

# Essential Standard Unit Plan

<p><b>Essential Standard:</b> 6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input checked="" type="checkbox"/> Product
<p><b>End-of-unit assessment:</b> A fully-developed informational essay on a student selected career in the health sciences.</p>	<p><b>When taught:</b> Quarterly</p> <p><b>Instructional days needed:</b> 20 - 24 days</p>

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
<ul style="list-style-type: none"> <li>● The six traits of writing               <ul style="list-style-type: none"> <li>○ Conventions</li> <li>○ Word Choice</li> <li>○ Voice</li> <li>○ Ideas</li> <li>○ Organization</li> <li>○ Fluency</li> </ul> </li> <li>● Purpose of writing</li> <li>● Audience</li> <li>● Writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Convey your ideas in a logical order</li> <li>● Identify key details from sources</li> <li>● Cite evidence</li> <li>● Transitional words and phrases</li> </ul>		<ul style="list-style-type: none"> <li>● Produce a fully-developed essay               <ul style="list-style-type: none"> <li>○ Introduction                   <ul style="list-style-type: none"> <li>■ Thesis statement</li> </ul> </li> <li>○ Body                   <ul style="list-style-type: none"> <li>■ Supporting details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul>

<p><b>Student-friendly learning targets:</b></p> <ul style="list-style-type: none"> <li>* I can identify and explain the six traits of writing.</li> <li>* I can determine the audience and purpose for writing.</li> <li>* I can identify key details from sources and explain how they support the main idea.</li> <li>* I can create a thesis statement.</li> <li>* I can organize the information into a logical sequence.</li> <li>* I can demonstrate the use of transitional words and phrases.</li> <li>* I can write a rough draft, revise, edit, and publish my essay.</li> </ul>
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Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Timeline
Pre Unit Assessment (Write an essay explaining the process you use to write an essay.) and begin instruction on the	Assessment will provide teachers with an understanding of student knowledge of the standard	Students will complete the pre unit assessment and create a goal for themselves based on their current level of	Day 1

essential standard.	prior to instruction.	knowledge.	
Students complete an exit ticket stating the audience and purpose of a writing sample.	This will share with the teacher if the students are able to identify who the writing is for and the purpose.	Students will read a writing sample and complete the ticket. Exit ticket will be turned in to teacher.	Day 2 - 3
Teacher observation of student graphic organizer. Are students identifying key details and are they able to explain why they were selected.	Teachers will know if students are able to read sources related to their topic and identify appropriate details for their informational essay.	Students are researching the career of their choosing.	Day 4 - 6
Teacher will meet with each student to review their thesis statement and provide feedback.	Teachers will know if students are able to clearly articulate the purpose of their writing.	Students are writing and revising their thesis statement to ensure alignment with the purpose of the writing.	Day 7 - 15
Students will participate in peer revision and editing of their partner's work. Students will look for: conventions, word choice, ideas, organization, and fluency.	Teachers will know if students are able to identify the traits of writing.	Students are looking for specific items in their partner's essay and providing them feedback.	Day 16 - 20
Teacher will meet with each student to review their essay and provide feedback.	Teachers will know if student is able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Student is reviewing their writing and identifying areas of improvement.	Day 21 - 23
Post Unit Assessment: A fully-developed informational essay on a student selected career in the health sciences.	Teachers will know if student is able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students will complete the post unit assessment and reflect on their achievement towards their goal for themselves.	Day 24