



WRITING HIGHWAY

GRADE 6

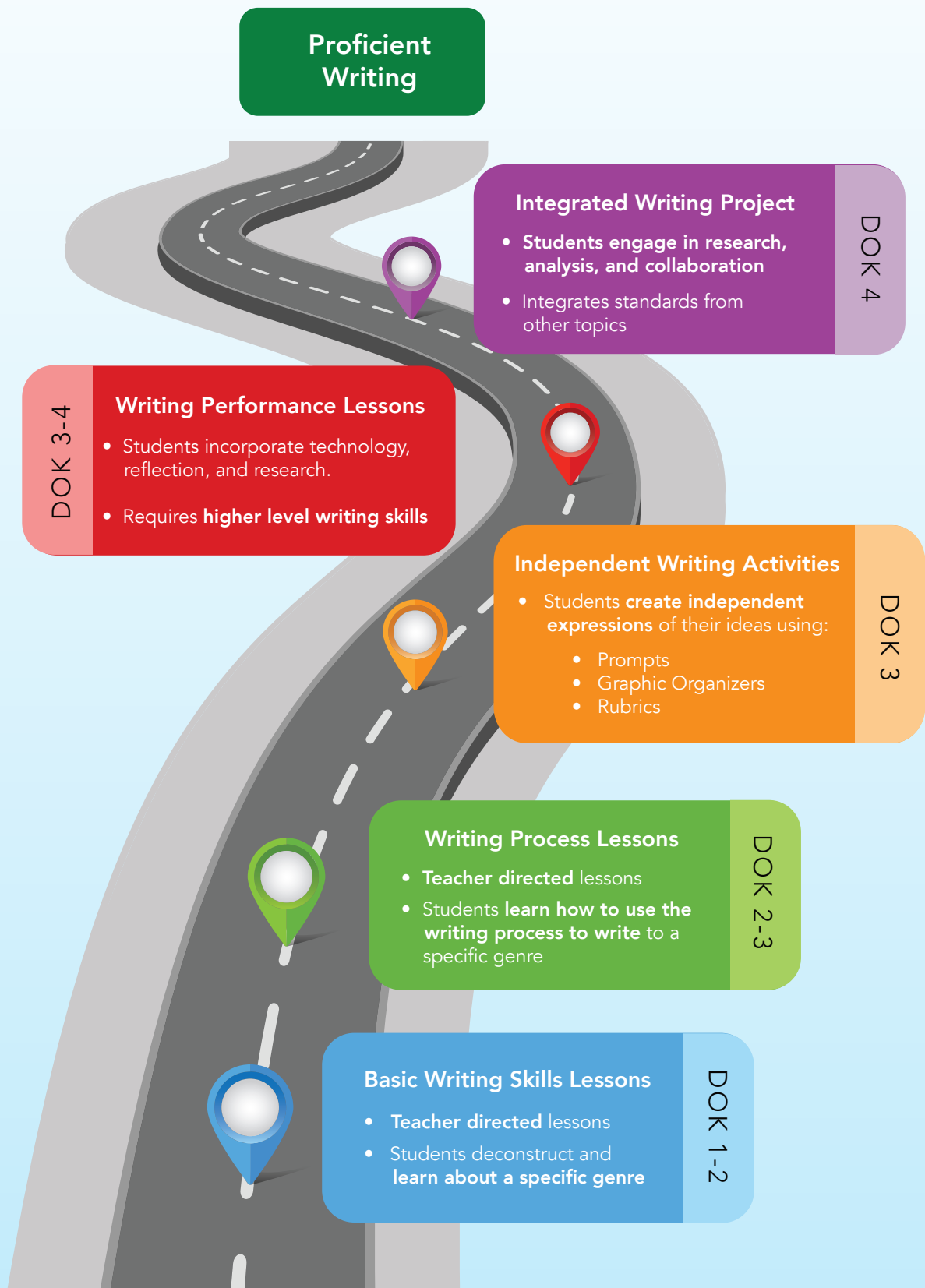
A ROADMAP TO WRITING



Program Overview & Sample Lessons

Standards Plus® Writing Highway

A Journey to Proficient Writing



What Makes Standards Plus® Writing Highway Different From Other Writing Programs

Writing Highway Lessons are teacher directed:

- All lessons are directly taught by teachers using the direct instruction format.
- Direct instruction fosters the most significant gains in student achievement that result in a deep and enduring understanding of the concept.
- Provides immediate feedback to students.

Writing Highway Lessons have discrete learning targets:

- Clear learning objectives allow students to learn and retain the information in their long-term memory.

Writing Highway Lessons provide multiple exposures to each standard/skill:

- Skills are broken down (deconstructed) and presented in 4 to 8 lessons.
- Provides multiple opportunities to practice and develop a deep understanding of a specific genre or convention.

Writing Highway Lessons teach students to use and understand:

- Writing prompts
- Graphic organizers
- Rubrics

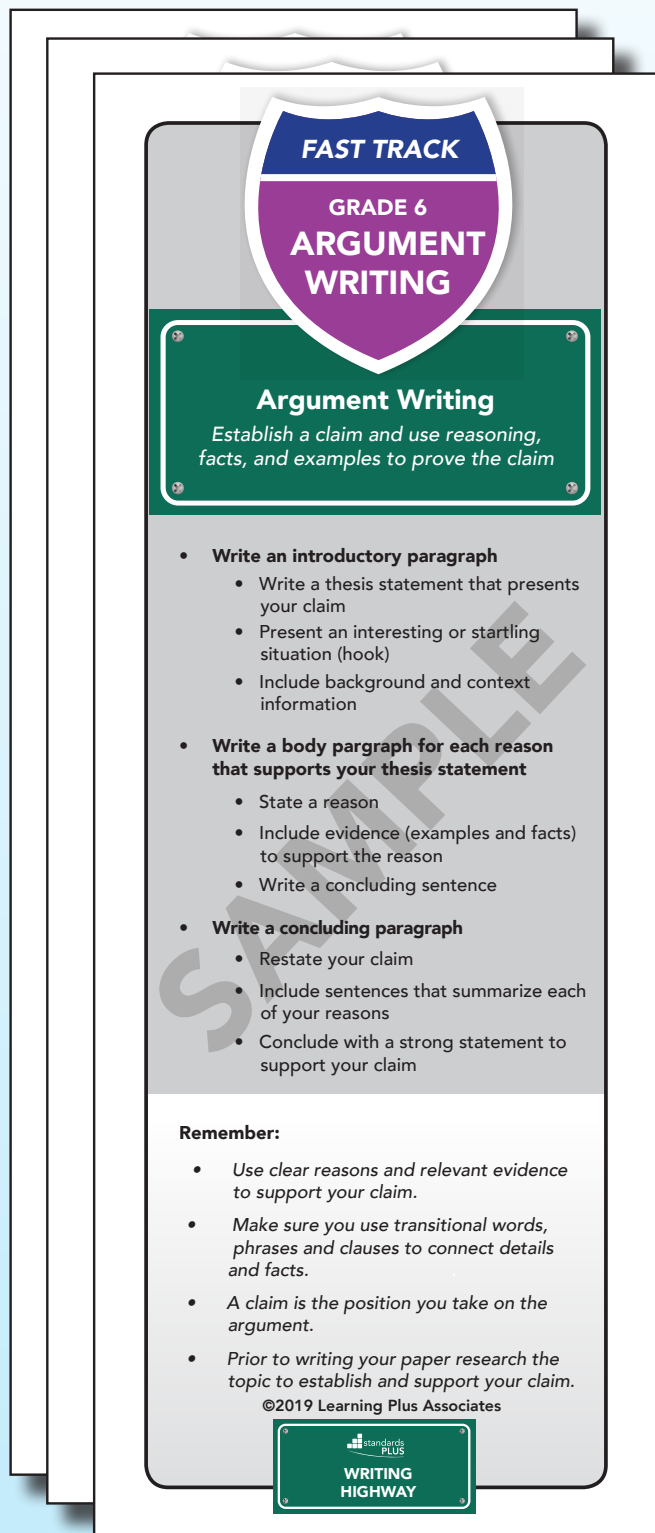
Writing Highway Lessons:

- Are written directly to grade level writing standards.
- Are designed to follow the K-12 College and Career Readiness anchor standards.
- Include detailed lesson plans.

Standards Plus Writing Highway Includes:

- Basic writing skills lessons
- Fast track cards - quick reference guides to the components in each genre
- Writing process lessons
- Conventions lessons
- Independent writing activities
- Extended performance lessons
- An Integrated writing project

Additional Items to Help Students on their Writing Journey



Students are provided:

- Fast Track Review Cards for each genre of writing.
- Highlighters for use in Writing Highway lessons.





Basic Writing Skills Road

The journey begins with eight basic writing skills lessons and two evaluations for each of the three grade level genres (Argument, Informative/ Explanatory, and Narrative).

These lessons deconstruct a genre so students understand the genre specific elements.

Deconstructing an Argument, students learn to:

- establish a claim and provide logical reasoning, facts and examples
- write a thesis statement to support the claim
- write a conclusion that restates the thesis and includes a final statement

Deconstructing an Informative/Explanatory piece, students learn to:

- examine a topic and convey ideas using concrete examples
- include facts and details
- use expand ideas using precise language and specific vocabulary

Deconstructing a Narrative, students learn to:

- develop real or imagined experiences using effective techniques
- use descriptive details and clear event sequences.
- include dialogue and descriptive words

Basic writing skills lessons are written in a direct instruction format because it is the most effective research-based instructional delivery model and it is proven to increase student achievement.

Standards Plus® – Language Arts – Grade 6

Strand: Writing Informative **Focus:** Informative Essay **Lesson:** #3

Writing Standard: W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Lesson Objective: Students will identify the similarities and differences in two articles and complete a Venn diagram.

Introduction: “Authors who write informational text begin with an idea and then gather information about the topic. A complex topic requires the author to spend more time on research than a simpler topic, but they all begin with research. Some authors spend years researching a topic before writing.”

Instruction: “Previously, we examined two related informational text articles and also reviewed the vocabulary. An author needs to organize their research information in a way that helps them fully develop the topic. The author makes a decision about how to organize the essay based on their purpose and the text structure they are going to use. Today, we will focus on taking the information we have examined and complete a Venn diagram to help us organize how the Ancient and Modern Olympics are similar and different.”

Guided Practice: “Today, we will review the articles and complete the Venn diagram to organize our ideas to write a compare and contrast essay. Let’s review what we need to include in the Venn diagram. The outer area of the left circle is information that is unique to Ancient Olympic Games and the outer area of the right circle is information that is unique to Modern Olympic Games. The overlapping area is information that is common to both games. We will use the information in the Venn diagram to help us outline the comparative essay we will write. Writers gather information from a variety of sources, and they need to be able to analyze different text structures. The two articles we examined have different text structures, so it is important to look at each text carefully to be certain we are gathering all the important information.”

Independent Practice: Review the directions with students. Remind students to read the text carefully and use their notes from the articles and discussions to complete the Venn diagram.

Review: After a few minutes, review together. Provide students an opportunity to share their Venn diagrams with a partner or group.

Closure: “Today, we completed a Venn diagram using the information from the two articles. Turn to your partner and share one thing the two types of Olympic Games have in common.”

Answers: The circle on the left includes information that is exclusive to the Ancient Olympic Games and the circle on the right includes information that is exclusive to the Modern Olympic Games. The overlapping area includes commonalities.

Basic Writing Skills Road

Basic Writing Skills Lessons in Writing Highway

Argumentative Writing

1	Structure of an Argument
2	Thesis Statement and Evidence
3	Introductory Paragraph
4	Transition Words and Phrases
E1	Evaluation–Argument Essay
5	First Body Paragraph
6	Second Body Paragraph
7	Third Body Paragraph
8	Concluding Paragraph
E2	Evaluation–Argument Essay

Provided as a sample on the next page →

Informative/Explanatory Writing

1	Examining a Topic
2	Examining a Topic
3	Compare/Contrast Information
4	Introductory Paragraph
E1	Evaluation - Informative Essay
5	First Body Paragraph
6	Second Body Paragraph
7	Third Body Paragraph
8	Concluding Paragraph
E2	Evaluation–Informative Essay

Narrative Writing

1	Narrative Story Structure
2	Organizing the Narrative
3	Narrative Outline
4	Introduction/Exposition Paragraph
E1	Evaluation–Narrative Essay
5	Body Paragraphs
6	Writing the Climax
7	Falling Action, Resolution, Conclusion
8	Title and Review
E2	Evaluation–Narrative Essay

Standards Plus® – Language Arts – Grade 6

<u>Strand:</u> Writing Informative	<u>Focus:</u> Informative Essay	<u>Lesson:</u> #3
<u>Writing Standard:</u> W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

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Instruction: “Previously, we examined two related informational text articles and also reviewed the vocabulary. An author needs to organize their research information in a way that helps them fully develop the topic. The author makes a decision about how to organize the essay based on their purpose and the text structure they are going to use. Today, we will focus on taking the information we have examined and complete a Venn diagram to help us organize how the Ancient and Modern Olympics are similar and different.”

Guided Practice: “Today, we will review the articles and complete the Venn diagram to organize our ideas to write a compare and contrast essay. Let’s review what we need to include in the Venn diagram. The outer area of the left circle is information that is unique to Ancient Olympic Games and the outer area of the right circle is information that is unique to Modern Olympic Games. The overlapping area is information that is common to both games. We will use the information in the Venn diagram to help us outline the comparative essay we will write. Writers gather information from a variety of sources, and they need to be able to analyze different text structures. The two articles we examined have different text structures, so it is important to look at each text carefully to be certain we are gathering all the important information.”

Independent Practice: Review the directions with students. Remind students to read the text carefully and use their notes from the articles and discussions to complete the Venn diagram.

Review: After a few minutes, review together. Provide students an opportunity to share their Venn diagrams with a partner or group.

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Standards Plus® – Language Arts – Grade 6

Strand: Writing Informative

Focus: Informative Essay

Lesson: #3

Writing Standard: W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Informative Essay
Compare and Contrast**

Informative/Explanatory:

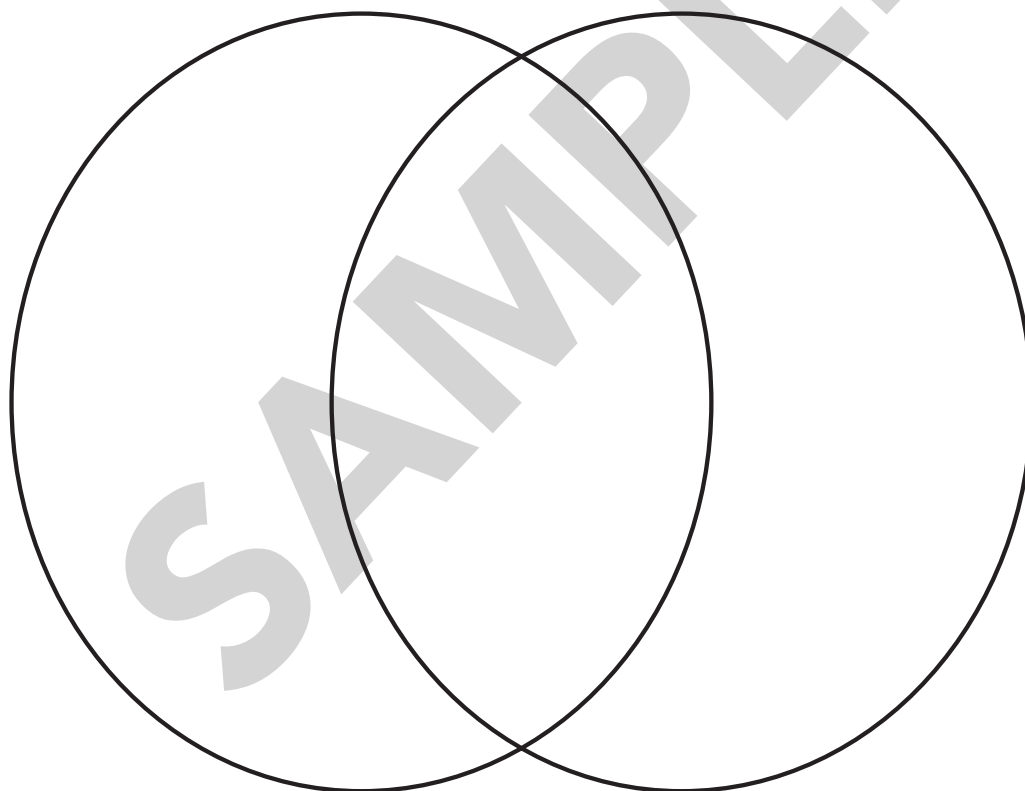
- Text Structures
 - Compare/Contrast

Directions: Review the Ancient Olympic Games and Modern Olympic Games articles and your notes to complete the Venn diagram.

Olympic Games

Ancient

Modern





Conventions Court

Conventions skills lessons are included in Standards Plus® Writing Highway. These lessons support the writing journey by teaching the fundamentals of grammar, language, punctuation, and capitalization. These lessons should be integrated and taught based on your students' needs.

Conventions Topics Included:

Grammar & Usage (20 Lessons)

Knowledge of Language (8 Lessons)

Punctuation Lessons (12 Lessons)

Capitalization Lessons (8 Lessons)



Writing Process Plaza

SECOND STOP

Writing Process Plaza

Prepared with the basic skills to write a narrative, opinion, or informative/explanatory piece, the next destination is the writing process.

The writing process lessons teach students how to develop, organize, stylize, and produce clear, coherent writing for each genre. They develop and strengthen writing by planning, prewriting, drafting, editing, revising, and producing a final product. **Each set of writing process lessons includes a prompt, a graphic organizer, and a three point rubric.**

The Standards Plus Approach to the Writing Process



Learn genre elements and features



Deconstruct a prompt



Organize thoughts with a graphic organizer



Review the rubric and write first draft



Review rubric & make changes/corrections



Write final product

The **writing process lessons** follow the same step-by-step direct instruction process as the basic writing skills lessons.

Follow the Teacher Lesson Plans in your Teacher Edition.

1. Project the student page.
2. Preread the teacher lessons before you teach.
3. Read the **Introduction** aloud.
4. Read the **Instruction** aloud.
5. Read the **Guided Practice** and work through the examples.
6. Read the **Independent Practice**. You may have students complete this portion with you, with a partner, or independently.
7. Follow the directions for **Review** with your students when all students have completed Independent Practice.
8. Read or paraphrase the **Closure**. Have students summarize the important concepts or skills learned in the lesson.

Writing Process Plaza

Writing Process Lessons in Writing Highway

Argumentative Writing

Lesson	Focus
1	Review – Features of Argumentative Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit – Partner Review
6	Publish – Final Draft

Informative/Explanatory Writing

Lesson	Focus
1	Review – Features of Informative/Explanatory Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit – Partner Review
6	Publish – Final Draft

Narrative Writing

Provided as a samples on the next page →

Lesson	Focus
1	Review – Features of Narrative Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit – Partner Review
6	Publish – Final Draft



Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 2: Plan Deconstructing a Prompt

Teacher Note: Do not reveal the genre of the writing prompt. This is part of today's instruction. The students' pages do not indicate genre.

Lesson Objective: The students will analyze a writing prompt to determine the genre of the writing and list the requirements of the writing task.

Introduction: "Today we will analyze a writing prompt to determine how to approach the writing task. This is called deconstructing, or taking apart, a writing prompt."

Instruction: "A writing prompt describes what we need to do in a writing task. Understanding the prompt is essential to produce writing that matches the expectations of the writing task. Let's begin by reading the prompt two times. You may underline or highlight key words or phrases as we read so you can easily refer to them later. (Read the prompt two times.) What key words or phrases did you find as you read?" Discuss the key words.

Guided Practice: "Now we need to answer the first two questions together. These questions are, *What genre of writing is this writing task?* and *How do you know?* Let's begin by identifying the genre. Can you tell from the prompt? (Discuss. The students should recognize that they have been asked to write a story. You may have to remind them that stories are narrative writing.) Let's write *narrative* on the line. Now, we need to explain how we know that it is a narrative. How do you know? (Discuss. It says *story* in the prompt.) Write how you know it is a narrative on the lines provided for you."

Independent Practice: You may have students complete this portion with you, with a partner, or on their own. "Now make a list of the things you need to be sure to do when you write your story. Go sentence by sentence and write your list."

Review: Review the list. Have the students add any additional ideas they have considered. Discuss whether or not their additional ideas should be included.

Closure: "Today we deconstructed a writing prompt. This is an important step when you are preparing to complete a writing task. This step helps guide everything you do in the writing task."

Answers:

1. Narrative
2. Answers will vary: *It says story and includes characters, a setting, and events.*
3. Deconstructed prompt:
 - a. Write a story about a fisherman, a talking whale, and the fisherman's cat who all come together when the fisherman's boat breaks down in the middle of the ocean.
 - b. The setting of the story is the middle of the ocean and the fisherman's 25-foot boat.
 - c. Include details and events that tell an adventure story.
 - d. Use paragraph format.

Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 2: Plan Deconstructing a Prompt



Writing Prompt: Today you will write a story that includes three main characters: a fisherman, a talking whale, and the fisherman’s cat. The fisherman is in his 25-foot fishing boat in the middle of the ocean when the engine breaks down. He encounters a talking whale. What happens? Include detailed and descriptive events about their adventure. Describe the setting and include dialogue. End with a logical conclusion. Use correct conventions.

1. What genre of writing is this writing task?

2. How do you know?

3. Deconstruct the prompt (make a list of what you need to do):



Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 3: Prewrite — Graphic Organizer Activity

Lesson Objective: The students will discuss their story ideas in a group and complete a graphic organizer for their narrative piece.

Introduction: “Today we will prepare to write a story about an adventure in the middle of the ocean.”

Instruction: “Today you will each use a graphic organizer, called a story map, to plan your story about an adventure in the middle of the ocean. Remember, your story is about an adventure that happens after a fisherman’s boat breaks down. First, you will discuss ideas for your story in small groups. (Divide students into groups of 3-4 students.) There are discussion questions to guide you. Talk about how to describe the setting and events in a way that conveys an adventure. Talk about the features of a fishing boat or what it’s like in the middle of the ocean to help you plan the adventure. Talk about dialogue that might make sense between the characters.” Provide time for the groups to discuss their ideas.

Guided Practice: “Let’s look at the story map. You will need to write a title for your story. The main characters have already been filled in: the fisherman, the talking whale, and the fisherman’s cat. You may write your story from one of the character’s point of view or from a narrator’s point of view. The situation and setting are already filled in for you.”

Independent Practice: “Now you need to complete the events that tell your story. Do not include details or dialogue here; instead write simple sentences, words, phrases, or ideas for each event. You will add details and dialogue when you write the first draft of your story. Be sure to include events that explain the adventure that ensues.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “Today we prepared to write our stories. Tomorrow we will review the rubric that will guide your writing.”

Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 3: Prewrite — Graphic Organizer Activity



Discussion Questions:

- How might the setting help to convey a sense of adventure in your story? What features of a fishing boat or the middle of the ocean can help you tell a story?
- Events are the things that happen in a story. What events will you include to convey adventure?
- What dialogue might you include between the characters?
- The details and descriptive words you use paint a picture for the reader. Think about words that will help you develop the characters and events in your story.

Story Map

Title:

Main Characters: A fisherman, a talking whale, the fisherman's cat

Situation: The fisherman's boat engine breaks down. He encounters the whale.

Setting: The middle of the ocean; a 25-foot fishing boat

Events:

1.

2.

3.

Conclusion:



Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 4: Draft— Rubric Review and First Draft

Lesson Objective: The students will review the rubric for the writing task and write their first draft.

Introduction: “Today we will review the rubric for the writing task, and you will write your first draft.”

Instruction: “A rubric is a scoring guide for a writing piece. We have a prompt that tells us what information we need to include, but the rubric tells us the quality we need to show in our writing. We will focus on the highest rubric score in our lesson today. Let’s read the qualities you need to include in your writing in order to receive the highest score.” Read the rubric criteria at least two times.

Guided Practice: “Now we will go back and highlight the key points of each element of the rubric. The first element says, *The main characters of the story are the fisherman, the talking whale, and the fisherman’s cat.* How do we show that they are the main characters of your story? (Discuss; They are the characters that are involved in the events in the story.) The second element says, *Describes the setting and events with descriptive language that paints a picture for the reader.* What does it mean to paint a picture for the reader? How will you describe the setting and events to paint a picture for the reader? (Discuss.) The third element says, *Provides detailed and descriptive events that express the story’s adventure.* How will you describe what happens in the story to convey a sense of adventure? The fourth element says, *Uses the setting of the ocean and a broken-down fishing boat in the story.* How will you use the setting to help develop the adventure in your story? (Discuss.) The fifth element says, *Writes the events in a logical order that allows the reader to follow the plot.* You will want to check the events you wrote in your graphic organizer to be certain that you have them in a logical order. The sixth element reminds you that you need to use correct format and conventions in your writing.”

Independent Practice: “You will write two drafts of your story. You will work with a partner after you have written your first draft to find out how you score on each element of the rubric. You will write your final draft after you have had time to consider your partner’s suggestions. It is time for you to write the first draft of your story. Look back over the deconstructed prompt list, the format and conventions, your story map, and the rubric to help guide your writing.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “Today you wrote the first draft of your story.”

Standards Plus® Writing Highway — Narrative — Grade 6

Lesson 4: Draft— Rubric Review and First Draft



Elements	3 Thoroughly meets expectations	2 Partially meets expectations	1 Does not meet expectations
Characters	<input type="checkbox"/> The main characters of the story are the fisherman, the talking whale, and the fisherman's cat.	<input type="checkbox"/> The fisherman, the talking whale, and the fisherman's cat are <i>not</i> all main characters of the story.	<input type="checkbox"/> The fisherman, the talking whale, and/or the fisherman's cat are <i>not all</i> included in the story.
Descriptive Language	<input type="checkbox"/> Describes the setting and events with descriptive language that paints a picture for the reader.	<input type="checkbox"/> Describes the setting and events with limited descriptive language.	<input type="checkbox"/> Descriptive language is not included.
Events	<input type="checkbox"/> Provides detailed and descriptive events that express the story's adventure.	<input type="checkbox"/> Provides some events to tell an adventure story.	<input type="checkbox"/> Includes limited adventurous elements.
Setting	<input type="checkbox"/> Uses the setting of the ocean <i>and</i> a broken-down fishing boat in the story.	<input type="checkbox"/> Uses the setting of the ocean <i>or</i> a broken-down fishing boat in the story.	<input type="checkbox"/> May use the setting of the ocean or a broken-down fishing boat in the story.
Logical Order	<input type="checkbox"/> Writes the events in a logical order that allows the reader to follow the plot.	<input type="checkbox"/> Writes the events in an order that may be somewhat confusing.	<input type="checkbox"/> Writes the events in an order that is confusing.
Conventions	<input type="checkbox"/> Uses correct paragraph format with appropriate sentences, capitalization, and punctuation.	<input type="checkbox"/> Uses correct paragraph format with sentences, capitalization, and punctuation that are mostly correct.	<input type="checkbox"/> Does not use correct paragraph format; makes many capitalization and punctuation errors.



Independent Writing Avenue

THIRD STOP

Independent Writing Avenue

The next leg of the journey takes students to independent writing.

Using the knowledge they've learned along the way, students are given a prompt, a graphic organizer and a rubric to complete each independent writing activity. At times these activities require students to apply research, use technology and develop and strengthen writing by planning, revising, editing and rewriting. **Each independent writing activity includes a prompt, a graphic organizer and a three point rubric.**

Each Genre Includes Three Independent Writing Activities

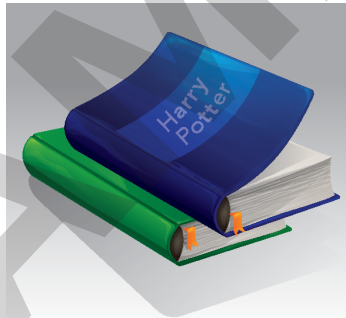
Standards Plus® Writing Highway – Grade 6
Informative/Explanatory Writing Activity 2 – Prompt

How-to Instructions

People write directions to explain how to do things. Directions can also be called instructions or how-to writing, and are usually either numbered or written in a step-by-step format. Examples of step-by-step directions include how to make a sandwich, how to plant seeds, and how to brush your teeth.

Today we will learn about book reports. A book report tells a reader everything they need to know about a particular book. Book reports should include the book's title, author, illustrator (if applicable), genre, and number of pages. There also should be a brief summary about what the book is about, and information about the characters, the plot, and settings. Finally, there should be a review or opinion of the book.

Prompt: Use the information about book reports, or additional information you may have researched, to write step-by-step directions on how to write a book report. Include all the information that should go into a book report. The steps should be clearly written, easy to follow, and in the correct sequence. Include vocabulary that is specific to the topic. Be sure to use conventions correctly.



Follow the steps of the writing process:

- **Review** – Look at your Informative/Explanatory Fast Track Review Card to help you organize your writing.
- **Plan** – Using a highlighter deconstruct the prompt and highlight the rubric.
- **Prewrite** – Fill in the graphic organizer to simplify and organize your ideas.
- **Draft** – Write your draft using your rubric and ideas from your graphic organizer.
- **Edit** – Edit your draft using your partner's comments and the rubric as a guide.
- **Publish** – Write your final draft.

Standards Plus® Writing Highway – Grade 6

Informative/Explanatory Writing Activity 2 – Graphic Organizer

List in order the steps that tell someone how to write a book report.

Step #1	
Step #2	
Step #3	
Step #4	
Step #5	
Additional Steps (if needed)	

Standards Plus® Writing Highway – Grade 6

Informative/Explanatory Writing Activity 2 – Rubric

Elements	3	2	1
	Meets expectations	Meets some expectations	Does not meet expectations
Directions	<input type="checkbox"/> The step-by-step directions are labeled to clearly identify the process they describe.	<input type="checkbox"/> The step-by-step directions are labeled.	<input type="checkbox"/> The step-by-step directions are not labeled.
Language	<input type="checkbox"/> Effectively uses precise language and vocabulary specific to the topic.	<input type="checkbox"/> Uses some precise language and vocabulary specific to the topic.	<input type="checkbox"/> Does not use precise language and vocabulary specific to the topic.
Vocabulary	<input type="checkbox"/> The step-by-step directions include vocabulary that is specific to the topic.	<input type="checkbox"/> The step-by-step directions include vocabulary that relates to the topic.	<input type="checkbox"/> The step-by-step directions only uses general vocabulary.
Conventions	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.



Writing Performance Lesson Lane

FOURTH STOP

Writing Performance Lesson Lane

The journey continues with writing performance lessons.

These lessons require students to apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking. **Each writing performance lesson includes a prompt, a graphic organizer and a four point rubric.**

Each Genre Includes One Performance Lesson

Standards Plus® – Language Arts – Grade 6
Performance Lesson – Strand: Writing – Informative/Explanatory

Standard Reference: W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Lesson Objective: The students will work with partners or in groups to write essays and make informational/explanatory posters that explain the information in the essays.

Overview: Students review the elements of informational/explanatory writing.

Students will:

- Write a well-developed introduction that sets the focus for an essay and poster.
- Create an organizational structure to present the information in the essay and on the poster.
- Complete the graphic organizers, essay, and poster for an invention.
- Include details on the invention, what it can do, and how it would be useful to society.
- Use a variety of appropriate transitions to clarify relationships among ideas and concepts in the essay and poster.
- Provide a well-developed concluding section that connects to the information or explanation.
- Include detailed illustration(s) on their poster to represent the invention.

Guided Practice:

- Review all the elements of an informational/explanatory writing piece.
- Review the informational/explanatory writing prompt.
- Review appropriate transitions and remind students how to use them in the essay and on the poster.
- Review the criteria for a 4 point rubric score.
- Brainstorm ideas.
- With guidance, students will complete graphic organizers to develop the content and structure of their essays and posters.

Review how to:

- Complete the graphic organizers: "Brainstorming" and "Outline."
- Write the essay using the outline as a framework.
- Include transitions in the essay and on the poster.
- Write a well-developed concluding section that is connected to the information.
- Before beginning to write the essay, have groups trade graphic organizers. They will review and share any suggestions on how to clarify the ideas and/or improve the structure.

Standards Plus® – Language Arts – Grade 6
Performance Lesson – Strand: Writing – Informative/Explanatory

Independent Practice:

Have the students:

- Use the completed graphic organizers to write the essay and create the poster.
- Write 5 sections (minimum, could include more):
 - 1st Paragraph – Introduction including thesis and hook.
 - 2nd-4th Paragraphs – Main points and details including transitions.
 - 5th Paragraph – Conclusion that is clearly linked to the information.

Review & Evaluation:

- Option 1: Students share their essays with another group before finalizing their posters. The other group uses the rubric to evaluate the essay and returns it to the original group. Student groups then make any revisions/additions to their essays and complete the posters.
- Option 2: Teacher selects examples of student work (unidentified) and displays the essays and posters to discuss strengths and weaknesses.
- Option 3: Teacher collects and scores with writing rubric.

Student Page 1 of 2

Standards Plus® – Language Arts – Grade 6 Performance Lesson – Strand: Writing – Informative/Explanatory

If you could invent something that would be valuable to society, what would it be and how would it be beneficial? First, brainstorm ideas about an invention and its purpose in society. Think about what this invention would be able to do and how it would be helpful to society. Next, use the graphic organizers to plan an essay about your invention. Then write an essay using the graphic organizer as a framework. Finally, create a poster that explains your invention. Organize the information on your poster logically and be certain to include headings, information, and drawings that are specific and clear.

Informative/Explanatory Graphic Organizer

Brainstorming

Draw an illustration of your invention

Writing an Informative/Explanatory Essay Graphic Organizer – Outline

Introductory Paragraph

Thesis Statement/Hook: _____

Main Point #1: _____

Main Point #2: _____

Main Point #3: _____

Concluding or Transition Sentence: _____

First Body Paragraph

Main Point 1 Transition Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Concluding Sentence: _____

Informative/Explanatory

2	1
Attempts to introduce a topic, organization ideas, concepts, information are unclear. Uses some graphics and multimedia when useful.	Does not introduce a topic. Organization ideas, concepts, and information is lacking. Does not use graphics and multimedia when useful.

3	2	1	0
<ul style="list-style-type: none"> Fully develops the topic with relevant facts, concrete details, quotations, or other information and examples. Uses a variety of appropriate transitions to clarify relationships among ideas and concepts. Effectively uses precise language and domain-specific vocabulary to inform about or explain the topic. Clearly establishes and maintains a formal style. Provides a well-developed concluding statement or section that follows from the information or explanation presented. Use of conventions (spelling, punctuation, grammar) includes no errors. 	<ul style="list-style-type: none"> Develops the topic with relevant facts, concrete details, quotations, or other information and examples. Uses appropriate transitions to clarify relationships among ideas and concepts. Uses precise language and domain-specific vocabulary to inform about or explain the topic. Establishes and maintains a formal style. Provides a concluding statement or section that follows from the information or explanation presented. Use of conventions (spelling, punctuation, grammar) includes few errors that do not interfere with understanding. 	<ul style="list-style-type: none"> Develops the topic with some relevant facts, concrete details, quotations, or other information and examples. Uses some appropriate transitions to clarify relationships among ideas and concepts. Uses some precise language and domain-specific vocabulary to inform about or explain the topic. Attempts to establish and maintain a formal style. Attempts to provide a concluding statement or section that follows from the information or explanation presented. Use of conventions (spelling, punctuation, grammar) includes several errors that may interfere with understanding. 	<ul style="list-style-type: none"> Develops the topic with few or relevant facts, concrete details, quotations, or other information and examples. Does not use appropriate transitions to clarify relationships among ideas and concepts. Does not use precise language and domain-specific vocabulary to inform about or explain the topic. Does not establish and maintain a formal style. Does not provide a concluding statement or section that follows from the information or explanation presented. Use of conventions (spelling, punctuation, grammar) includes many errors that interfere with understanding.



Integrated Writing Project Place

FIFTH STOP

Integrated Writing Project Place

Nearing their final destination, students work on an integrated writing project.

This project compels students to conduct longer range research so they can routinely write coherent, substantial, and factual compositions. **The integrated writing project includes a prompt, a graphic organizer and a four point rubric.**

**Standards Plus® – Language Arts – Grade 6
Integrated Project: Argue Your Point**

Project Objective:

The students will work with a partner to research an issue. They will determine two opposing views on the issue, and they will develop and write the argument for each side of the issue. They will each choose one of the viewpoints and present their views in an oral presentation.

Project Description:

The students will work in pairs to research an issue. They will analyze the issue and the two opposing viewpoints. They will work together to write the argument for each side. Each student will present one viewpoint, citing the argument, claims, and findings to the class. Since this is a learning activity, all components will be completed in class.

Project Components:

- Selecting an issue
- Determining the two opposing viewpoints
- Researching the issue
- Writing the arguments
- Presenting the arguments

**Standards Plus® – Language Arts – Grade 6
Integrated Project: Argue Your Point**

Selected Issue and Viewpoint

Selected Issue: _____

Background Information: What is the issue about? Is there historical or scientific support or information about the issue? What is the current status of the issue?

What is the claim for the first viewpoint?

What is the claim for the opposing viewpoint?

Are there parts of the viewpoints that are neutral or not in opposition?

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Our nonprofit organization was founded in 2003 by a group of educators who successfully designed and implemented the Standards Plus Program in a large urban school district. The district was awarded national recognition for increasing student achievement and narrowing the learning gap in a low performing district.

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- **Provide materials that are proven effective.**
- **Increase student achievement.**
- **Use funds to continue research and development.**



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The Writing
Process



Application of
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- Writing process lessons
- Independent writing activities
- Conventions support lessons
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- Prompts
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