

Stage: Writing

Draft

Day 1	First Day of Writing Draft
Day 2	Second Day of Writing Draft

Day 1	First Day of Writing Draft
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use feedback on their outline to write a first draft of an essay.
Lesson Resources	<p>Student Journal</p> <ul style="list-style-type: none"> Pages 53-56 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> Google Slides presentation
Do Now	Turn and Talk: What is the difference between an outline and an essay?
Lesson Introduction	<ul style="list-style-type: none"> Review class agenda Pass out student journals Today you'll receive feedback on your outline and work to incorporate that into a complete draft of your essay. You'll begin to string together the pieces of your outline into completed paragraphs.
Direct Instruction	<ul style="list-style-type: none"> Congratulations on completing the toughest stage of the writing process! You've already compiled all of the components of your essay into your draft. The work of writing paragraphs is simply bringing together your outline into paragraphs of complete sentences that group your ideas together. Demonstrate what an outline vs. a draft introduction paragraph looks like up on the board. Highlight or underline each component Teach students the steps to address teacher feedback on their outlines as they're writing. <ul style="list-style-type: none"> Step One: Identify the type of feedback <ul style="list-style-type: none"> Compliment/strength <ul style="list-style-type: none"> <i>Ex. Your evidence clearly supports your topic sentence!</i> Editing (grammar/spelling) <ul style="list-style-type: none"> <i>Ex. Remember to capitalize the names of publications.</i> Content <ul style="list-style-type: none"> <i>Ex. This piece of evidence doesn't support your solution. Go back to your research log to see if you can find stronger support.</i> Accept or reject suggestion (model how to do this if using google documents for the outline) Make a change/addition to address the feedback if necessary Project example student outline with feedback on the board (with student's permission, or an exemplar) to demonstrate how to accept or reject and then incorporate feedback
Independent Practice	<ul style="list-style-type: none"> Direct students to work independently to write their rough drafts on pages 53-56, using their outlines as guides. This is a good time to pull a small group to work with you for additional support.

Exit Ticket	Self Assessment: Which aspect of the writing process has been the easiest for you? What has been the most challenging? Respond in complete sentences.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Have students write their draft in a shared Google Doc. Provide targeted feedback in narrowly focused rounds. Example: <ul style="list-style-type: none"> ○ Round 1: Structure ○ Round 2: Evidence & Explanation ○ Round 3: Word choice and transitions • See tips for providing virtual writing feedback on the One World website.
Extension	<ul style="list-style-type: none"> • Have students write their draft in a shared Google Doc. Provide targeted feedback in narrowly focused rounds. Example: <ul style="list-style-type: none"> ○ Round 1: Structure ○ Round 2: Evidence & Explanation ○ Round 3: Word choice and transitions • See tips for providing virtual writing feedback on the One World website.
Language Development	<ul style="list-style-type: none"> • Reduce the number of paragraphs students have to write. Have students color code each sentence according to the established vocabulary color codes. • Ask students to find pictures that represent the main idea of each paragraph. Students write captions for each picture to practice writing topic sentences.

Day 2	Second Day of Writing Draft
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Analyze exemplary use of transition phrases and apply those transition phrases to their essay.
Lesson Resources	Student Journal <ul style="list-style-type: none"> • 53-56 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	What is a transition? Why are transitions important? You can think about transitions in writing, transitions between classes, or transitions between activities in class. Write in complete sentences.
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda • Pass out student journals • Yesterday you began writing a draft of your essay. Today, you'll add transitions into your writing to help your essay flow and make it easy to understand and enjoyable for your audience.
Direct Instruction	<ul style="list-style-type: none"> • Direct students to turn to transitions on page 51 of their journals and review the transition phrases in small groups/pairs. Emphasize the difference between the columns: <ul style="list-style-type: none"> ○ Compare - used to state a similarity, perhaps between two pieces of complementary evidence ○ Contrast - state a difference, perhaps to introduce an opposing view

	<ul style="list-style-type: none"> ○ Sequence - order, perhaps to help your audience understand the order of your argument ○ Add on - to give more details or provide more reasons or evidence ○ Explain - to make more clear, perhaps to explain a piece of evidence or topic sentence
Guided Practice	<ul style="list-style-type: none"> • In pairs or small groups, direct students to return to Indiya’s exemplar essay on page 11. Guide students to circle the transition phrases in her essay. • As you circulate, ask: <ul style="list-style-type: none"> ○ <i>Why did Indiya use transition phrases?</i> ○ <i>Why does she choose chronological transition phrases? What is the effect on her audience?</i> ○ <i>What transitions could she have added to make her writing stronger?</i>
Independent Practice	<ul style="list-style-type: none"> • Direct students to incorporate at least two transition phrases into their writing today as they continue to work on their drafts. This is a good time to pull a small group to work with you for additional support.
Exit Ticket	Highlight the transition phrases you added to your draft.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Have students write their draft in a shared Google Doc. Provide targeted feedback in narrowly focused rounds. Example: <ul style="list-style-type: none"> ○ Round 1: Structure ○ Round 2: Evidence & Explanation ○ Round 3: Word choice and transitions • See tips for providing virtual writing feedback on the One World website.
Extension	<ul style="list-style-type: none"> • Have students create an annotated bibliography.
Student Support Tips	<ul style="list-style-type: none"> • Reduce the number of paragraphs students have to write. Have students color code each sentence according to the established vocabulary color codes. • Ask students to find pictures that represent the main idea of each paragraph. Students write captions for each picture to practice writing topic sentences.