

Writing to Describe – Final Draft (Day 5)

Language Arts, Grade 6

Created by Keli Jacewitz, November 2007

Lesson Plan Summary: Students will use research to compose a written paper. The students will write descriptive, relevant, and interesting paragraphs for the purpose of describing. The writing will be organized with main ideas and supporting details. The information will be organized in a clear and easy-to-follow manner. This lesson is part 4 of the “Writing” series.

Objective(s): The student will use a checklist to produce the final draft for their “Writing to Describe: From Best to Worst” writing assignment.

Standard(s):

Writing/Purposes. The student writes for a variety of audiences and purposes and in a variety of forms. Write to inform including to explain, describe, report, and narrate.

- Write to inform/tell/explain/define
- Compare/Contrast
- Attributes list (Characteristics of something)
- Write to describe hierarchical: Best to worst; most meaningful to least meaningful.

TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(15)(C)

Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. Write in complete sentences, varying the types including compound and complex, and use of appropriately punctuated dependent clauses. Edit drafts to ensure originality and variation in sentence structures.

- Judges the most effective sequencing of sentences in a paragraph (e.g., chronological order, order of importance, spatial order).
- Uses modifiers, phrases, and clauses effectively in his or her writing.
- Differentiates among fragments, run-on sentences, correct sentences, and pairs of sentences that need to be combined.
- Determines the most effectively expressed revision of a group of sentences in need of combining.

TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(17)(B)

Prerequisite Skills: Basic reading and writing skills.

Anticipatory Set: Journal – Using the TIDES website (<http://tides.sfasu.edu>), find the document “Francis Bingham Land Tract 1824.” (<http://tides.sfasu.edu:2006/u?/Stern-Hoya,36>). You may want to type this up and hand it out separately. It may be difficult for students to read this particular document directly from the TIDES site.

In their journal, have students respond to the following questions. What could the author have done to improve their descriptive writing? What information would you have added? How can this article be improved? Was the purpose of this article to describe? If not, what is the purpose of this article?

Review everything students have done leading up to this point (research/prewriting, graphic organizer, paper outline, and rough draft). Discuss expectations for the class before they begin writing their final drafts. Go over/review your expectations for the final draft. Review the sample paper if necessary (heading, title, double-spacing, etc.).

Modeling: Using the overhead of the “Final Draft Checklist,” show students how they can utilize this tool so that they turn in the best possible final draft.

Check for Understanding: Allow students time to ask questions to clarify anything they do not understand. Have one or two students repeat your expectations/instructions to the class.

Guided Practice: Review/remind students that they need to be using their writing rubric and sample paper to guide their writing. Discuss with students how to use these tools (and the checklist) to aid them in their writing.

Closure: Have students turn to their elbow partner and explain to each other why/how to use the “Final Draft Checklist.” Remind students that final drafts are due by the time they leave class for the day.

Independent Practice: The students will complete their final drafts to be turned in by the end of the class period/block.

Enrichment: If students finish early, they may create an illustration to accompany their paper. If time allows, students can type up their paper on the computer.

Remediation:

- ESL – partner with a fluent English speaker
- SPED – mods, work in partners with higher functioning classmate, CM, Resource
- GT – complete enrichment project when done with the assignment

Assessment/Rubrics: Research packet and final draft.

Resources: Based on an original lesson by Charla Jenkins, Jane Long Middle School

Materials:

- [Final Draft Checklist](#) – 1 per student
- Overhead of the Final Draft Checklist
- Teacher Laptop
- Projector

Name: _____

Date: _____

Final Draft Instructions
and
Turn-In Checklist

Final Draft

- Your **first and last name** should be at the top left hand corner of the page.
- You should have a **title** for your paper.
- You must have at least 5 paragraphs with 5 sentences in each paragraph. It must be in this order:
 - *Introduction*: Who is my character? What is life like for him or her? State your main idea?
 - *Best Things*: What are the best things about the life of my character?
 - *OK Things*: What are the OK things about the life of my character?
 - *Worst Things*: What are the worst things about the life of my character?
 - *Conclusion*: Restate the main idea in a new way.

Turn-In Checklist

Before you turn in your paper, read the checklist below. Check off each thing as you put it together. Make sure you have it in the order they are listed below. Staple this page to all of the other pages and turn it in.

- Questions to Think About: This is the page with the research table on both sides. If you used more than one page, staple all of them together.
 - Organizing Your Research: These are the 3 graphic organizers.
 - Rough Draft: This is your handwritten copy, plus your paper outline page.
 - Final Draft: This is the final handwritten copy of your paper.
-