

## 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!

Prompt	Pre-Writing & Planning Model	Collaborative Writing Activities	Outline with Academic Language
Analyze the task & demands of the prompt: form, topic, audience, verb tense	Strong model of the “planning” stage and mentor text	Opportunities to “draft” together	Teaching academic language

## Outline with Academic Language

## Teaching academic language

- I. Introductory paragraph
  - A. Topic and central idea of the composition
  - B. Main ideas of the composition
- II. Body paragraphs
  - A. Main idea stated in a topic sentence\*
  - B. Supporting detail\*\*
    - 1. Examples
    - 2. Cause and effect
    - 3. Personal experiences
- III. Concluding paragraph
  - A. Topic and central idea of the composition
  - B. Main ideas of the composition
  - C. General parting thought

\* No set number of ideas or details

\*\* Other elaboration methods may be equally effective.

### Engaging Activity

Leading to central or controlling idea

Revision Checklist					
Expository					
Introductory Paragraph					Concluding Paragraph
Topic _____	Main Ideas				Topic _____
Control Ideas _____					Control Ideas _____
Main Idea 1 _____	1 <sup>st</sup> Idea _____	2 <sup>nd</sup> Idea _____	3 <sup>rd</sup> Idea _____	Main Idea _____	
2 _____	E _____	E _____	E _____	Parting Thought _____	
3 _____	CE _____	CE _____	CE _____		
	PE _____	PE _____	PE _____		
	Other _____	Other _____	Other _____		

[illegible]

## Make Friendship Bracelets



[Login to QUICKWRITINGSCORE](#)

*Collaborative writing works best with group roles.*



## GROUP RULES & REMINDERS

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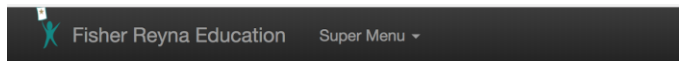
- Write for only 12 Minutes
- Write only assigned group part
- Teacher circulates & facilitates
- 2 minute re-read by speaker
- Assist and complete the paragraph if a group did not finish
- Manager watches the time
- Bring the group speakers to orally share (publish) the completed collaborative essay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

Assessment Type	✓ -SELECT- Shared - Expository Shared - Narrative Interactive - Expository Interactive - Narrative Interactive - Persuasive Benchmark Expository Benchmark Narrative Benchmark Persuasive STAAR - Expository
Grade	
Scoreable	

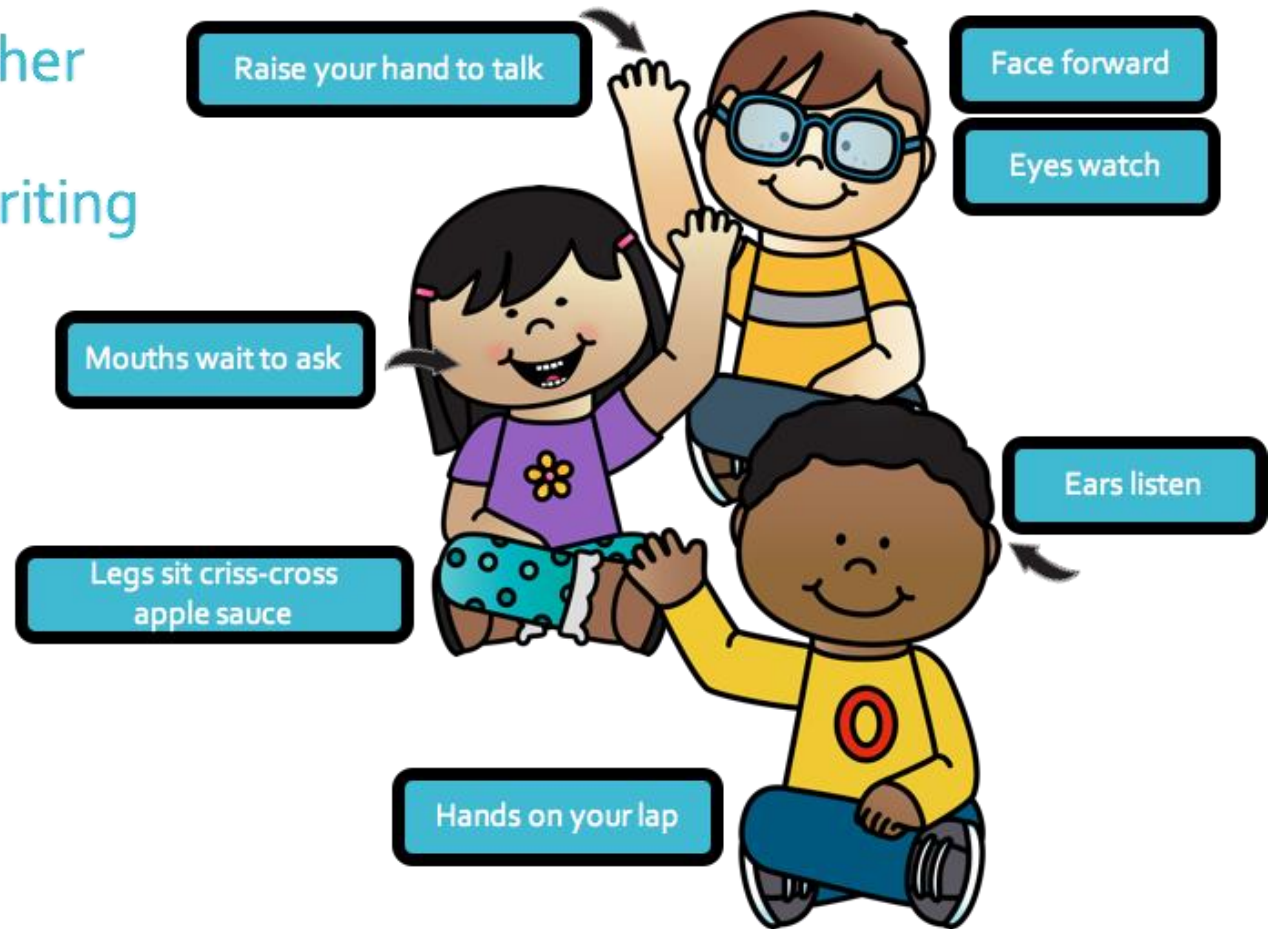
Start



- 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.**

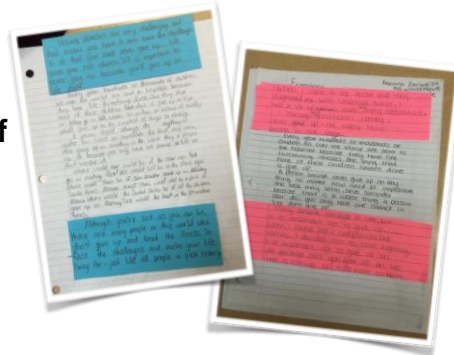
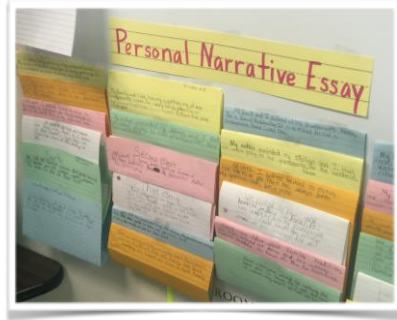
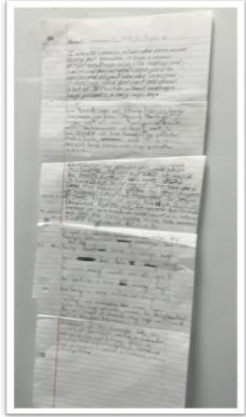
**Sit students close to the screen**



- 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.

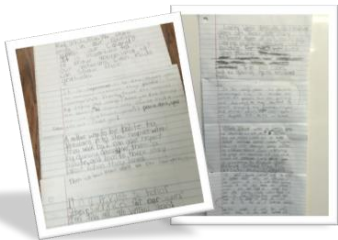
# Quick Writing Scores facilitates meaningful reflection about writing. Any collaborative scoring can be extremely helpful.

## Interactive Expository, Narrative or Persuasive Essays

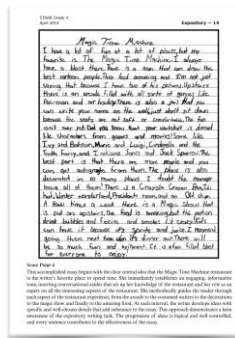


Combination of  
teacher and  
student  
collaborative  
writing

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.