

Stage 3: Writing

Outline

Day 1: Refining Your Claim & Outline Introduction

Day 2: Outline Body Paragraphs

Day 3: Conclusion & Peer Editing

Day 4: Peer Editing **Note:** The peer editing activity can be done after the outline, after the first draft, or both.

Day 1	Refining Your Claim & Outline Introduction
Common Core Standards	RI.11-12.1, 7 W.11-12.1, 4, 5, 8, 9 SL.11-12.1, 4, 6 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Refine their claim to incorporate what they learned from their research • Construct a hook that will grab the reader’s attention using a rhetorical technique • Organize the elements of their essay using a scaffolded outline template
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 53-60 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Go to pg. 53. Complete the steps to revise and refine your claim.
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Congratulate students on finishing their research and being ready to start the writing process! • Tell students that the first part of the writing process is creating an outline. Ask: <i>What experience do you have with writing an outline?</i> • Explain that outlines are important for creating a map to organize their ideas before they write their full essay. An outline will help them make sure they have all the information they need, identify missing pieces, and stay focused on making the strongest possible argument. • Have students preview the outline structure on pages 54-60 to show how it will support them in organizing their ideas.
Guided Practice	<ul style="list-style-type: none"> • Have students turn back to “Your Outline: Introduction” on page 54. • Think-Pair-Share: What did you learn about your topic that will “hook” the audience? <ul style="list-style-type: none"> ○ Did you learn any shocking data about your topic? ○ Can you ask a thought-provoking question about your topic? ○ Did you read about an emotional story you can share? • Ask students to share their ideas for a hook with a partner or in a small group. Have students provide feedback on the ideas and share their reactions.

Independent Practice	<ul style="list-style-type: none"> Students use the outline prompts to complete their introduction. Be sure to let students know if you require the outline to be in full sentences or not.
Exit Ticket	On a scale of 1 (easy) to 5 (difficult) rate today's outline activities. Explain your answer with specific reasons.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> Post online examples of how to hook an audience in different mediums (YouTube videos, articles, pictures, etc.) and have students discuss their reactions either synchronously or asynchronously. Provide an annotated example outline for students to reference when working independently. The annotations can be written or done as a screencast video.
Extension	<ul style="list-style-type: none"> Have students create multiple styles of hooks and survey classmates for reactions to identify the strongest one.
Language Development	<ul style="list-style-type: none"> Provide additional outline examples or partially completed outlines so students can practice organizing information under topic sentences.

Day 2	Outline Body Paragraphs
Common Core Standards	RI.11-12.1, 7 W.11-12.1, 4, 5, 8, 9 SL.11-12.1, 4, 6 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Organize the elements of their essay using a scaffolded outline template
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 42-46, 49, 55-57, 82 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Jot-Pair-Share: Turn to page 82 in your journal. Write responses for Pitch #2. <ul style="list-style-type: none"> Set a timer for 45 seconds. Have students present their pitch to a partner. Switch. Repeat with different partners.
Lesson Introduction	<ul style="list-style-type: none"> Share Do Now responses Review class agenda
Direct Instruction	<ul style="list-style-type: none"> Review any problem areas from the introduction outline. Direct students to page 55 and go over the body paragraph components. Model a body paragraph outline example for students with a think aloud.
Guided Practice	<ul style="list-style-type: none"> Remind students that they already have the components they need to create their body paragraphs outline. They will need to review their Research Log (pages 42-46) and their Research Analysis (page 49). Have students work on the outline for Body Paragraph / Reason #1.

	<ul style="list-style-type: none"> • Check in with students to monitor progress and provide support. • Re-teach or clarify outline elements with small groups or whole class, as appropriate.
Independent Practice	<ul style="list-style-type: none"> • Students work independently to draft the outline for the body paragraphs (Reason #2 and Reason #3) on pages 56-57.
Exit Ticket	<p>Administer an outline survey to students to check on progress:</p> <ul style="list-style-type: none"> • I completed the following outline sections: <ul style="list-style-type: none"> ○ Introduction ○ Body / Reason #1 ○ Body / Reason #2 ○ Body / Reason #3 • My outline is missing the following: <ul style="list-style-type: none"> ○ Claim ○ Reasons ○ Evidence ○ Warrant • Rate your comfort with writing an outline: <ul style="list-style-type: none"> ○ I am on track and can finish my outline independently ○ I am missing a few elements, but can work independently ○ I need support, please check in with me
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record yourself modelling the outline activity for students to watch asynchronously. Assign students to work on Body Paragraph / Reason #1 independently and submit their work before a synchronous session. Use the synchronous session to provide feedback and re-teach any common issues. Students then work asynchronously to finish their body paragraphs. • Create small groups of “Writing Support Circles.” Encourage the students in these groups to check in with each other for assistance and feedback.
Extension	<ul style="list-style-type: none"> • Encourage students to continue research to fill in gaps in their argument or strengthen their evidence.
Language Development	<ul style="list-style-type: none"> • Provide additional outline examples or partially completed outlines so students can practice organizing information under topic sentences.

Day 3	Outline Counterclaim & Conclusion
Common Core Standards	RI.11-12.1, 7 W.11-12.1, 4, 5, 8, 9 SL.11-12.1, 4, 6 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Organize the elements of their essay using a scaffolded outline template
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 54-60, 83 Digital Resources (available on One World website):

	<ul style="list-style-type: none"> • Google Slides presentation
Do Now	<p>Jot-Pair-Share: Turn to page 83 in your journal. Write responses for Pitch #3.</p> <ul style="list-style-type: none"> • Set a timer for 60 seconds. Have students present their pitch to a partner. Switch. Repeat with different partners. <p>Note: Students are free to update and revise the information they use for each pitch, as they hone their argument.</p>
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Review the components of the counterclaim paragraph and conclusion paragraph (pg. 58-60). • Model how to approach outlining these paragraphs with a think aloud or an annotated example.
Guided Practice	<ul style="list-style-type: none"> • Jot-Pair-Share: Complete the following prompts to help you prepare to outline your counterclaim and conclusion paragraphs: <ul style="list-style-type: none"> ○ Some people would say..., but they are wrong because... ○ If you want to help fix this problem, you should... ○ If we don't fix this problem, then...
Independent Practice	<ul style="list-style-type: none"> • Students work independently to outline their counterclaim and conclusion paragraphs.
Exit Ticket	<p>Think-Pair-Share: How did creating an outline help you organize your ideas? What was challenging about writing an outline?</p>
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record yourself modelling the outline activity for students to watch asynchronously. Assign students to work on the Counterclaim and Conclusion paragraphs independently and submit their work before a synchronous session. Use the synchronous session to provide feedback and re-teach any common issues.
Extension	<ul style="list-style-type: none"> • Have students consider multiple counterclaims and evaluate the strength of the evidence they have to rebut them before choosing one to write about.
Language Development	<ul style="list-style-type: none"> • Have students use the writing prompts from the guided practice activity in their outline.

Day 4	Peer Editing
Common Core Standards	RI.11-12.1,3,8 W.11-12.1,8 SL.11-12.1,4 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Review a peer's outline using a checklist to ensure the outline contains the necessary components • Critique a peer's outline using TAG sentence starters to provide constructive feedback

Lesson Resources	<p>Student Journal:</p> <ul style="list-style-type: none"> • Pages 72-73 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> • Google Slides presentation • Peer Editing Checklist
Do Now	Think-Pair-Share: Why is it important to get feedback on your writing?
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Tell students that they are going to partner with a classmate to read each other’s outlines and provide feedback that will help make their essay strong. • Use page 72 to talk about how to have an effective peer editing session: <ul style="list-style-type: none"> ○ Highlight something positive about their work to make them feel comfortable working with you. ○ Ask questions about the writing that reflect your experience as the reader. ○ Be a good listener ○ Reference the TAG sentence starters on page 72
Guided Practice	<ul style="list-style-type: none"> • Recruit a student volunteer to help you model a mini feedback session. Have the volunteer act as the coach to critique an example using the appropriate TAG sentence starters. • Ask the class to reflect on what they observed.
Independent Practice	<ul style="list-style-type: none"> • Students find a partner and share their outlines. <ul style="list-style-type: none"> ○ Step 1: Read the outline and check off the elements of the outline on page 73. ○ Step 2: Use the TAG sentence starters to offer constructive feedback on each paragraph of the outline. ○ Step 3: Summarize the strengths of your partner’s outline ○ Step 4: Summarize the areas of growth of your partner’s outline.
Exit Ticket	<p>Answer the following questions based on the feedback you received today:</p> <ul style="list-style-type: none"> • What elements of your outline are you happy with? • What elements of your outline will you improve in your draft?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record a model feedback session that students can watch and reference. • Have students provide the feedback asynchronously using comments in a shared Google Doc.
Extension	<ul style="list-style-type: none"> • Ask students to record and share a screencast where they explain the thinking behind the organization of their outline.
Language Development	<ul style="list-style-type: none"> • Color code the outline and peer editing checklist using the same color coding guide as the vocabulary exercise. • Encourage students to reference and use the TAG sentence starters on page 72. Create an anchor chart of the sentence starters for easy reference. • Put the TAG sentence starters on laminated cards. Students can draw a card and practice providing feedback using the sentence starter on the card.