Georgia Performance Standards Framework for ELA Unit 6 – 6th Grade

Grade: 6
Topic: Writing Clear Instructions

Instructional unit: Reading and Writing Informational Texts
Contributed By: Patricia Martin, James Timothy Hixson, Lakeisha Griffith, Heather Hill, Linda Green, Shelly Jo Martin

The task:
The students will draw a picture of a monster. The illustration should include the full body of the monster and at least three colors. Once students complete their illustration, they will write step-by-step instructions for recreating their monster. The teacher collects both picture and instructions from each student. The teacher distributes the step-by-step directions to different students. Students will attempt to draw a monster following the instructions given. After everyone has completed the recreation, the recreations are compared with the original monster. The class will discuss the strengths and weaknesses of the directions. From this discussion, the class will create a chart illustrating effective techniques for writing instructions.

Focus Standard:

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
e. Follows multi-step instructions to complete or create a simple product.

ELA6W2 The student demonstrates competence in a variety of genres.
The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
b. Excludes extraneous and inappropriate information.
c. Follows an organizational pattern appropriate to the type of composition.

Circumstances of the assignment/Notes to the Teachers:
Any type of illustration could be used.

Differentiation Option:
Teacher will provide students with intentionally vague directions for creating a picture. Then, after completing the illustration, teacher will assign each student a partner and after comparing their illustrations, students will rewrite or add to the directions given by the teacher to make them clearer.