few pairs to share their summaries with the class.

Materials Needed:

Anthology
Central Ideas and Supporting Details Graphic Organizer (**Attachment C**)
Pen/Pencil

Formative Assessment for LA 3:

On their own students will evaluate and summarize the last three sections of the text on the graphic organizer and turn it in for assessment.

Summarizing Strategy:

You are a news reporter for the school newspaper. You will write a 2-3 paragraph summary for the newspaper about the incident that occurred in Greensburg, Kansas based on your reading of “Spinning Thunderstorms” (ReadWorks). In your summary, be sure to include:

- The central idea of the article
- Supporting details based on text evidence from the article
- How this information is useful in the real world

Attached Resources:

Notes: An alternate text that may be adapted for use with this lesson is

<https://newsela.com/articles/govt-NOAA-tsunamis/id/26758/>



Text Complexity Analysis of *Mammoth Shakes and Monster Waves* by Brenda Z. Guiberson

Text Description

Briefly describe the text: An informational text that explains how earthquakes and tsunamis affect people, animals, the land, and the ocean, as well as how people explain and deal with the impact of these damaging events.

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

On a scale of 1-4, this text is a 2. More than one purpose is implied, but easy to infer. The author explains the causes and effects of tsunamis, as well as the precautions people can take to be safe. The information provided is easy to infer by reading the subheadings.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

On a scale of 1-4, this text is a 3. There are connections between an expanded range of ideas. Events are deeper and often implicit. There are few graphics to support the text.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

On a scale of 1-4, this text is a 2. It is easy to understand with some complex meanings. The vocabulary is familiar language. There are simple and compound sentences, with some complex.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

On a scale of 1-4, this text is a 3. It has some specialized knowledge required. The experiences are uncommon to most readers.

Quantitative Measure

Complexity Band Level (provide range): 6-8

Lexile or Other Quantitative Measure of the Text: Lexile 1140

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses: Our students have limited background knowledge and vocabulary which may inhibit understanding.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

While it is an appropriate grade level text, it may be a bit lengthy for the average sixth grade student.

Lesson Plan #2: A Night to Remember

<p>Learning Progressions for this Lesson:</p> <ul style="list-style-type: none">• Recognize relevant evidence• Make critical or analytical judgements to make generalizations• Explain the development of an individual, event, idea, or concept in a historical, scientific, or technical text based on specific information in the text• Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)• Use text details to analyze how an author develops an individual event/idea (e.g., how an author introduces, illustrates, elaborates information)• Evaluate which information gathered can solve a problem or answer a question• Compare/Contrast differing presentations of the same event	<p>Standards:</p> <p><u>CCSS.ELA-Literacy.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.6.3</u> 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><u>CCSS.ELA-Literacy.RI.6.9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">-Narrative nonfiction-Elements of nonfiction-Style-Compare/Contrast-Imagery	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">-Cite specific information from the text that supports observations about and individual, event, or idea-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text-Compare/Contrast differing presentations of the same event-Synthesize information-Manage and organize selected information-Integrate information in a purposeful way-Compare/Contrast one author's presentations of events with that of another
<p>Lesson Essential Question(s):</p> <p>How written texts and videos deal with the same topic differently?</p>	
<p>Activating Strategy:</p> <p>https://www.youtube.com/watch?v=MpaKRdCCjmA</p> <p>5-3-1</p> <p>After watching the video, what 5 words come to mind?</p> <p>Talk to your partner, compare lists, and decide on your top 3.</p> <p>Square with a pair near you to compare lists and decide on your top word about the video.</p>	

Key vocabulary to preview: (Attachment D)

Shudder
Indulge
Knot
Jar
Ominous

Day 1: Paraphrase definitions

Day 2: Draw a picture or symbol

Day 3: Collaborative questioning

Day 4: Use word in context

Day 5: Formative Assessment

Lesson Instruction

Learning Activity 1-

1. The teacher will chunk “A Night to Remember.”
 - a. Pages 185-186
 - b. Pages 187-188
 - c. Pages 189-190
 - d. Pages 191-192
2. **(Attachment E)** Students will read assigned chunks of “A Night to Remember” with a partner. Remind students to pay attention to the events that take place before, during, and after the sinking of the Titanic. Students will fill in the Titanic Compare/Contrast graphic organizer as they read.
3. Pair-Square: Students will compare their graphic organizer with another collaborative pair.
4. With their partner, students will use their graphic organizer to construct three open-ended questions about the events that took place.
5. The teacher will chunk “On the Titanic, Defined by What They Wore.” Students will read assigned chunks of “On the Titanic, Defined by What They Wore” with a partner. Remind students to pay attention to the events that happened in the first chunk of the text, the second chunk of the text and the third chunk of the text. Point out that the author did not tell a chronological story about the sinking of the Titanic. Students will fill in the Titanic Compare/Contrast graphic organizer as they read.
 - a. Pages 53-55
 - b. Pages 56-58
 - c. Pages 59-60
6. Pair-Square: Students will compare their graphic organizer with another collaborative pair.
7. With their partner, students will use their graphic organizer to construct three open-ended questions about the events that took place.

Materials Needed:

Titanic Compare/Contrast graphic organizer **(Attachment E)**
Anthology
Pen/Pencil

Formative Assessment LA 1:

1. Individually students will use their self-constructed open-ended questions, and evidence from the two texts to answer the question: **Based on our comparison of the events that took place, what conclusions can we draw?**

Learning Activity 2-

1. Teacher will explain to students that **style** refers to a writer's unique way of communicating ideas. Many literary elements including word choice, sentence structure, imagery, point of view, voice, and tone contribute to a writer's style.
2. Teacher will explain to students that a writer's **tone** is his/her attitude toward his/her subject. Adjectives are often used to describe the tone of a text, such as *serious*, *sarcastic*, and *respectful*.
3. Teacher will explain that to analyze style and tone, a reader thinks about:
 - a. Word Choice: Does the author use powerful verbs, precise nouns, and vivid adjectives or adverbs? How does the author's word choice affect the tone of a text?
 - b. Sentence Structure: Are most sentences long or short? Does the author use a variety of sentence types?
 - c. Literary Devices: Does the author use strong imagery and sensory details, or devices such as repetition or exaggeration?
4. While the teacher models how to analyze an author's tone/style, the students will create a foldable to take notes during the [Collections Level-Up Tutorial on Author's Style](#) which will be used to analyze the author's style and tone for "A Night to Remember."
5. **(Attachment F)** Think-Ink-Share:
 - a. Students will read assigned chunks of "A Night to Remember" to analyze the style used.
 - b. Students will use guided reading questions on a provided graphic organizer to analyze the author's style and its effect on the reader.
 - c. Students will compare their answer with their partner.
 - i. Lines 4-6 What are the powerful verbs, nouns, adjectives, and adverbs used? What are the effects of these words?
 - ii. Lines 23-36 How does the sentence structure and punctuation in this section have an effect on the reader and help the reader experience the action described?
 - iii. Lines 53-56 What does "Whiskers 'round the Light" mean and why did the author include this detail?
 - iv. Lines 157-165 How does the punctuation create meaning for the reader?
 - v. Lines 196-213 What is the author's tone? Explain.

Materials Needed:

Analyzing author's style GO (**Attachment F**)
Anthology
Pen/Pencil
Smartboard

Formative Assessment for LA 2:

Individually, students will read pages 57-59 of "On the Titanic, Defined by What they Wore" to analyze the style (word choice, sentence structure, literary devices, and tone) and record it on their graphic organizer.

Learning Activity 3-

1. (**Attachment G**) Teacher will explain to students that compare and contrast organization is a pattern that provides a way to look at similarities and differences. A writer may use this pattern of organization to compare the important points. These points are called points of comparison. Point-by-point is when the writer discusses one point then goes on to the next one.
2. Teacher will explain that to explain similarities use words or phrases such as like, similarly, both, all, every, also, and in the same way. To explain differences use words and phrases such as unlike, but, on the other hand, more, less, in contrast, and however.
3. Teacher will model using a think aloud with “Pass the Bread Please” on pages R19-R20 to identify words/phrases that identify the writing as compare/contrast.
4. Students will read “What Kind of Person Are You?” and answer the following questions:
 - a. Which model is organized by subject? Which model is organized by points of comparison?
 - b. Identify 2 words or phrases in each model that signal a compare/contrast pattern of organization?
 - c. List 2 points that the writer of each model compares/contrasts.
 - d. For one of the two models use a compare/contrast chart to identify two or more points of comparison and their similarities/differences.
5. Watch the video, “*from Titanic at 100: Mystery Solved*” and fill in a graphic organizer about the video’s word choice, sentence structure, imagery, and tone.
6. Think-Ink-Share- How does Walter Lord’s style in *A Night to Remember* compare to that of James Cameron’s style in *Titanic at 100: Mystery Solved*? Have students discuss with their seat partner how Lord’s and Cameron’s approaches to the Titanic are the same and different. Remind them to discuss style in terms of word choice, sentence structure, imagery, and tone.

Materials Needed:

Compare and contrast organizer (**Attachment G**)

Anthology

Pen/Pencil

Formative Assessment for LA 3:

1. Fill in a Compare and contrast organizer about the description of the events that occurred on the Titanic in “A Night to Remember” vs. “Titanic at 100: Mystery Solved.”
2. Based on the evidence you collected, which text had a more powerful description of what happened on the Titanic? Explain your reasoning.

Summarizing Strategy: (Attachment G)

Page 293 of *Collections*:

Read “On Doomed Flight, Passengers Vowed to Perish Fighting”

Watch “Memorial Is Unveiled for Heroes of Flight 93”

Fill in a compare/contrast graphic organizer analyzing style (tone, imagery, word choice, and sentence structure)

Based on the evidence you collected, write a letter to your best friend who was absent answering the question: Which text had a more powerful description of what happened on 9/11? Explain your reasoning.

Attached Resources:

Notes: Alternate text that may be adapted for use with this lesson are:

- <https://newsela.com/articles/primary-source-titanic-telegraph/id/24902/>
- http://www.teenink.com/opinion/movies_music_tv/article/457258/Revisiting-Titanic/
- <https://www.scholastic.com/teachers/articles/teaching-content/honeybees-and-killer-bees-what-makes-them-buzz/>
- <https://www.youtube.com/watch?v=6F4mt1bFk1w>
- <https://newsela.com/articles/speeches-gwbush-911/id/15474/>
- <https://www.youtube.com/watch?v=GmedslmeiUc>



Text Complexity Analysis of *from A Night to Remember* by Walter Lord

Recommended Complexity Band:

Text Description

Briefly describe the text: This is a narrative non-fiction text describing the historical event, the sinking of the titanic.

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)* On a scale of 1-4 this text is a 2. The purpose is implied, but easy to identify based upon context.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)* On a scale of 1-4 this text is a 2. Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)* On a scale of 1-4 this text is a 2. The text is largely explicit and easy to understand with some occasions for more complex meaning. The vocabulary is mostly contemporary, familiar, and conversational. It has simple and compound sentences, with some more complex constructions.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* On a scale of 1-4 this text is a 2. Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas. There are a few references or allusions to other texts or outside ideas, theories, etc.

Quantitative Measure

Complexity Band Level (provide range): 6-8

Lexile or Other Quantitative Measure of the Text: 1070L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task: Our students have limited background knowledge and vocabulary which may inhibit understanding.

Potential Challenges this Text Poses:

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

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.

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)

CCSS.ELA-Literacy.RI.6.9-Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Recommended Placement

While it is an appropriate grade level text, it may be a bit lengthy for the average sixth grade student.

Lesson Plan #3: Research

Learning Progressions for this Lesson:

- Group ideas into categories to logically organize using strategies such as definition, classification, comparison/contrast, and cause/effect
- Recognize how graphics, formats and multimedia add clarity to a paper
- Select and utilize appropriate graphics, formats and/or multimedia to support thesis
- Evaluate and select information and examples based on significance and relevance addressing the needs of the audience

Standards:

[CCSS.ELA-Literacy.W.6.7](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[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.

[CCSS.ELA-Literacy.SL.6.2](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Students Will Know:

- Research
- Paraphrase correctly
- Cite a variety of sources
- Plagiarism

Students Will Be Able To:

- Conduct research drawing on several sources
- Synthesize and summarize information
- Cite a variety of sources

Lesson Essential Question(s):

How can a writer gather relevant information from multiple print and digital sources to answer a research question?

Activating Strategy

The teacher will ask the students what the difference is between reliable and unreliable? How can you decide if a website is reliable or unreliable? Look at the Penguins as Pets website as a class.

<http://www.exoticanimalsforsale.net/penguins-for-sale.asp>

With your shoulder partner decide whether this website is reliable or unreliable? How can you tell?

The teacher should point out that what the website is called and the information it provides do not correlate. The website is filled with advertisements. Anyone from anywhere can post onto the website.

Key vocabulary to preview:

Plagiarism
Paraphrase
Synthesize
Relevant
Reliable

Lesson Instruction

Learning Activity 1-

The teacher will model how to develop a research question by using thunderstorms as an example.

Some examples could be:

What causes thunderstorms?

What are the dangers of thunderstorms?

How do thunderstorms benefit the environment?

As a class, students will practice developing research questions using tornadoes as an example.

Think-Pair-Share-Square- students each develop two questions pertaining to tornadoes. Students will share with their partner and choose the best two. Pairs will square off, share their questions, and decide as a group of four and decide on the best one. Students will share their group's best question.

Students will develop a research question based on earthquakes on an index card.

Materials Needed:

Internet access

Pencil

Paper for note taking

Index card

Formative Assessment LA 1:

Students will develop a research question based on earthquakes.

Learning Activity 2-

Teacher will model how to research for the answer to the research question: What causes thunderstorms?

The teacher will explain the difference between .com, .org, .gov, and .edu

The teacher will explain that you should find your answer in more than one source.

The teacher will explain how important it is to write down the sources that were used to gather information so that they can be cited in your writing.

Some cites that can be used as unreliable:

<https://www.quora.com/What-causes-a-thunderstorm>

http://www.weatherquestions.com/What_causes_thunderstorms.htm

Some cites that can be used as reliable:

<https://pmm.nasa.gov/education/content/what-causes-thunderstorms>

<http://www.nssl.noaa.gov/education/svrwx101/thunderstorms/>

As a class, students will practice researching for the answer to their research question. Each group will have a different question based on what their group came up with. Students will record the information that they found to answer their question and the sources that they used on their index card.

Materials Needed:

IPad/computer

Paper for note taking

Index card

Formative Assessment for LA 2:

Students will research the question they developed about earthquakes.

**Learning Activity 3-
(Attachment H)**

Teacher will model how to synthesize the information gathered from multiple sources to formulate a coherent paragraph that answers the research question and gives credit to the sources.

Example:

According to The National Severe Storms Laboratory “A thunderstorm is a rain shower during which you hear thunder. Since thunder comes from lightning, all thunderstorms have lightning.” There are specific conditions that cause thunderstorms to happen. They form “when an air mass becomes unstable...”

(<https://pmm.nasa.gov/education/content/what-causes-thunderstorms>). Basically, when there is moisture and rising air that is warm the conditions are right for a thunderstorm.

Students will practice synthesizing the information they gathered from multiple sources to write a coherent paragraph that answers their research question and gives credit to the sources.

Materials Needed:

Index cards with sources listed

Paper

Pencil

Formative Assessment for LA 3:

Students will work individually to synthesize the information they gathered to write a coherent paragraph to answer their research question about earthquakes.

Summarizing Strategy:

Students will create a research question about blizzards. Then they will research the answer to the question. They will use their research to write a paragraph answering their question about blizzards and giving credit to the appropriate sources.

Attached Resources:

Lesson Plan #4: Expository Writing

Learning Progressions for this Lesson:

- Select an appropriate topic open to examination, discussion, or explanation
- Engage reader with an intriguing opening
- Create a thesis statement
- Determine and use appropriate text structure(s) to organize
- 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
- Support topic with a thesis statement
- Support thesis statement using the strongest examples
- Use evidence to effectively elaborate on the topic
- Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples
- Construct a brief recap of the key concepts
- Provide an impactful concluding statement that addresses the significance of the topic
- Provide a concluding statement or section that follows from the information or explanation presented

Standards:

CCSS.ELA-Literacy.W.6.2a-b,f

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.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Students Will Know:

- Thesis statement
- Organizational patterns
- Effective introduction/Hook
- Final/Concluding statement

Students Will Be Able To:

- Create a thesis statement
- Engage reader with an intriguing opening
- Use evidence to effectively elaborate on the topic
- Provide an impactful concluding statement that addresses the significance of the topic

Lesson Essential Question(s):

How can a writer develop a clear and coherent informational essay?

Activating Strategy

(Attachment L) Students will work with their shoulder partner to sort domain-specific vocabulary words to match their definitions:

Thesis Statement- The last sentence of your first paragraph that sums up what your paper is about.
Topic Sentence- The first sentence of a body paragraph that introduces what that paragraph is about.
Hook- The first sentence or two of your introduction that grabs the reader's attention.
Conclusion- The final paragraph of an essay that sums up what the paper is about.
Text Structure- The way your essay is organized.
Supporting Details- Specific details and evidence that prove your thesis.
Text Features- Elements of a text that help organize and call attention to specific information.

Key vocabulary to preview:

(Attachment M)

SCOOT Activity with examples of each vocabulary word.

Students will move around in small groups from station to station answering multiple choice questions pertaining to the vocabulary from the activating strategy.

Lesson Instruction

Learning Activity 1-

1. The teacher will explain that an informational essay is sometimes called an expository essay. It is non-fiction. It is meant to explain or inform the reader about a particular topic. There are several ways to organize an informational essay such as compare/contrast or cause/effect. Before writing your essay you need to determine which organizational style is most appropriate for your purpose.
2. The teacher will explain that there are three models for cause and effect writing (See pg. 37 of Performance Assessment Workbook for examples):
 - a. Cause to Effect
 - b. Effect to Cause
 - c. Casual Chain
3. Using "Hunting for Hazards" the teacher will model how to use the DOE CCSS aligned writing rubric to analyze the hook, thesis statement, topic sentences, supporting details, and conclusion. The teacher should also point out that this essay is organized with the Cause to Effect pattern.
4. With their seat partners, students will read "One Thing Led to Another" and use the rubric (**Attachment I**) to analyze the hook, thesis statement, text features, supporting details, and conclusion.

Materials Needed:

DOE CCSS Rubric

Performance Assessment Workbook

Formative Assessment LA 1:

1. Individually, students will read "Hurricanes and Tornadoes in the U.S." and use the rubric to analyze the hook, thesis statement, supporting details, and conclusion.

Learning Activity 2-

1. (**Attachment J**) The teacher will remind the students that when writing an informational essay they need to consider the best way to organize their writing. In a compare/contrast essay a writer points out the similarities and differences between subjects. You can organize your essay by using a point by point or subject by subject pattern. (Refer to page R19 in the textbook.)
2. The teacher will model how to compare using a graphic organizer to point out the similarities and differences about the topic in the text "Hurricanes and Tornadoes in the U.S."

3. With their shoulder partner students will read and discuss “What You Should Know About Tornadoes” and “Basic Facts About Hurricanes.” Students will fill in a compare/contrast organizer (2 block overlap organizer) describing the similarities and differences between hurricanes and tornadoes.

Materials Needed:

Performance Assessment Workbook

Formative Assessment for LA 2:

Students will select to use either a point-by-point or subject-by-subject graphic organizer to record the relevant information from the texts that they plan to use in their writing.

Learning Activity 3-

1. The teacher will use the graphic organizer that was filled in during teaching activity 2 to model how to write topic sentences and organize the body of an essay.
2. Students will work with their shoulder partner to practice writing topic sentences and organizing the body of an essay using the organizer they filled in about “What You Should Know About Tornadoes” and “Basic Facts About Hurricanes.”

Materials Needed:

Performance Assessment Workbook

Formative Assessment for LA 3:

Students will draft their three body paragraphs for their compare and contrast organizer.

Learning Activity 4-

1. To write an effective introduction you must have a hook and a strong thesis statement. To write a hook you can use a question, a point of excitement, or an interesting fact. Your thesis statement is the last sentence of your first paragraph. It sums up what your paper is about. Teacher will provide sample thesis statements.
2. Students will refer back to the essay “Hunting for Hazards” and as a class we will rewrite the introduction to make it more engaging and effective.
3. Students will look at “What Should You Know About Tornadoes?” and write an introduction, including a hook and thesis statement.
4. Think-Ink-Share: Students will exchange with their shoulder partner and make suggestions for improvement of the hook and the thesis.
5. Teacher will select a few to share.

Materials Needed:

Performance Assessment Workbook

Formative Assessment for LA 4-

Students will draft a hook and thesis statement, and write the introductory paragraph for their compare/contrast essay.

Learning Activity 5-

1. The teacher will explain that the conclusion mirrors the introduction. The first sentence of the conclusion should be the thesis restated in new words.
2. As a class, we will look at the thesis statement in “Hunting for Hazards” and reword it to be an effective concluding statement.
3. With your shoulder partner, look at the thesis statement for “What Should You Know About Tornadoes?” and rewrite it as an effective concluding statement.
4. Think-Pair-Share-Square: Compare your answer to another pair.
5. The teacher will have a few pairs share what they wrote.

Materials Needed:

Performance Assessment Workbook

Formative Assessment for LA 5-

Students will draft the concluding paragraph of their essay.

Summarizing Strategy:

Students will read “What Are Rogue Waves?” and “What Causes Tsunamis?” and develop a hook, thesis statement, three topic sentences, and a concluding statement for an essay comparing and contrasting these two wave events.

Attached Resources:

Notes: An alternate source that may be adapted for use with this lesson is:

http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw5_unit6.pdf

<http://www.hurricane.com/what-is-a-hurricane.php>

<http://eschooltoday.com/natural-disasters/tornadoes/what-is-a-tornado.html>

<http://www.nationalgeographic.org/news/rogue-waves/>

<https://www.thoughtco.com/what-is-a-tsunami-1203698>

<http://www.dictionary.com/browse/thesis>

Unit 3: Mammoth Shakes and Monster Waves

Name: _____

Date: _____

Vocabulary Word	Day 1 Paraphrase definition	Day 2 Draw a picture or a symbol	Day 3 Collaborative pairs-answer the questions on the power point	Day 4 Complete the sentences
rupture			What might cause a balloon to rupture?	There was a rupture in my car tire because I...
gauge			How can a teacher gauge a student's effort?	It was difficult to gauge her mood because...
traumatize			What might traumatize an animal?	Something that might traumatize a young child is...

Vocabulary Word	Day 1 Paraphrase definition	Day 2 Draw a picture or a symbol	Day 3 Collaborative pairs-answer the questions on the power point	Day 4 Complete the sentences
degradation			How would you describe the degradation of an area after a hurricane?	The degradation of the forest was caused by...
magnitude			What is something that happens in nature that has great magnitude?	The magnitude of the earthquake caused...

Attachment B

Suggested Sentence Starters:

I wonder...

I predict...

A connection I can make to the text is...

One thing I didn't understand is...

A question I have about the text is...

Something I thought was interesting...

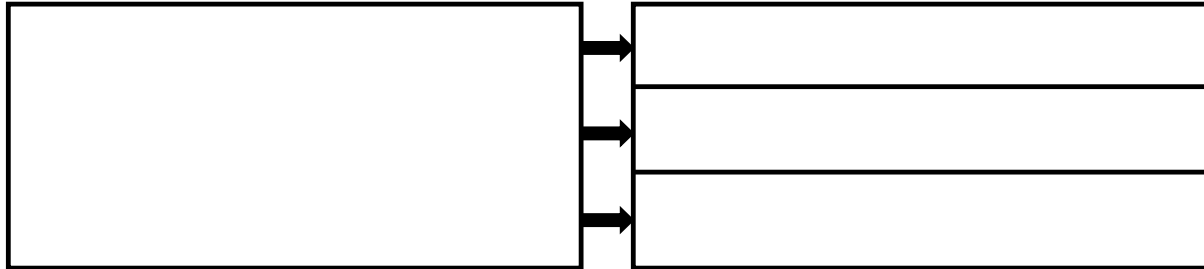
Line #'s	Say Something...
1-29	
30-75	
76-105	
106-149	
150-178	
179-219	
220-260	

Line #'s	Say Something...
261-301	
302-329	
330-363	
364-396	
397-416	
417-441	

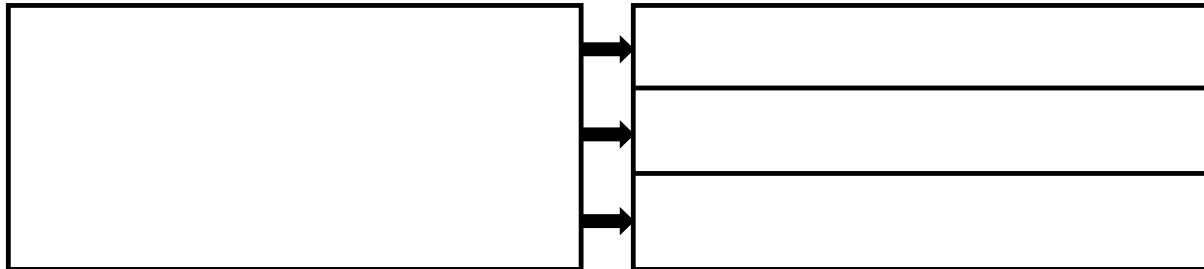
Mammoth Shakes and Monster Waves

Concept/Subject: Main Idea and Key Details

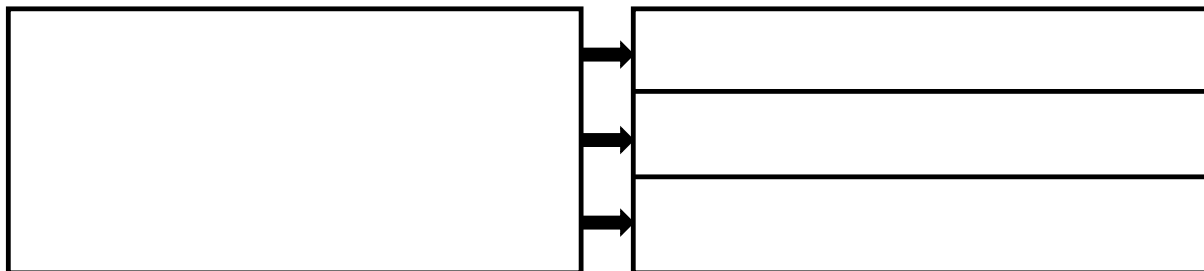
“Head for the Hills! It’s Earth Against Earth” = Main Idea AND Key Details



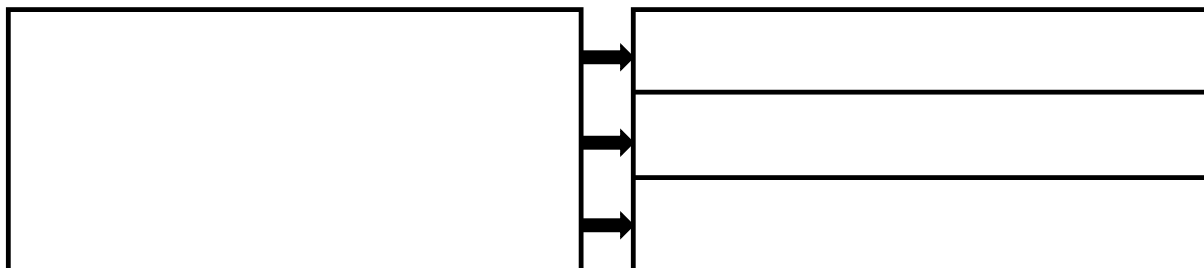
“The Sea is Coming” = Main Idea AND Key Details



“Trumpeting Elephants, Skittering Crabs, and the Power of Story” = Main Idea AND Key Details

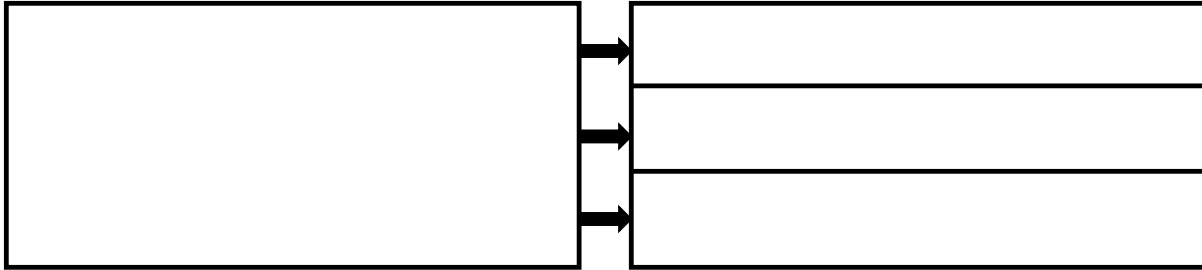


“Swamped and Scared” = Main Idea AND Key Details

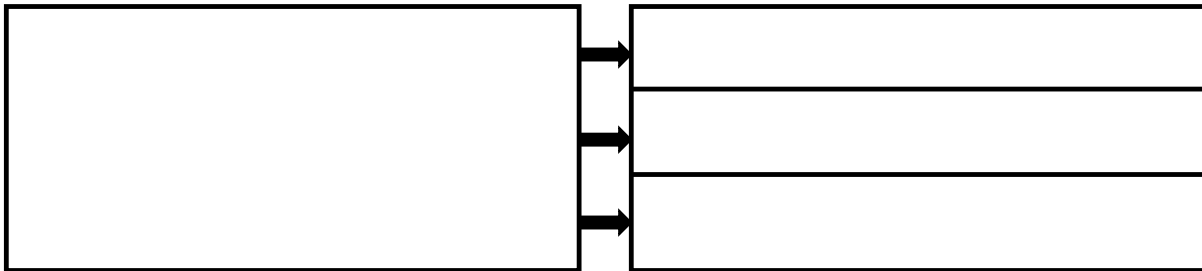


Attachment D

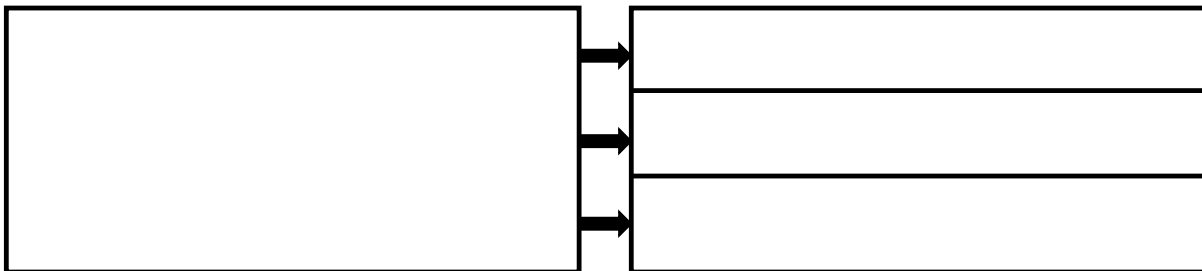
“Rebuilding” = Main Idea AND Key Details



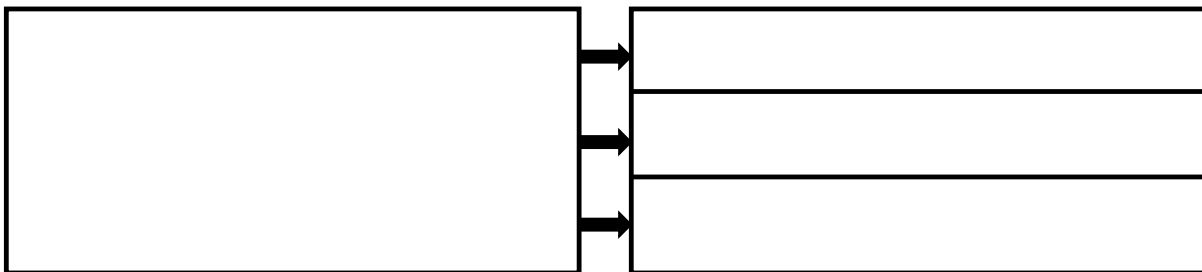
“Tree Zones” = Main Idea AND Key Details



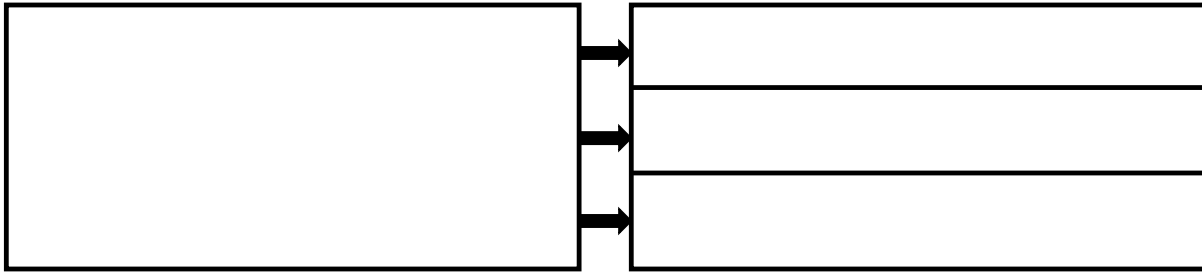
“Warnings” = Main Idea AND Key Details



“The Orphan Tsunami” = Main Idea AND Key Details



“Now You See It, Now You Don’t” = Main Idea AND Key Details



Unit 3: A Night to Remember

Name: _____

Date: _____

Vocabulary Word	Day 1 Paraphrase definition	Day 2 Draw a picture or a symbol	Day 3 Collaborative pairs-answer the questions on the power point	Day 4 Complete the sentences
shudder			What might cause a person to shudder?	I felt my sister shudder when...
indulge			What is one way you indulge yourself?	My mother likes to indulge in...
knot			When a ship is going one knot is it going fast or slow?	The captain cranked the speed to 15 knots because...

Vocabulary Word	Day 1 Paraphrase definition	Day 2 Draw a picture or a symbol	Day 3 Collaborative pairs-answer the questions on the power point	Day 4 Complete the sentences
jar			What might jar a person awake?	A person who was jarred would look...
ominous			How might clouds look ominous?	Something that may appear ominous is...

Before/During/After Comparison Chart

Concept/Subject: A Night to Remember/What They Wore

Before	During	After

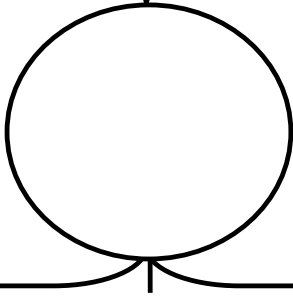
Summary/conclusions:

Analyze Relationship Web Organizer

Concept/Subject:

Lines 4-6 What are the powerful verbs, nouns, adjectives, and adverbs used? What are the effects of these words?

Lines 23-36 How does the sentence structure and punctuation in this section have an effect on the reader and help the reader experience the action described?



Lines 53-56 What does “Whiskers ‘round the Light” mean and why did the author include this detail?

Lines 157-165 How does the punctuation create meaning for the reader?

Lines 196-213 What is the author’s tone? Explain.

Explain the author’s tone of the text.

Concept/Subject: On the Titanic, Defined by What They Wore

Word choice:

Sentence Structure:

Style and Tone

Imagery:

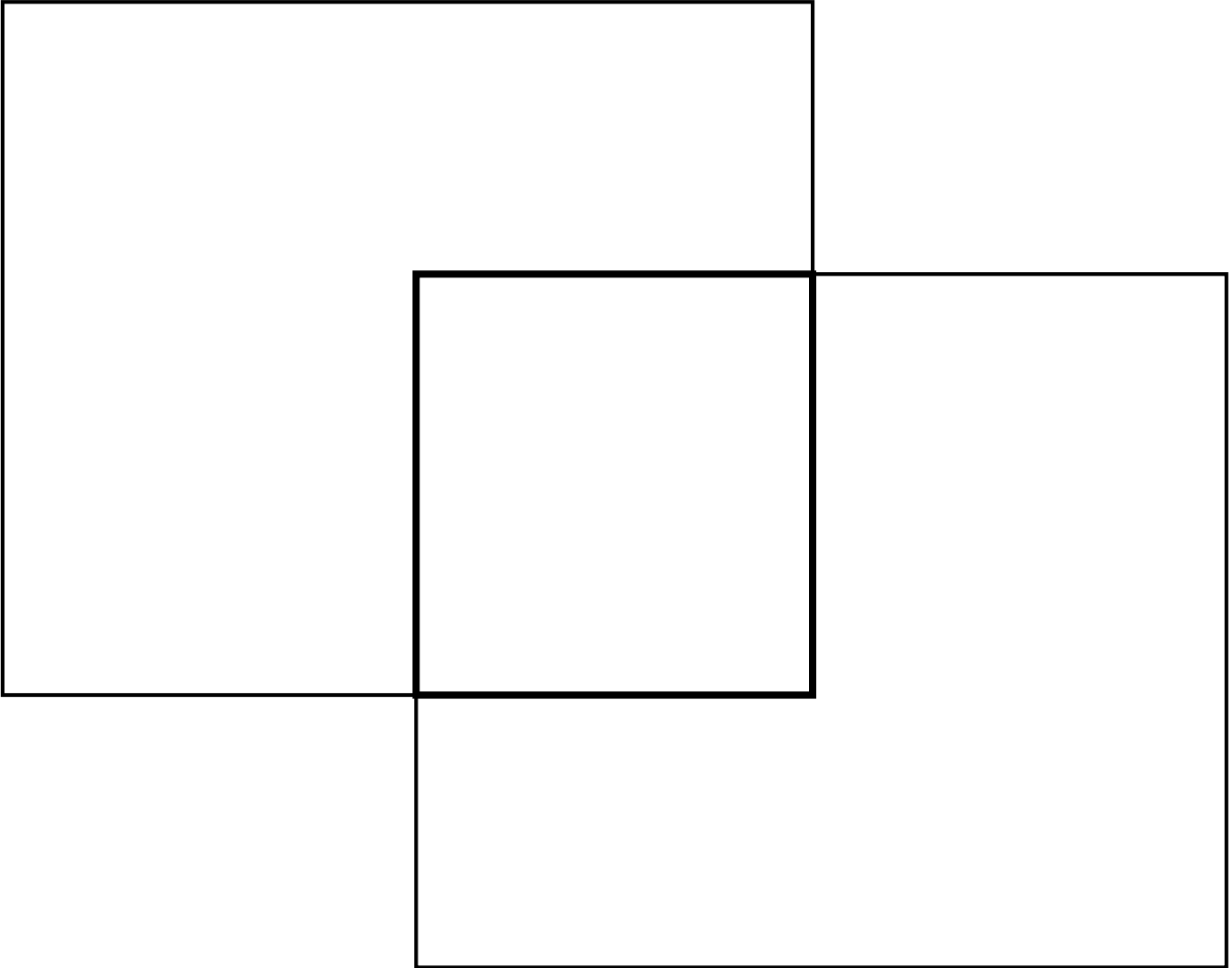
Punctuation:

Tone:

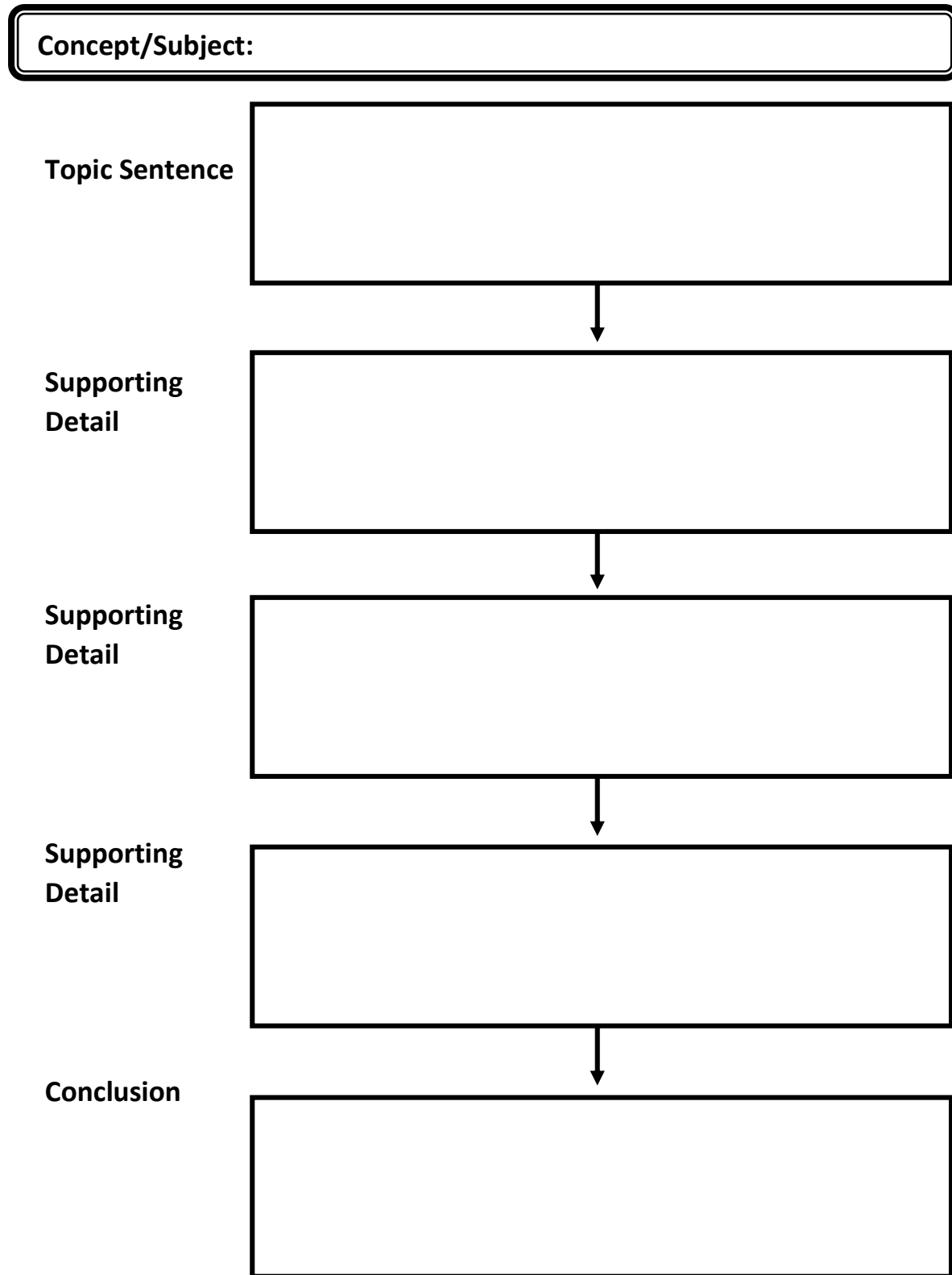
Explain the authors tone of the text.

2 Block Overlap Organizer for A Night to Remember

Concept/Subject:



Paragraph Flow Chart



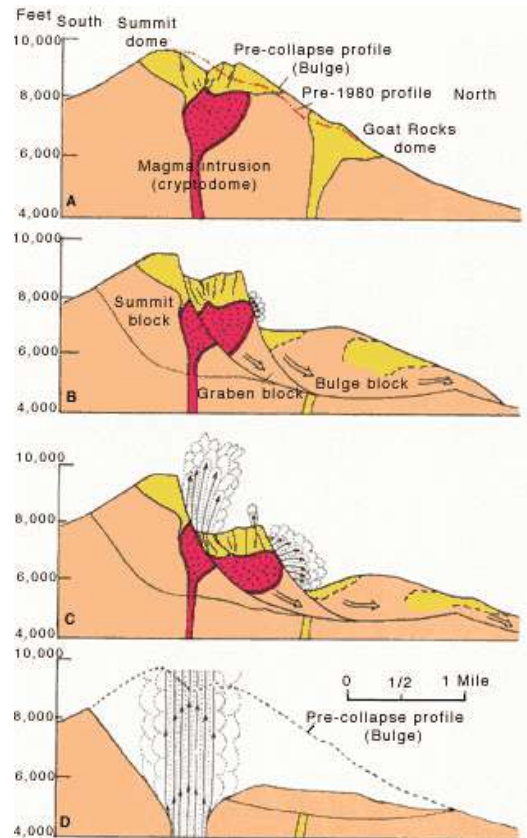
2 Concept Compare and Contrast Organizer with Summary

Concept/Subject:		
	How Alike?	
<hr/> <hr/> <hr/>		
How Different?		
	With Regard To	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Summarize:		

Memories of May 18, 1980 by Richard Thompson

- 1 When my best friend, Bobby, and I headed from Seattle, Washington, toward Mount St. Helens on Friday, May 16, 1980, in my pickup truck, we never would have guessed how close we were going to come to a true disaster. Two months earlier, on March 20, an earthquake measuring 4.2 on the Richter scale shook the area. A week later, the now-active volcano had a minor eruption, shooting steam high into the air. Then, for more than five weeks, the area rumbled while the mountain vented steam and ash as a section on the north slope began to swell. As a couple of guys who were almost done with our senior year in high school, Bobby and I thought it would be a great adventure to go check out the area. After school let out for the weekend, we packed up my old Chevy pickup and headed off to see the mountain.
- 2 I had lived in Washington my whole life, and the area around Mount St. Helens was a favorite vacation spot for me. As a boy, I often went fishing with my father in the streams fed by the mountain's glaciers. Every year we would camp at the foot of the mountain, hike the many trails around the area, and spend time as father and son. Even as a child, I was fascinated by the fact that huge glacial ice chunks formed on the top of a dormant, or inactive, volcano.
- 3 Scientists who study volcanoes classify them as dormant or active based on the chance that the volcanoes will erupt. When I was a kid, nobody thought Mount St. Helens would have a major eruption, so it was classified as dormant. Then, after the events of March 20, people reexamined those opinions. As Bobby and I started our trip, I was filled with excitement. I couldn't wait to see how the events had changed the area. As we got closer to the mountain, we were forced to stop at a roadblock manned by a Washington state trooper.
- 4 He told us that officials were closing the mountain to visitors because scientists said it might erupt. These scientists thought the magma building just below the mountain's surface and the unusual amount of earthquake activity in the area could be awakening a dormant volcano and turning it active. I remembered from science class that magma is a high-pressure mix of melted rock and gas bubbles from inside Earth. Before we turned around, I asked where we could camp and get some pictures. The trooper said we might be able to get pretty close at the south fork of the Toutle River.
- 5 We spent two nights camping and exploring, and on May 18, we got up early to head home. We were just a few miles into our drive back to Seattle when Mount St. Helens exploded. I don't remember any sound, but I felt the rumbling of the blast through the old suspension of my truck. Then the plume of smoke began to grow like an atomic explosion. While Bobby began to take photos from the passenger side, I concentrated on fleeing as quickly as possible. The ash cloud began to spread through the sky as I accelerated as fast as I could down the road. As I drove, Bobby described the massive landslide he saw in the distance. Rocks, ice, mud, and trees were tearing apart the previously pristine, snowcapped mountain. A large part of the north slope of the mountain had exploded, all of which moved downward at a high rate of speed.
- 6 What we didn't learn until later was that another earthquake, this one measuring 5.1, had taken place almost directly underneath the mountain. The earthquake caused a massive landslide on the north slope of the mountain where the magma had started to swell. As the land above the magma began to slide, the magma was exposed to a much lower pressure, which caused a massive explosion. The explosion propelled gases, pumice, and ash upward and straight down the remaining northern side of the mountain. The gases, pumice, and ash then overtook the initial landslide, continuing to tear apart the entire northern section of the mountain.

- 7 Soon, ash and rock began to fall on the truck. We continued to speed down the highway, my brain automatically tapping into my driving skills while my heart beat faster and faster. I remember turning on my headlights so that I could see the road. And then, before I realized what was happening, my truck died. As I coasted to the side of the highway, we became stuck in thick ash that covered the ground. The carburetor on my truck had sucked in too much ash to function. For several hours, Bobby and I sat in the truck before deciding to tie t-shirts over our faces and hike through the ash to the nearest house for safety.
- 8 Mount St. Helens looks quite different now than it did before that terrible day. These diagrams from the U.S. Geological Survey show how much it changed within mere minutes.



Cross sections showing the collapse of Mount St. Helens on May 18, 1980.

Courtesy of the U.S. Geological Survey

- 9 The first diagram shows the volcano in the early morning of May 18, 1980. The second and third diagrams show the beginning of the vertical eruption and lateral blast. The last diagram shows the slide and collapse as the vertical eruption continued.
- 10 In addition to a significant change in the shape of the mountain, the trees and vegetation that once covered the north slope were torn away by the landslide. Even now, decades later, the logging industry that once profited from cutting down huge trees on Mount St. Helens has still not returned.
- 11 Obviously, Bobby and I didn't make it back to school on Monday, May 19. But at least we had a good excuse! And the experience itself made me interested in environmental activism, which I continue to this day.

Thesis Statement	The last sentence of your first paragraph that sums up what your paper is about.
Topic Sentence	The first sentence of a body paragraph that introduces what that paragraph is about.
Hook	The first sentence or two of your introduction that grabs the reader's attention.
Conclusion	The final paragraph of an essay that sums up what the paper is about.
Text Structure	The way your essay is organized.
Supporting Details	Specific details and evidence that prove your thesis.
Text Features	Elements of a text that help organize and call attention to specific information.

Attachment M

Thesis Statement- The last sentence of your first paragraph that sums up what your paper is about.

Topic Sentence- The first sentence of a body paragraph that introduces what that paragraph is about.

Hook- The first sentence or two of your introduction that grabs the reader's attention.

Conclusion- The final paragraph of an essay that sums up what the paper is about.

Text Structure- The way your essay is organized.

Supporting Details- Specific details and evidence that prove your thesis.

Text Features- Elements of a text that help organize and call attention to specific information.

SCOOT Activity with examples of each vocabulary word.

Students will move around in small groups from station to station answering multiple choice questions pertaining to the vocabulary from the activating strategy.

Answer Key

- 1. Topic Sentence**
- 2. Thesis Statement**
- 3. Supporting Details**
- 4. Hook**
- 5. Text Structure**
- 6. Text Features**
- 7. Supporting Details**
- 8. Topic Sentence**
- 9. Answers may vary**
- 10. Topic Sentence**
- 11. Thesis Statement**
- 12. Text Structure**

1. The highlighted section of the text is the _____.

- a) Topic sentence
- b) Hook
- c) Thesis statement
- d) Text structure

In its quest to reduce motor vehicle accidents and casualties, the British Columbia government has introduced stringent requirements for new drivers. While many applaud the new rules as a step toward reducing the carnage on our roads, many others argue that the new rules are unfair and unnecessary. By examining the transportation needs of young people, the issue of individual responsibility, the costs of driving education, and the accident rates for various age groups, we will see that these new driving regulations are indeed unwarranted and need to be modified.

2. The underlined portion of the text is the _____.

- a) Topic sentence
- b) Hook
- c) Thesis statement
- d) Supporting details

A mobile phone is lost every second by some estimates. A 2011 survey shows that about 22% of Americans have lost a mobile phone. When a person loses their phone, they don't just lose a device that may have cost as much as \$600, they lose phone numbers, photos, and sensitive information. If the phone isn't locked and it gets lost or stolen, someone may use it to commit identity theft. Perhaps the worst part about this is that it can be prevented. Today's smart phones have free applications that allow you to find your lost phone using GPS signals. Even if you cannot retrieve your phone, you can use these applications to delete your data so that you are less likely to become a victim of identity theft. Losing your phone feels horrible, but if you take the time to install a phone-finding app, you'll be much better prepared to deal with it.

3. The highlighted portion is an example of _____.

- a) Topic sentence
- b) Supporting details
- c) Thesis statement
- d) Conclusion

I previously thought that taking Computer Applications only prepared me for a secretarial position. Now, I know that Computer Applications will not only prepare me for the world of work, but it will teach me great skills that I can use everyday. I'm learning how to type by touch which will allow me to write my school essays and reports faster and neater. I will learn to format documents and use the formatting features in Microsoft Word. I will create spreadsheets and charts in Excel. I will apply PowerPoint templates and add graphics to slides to produce creative presentations. Computer Applications will give me the expertise to do well on assignments in all of my classes.

4. What does the highlighted portion of text represent? _____.

- a) Hook
- b) Supporting details
- c) Thesis statement
- d) Conclusion

SCHOOL UNIFORM

The topic of school uniforms has been highly debated for many years. Many would think it would be the teachers versus the pupils in this debate but they would be wrong, this argument has members from both sides fighting for and against it. In this essay I will look at the topic from both sides and be un-objective in my writing.

Many of the arguments made in favour of school uniforms have something to do with the safety of the school community as a whole. For example some may say that with school uniforms children do not get bullied for what clothes they wear as everyone is the same or theft is reduced as there is less temptation to steal from others. With uniforms in theory everyone is the same as opposed to a school without uniforms where everyone dresses how they like, making it possible for other people to pick on them for a choice they have made. Uniforms, essentially, eliminate this method of bullying, even though it still exists to some extent. Another advantage of uniforms is the fact pupils do not need to waste time in the morning thinking of what to wear to school, the uniform is already there.







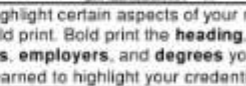
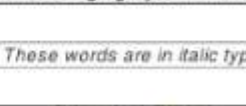

Some see uniform as a sign of pride and unity within the pupil community, this can be seen at competitions when schools compete against each other and the uniforms can be recognised. This is also good advertising for the school as people may recognise the uniform, which is why pupils are expected to look presentable and tidy, if not a lot of schools have some sort of punishment for untidy pupils. Many people believe all pupils hate uniforms,

5. The way your essay is organized is determined by your_____.

- a) Hook
- b) Text structure
- c) Thesis statement
- d) Conclusion

6. These are all examples of _____.

- a) Conclusion
- b) Text Structure
- c) Supporting Details
- d) Text Features

Title	Given to a book or section of a book; gives the reader an idea about what will be read in the book or section of the book	
Heading	Descriptors that help the reader to group information and predict what will be read	
Captions	Words underneath a picture or photograph that explains what it is or is about	
Graphs	Shows information in a visual way so that it is more easily understood by readers	
Charts or tables	Gives information in a visual way so that it is quicker and easier to read information	
Diagrams	Drawing of the parts of something	
Bold-faced Print	Dark words; calls attention to important words or terms; also shows which words can be found in the glossary	
Italics	Words that are slanted or sloped to the right; calls attention to important words or terms; also shows which words can be found in the glossary	
Maps	Small pictures of large areas; helps the reader to understand where places are in an area	

7. The underlined text represents _____.

- a) Conclusion
- b) Text Structure
- c) Supporting Details
- d) Text Features

Hurricane Katrina began as Tropical Depression Twelve over the southeastern Bahamas on August 23, 2005. The depression later strengthened into a tropical storm on the morning of August 24 where the storm was also named *Katrina*. Katrina continued to move into Florida, and became a Category 1 hurricane only two hours before it made landfall around Hallandale Beach on the morning of August 25. The storm weakened over land, but became a hurricane again while entering the Gulf of Mexico.

8. The bold part of the text represents the _____.

- a) Topic sentence
- b) Supporting details
- c) Thesis statement
- d) Conclusion

Tsunamis are very long waves in the ocean, sometimes hundreds of miles long. Tsunamis usually start suddenly. They may begin as normal waves and change to big waves very quickly. After this change, tsunami waves will travel at great speed across the ocean with little energy loss. Just before they hit land, the water will draw back off of the coast. If the slope of the coast is shallow, the water may pull back for many hundreds of feet. People who are unaware of the danger may be drawn by this strange site and remain on the shore. When the tsunami finally hits, it may remove sand from beaches, destroy trees, damage houses and even destroy whole towns. Tsunamis are tremendously powerful.

9. What is the conclusion of this paragraph?

*Provide a sentence on your scoot graphic organizer that explains the conclusion.

A hurricane is the most powerful storm known on Earth. Forming over warm ocean waters off the coast of the tropics, they can become gigantic swirling mixtures of air and water between 100 and 900 miles wide. Wind speeds can average about 75 miles per hour. Hurricanes do the worst damage to coastal cities because they quickly lose their strength when they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

10. The bold portion of text represents the _____.

- a) Hook
- b) Supporting details
- c) Topic sentence
- d) Conclusion

A hurricane is a large storm with heavy winds and rain that begins in the ocean and builds up strength as it moves across the water. While some of the damage caused by hurricanes is from high winds, most of it is usually from tidal surge, flooding entire cities, and killing large numbers of people. A tornado is a storm that develops on land, with no warning, and moves in a circular motion with heavy winds with a funnel shape, picking up and carrying dirt, dust, and even objects. The damage caused by tornadoes is from the high velocity winds, which are extremely destructive and deadly. They can demolish entire neighborhoods in a matter of a few seconds to a few minutes. Tornadoes can form when hurricanes make landfall, as their winds at ground level slow down, while the winds near the top keep their momentum, but a hurricane cannot be created by a tornado.

11. The underlined portion of text represents the _____.

- a) Hook
- b) Supporting details
- c) Thesis statement
- d) Conclusion

No one knows exactly what causes tornados, but some scientists believe that when warm air meets cold air, a tornado may form. The reason for this is that the warm air is lighter than the cold air, so it rises up fast and meets different winds moving different directions. Under the right conditions, this can cause a tornado. Though there is still much mystery surrounding tornados, many people believe that when warm moist air meets cool dry air, tornados can result.

12. The following are examples of _____.

- a) Hook
- b) Supporting details
- c) Text structure
- d) Conclusion

