



Deer Valley Unified School District No. 97

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# Writing Application Descriptors

Grade 6



Fall, 2007

**Strand 3: Writing applications****Concept 1: Expressive**

*Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.*

*Writing may be based on real or imagined events.*

PO 1. Write a narrative that includes:

- a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described setting
- d. dialogue, as appropriate
- e. figurative language, or descriptive words and phrases to enhance style and tone

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:

- a. figurative language   b. rhythm   c. dialogue   d. characterization   e. plot   f. appropriate format

Narrative

At the sixth grade level, the term narrative is an umbrella term. In the broadest sense, the ‘narrative’ may recount a fictional or non-fictional event. A ‘personal narrative’ recounts an event or incident experienced by the author but may or may not be embellished. A ‘story’ is generally a fictional account. The term ‘narrative’ will be used in the broad sense.

The narrative has an identifiable story line that is easy to follow and paraphrase. The narrative should have a concise beginning that hooks the reader and orients the reader to the main character and context of the story. The narrative should include several additional minor characters. The middle elaborates on events that may be told in sequential order, as a cause and effect relationship, or as a compare and contrast relationship. Suspense, anticipation, tension, humor, or drama is used as a way to hold the reader’s attention. Transition words should be used to move the narrative along in chronological order, to signal cause and effect relationships or compare and contrast relationships. The ending of the narrative should not be abrupt. The ending should reveal the writer’s opinion or thoughts or feelings about the story that was told.

A narrative may be written in first person, third person, or omniscient point of view. Sensory details should be used to describe the characters and/or setting. Dialogue or monologue is used to move the plot along and to reveal information about a character. Simple and compound sentences are used to enhance fluency. A narrative may be as short as a single page or as long as a novella!

Poetry

**Haiku** is an unrhymed Japanese verse consisting of three unrhymed lines of five, seven, and five syllables (5, 7, 5) or 17 syllables in all. Haiku is usually written in the present tense and focuses on nature (seasons).

**Shape** poetry is also associated with concrete poetry. Shape is one of the main things that separate prose and poetry. If the subject of your poem were of a flower, then the poem would be shaped like a flower. If it were of a fish, then the poem would take on the shape of a fish. ... Shape and concrete poetry go hand-in-hand; however, concrete or visual poetry don’t have to take on the particular shape of the poem’s subject, but rather the wording in the poem can enhance the effect of the words such as in this line:

an angel tumbling  
 d  
 o  
 w  
 n  
 to earth . . .

### Skit

A skit is a short play that is usually performed in a more informal setting. The written text for a skit or play is called the script.

Sixth grade scripts may involve topics from any content areas. (i.e, a re-enactment of a customer bartering with a vendor or a gathering of famous Greek and Roman leaders bragging about their contributions to the world.) The skit may also be a fiction story of an event or incident.

The skit may be limited to a single scene and only two characters but if written as a paired or group activity, a lengthier skit would be expected.

The skit should include stage directions. Stage directions may serve to establish the setting and/or the introduction of the characters.

The dialogue may also establish the setting and the characters. It is the dialogue that will advance the plot. The lines for each character should be written using the appropriate voice for the character. The dialogue should be natural and believable.

## **Strand 3: Writing applications**

### **Concept 2: Expository**

*Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.*

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write a summary based on the information gathered that include(s): a topic sentence, supporting details and relevant information

PO 3. Write a process essay that includes: a thesis statement, supporting details, introductory, body, and concluding paragraphs

### Summary

A good summary should give an objective outline of the whole piece of writing. It should answer basic questions about the original text such as "Who did what, where, and when?", or "What is the main idea of the text?", "What are the main supporting points?", "What are the major pieces of evidence?". The summarizer's own ideas or criticisms should not be part of the summary. Only the most important, and relevant examples, details, and information should be included in the summary. A summary does not need a conclusion, however, if the original author makes a significant point (conclusion) in the original article, it should be included in the summary.

### Process Essay

A process paper either tells the reader how to do something or describes how something is done. Process papers are often written in the second person, but may be written in first or third person depending on the purpose. In most cases, you will want to write about a process that you feel you are already an expert on. Be sure your thesis explains the purpose of this process explanation, or the main idea you want the reader to understand about the process. Process essays are generally organized according to time: that is, they begin with the first step in the process and proceed in time until the last step in the process.

### **Strand 3: Writing applications**

#### **Concept 3: Functional Writing**

*Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.*

- PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).
- PO 2. Write a friendly letter that includes a:
- a. heading
  - b. salutation
  - c. body
  - d. closing
  - e. signature
- PO 3. Write a formal letter that follows a conventional business letter format.
- PO 4. Address an envelope for correspondence that includes:
- a. an appropriate return address
  - b. an appropriate recipient address

#### Friendly letters include:

- heading (left justified, beginning at center of paper)
- greeting or salutation (left justified)
- body (indent first word of each paragraph, left justify remaining lines in paragraph)
- closing (beginning at center of paper- lines up with heading)
- signature – usually in cursive (beginning at center of paper – lines up with heading and closing)

#### Envelopes:

- The return address is located in the upper left corner of the envelope.
- The recipient address begins in the middle of the envelope. The first letter of the recipient's title establishes the upper left corner of the recipient address.
- The return address as well as the recipient address should be written in ALL caps.
- All lines are left justified.
- There is no punctuation on an envelope with the exception of a dash between the Zip code and +4

Formal letters may use block form (left justified) or semi-block form.

Your Return Address {NOTE: your name goes only at the bottom}

Your City, YO [your two letter state abbreviation] zip

Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing

Address

City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, you will want to give a specific example of how you benefited from your contact with this person. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{ three spaces so that your signature may appear here }

Sally Student

**Strand 3: Writing applications****Concept 4: Persuasive Writing**

*Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.*

- PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:
- establishes and develops a controlling idea
  - supports arguments with detailed evidence
  - includes persuasive techniques
  - excludes irrelevant information

Persuasive Writing

The controlling idea of persuasive text is the argument. Usually the argument is either for or against some type of issue. A persuasive essay has an introduction, a body, and a conclusion. A persuasive paragraph may connect with or appeal to emotion. The topic sentence states an opinion. The author's argument is established and developed at the beginning. Details give reasons/support for your opinion and include facts, figures, and examples. Irrelevant information is not included. A strong closing reinforces the author's argument and seeks action if applicable. Persuasive techniques such as bandwagon, testimonials, glittering generalities, etc. are present. Grade appropriate and relevant vocabulary enhances word choice. Written communication may be a business or friendly letter, memo, editorial, speech, e-mail, or public service announcement.

**Strand 3: Writing applications****Concept 5: Literary Response**

*Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.*

- PO 1. Write a response to literature that:
- presents several clear ideas
  - supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media
  - relates own ideas to supporting details in a clear and logical manner

Response to Literature

A response to literature is written in first or third person. It is a personal reaction to a literary selection that includes the student's interpretation, analysis, opinion, and/or feelings about a piece of literature and selected elements within. The response should contain several well-developed ideas and a conclusion supported by examples from the text, personal experience, references to other works or references to non-print media (e.g., music, television, art, radio). In addition, references, conclusions, and the students own ideas should be supported with details from the text in a clear and logical manner.