Georgia Performance Standards Framework for ELA Unit 3 – 6th Grade

Grade: 6  
Topic: Paraphrasing  
Instructional unit: Expository Writing  
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The task:

Students will work in pairs to read an article provided by the teacher, highlighting important words and phrases. Students then create a T-chart of highlighted information. Students will paraphrase the information and share paragraphs with the class.

Individual students will locate and read an article related to their historical time period, create a T-chart, and paraphrase the information charted.

Differentiation:

The teacher will provide students with a paragraph or multi-paragraph example of expository writing. The teacher will model the activity with the first paragraph and read the paragraph orally. The teacher will then go back and highlight words or phrases that were important. Finally, the teacher will create a sentence describing (summarizing) the main idea of the paragraph. Students will summarize the main idea for each paragraph given. The teacher will remind students that although it is okay to use words or phrases from the text in their summary sentences, they should NOT copy sentences from the paragraph.

Focus Standard:

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index).

d. Identifies and analyzes main ideas, supporting ideas, and supporting details.

e. Follows multi-step instructions to complete or create a simple product.

Circumstances of the assignment/Notes to the Teachers:

The activity should be modeled using a transparency of an excerpt from an article prior to the student activity.