**Name: Kesha Prince Grade Level: 6TH GRADE**

**LESSON 5**

|  |
| --- |
| **1.** **Content Objective(s)/State Standards:**   * Students will be able to write a claim and support it with reasons and evidence by receiving a 4 out of 6 on their MyAccess writing on the Holistic Score. * Students will be able to develop and organize clear and understandable writing that is appropriate for a specific task, purpose, and audience by receiving a 4 out of 6 on their MyAccess writing in the topic of Organization. * Students will be able to revise their writing for meaning, interest, and style by receiving a 4 out of 6 on their MyAccess through their Holistic Score, if it is not at a 4 they are able to revise and resubmit. * Students will be able to establish a consistent style and tone in their writing by receiving a 4 out of 6 on their MyAccess writing in the topic of Language Use.   **Behavior:**  This will take a lot of writing on the student’s part, as well as typing. The students have used MyAccess in the past, a few times, but may need help with their typing speed and informational comprehension to write the work. |
| **2.** **Instructional Focus:**  Students will be creating work based off of what they have learned on Character Traits for the past 8 days lessons. |
| **3. Interesting Texts/Materials for Instruction**  What text(s)/materials are you using for your lesson?  **Criteria Outline**  **Computer**  **Pencil**  **Myaccess.com** |
| **4.** **Student Engagement:**  What engagement principle(s) are you choosing for this lesson?  \_\_\_X\_\_\_choice, \_\_\_\_collaboration, \_\_X\_\_building concepts, \_X\_\_relevance—real world interaction  **I will engage students in this lesson by:** |
| **5. Student Activity/Differentiation.** What will your students be doing to meet the purpose of your lesson? (listening, reading, searching, writing, strategy instruction, group work, etc.)  What my students are actually DOING: **Before, During, and After.**  **Day 1:**  Students will be writing a 5-paragraph essay and submitting it to myaccess.com. This will also be a skill of a cold write, which means the only thing they will have is their outline I give them for the cireteria; whatever they write will need to be either at home or directly on to the myaccess.com as a cold write.  Assignment: Your assignment is to write a character analysis of a major character in the novel you are reading. Once you have chosen a character to analyze, choose three adjectives or character traits that describe that character. These adjectives, or character traits, will be the basis of your five-paragraph essay.  Requirements:  \*Your thesis statement should be stated directly in your introduction and be proven throughout your body paragraphs.  \*You must use at least one quotation from the novel in each of the three body paragraphs to support your ideas.  \* The paper must be typed in to www.myaccess.com  \*You must state who your character is.  \*Your paper must be 5 paragraphs long, 5-7 sentences per paragraph.  \*Your paper must be a cold write.  I will also hand out the requirements for them to know what kind of structure- this can be found on the outline.  They can take 10 minutes writing ideas down on what they would like to write their paper, some details they want to include, and they can even start writing their paper.  **Day 2:**  We will be going to the computer lab where the students will log on to their [www.myaccess.com](http://www.myaccess.com), click on the assigned prompt of “Character Traits” and start typing their paper. They will only get 2 periods to write their paper- this is a training for the final cold write that will be a few weeks later that they will only receive 1 day to type in their essay. They will submit their writing and I will receive their score. |
| **6. Writing/Communicating/Assessment:** How will you know students have met the purpose of the lesson? What will students do to record their understanding?  The essay they write will be my assessment for them, they are to get a 4.0/6, which shows 80% proficient in the area of creative writing. |
|  |