

Traits: Ideas, Organization, Sentence Fluency, and Conventions

Standard 3.2

Evidence Outcomes

- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
- i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
- iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
- d. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs

Standard 3.3

Evidence Outcomes

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
- vi. Identify fragments and run-ons and revise sentences to eliminate them
- vii. Use coordinating conjunctions in compound sentences
- ix. Choose adverbs to describe verbs, adjectives, and other adverbs
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
- ii. Spell correctly. (CCSS: L.6.2b)

➡ **Lesson 10 Objective:** Students will write a topic sentence/thesis statement for a single paragraph essay

(Rough Draft)

Beginning a paragraph with a *topic sentence/thesis statement* can be achieved in a number of ways. It is important to provide students with a few standard protocols for writing *topic sentences/thesis statements*. A *topic sentence/thesis statement* should be clearly written, include keywords from the prompt, and grab the reader's attention. **This lesson will take multiple days to complete.**

➡ **Activities:**

- Using any available non-fiction books, have students search through paragraphs for the most interesting topic sentence/thesis statement. Students should write their choice on a sticky note. As students share their sentences with the class, look for commonalities between sentences. What traits, words, or phrases do interesting topic sentences/thesis statements share?
- Bring back the graphic organizer on kayaking you completed together. Fold two pieces of paper in half and in half again so that you have 4 quadrants on each page, for a total of 8 altogether on the front and back side. You will model how to write a thesis statement and then provide opportunity for students to practice. What is the purpose of a topic sentence/thesis statement? The thesis statement needs to introduce the paragraph/essay, be clearly written, be written as a complete sentence, and contain important words from the prompt.

We will be practicing writing 7 different types of thesis statements for this plan. This will help students avoid writing the same statement over and over again in every piece of writing. For those students who usually need extra support, you should cut the number they practice to two or three. The topic sentences/thesis statements either contain or start with a specific word which is used to move the sentence along and provide the writer with a starting point.

d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

Topic Sentence/Thesis Statements Containing a Number Word

- This is the most basic topic sentence learned in primary grades. Although it is simple in format, it is effective in certain instances. A number thesis statement must contain either a number word or a word which signifies a number. In the 1st box of your sample paper, write **Number Thesis Statement**. We are going to write a thesis statement containing a number word. In **your** first box, write the following sentence:

There a **variety** of reasons which make kayaking an interesting sport.

- What does this thesis statement inform the reader about my paper? It tells the reader I think kayaking is a fascinating sport. What would you expect to read about in my paper? You would expect to read why I think kayaking is an interesting sport.
- Ask students to help you think up other **Number** topic sentences for kayaking. Write these ideas on the board.

Sample Sentences:

*Kayaking is an interesting activity for **three** reasons.*

*People enjoy kayaking for a **variety** of reasons.*

*Kayaking provides **many** benefits for those who try the sport.*

- Now have students choose one of their previously completed plans and have students write a **Number Word** topic/thesis sentence. Share a few with the class and make sure that the thesis statement is a complete sentence, clearly informs the reader what the paper will be about, and contains a **Number Word**. Have students share their sentences with the class.
- Continue to have students write a **Number Word** thesis statement for each of their plans in the **Number Word** quadrant. They should have 4-5 different topic sentences in the 1st quadrant.

For all types of thesis statements follow the lesson above. Introduce the type of statement, model, elicit ideas for more examples of the particular type of thesis statement, provide time for students to practice using their own plans, and allow students time to share their sentences.

Topic Sentence/Thesis Statement starting with the words *If - then*

- In the second box, write the words “**If-then.**” We are going to write a thesis statement using the words “**If-then**” at the beginning. **Again, using your topic of kayaking, write in the first square:**

If you are looking for a great sport to enjoy, **then** try paddling a kayak.

- What does this thesis statement inform the reader about my paper? It tells the reader I think kayaking is a great sport.
- Ask students to help you think up other ***If-then*** thesis statement for kayaking. Write these ideas on the board.

Sample Sentences:

*If you want something new to do with your friends at the lake, **then** try paddling a kayak.*

*If you want to have a great time while being on the water, **then** kayaking is a sport you need to try!*

*If you are looking for an activity that is easy to learn, **then** grab a kayak and head to the lake.*

- Now have students choose one of their previously completed plans and have students write an ***If-then*** thesis statement. Share a few with the class and make sure that the thesis statement is a complete sentence, clearly informs the reader what the paper will be about, and contains the words “***If-then***”. Have students share their sentences with the class.
- Continue to have students write an ***If-then*** thesis statement for each of their plans in the ***If-***

then quadrant. They should have 4-5 different statements in the 1st quadrant.

Topic Sentence/Thesis Statement starting with the word *When*

***When** you want to spend time outdoors enjoying the sun and the water, try paddling a kayak.*

Sample Sentences:

***When** you're looking for something to do at the lake, try renting a kayak!*

***When** it's my choice to pick the weekend's activity, I always choose kayaking on the lake.*

***When** I think of activities that I enjoy, kayaking is at the top of my list.*

- Follow the same procedure above and provide students the opportunity to use their plans to practice this type of thesis statement. Share students' writing.

Topic Sentence/Thesis Statement starting with the word *Although or Even though*

***Although** I enjoy many activities, kayaking is one of the most interesting.*

Sample Thesis Statements:

***Even though** I love to spend time hiking in the mountains, I really enjoy my time on the water in my kayak.*

***Although** you may not believe you are a fan of water sports, try paddling a kayak. It may surprise you!*

***Even though** many activities are fun, kayaking around the lake is my favorite by far!*

- Follow the same procedure above and provide students the opportunity to use their plans to practice this type of thesis statement. Share students' writing.

Topic Sentence/Thesis Statement starting with the word *Since*

Since I enjoy being outdoors, kayaking is the sport for me.

Sample Thesis Statements:

Since it is a skill anyone can learn, kayaking is a great activity for all.

Since I enjoy both being outdoors and getting exercise, kayaking is the perfect activity for me.

- Follow the same procedure above and provide students the opportunity to use their plans to practice this type of thesis statement. Share students' writing.

Just Say It Topic Sentence/Thesis Statement

These sentences are just like they sound; the author simply states the topic of the paragraph.

Kayaking is a wonderful activity and sport for all.

Sample Sentences:

Kayaking is a sport that can be enjoyed by people of all ages.

An activity that is good for both the body and the soul is kayaking.

- Follow the same procedure above and provide students the opportunity to use their plans to practice this type of topic sentence. Share students' writing.

As Topic Sentence/Thesis Statement

As the weather turns warm and sunny, kayaking on a mountain lake is a wonderful way to spend an afternoon.

Sample Sentences:

As you find yourself with a free summer afternoon, you should try the sport of kayaking.

As days feel hectic and loud, find some peace and quiet while kayaking on a peaceful mountain lake.

- Follow the same procedure above and provide students the opportunity to use their plans to practice this type of thesis statement. Share students' writing.

Students need to hear each other's ideas as you are doing this activity. Encourage students to put a star in front of the most interesting topic sentence they want to share or use for later. The goal of these lessons is for students to internalize the different types of thesis statements and incorporate them into their daily writing.

Other words to use as topic sentence/thesis statement starters include:

After

In spite of

No matter

Remind students that thesis statements must always be indented to indicate to the reader you are beginning a new thought or idea. Writing a clear and engaging thesis statement is the goal for all 6th grade students.