

“Writing Lessons According To the 6 Traits of Writing” July 2007

Lesson Title: Abe Lincoln/Empowering Writers

Trait: Organization

Grade Level: 5

Content Area: Language Arts

MA Framework: Composition

Strand/Standard: 23.6 23.7

Teacher: Jennifer Rand

Instructional Content/Strategy/Strategies: *Describe the content/strategy learned and used.*

Given a story that has been cut into sentences and pasting them in logical order, students will collaborate and decide what are the topic sentences, main ideas, and details in a given five paragraph essay.

Instructional Objectives: *Include content, process or skills, goals . .*

Students will decide on the placement of descriptive details about setting, characters, and events in a story. They will group related ideas and place them in logical order when writing summaries or reports.

Description: *Include how you proceeded with the lesson. What did you do?*

Discuss the importance of making sure that supporting details are directly related to the topic sentences after students are familiar with the expository pillar framework. Students are given a topic and three broad but distinct main idea sentences.

They are given a collection of relevant detail sentences. Students must group detail sentences beneath the corresponding main idea sentence.

Resource Materials: *Include book chapter pages, handouts, graphic organizers . . .*

Empowering Writers Expository Writing Book 1

Organization and Analysis Pages 18-22 and pages 31-34

Assessment/Follow-up: *List the method(s) you'll use to assess student learning*

Have group discussions regarding their decisions.

Have students write an essay on A Memorable Person using the expository pillar as a graphic organizer

Reflection: *How was this content/strategy useful or successful? What changes would you make, if any? Why did you select this content/strategy for this lesson? Was this an effective content/learning strategy? How will this content/strategy lead to increased achievement in your classroom?* **This is an important lesson that sets up the framework for much of the writing we do in the first quarter of fifth grade. Students need to understand what a topic sentence is and that the supporting details must directly relate to the topic sentence. Students enjoy discussing with other students the decisions they make regarding the organization and they like the ability to physically move the sentence strips around. This lesson also introduces the students to introductory and concluding paragraph.**