

## **Writing to Describe – Rough Draft (Day 4)**

Language Arts, Grade 6

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**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 third in the “Writing” series.

**Objective(s):** The student will use their completed research to begin composing a rough draft that describes the life of a character present during the time of slavery. The writing will be organized from best to worst.

### **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 – This journal activity will strongly support your ELL students. Students will use their five senses to contribute to the description of an object to improve their descriptive writing skills.

Show the students the picture “Lew’s Horns – Slave Collar” from the TIDES website (<http://tides.sfasu.edu:2006/u?/Stern-Hoya,40>). Ask students to create a five senses chart. In each section they need to list 3 adjectives to describe the picture. Once complete, have them work with an elbow partner to create descriptive sentences using the adjectives from the chart.

Let students know that they cannot begin their rough draft until the pre-writing section of their packet is complete. The completed research packet is part of their overall grade.

**Modeling:** Pass out the Best, OK, and Worst graphic organizers to the students. Show them how to take the research information and organize it using the circles. Once they have completed placing the information into the graphic organizer, they can transfer it onto the outline.

**Check for Understanding:** Ask students if they have any questions about what they have just heard. Have one or two students summarize what you told them to make sure that everyone was listening.

**Guided Practice:** Read over the sample paragraph as a class. Discuss the sample with the class and let them reason out why/how the paragraph was written. Tell students that their writing should follow the same structure. Ask the students why it is important to follow this structure.

**Closure:** Before letting students work on their rough drafts, have them review what is expected of them as they write. Pass out the writing rubric to each student. Go over the information and required elements of the rubric. Make sure students understand what is required of them on the final draft.

**Independent Practice:** Students will now begin writing their rough drafts independently. They should be using their research packets (and possibly today's journal) to guide their writing. Pass out the paper outline page to each student. Tell them that this is the last step before writing their final draft.

**Enrichment:** If students complete their rough draft early they may 1) Have a peer edit their work and 2) Revise for run-ons, correct punctuation, effective word choice, etc.

**Remediation:**

- ESL – partner with a fluent English speaker. Using the Five Senses Chart, have the ESL students partner with a strong English speaker and tour the school and writing down adjectives about the school. Then they can create descriptive sentences about the school.
- SPED – mods, work in partners with higher functioning classmate, CM, Resource
- GT – complete enrichment project when done with the assignment

**Assessment/Rubrics:** Writing rubric

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

**Materials:**

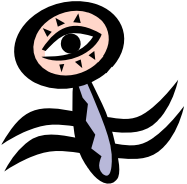



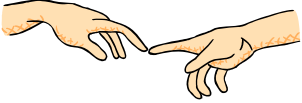
- [Five Senses Chart](#)
- [Best, OK, and Worst Graphic Organizers](#) – 1 per student
- [Paper Outline](#) – 1 per student
- Overheads of Writing Rubric and Writing Samples
- [Overhead of sample student paragraphs](#)
- [Writing Rubric](#) – 1 per student
- Teacher Laptop
- Projector
- TIDES website – <http://tides.sfasu.edu>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

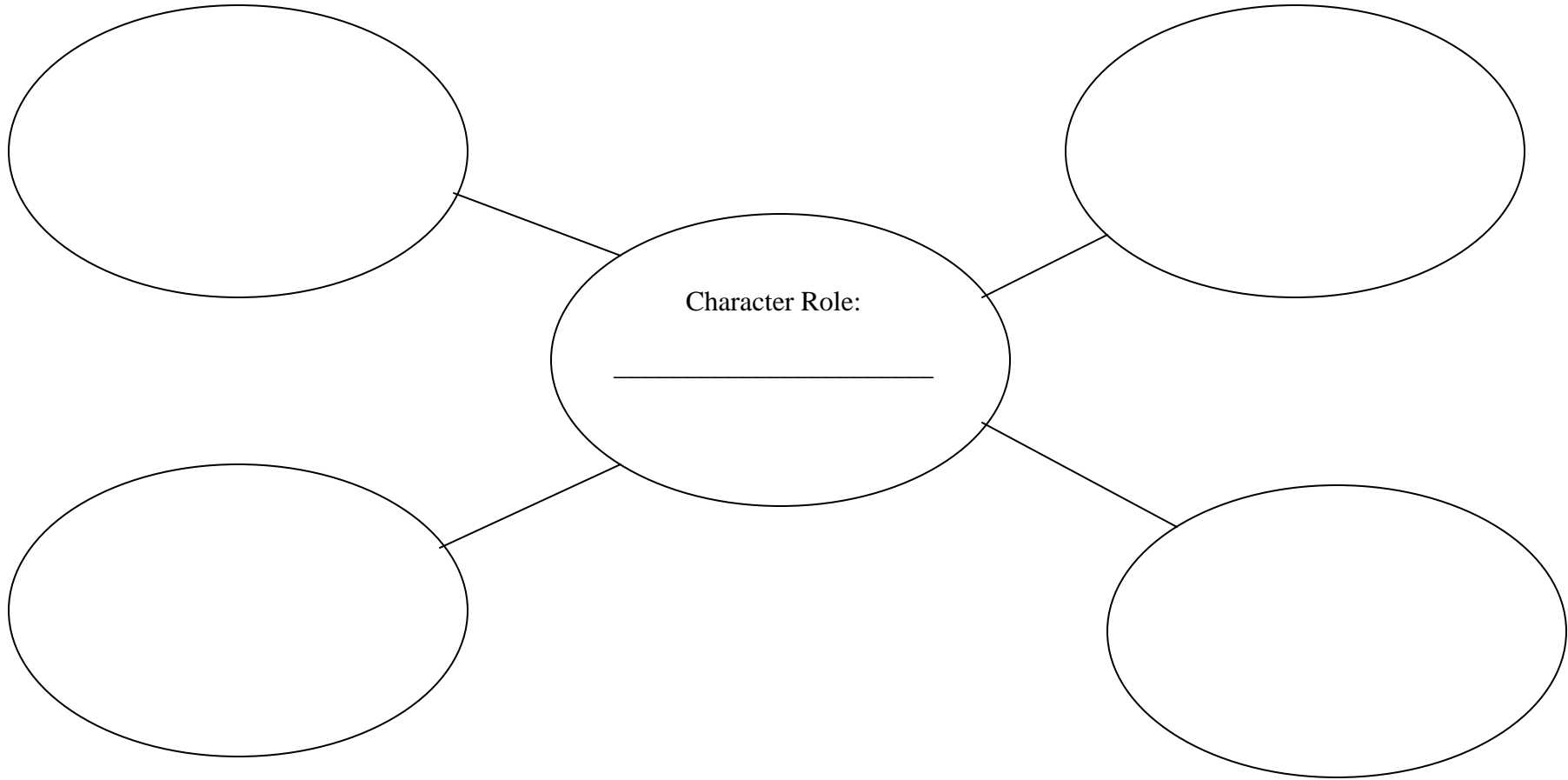
## Five Senses Chart

Directions: Take a tour of the school. Below each category, list 3-5 words to describe your observations of the school. On the back of this page, write 5 descriptive sentences about your experience.

See 	Hear 	Smell 	Taste 	Touch 

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

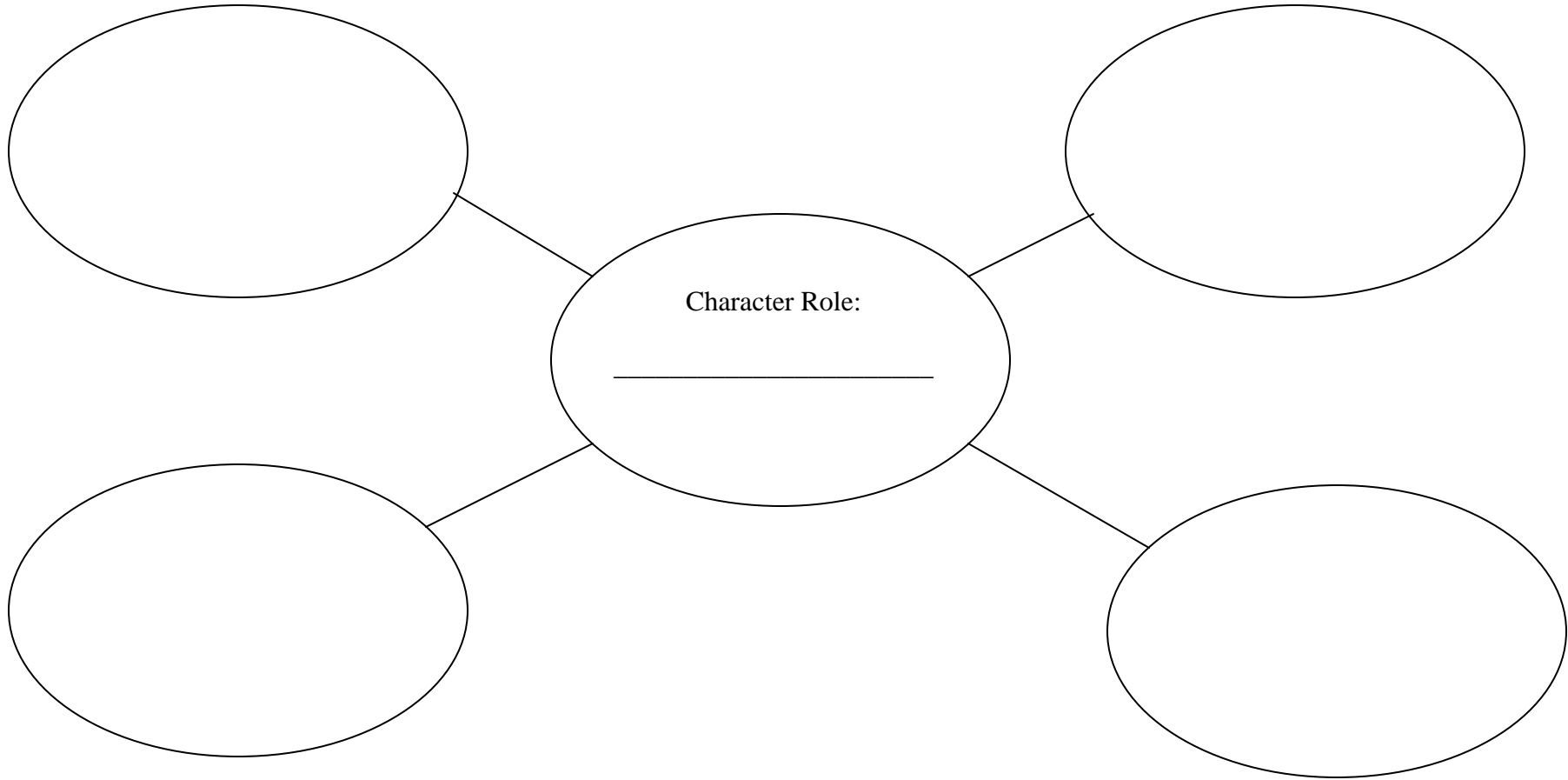
**Organizing Your Research → The BEST Things**



**Remember, you are DESCRIBING this character's life. Include details to paint the picture of their life!**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

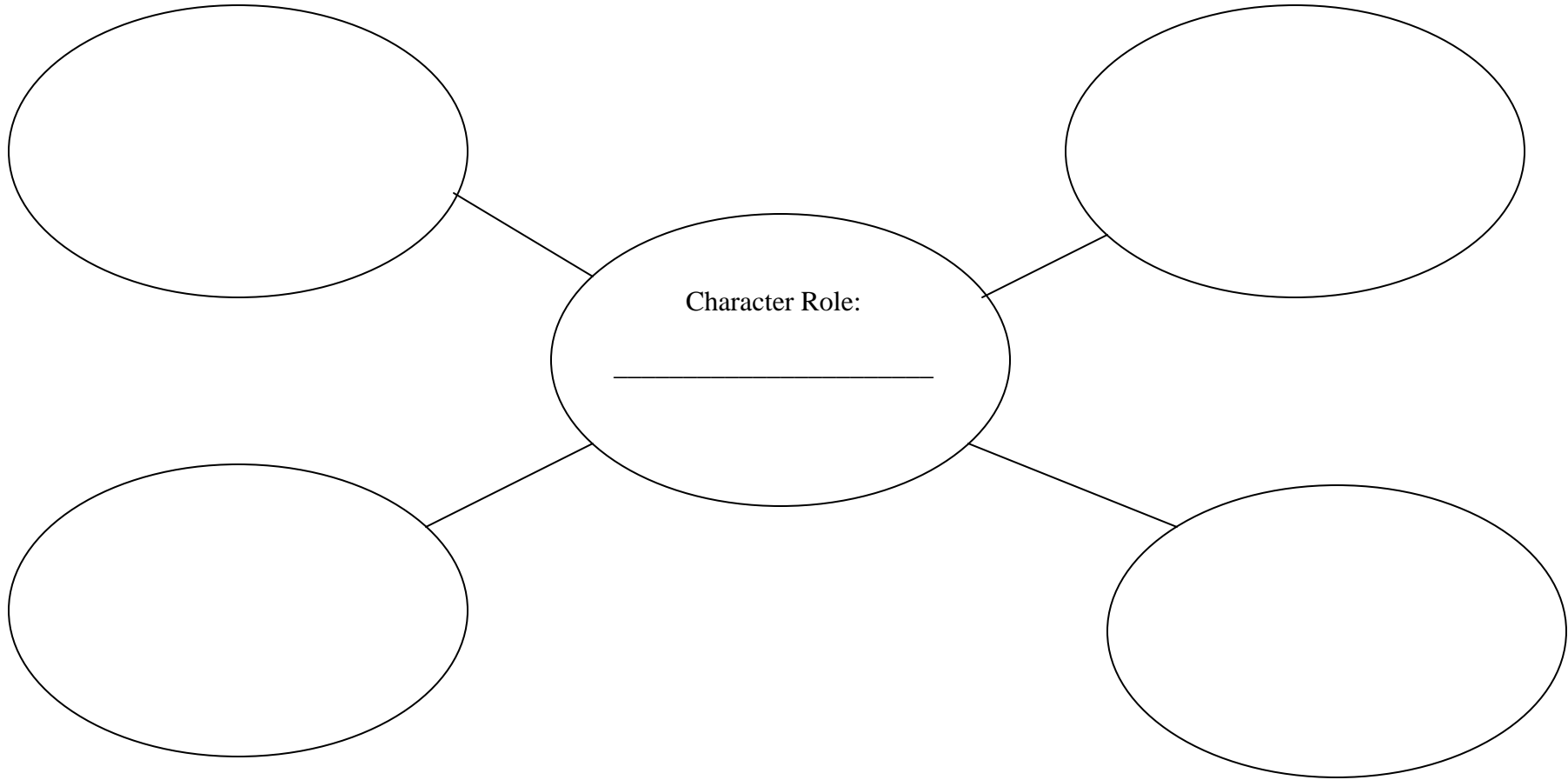
**Organizing Your Research → The OK Things**



**Remember, you are DESCRIBING this character's life. Include details to paint the picture of their life!**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Organizing Your Research** → **The WORST Things**



**Remember, you are DESCRIBING this character's life. Include details to paint the picture of their life!**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Paper Outline

Directions: In the boxes below, write a sketch or outline of your paper. This should not be word for word like your final draft. This is just bullet points of your main ideas.

**Introduction** – Who is your character? What are the main parts of your character's life?

**Best** – What is the best part about your character's life? List 5 points.

**OK** – What is the OK part about your character's life? List 5 points.

**Worst** – What is the worst part about your character's life? List 5 points.

**Conclusion** – Summarize the information from your character's life.

## Sample Research Beginnings

Let's revise and make these stronger!

I'm going to tell you about my life as a slave.

I'am going to start with the best, Ok's, and my worstest things that happened to me in my life.

Actually I'am going to write about the things that happened to me in my life. Some things are sad & happy. As you must already know being a slave wasn't that easy.

Check this one out:

I'm a person who helps people. I am a conductor. My name is Harriet Tubman. I'm am a slave who works on cotton fields. I'm owned by slaves owners who works me.

Let's look at some good examples that still need revision, but barely need any work!

May 19, 1833

Many whites were involved in the Underground Railroad, but it was predominately run by blacks. I take pride in this, because my father is one of the black members of the organization. I am William Still, and the only reason I am writing in this silly journal is my mother. She says I need "more literacy experience" and so she made me start a journal. Well, back to the subject. My father is a conductor in the Underground Railroad. In my opinion, he is a hero. I bet almost all boys look up to their dad as a hero. I-wait. My mom is calling me for supper.

Here's another one to look at:

In Virginia slavery was popular there. One girl named Harriet Tubman was born a slave. She was abused by her slave owner. She was taken care of by an older lady. While the other adults were working in the crops.

Last one!

The Underground Railroad is a very big part of history because of how much it effected slavery. I, William Still, was responsible for organizing a section of the Underground Railroad. It took me a few years to get the system organized. When I had finished planning the vast system, I went to work as a conductor of the Underground Railroad.

## Sample Research Beginnings

Let's revise and make these stronger!

I got wonderful stuff about my character! Being a conductor was dangerous and required the conductor to trust others for their runaway slaves survival.

Check this one out:

During the time of slaver there were conductors. I started to work for the Underground Railroad as a conductor. The conductor provide's food and shelter for the slaves. Harrit Tubman is a conductor for the Underground Railroad. Conductor's have very important job. The Underground Railroad helps the conductors free the slaves and makes sure the slaves are well cared for.

How many times did she use conductor: \_\_\_\_\_

This is better, but we still need some work. Look at the end.

During slavery, the Underground Railroad was what slaves used to escape. There was a good chance of escaping and getting caught. A lot of slaves just bought there self freedom with there savings. But they faced a constant threat of being kidnapped and sold back to slavery. No law or no one could protect from that. All those thing was people did to escape, but was not to safe. That was the OK's in a slave life.

Here's another one to look at. Not too bad, but still in need of some revision.

During the time of slavery, I was the son of a plantation owner. It was good to be a wealthy family. My sister and me, would play ball outside of my house. It's fun when you don't work in the hot crops. I am never lonely because I see alot of people to talk to.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Character Role: \_\_\_\_\_

## 6+1 Trait Writing Model: Writing to Describe – From Best to Worst

Category	4	3	2	1
<b>Research</b>	All parts of the research packet have been completed. (Research pages and pre-writing activities.)	Almost all parts of the research packet have been completed.	Some parts of the research packet have been completed.	Almost none or none of the research packet has been completed.
<b>Focus on Topic</b>	The paper was written to describe the character in order from best to worst. The writing is on topic throughout the entire paper.	The paper was written to describe in order from best to worst. The writing is on topic throughout most of the paper.	The paper was written to describe in order from best to worst. The writing is slightly off topic throughout most of the paper and is poorly organized.	The paper was written to describe in order from best to worst. The writing is mostly off topic throughout the paper and is very poorly organized.
<b>Organization</b>	The paper contains at least five paragraphs.	The paper contains four paragraphs.	The paper contains three paragraphs.	The paper contains two or less paragraphs.
<b>Sentence Length</b>	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Almost no sentences vary in length.
<b>Flow and Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud. One or two are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud. Several are stiff and awkward or are difficult to understand.	Many of the sentences are not easy-on-the-ear when read aloud. Many are stiff and awkward or are difficult to understand.

Score: \_\_\_\_\_ out of 20 possible points