

Stage 3: Writing
Writing a Draft
<b>Day 1:</b> The Art of Transitioning
<b>Day 2:</b> Writing a Draft
<b>Day 3:</b> Writing a Draft & Works Cited

<b>Day 1</b>	The Art of Transitioning
<b>Common Core Standards</b>	RI.9-10.4,5 W.9-10.4,5,8 SL.9-10.1,4 L.9-10.3,6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Employ transition words when writing to effectively connect ideas within and between paragraphs</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>• Pages 60-62, 78</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> <li>• The Art of Transitioning supplemental paragraph</li> </ul>
<b>Do Now</b>	<p><b>Jot-Pair-Share:</b> Turn to page 78 in your journal. Write responses for Pitch #4.</p> <ul style="list-style-type: none"> <li>• Set a timer for 90 seconds. Have students present their pitch to a partner. Switch. Repeat with different partners.</li> </ul> <p><b>Note:</b> Students are free to update and revise the information they use for each pitch, as they hone their argument.</p>

<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>● Share Do Now responses</li> <li>● Review class agenda</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>● Tell students that working on an outline helped them to organize their ideas. Now as they work on their draft essays, they will need to think about word choice and how they can use transitions to connect their ideas. Transitions create cohesion in writing and show the reader how ideas connect to each other.</li> <li>● Show students the supplemental example paragraph (online resource).</li> <li>● Highlight all of the transition words to show where they fit into the flow of ideas.</li> <li>● Delete the transition words from the paragraph. Have students re-read the paragraph. Ask: <ul style="list-style-type: none"> <li>○ <i>How has the meaning of the paragraph changed?</i></li> <li>○ <i>Where is the paragraph more confusing now?</i></li> <li>○ <i>Can you tell the purpose of each sentence now? Why or why not?</i></li> </ul> </li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>● In partners or small groups, have students review the sentence starters and transitional phrases on pages 60-61.</li> <li>● Direct students to rewrite the supplemental example paragraph using different transitions from pages 60-61 that keep the same meaning.</li> <li>● Go around the room and have groups share their ideas and offer feedback.</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>● <b>Option A:</b> Students complete “The Art of Transitioning” activity as is to examine how Daniel’s exemplar essay used transitions and make a plan for their essay.</li> <li>● <b>Option B:</b> Students review their outline and make notes (in the margins or on sticky notes) about the transition words they plan to use.</li> </ul>
<b>Exit Ticket</b>	<p>Read the following sentences and answer the questions:</p> <ul style="list-style-type: none"> <li>● U.S. News and World Report states, “Teens who play sports also gain confidence, critical-thinking and judgment skills, as well as increased cognitive function.” (2) Therefore, playing sports after school will actually help students do better on their homework.</li> <li>● <i>What is the purpose of sentence 1? How do you know?</i></li> <li>● <i>What is the purpose of sentence 2? How do you know?</i></li> </ul>
<b>Differentiation Suggestions</b>	
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>● Ask students to find a piece of writing (could be an article they used for research). Have students annotate it for the use of transitions. Students can use online annotation apps like Diigo or Kami or do the activity on paper and submit a picture with their annotations.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>● Have students look at or find an additional exemplar to study.</li> </ul>

<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Color code the categories of transition words. Use the colors to indicate where a transition is needed, then let students select from the list.</li> <li>• Narrow the focus for transitions to 2 or 3 types to prevent overwhelming students.</li> </ul>
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<b>Day 2</b>	Writing a Draft
<b>Common Core Standards</b>	RI.9-10.1,8 W.9-10.1,2,4,8-10 SL.9-10.1 L.9-10.3,6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Construct an argument using their research, outline, and peer feedback to write an essay draft</li> <li>• Incorporate evidence and analysis from a variety of research resources to support a claim and rebut a counterclaim</li> <li>• Employ effective transitions in and between paragraphs to connect ideas in their essay</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>• Pages 63-68</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<b>Do Now</b>	Which of the following are proper ways to cite a source in an essay? Be prepared to explain your choice(s): <ul style="list-style-type: none"> <li>• I read an article about how students are at low risk for catching Covid-19.</li> <li>• The Washington Post article “D.C. Public Schools Will Start the Academic Year with All-Virtual Learning” reported that all students will receive some live online instruction.</li> <li>• Experts recommend flexible deadlines for students learning from home (North).</li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>• Share Do Now responses</li> <li>• Review class agenda</li> </ul>

<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>● Tell students that they are going to use all of the work they have done so far to begin drafting their essay today. Go over the resources they have to help them with this: <ul style="list-style-type: none"> <li>○ Research Log (pages 38-43)</li> <li>○ Outline (pages 50-56)</li> <li>○ Peer feedback (pages 58-59)</li> <li>○ Transitional Words reference pages (pages 60-61)</li> </ul> </li> <li>● Review the Essay Draft pages and point out the checklist of reminders for each paragraph. <b>Note:</b> Students can use the checklist of reminders as a reference, even if they are typing their essay.</li> <li>● Set expectations for writing the draft: <ul style="list-style-type: none"> <li>○ What line spacing do you want to see?</li> <li>○ How many paragraphs do they need to complete today?</li> </ul> </li> </ul>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>● Have students start drafting their introduction paragraph.</li> <li>● Monitor progress and support students who are struggling.</li> <li>● Re-teach or clarify any common problems.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>● Students write their essay draft in a google doc or on pages 63-68.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>Share your essay with a partner and read one paragraph. Then tell the writer something that you like about their writing:</p> <ul style="list-style-type: none"> <li>● <i>I like how you...because...</i></li> <li>● <i>You made a good point about...</i></li> <li>● <i>My favorite part is...</i></li> </ul>
<p><b>Differentiation Suggestions</b></p>	
<p><b>Virtual Learning</b></p>	<ul style="list-style-type: none"> <li>● Have students write their draft in a shared Google Doc. Provide targeted feedback in narrowly focused rounds. Example: <ul style="list-style-type: none"> <li>○ Round 1: Structure</li> <li>○ Round 2: Evidence &amp; Warrant</li> <li>○ Round 3: Word choice and transitions</li> </ul> </li> <li>● See tips for providing virtual writing feedback on the One World website.</li> </ul>
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<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>● Reduce the number of paragraphs students have to write. Have students color code each sentence according to the established vocabulary color codes.</li> </ul>

	<ul style="list-style-type: none"> <li>Ask students to find pictures that represent the main idea of each paragraph. Students write captions for each picture to practice writing topic sentences.</li> </ul>
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<b>Day 3</b>	Writing a Draft & Works Cited
<b>Common Core Standards</b>	RI.9-10.1,8 W.9-10.1,2,4,8-10 SL.9-10.1 L.9-10.3,6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>Construct an argument using their research, outline, and peer feedback to write an essay draft</li> <li>Incorporate evidence and analysis from a variety of research resources to support a claim and rebut a counterclaim</li> <li>Employ effective transitions in and between paragraphs to connect ideas in their essay</li> <li>Construct a Works Cited page for every source used in their essay using proper MLA formatting</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>Pages 63-70</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>Google Slides presentation</li> </ul>
<b>Do Now</b>	<b>Think-Pair-Share:</b> What have been the different steps of the research and writing process so far?
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>Share Do Now responses</li> <li>Review class agenda</li> <li>Pass out student journals</li> </ul>

<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>● Review the necessary elements of a Works Cited page on page 69 and remind students that they should have already recorded a lot of this information in their Research Log.</li> <li>● Tell students that they only need to include the sources they actually cite in their essay in their Works Cited.</li> <li>● <b>Note:</b> The One World Journal recommends using MLA, but teachers are free to use a different citation format. If students are typing their essays, you will want to review page formatting with them.</li> </ul>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>● Have students review their research log and highlight or circle the sources they are using in their essay.</li> <li>● Direct students to choose one source to create a citation for. Have students check their citation with a partner. Spot check citations and support, as needed.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>● Students finish drafting their essay and work on their Works Cited page.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>Share your essay with a partner and read one paragraph. Then tell the writer something that you like about their writing:</p> <ul style="list-style-type: none"> <li>● <i>I like how you...because...</i></li> <li>● <i>You did a good job explaining...</i></li> <li>● <i>You helped me understand...</i></li> </ul>
<p><b>Differentiation Suggestions</b></p>	
<p><b>Virtual Learning</b></p>	<ul style="list-style-type: none"> <li>● Have students write their draft in a shared Google Doc. Provide targeted feedback in narrowly focused rounds. Example: <ul style="list-style-type: none"> <li>○ Round 1: Structure</li> <li>○ Round 2: Evidence &amp; Warrant</li> <li>○ Round 3: Word choice and transitions</li> </ul> </li> <li>● See tips for providing virtual writing feedback on the One World website.</li> </ul>
<p><b>Extension</b></p>	<ul style="list-style-type: none"> <li>● Have students create an annotated bibliography</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>● Reduce the number of paragraphs students have to write. Have students color code each sentence according to the established vocabulary color codes.</li> <li>● Ask students to find pictures that represent the main idea of each paragraph. Students write captions for each picture to practice writing topic sentences.</li> </ul>

