**Language Arts Lesson Plan**

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| Grade level: 6th grade Language level: Advanced |
| Assessment Description: Students will be assessed on the following key elements of writing. Ideas, formatting, envelope labeling, sentence & paragraph structure, grammar & spelling and content accuracy. |

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| Objectives/Outcomes | 4 | 3 | 2 | 1 |
| Ideas:  Students will be able to fully define and express their ideas in a coherent manner exhibiting knowledge of sentence structure, paragraph flow and organization. | Ideas were expressed in an organized fashion. Has well defined topic. Coherent paragraphs and sentence flow. Easy to understand what the letter was about. | Ideas were expressed in a comprehensible manner. Relationship between sentences and idea lacks organization & could have been better. | Ideas were organized, but were lacking in transitions between ideas and paragraphs. It took more than one reading to figure out what the letter was about. | The letter is a collection of unrelated sentences. Little or no introduction, paragraphing and ending. It was very difficult to figure out what the letter was about. |
| Format:  Students will show their understanding of letter formatting creating a fully comprehensible letter not including but not limited to, and opening introduction, 3 paragraphs and a concise closing. | Complies with all the requirements for a friendly letter. Including an opening introduction, more than 2 paragraphs and a closing. | Complies with partial requirements for a friendly letter. Includes an opening, a minimum of tow paragraphs and a closing. | Complies with less than 2 requirements for a friendly letter. Little or no introduction, less than two paragraphs, lacking a closing. | Complies with less than 2 of the requirements for a friendly letter. Little or no introduction and closing |
| Sentences & Paragraphs: Students will demonstrate clarity in their writing using well-constructed paragraphs and sentences. Clear transitions between paragraphs, sentences and ideas. | Sentences and paragraphs are complete, well constructed and of varied structure. | All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing has less than 5 mistakes. | Sentences are complete and well constructed. Containing no fragments, no run-ons. Paragraphing has a maximum of 5 mistakes. | Sentences contain fragments or run-on sentences OR paragraphing has more than 5 mistakes. |
| Grammar & spelling (conventions):  Students will use peer review strategies to correct spelling and grammar errors. | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| Content Accuracy:  Students will use information in their letter containing related and accurate information from the reading. | The letter contains at least 5 accurate facts about the topic. | The letter contains 3-4 accurate facts about the topic. | The letter contains 1-2 accurate facts about the topic. | The letter contains no accurate facts about the topic. |
| Envelope: Students will be able to correctly address their international; letter using accurate formatting, addresses, and country postal codes. | Complete, accurate return address and recipient address. Addresses in correct positions. | Complete, accurate return address and recipient address. Position needs adjustment. | 1-2 errors in return address. Recipient address is correct. | Addresses are incomplete and/or inaccurate. |

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| Grade level: 6th grade Language level: Beginner – Intermediate |
| Assessment Description: Students will be assessed on measurable improvement in the following key elements of writing. Ideas, formatting, envelope labeling, sentence & paragraph structure, grammar & spelling and content accuracy. Students will also be assessed on other elements outside of writing such as, non-verbal assessment through picture matching activities, creating an image of a county on a card and creating a SCOPE poster. |

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| Objective/Outcome: | Students will be able to correctly write a letter to an international pen pal. The completed letter should show marked & measurable improvement from their previous letter writing. |
| Activity: Writing to an International Pen-Pal | Pen-Pals Cards:  The teacher will review the idea of a Pen Pal and read an example letter with the student. The teacher will ask the student questions about the letter and what they liked about the letter. The teacher and student will work together to construct a basic outline of a letter. The teacher will then show the student selected pictures of the countries from the text and ask student to select the country where their pen pal is from to check for understanding. To arouse the student’s interest the student will be asked to draw a picture of the country. The teacher will model how to fold picture into a card. Once a basic card has been made, the teacher and student will work together on formatting paragraphs and sentences. What types of information should they give their pen pals? What questions should they ask? The teacher will provide assistance to the student while they write their first draft. After the teacher and student edit and revise the letter, the student will write the information on the inside of their card. Once the card is finished, the teacher will show the student a completed labeled envelope and ask questions to illicit responses such as ‘can you show me where the stamp goes?’ & ‘where does your name go’ etc. The students & teacher will work together to label the envelope. If the student requires further intervention, the teacher will implement Bos & Vaughn’s ‘Memory Device to assist with proofreading’ |
| Intervention: A Memory Device to Assist with Proofreading. (Bos & Vaughn, 2002) | The teacher will work with the student to create a personal poster to be put used by the students summarizing the SCOPE proofreading elements as described by Wright in his article ‘Writing Interventions that really work’, “ (1) Spelling: Are my words spelled correctly; (2) Capitalization: Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?; (3) Order of Jim Wright. www.interventioncentral.orgwords: Is my word order (syntax) correct?; (4) Punctuation: Did I use end punctuation and other punctuation marks appropriately? (5) Expression of complete thoughts: Do all of my sentences contain a noun and verb to convey a complete thought?” (Wright, 2012) The teacher and student will then review the SCOPE proofreading steps by rewriting a draft letter to their pen pal and evaluating their sample letter with the SCOPE poster. When the students appears to understand the use of the SCOPE plan, the teacher will ask the student to utilize this plan in order to proofread all written assignments in the future in order to assess the effectiveness of the intervention. The teacher will use the information to pinpoint the areas where the student may require further attention. |