

## OPPORTUNITIES IN COMPOSITIONS AND ESSAY WRITING

# 6-WEEK PLANS **SECOND SIX WEEKS**

### Things to Know:

- Writing plans include the Writing Process TEKS for the current 6-week curriculum.
- Grammar skills need to be taught in addition to the writing process TEKS and applied when students write in formal compositions or in writing opportunities throughout the day, every day.
- There is a 2-week cycle built into the plans. This allows time for collaborative writing opportunities and gradual release to independent practice of the writing process using the same prompt.
- When plans are used in a two-week cycle, teachers can teach and apply various stages of the writing process authentically for student needs.
- Teacher autonomy is assisted by providing various prompts for ELA themes. In addition, science and social studies topics may also be included. Teachers can and should change the wording or adjust the prompt and any part of the collaborative writing to meet the needs of their classroom- teacher autonomy is encouraged.
- Each two-week cycle comes with the following resources:
  1. **A scaffolded prompt** in either: expository, narrative, persuasive, or poetry forms.  
**Note:** If poetry is scheduled, poetry writing opportunities will also come with sample poems and poem analysis to use as mentor text.
  2. **A unique and strong sample plan.** Each sample plan is provided in a graphic organizer and in a working outline.
  3. **Collaborative writing opportunities.** Sample plans may be separated into sections of an essay: Introduction, Body, and Closing.
  4. **Engaging activities to successfully launch independent practice.** In elementary and middle school, “Engaging” mini-lessons are provided on the last page. These mini-lesson are often used before the prompt is introduced and lead to the central or controlling idea of the independent planning stage of the writing process.
  5. **Blank organizers for student independent practice.** These are to be used if students still need additional support or modifications.

# Collaborative Writing

Writing an essay in parts:

Introduction, Body Paragraphs, Closing

Ready-made resources make collaborative writing  
easy, effective, and exciting!

# Fisher Reyna Education - Writing Resources Include: STAAR-aligned Prompts, Models, Planning Organizers, Collaborative Activities

## Prompt

Analyze the task & demands of the prompt: form, topic, audience, verb tense

## Pre-Writing & Planning Model

Strong model of the “planning” stage and mentor text

**Expository Prompt**

**Read** the following information.

Friends have a great importance in every person's life. Have you ever thought what your life would have been without friends? Read the response, and list.

**Think** about how your friends influence you.

**Write** an essay explaining one quality of a good friend.

Be sure to -

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentence

**I. Introduction**  
(hook)  
CI - A good friend is always helpful.

**II. Body**  
MI - At school

- With school work
- Homework
- Lends you school supplies
- In the cafeteria

ME - When you don't feel well

- Understanding helps you feel better
- Talks to you to make you feel better
- Walks you to the nurse
- Is kind
- Asks how you are feeling

**III. Closing**  
CI and PT - I want to be a good friend by being helpful too.

## Collaborative Writing Activities

Opportunities to “draft” together

**Collaborative Interactive Writing Activity**

Teacher directions - not apart each part of the writing plan

- Provide each group a part of the essay.
- Draft each paragraph using the plan provided.

Add a meaningful hook or lead to grab your reader's attention. Use central ideas or details you wish to consider.

**I. Introduction**  
(hook)  
CI - A good friend is always helpful.

**II. Body**  
MI - At school

- With school work
- Homework
- Lends you school supplies
- In the cafeteria

**III. Closing**  
CI and PT - I want to be a good friend by being helpful too.

## Outline with Academic Language

Teaching academic language

**I. Introductory paragraph**

- Topic and central idea of the composition
- Main ideas of the composition

**II. Body paragraphs**

- Main idea stated in a topic sentence\*
- Supporting detail\*\*
  - Examples
  - Cause and effect
  - Personal experiences

**III. Concluding paragraph**

- Topic and central idea of the composition
- Main ideas of the composition
- General parting thought

\* No set number of ideas or details  
\*\* Other elaboration methods may be equally effective.

## Sample Planning Organizer

Strong model of the “planning” stage and mentor text in a graphic organizer

## Blank Planning Organizer

For students who need a graphic organizer

**Expository Planning Organizer**  
Sample for Guided Writing

**Central Idea**  
A good friend is always helpful.

**Main Ideas about the Central Idea**

Topic	Supporting Details
At school, good friends always step up to help you.	With school work I lend you school supplies in the cafeteria
When you don't feel well, a good friend helps you feel better.	Understanding helps you feel better I talk to you to make you feel better Walks you to the nurse Is kind Asks how you are feeling

**Concluding Statement**  
I want to be a good friend by being helpful too.

**Planning Organizer**  
Expository

**Topic and Central Idea**

First Main Idea	Supporting Details

**Second Main Idea** Supporting Details


**Third Main Idea** Supporting Details


**Concluding Statement**

## Checklist

Peer editing and self check & can be used with QuickWritingScores.com

**Revision Checklist**  
Expository

Introductory Paragraph	Main Ideas	Concluding Paragraph
Topic _____	Main Idea _____	Topic _____
Central Idea _____	1 <sup>st</sup> Idea _____ 2 <sup>nd</sup> Idea _____ 3 <sup>rd</sup> Idea _____	Central Idea _____
	1. _____ E. _____ E. _____	Main Idea _____
	2. _____ CE. _____ CE. _____	Supporting _____
	3. _____ PE. _____ PE. _____	
	Other _____ Other _____ Other _____	

**Supporting Details**  
Complex Sentences with correct comma usage before the AND/OR's  
BONUS: Complex/Compound Sentences with correct comma usage

**Checklist**

Checklist	Correct	Incorrect
State the topic	Act and think	If, then
State the main idea	But, why??	Take the opposite side
Action, action, action	Negatives	Good (happy) / bad (unhappy)
In the middle	Location	Because (no)
Focus in a direction	Adverb clauses	It's complicated
Intentional organization	Prepositional phrases	Now... then
Pop culture	Like phrases	Who... whom
Personification	Onomatopoeia	Call to action
Use the topic	Hypothetical situations	Call to action
I, we, they, them		Historical reference

## Engaging Activity

Leading to central or controlling idea

Make writing meaningful before the prompt. This idea makes this prompt fun!

**Informal Writing Activity: Springboard**: Have students make easy drawing handouts. Many are easy and affordable. Paper drawing handouts can be easy cut and decorated as an affordable alternative. Begins a discussion about the qualities of a good friend. Generates a list from the discussion. Students can use these ideas as a central idea for their essay during independent writing for this prompt.

**Make Friendship Bracelets**

**Login to QUICKWRITINGScores**

*Collaborative writing works best with group roles.*



## GROUP RULES & REMINDERS

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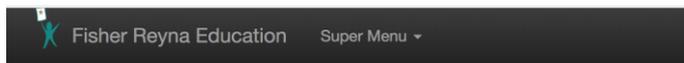
- Write for only 12 Minutes
- Write only assigned group part
- Teacher circulates & facilitates
- 2 minute re-read by speaker
- Assist and complete the paragraph if a group did not finish
- Manager watches the time
- Bring the group speakers to orally share (publish) the completed collaborative essay
- Can be revised and edited to improve the group paragraphs the next day

# Collaborative Scoring

Login to Quick Writing Scores  
Reflective Lessons and Goal Setting



- Ask your school administrators about your registration.
- All 3rd & 4th, 6th & 7th, EOC1 & EOC2 teachers need to interactively score.
- Score as much as you like. See writing plan for minimum scoring requirements.



Assessment page.

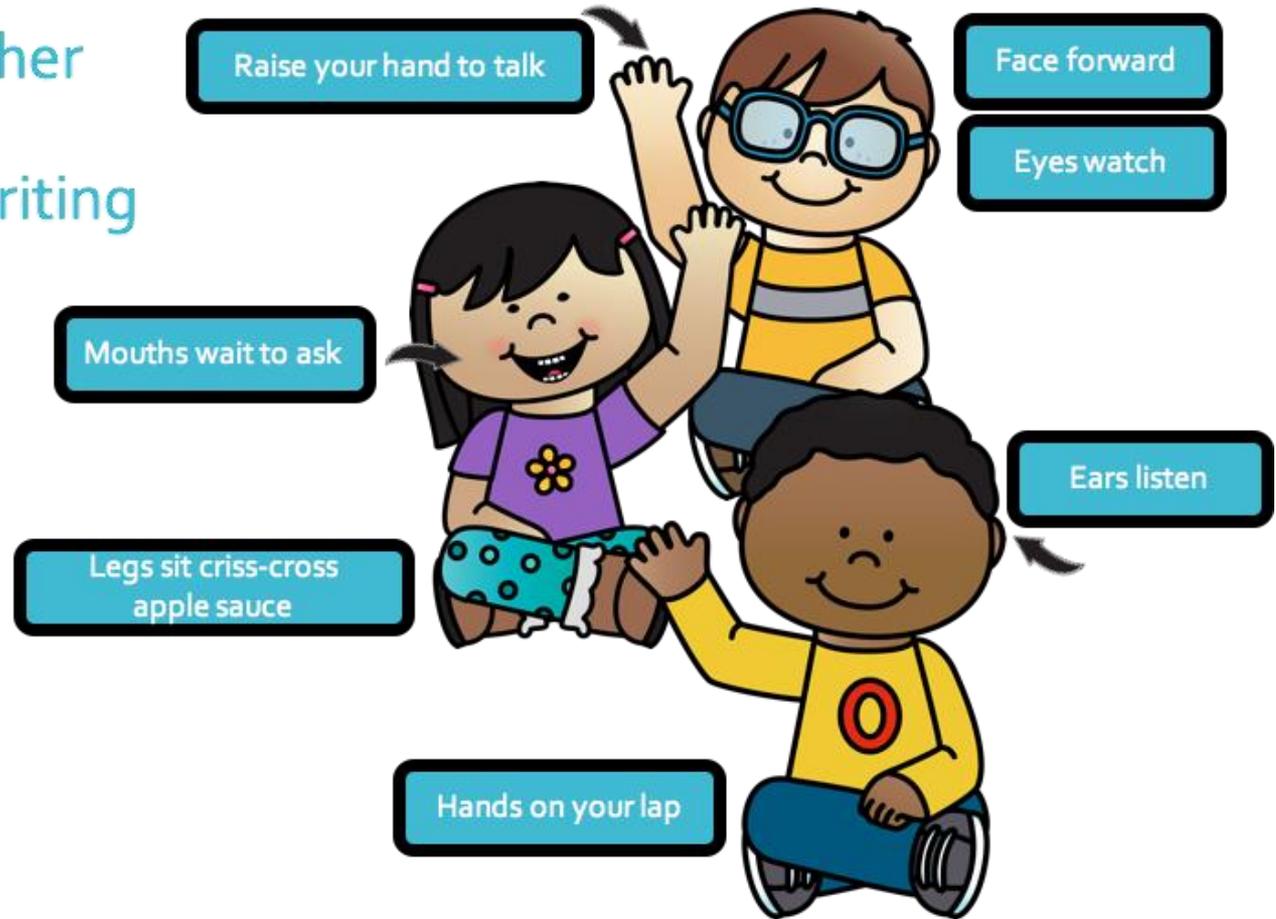
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Grade	Interactive - Narrative Interactive - Persuasive Benchmark Expository Benchmark Narrative
Scoreable	Benchmark Persuasive STAAR - Expository



- Once logged in, choose “interactive - expository” or “interactive-narrative” to score a collaborative essay. Discuss and use the app to teach and set writing goals.

Quick Writing Scores is a class mini-lesson.  
Sit students close to screen as you score a group interactive paper.

## Sitting Together For Reading and Writing



**Quick Writing Scores is a class mini-lesson.  
Sit students close to you as you score a group interactive paper.**

**Facilitate a strong  
enthusiastic reflective lesson.**

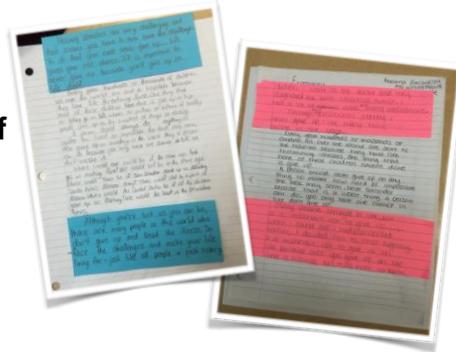
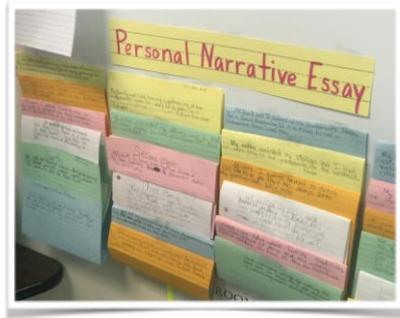
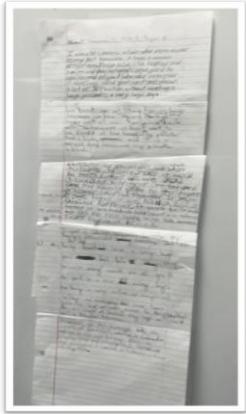
**Sit students close to the screen**



- Involve the students as much as possible.
- Assign students to click the radials on the app or to point to the screen.
- Avoid reading each statement verbatim. This is boring to kids.
- If interactive writing was done well, the paper should be scoring at 3 or 4 score point level. This was another opportunity to let students “see you write.”
- Teacher guides the discussion - validate with text evidence from the essay.
- Re-read parts of the essay out loud to reinforce your instruction.
- Mini-lesson should last no more than 12-15 minutes. Let students hear your “think aloud.”
- Be positive, encouraging, enthusiastic.
- Can be revised and edited to improve the group paragraphs the next day and re-scored.

# Quick Writing Scores facilitates meaningful reflection about writing. Any collaborative scoring can be extremely helpful.

## Interactive Expository, Narrative or Persuasive Essays



Combination of  
teacher and  
student  
collaborative  
writing

Score  
compositions  
from other  
classes

Score an essay  
from  
the TEA sample  
scoring guides



## Various Collaborative Scoring Options

- ▶ Involve the students as much as possible.
- ▶ Assign students to "click" the radials on the app or to point to the screen.
- ▶ Major information is before the "dash" — in the statement.
- ▶ Avoid reading each statement verbatim. This is boring to kids. Use your own words to explain.
- ▶ If interactive writing was done well, the paper should be scoring at 3 and 4 score point level. The goal is to have high quality collaborative essays, even if the teachers assists. Interactive essays serve as a strong model *before* independent writing.
- ▶ Teacher guides the discussion - validate with text evidence from the essay.
- ▶ Re-read parts of the essay out loud to reinforce your instruction.
- ▶ Mini-lesson should last no more than 12-15 minutes.
- ▶ Be positive, encouraging, enthusiastic.
- ▶ Can be revised and edited to improve the group paragraphs the next day and re-scored.