

# Essay Writing Unit

A ten-day unit plan designed to introduce, practice, and execute better writing skills for the classroom and beyond.

Grades 7-9

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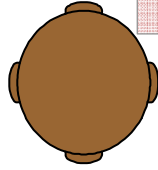
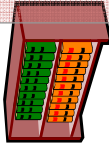
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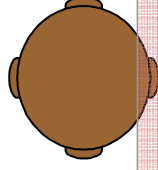
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Filing and  
Textbook Storage



Group Project Tables



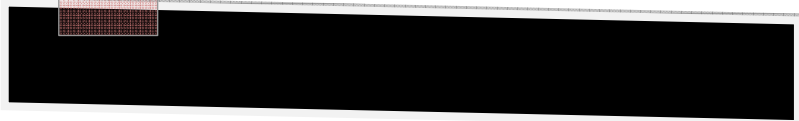
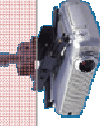
Bulletin/  
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Board



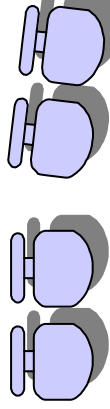
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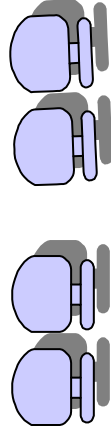
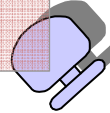
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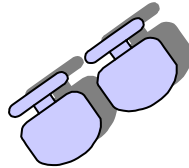
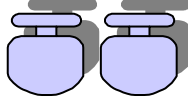
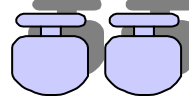
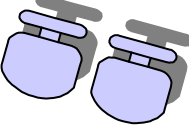
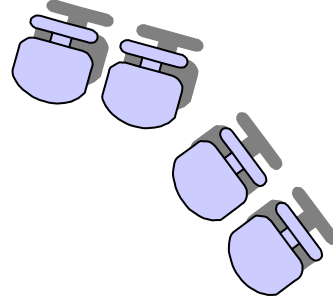
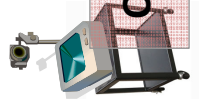
Blackboard



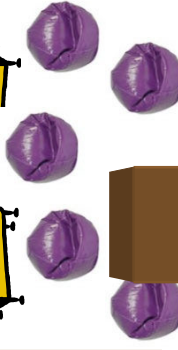
Teacher's  
Discussion Seat



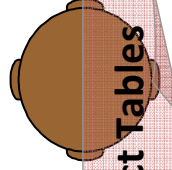
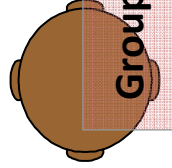
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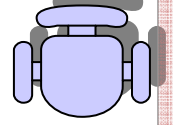
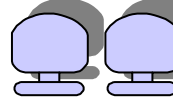
Reading Hideaway



Group Project Tables



Teacher's Desk/  
Student Conference Area



## Class Design Explanation

This classroom design provides a great set-up for a variety of student grouping arrangements. The “horseshoe” desk pattern is ideal for literature circles and discussions, a technique we named as a “best practice in literary instruction.” The desks, as you’ll notice, are also arranged in pairs so that students can easily participate in practices like the “think pair share” technique or even a scaled-down jigsaw in pairs. It would be important, though, to let students pick their own seats until a sense of classroom community is established, since they are sitting right next to another peer.

Because of the “pairs in a horseshoe” arrangement, students will be more likely to participate because they can bounce ideas off of their partner and also they feel like they are having a discussion, rather than being lectured to. They are, after all, facing each other. This is also why I placed a chair among the horseshoe for the teacher, so that s/he can actually sit among the students, bringing the authoritative, intimidating dictator impression down to an “I’m one of you” feel. This also fosters an inclusive environment, where no student can “hide” behind another, and all feel as if they are being directly addressed by the teacher and their peers since there are no bodies to obstruct the view.

I also set aside a “Reading Hideaway” where students can sit on bean bag chairs and relax and read. I arranged the bookshelves in a semi-circle, “hiding” this area from the rest of the class (but still open where the teacher can see from the desk) so that students can have their own little secret place, creating a safe haven in the classroom, which is essential to learning.

Addressing the group-work and projects of the best practices of literature, I placed several round tables with multiple seats around the room so students can have a place to spread out their materials and work with group members. Ideally, I’d also have a cabinet of project supplies readily accessible, as well as a mounted projector to incorporate technology into the classroom.

## Unit Plan Rationale

If you can read this, thank a teacher! In this unit of study, 9th grade general students will learn the basic construction of an academic essay. Since 9<sup>th</sup> grade is the first time when students are writing papers at high school level, this is the perfect time to teach some basic organization and planning skills. Until this point in their schooling, most students may not know about thesis statements or topic sentences, for example. Both of these tools are essential not only for standardized testing but for clear writing in the remainder of school and the students' lives.

This unit of essay writing is intended to supplement and conclude another unit on a novel the students will have read prior to this writing unit. By learning the importance of essay organization as well as finding information to prove assertions, students will be aligned with the PA State Reading Standards (1.1.G.1 and 1.2.8.A.4), Writing Standards (1.5.8.B and 1.5.8.C), as well as Speaking and Listening Standards (1.6.8.A.2 and 1.6.8.A.3). In order to collect the supporting evidence for their papers, students will complete reading journals as they read, using strategies such as pre-reading the comprehension questions. Students will also be given graphic organizers as a "skeleton" for their essay, which will serve as a handy outline for their final draft. These organizers, along with teacher instruction, will explain the parts of an essay such as the hook, thesis, topic sentence, transitions, citations, organization, focus, clarity, and powerful conclusions.

To demonstrate their understanding of how the sentences flow together in a well organized paragraph, students will rely on their knowledge of topic sentences and transitions to assemble paragraphs correctly. Once the essays are written, students will read them aloud and analyzed by classmates. These activities will address writing skills through the essay students will write, as well as both reading and listening skills through the culminating activity. The students' responses to the essays read aloud will informally assess overall unit comprehension.

## Hook

- a. In order to grab your audience and pique their interest, a good hook is essential
  - i. Sound effect
  - ii. Question
  - iii. Quote
  - iv. Statistic
  - v. Anecdote
  - vi. Paradox
2. Thesis
  - a. Absolutely essential to give your paper focus
  - b. Tells what the paper will discuss.
  - c. Needs to be proven
    - i. 1,2,3 points format                      4
    - ii. Overall idea format
  - d. Listeners will write this down as their classmate reads their paper
3. topic sentence
  - a. Proves your thesis
  - b. Tells what each body paragraph will be about
    - i. Found at the beginning of each body paragraph
  - c. Listeners will write this down as their classmate reads their paper
4. Transitions
  - a. Give your essay flow
  - b. Link the conclusion of a paragraph to the topic sentence of the next
  - c. Usually only done in-between body paragraphs
    - i. Body paragraph group contest: assemble sentence strips
5. Citations
  - a. Important to plagiarism
  - b. Many resources that are easy to use: don't be lazy and risk plagiarism
    - i. Computer lab activities; explore:
      1. [http://www.dianahacker.com/resdoc/p04\\_c08\\_o.html](http://www.dianahacker.com/resdoc/p04_c08_o.html)
      2. <http://citationmachine.net/index.php?callstyle=1&all=>
      3. Word 2007→References→Manage Sources→New
6. Organization
  - i. Lay out a basic skeleton of your outline to help you draft
  - ii. Graphic organizer
    1. Thesis
    2. Topic sentences
    3. Text evidence (citations)
    4. transitions

7. Clarity

- a. Make sure your writing is accessible to readers
  - i. Editing skills
    - 1. Common grammar mistakes
    - 2. Comma use
    - 3. Passive voice
    - 4. Repetition
    - 5. Prepositions
  - ii. Read essays aloud to prove clarity

8. Powerful Conclusions

- a. re- state thesis (not word for word)
- b. introduce a new thought
  - i. new evidence
  - ii. another thought
  - iii. a “what if” scenario
- c. end with an over-arching, clever statement
  - i. examples of good conclusion read in class

9. / 10. Unit Assessment

- a. read unit essays aloud
- b. use listening skills to “pick-out” writing tools used



Directions for Vocabulary Activity:

- 1) Choose key words from given reading selection. Focus on words that may have several meanings or be unfamiliar to students. Write these words on the chalkboard.
- 2) Have students suggest definitions for the words. Accept many different definitions if applicable. The students have not yet put the words into context, so various definitions are welcome at this point. Write these definitions on the board.
- 3) Instruct students to record their words and definitions on the accompanying sheet.
- 4) Read the text selection with students. Draw attention to the sentences the vocabulary words appear in.
- 5) Revisit the recorded definitions and ask students if any of their guesses were correct for the context of the selection. If student-generated definitions do not match the contextual meaning, use context clues in the sentence to guide students to definition. Consult a dictionary to reinforce the definitions if necessary.
- 6) Have students complete the accompanying vocabulary sheet to memorialize their new knowledge.
- 7) Restate the purpose of the lesson: words can have multiple meanings and usages; therefore, the context of the sentence determines the word's meaning.

Name \_\_\_\_\_ Period \_\_\_\_\_ Week \_\_\_\_\_

Directions: Please base your sentences on your current reading assignment unless otherwise directed.

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

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Symbol/Logo/Icon	Definition(s)
Sentence	

## Vocabulary List:

**Brainstorming** – Shared problem solving or thinking that involves the spontaneous contribution of ideas.

**Outlining** – To sketch the main features or points of an opinion or argument.

**Proofread** – To read in order to detect errors.  
**Editing** – To correct, revise, or adapt a written work for publication.

**Conclusion** – A summary of points stated in a written work; expresses a final opinion in a written work.

**Clincher Sentence** – A decisive statement or argument.

**Body Paragraph** – A paragraph stating one main point; a piece of evidence to prove your thesis statement. Supporting data.

**Topic Sentence** – The main idea of each body paragraph; a specific statement to explain the evidence proving your thesis statement.

**Narrative Essay** – An account of experiences or events, written in story form.

**Descriptive Essay** – A type of writing involved with sensory impressions – how something tastes, looks, smells, feels, and sounds.

**Expository Essay** – A type of writing that explains an opinion or seeks to persuade the reader.

**Transition Devices** – A way to create coherence between main points. It is a way to link new material to the preceding points made in your essay.

**Introductory Paragraph** - The first paragraph of your essay. It should be a sentence that piques the interest of your readers (the hook), your

thesis statement, and a preview of your main points

**Concluding Paragraph** - The final paragraph of your essay. It should contain a restatement of your thesis, a restatement of each main point, and a concluding statement to wrap everything up.

**Thesis Statement** - a proposition stated or presented for consideration. It should be the overarching point of your essay, certain points of which are to be further explained by the body paragraphs.

**Diction** – Style of speaking or writing, largely determined by word choice.

**Passive Voice** - One of the two “voices” of verbs (see also active voice). A verb is in the passive voice when the subject of the sentence is acted on by the verb. For example, in “The ball was thrown by the pitcher,” the ball (the subject) receives the action of the verb, and was thrown is in the passive voice. The same sentence cast in the active voice would be, “The pitcher threw the ball.”

**Standard English** – The English language in its most widely used form, used by educated people in formal and informal contexts.

**Hook** – A statement enticing the reader to continue reading.

**Citations** – Quoting a reference first espoused by an authority on a given topic.

**Plagiarism** – Use or imitation of another’s words or thoughts without permission of the original author. This unauthorized imitation is then passed off as one’s own work; it is to be avoided at all costs in good writing

## Essay Writing Unit – Day 1 – Hook

### Goals:

- The main purpose of this lesson is to introduce students to the concept of creating an essay. The students will begin the unit by defining and learning how to construct a creative topic sentence (hook) that relates to their specific topic.
- Students will understand the importance of creating a hook in order to grab the reader’s attention and make the reader want to investigate the topic further. Students will brainstorm different types of ways to create an effective hook.
- Students will understand the importance of using different variations of the hook, for example using sound effects, questions, quotes, statistics, anecdote, and/or a paradox. A graphic organizer will be provided for the students so they can write down an example of each hook variation and create one of their own.

**Objectives:** TSWBAT: define and explain the importance of using a hook to grasp the reader’s attention.

TSWBAT: differentiate between the different variations of a hook.

TSWBAT: construct a hook for a paper with a specific topic.

**Materials:** pencils, whiteboard, dry erase markers, computer, projector, PowerPoint, graphic organizers, and mobile lap-top cart with internet access

### Instructional (Developmental) Activities\*\*:

1. **Prep/Introduction:** Before the students enter the classroom, the teacher will place two pictures side by side of a fishing hook and Captain Hook (from *Peter Pan*). The teacher will ask students to describe how each hook can accomplish similar goals and how each hook is different. As students list the similarities and differences the teacher will write them on the whiteboard. At the conclusion of the anticipatory set, the teacher will conclude by stating that although both hooks have similarities and differences, they both have one main purpose – to grasp objects.
2. The teacher will then ask students to create their own definition of *hook* as a literary term. The teacher will randomly select students to share their definitions with the class. As students give their definitions, the teacher will write each on the whiteboard. The teacher will then clarify the actual meaning of the literary term *hook*.
3. Students will be placed into groups of 2-3. The students will brainstorm at least two ideas about what kind of information would make an effective hook. Once completed, each group will write at least two of their ideas on the whiteboard in order for the students to share their information with one another.
4. The teacher will then disperse a graphic organizer for different ways of using a hook (Sound Effect, Question, Quote, Statistic, Anecdote, and Paradox). The teacher will model an example for each type of hook, in which the students will write in their graphic organizer under “Teachers Examples”. Then the students will individually write their own examples. Once completed, students will share their examples with a partner. During this time, the teacher will walk around the room and clarify any question or confusion the students may have.
5. The students will imagine they are writing a paper on the topic of his or her favorite character from a novel. They will checkout their laptop from the laptop cart and research information they may like to use in constructing their hook. The teacher will monitor students as they checkout and use the internet to access information for their hook.
6. Once the students found information they would like to use in their hook, they will write a rough draft hook. After students have written their hook they will have one peer proof-read and provide constructive criticism. The students will re-write their hook (if need be) and turn in their hooks to the teacher.

### **Special Needs Accommodations for Instructional (Developmental) Activities\*:**

1. For this activity, the teacher will provide the student with a list of possible tasks for each hook. The students will determine which task best fits which type of hook or which task(s) do not apply at all.
2. For this activity, the teacher will provide the student with the definition of the term *hook*. The students will examine the definition and write a new definition in “their own words.”
3. For this activity, the teacher will only require the autistic student to come up on one single idea. Then the student will be placed in a heterogeneous group to share their answer.
4. For this activity, the teacher will have their example already typed into the “Teacher’s Example” on the graphic organizer.
5. For this activity, the teacher will grant the student extended time for this activity.
6. For this activity, the teacher will grant the student extended time for this activity. The teacher will proof read the students paper in a one on one discussion.

**\*OTHER ADAPTATIONS:** During the class period the student will be permitted to take a restroom break or a water break approximately halfway through the period.

**\* Reading Strategies Note:** Since this lesson plan serves as an introduction to a *writing* unit, no specific reading strategies are addressed just yet.

## Essay Writing Unit – Day 2 – Thesis

### Goals:

- The main purpose of this lesson is to introduce students to the significance, importance, location, and construction of a thesis statement.
- The student will understand that the thesis statement summarizes what is to come in the rest of the paper.

**Objectives:** TSWBAT: define and describe the purpose of a thesis statement.

TSWBAT: identify the location of a thesis statement in a research paper.

TSWBAT: create a thesis statement for their paper on their favorite character in a novel.

**Materials:** pencil, paper, computer, projector, Microsoft Word, example research paper

### Instructional (Developmental) Activities:

1. **Prep/Introduction:** Prior to students entering the room, the teacher will project the introduction paragraph to the example research paper on the front board. Once the class starts, the teacher will read the introduction paragraph to the students aloud.
2. **Post Reading:** The teacher will then ask students to identify which sentence in the passage summarizes the content that the paper will cover by underlining that sentence on their handout. The teacher will then ask students to identify the location of this sentence in the paragraph. Finally the teacher will ask the students how this statement differs from the hook. The teacher will then inform students that this sentence is known as the thesis sentence.
3. **During/Post Reading:** The teacher will then ask students to create their own definition of thesis as a literary term. The teacher will randomly select students to share their definitions with the class. As students give their definitions, the teacher will write each on the whiteboard. The teacher will then clarify the actual meaning of the literary term thesis.
4. **Post Reading:** The teacher will lead a discussion on why it is absolutely essential to give your paper a focus and how a thesis will foreshadow what the paper will discuss. During the discussion the teacher will revert to the example research paper given to students earlier.
5. **Pre Writing:** The teacher will introduce the “1,2,3 points” format by providing the students with an example “mapping” exercise (see attached) before asking the students to work to create a “1,2,3 points” formatted thesis.

### Special Needs Accommodations for Instructional (Developmental) Activities:

1. For this activity the teacher will assist the special needs student by highlighting the *hook* of the paper in blue and highlight the thesis in yellow.
2. For this activity, the teacher will provide the student with the definition of the term *thesis*. The teacher will then ask the student to write the definition of the term in “their own words.”
3. For this activity, the teacher will provide the student with an outline of notes so the student may easier follow the discussion.
4. For this activity, the teacher will provide the student with the first main idea for the “Now YOU fill in the 3 main points included in this thesis” worksheet. In order to complete the rest of the worksheet, the teacher will specifically assign the student with a topic that they feel would hold the students interest.

**\*OTHER ADAPTATIONS:** During the class period the student will be permitted to take a restroom break or a water break approximately halfway through the period.

## Mapping Exercise

Name: \_\_\_\_\_

Essay Topic: \_\_\_\_\_

*Example Thesis:*

*Judy Blough's essay, "I Want a Wife," exaggerates the marital expectations of managing a household, maintaining a career, and having a good relationship with a spouse, all of which women in our society face today.*

Now YOU fill in the 3 main points included in this thesis:

- 1.
- 2.
- 3.

Now you give writing a thesis a try. Write the three main points you want to use in your paper below:

- 1.
- 2.
- 3.

Now, incorporate those into a thesis statement:

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## Essay Writing Unit – Day 3 – Topic Sentence

### Goals:

- At this point students have learned about the hook and thesis statement and how to apply such elements in preparing an essay. From this lesson students will learn how to compose, identify and incorporate topic sentences into paragraphs in order to create a successful essay.
- Students will also be held responsible for information learned prior to today's lesson and apply that material (hook and thesis) to their newly gained knowledge of topic sentences.

**Objectives:** TSWBAT: identify and create topic sentences.

TSWBAT: address a topic and communicate a specific idea about the topic.

TSWBAT: demonstrate knowledge of topic sentences by identifying the topic sentence in sample paragraphs.

**Materials:** loose paper, writing journal, overhead projector, transparency (see attached), writing utensils, Sebranek, P., Meyer, V., Kemper, D. (1997). *Write for College: A Student Handbook*. Massachusetts: Write Source. , graphic organizers

### Instructional (Developmental) Activities:

1. **Pre-Reading :** Ask students to write in his/her journals about what they think of when they think of a stop light and how a stoplight might possibly be related to a topic sentence. After students have written in their journals in response to the prompt ask students for volunteers to read what they thought. Most students probably stated that a stop light means *go, caution or slow down, and stop*. Explain to students that this same concept can be used when writing a paragraph, especially a topic sentence. Ask students to refer back to their vocabulary list and ask if anyone can state what a topic sentence is in his/her own words. The teacher will want to make sure students have grasped a good understand of a topic sentence before moving on. The teacher will then place students in small groups. Once students collaborate with each other the teacher will create a web/cluster on the board of student responses and come up with a student friendly definition of a topic sentence that students can add to their vocabulary sheet. The teacher will then place an example of an extremely simple paragraph on the overhead (see attached) and highlight the topic sentence in green (*go*), the body (*slow down*) in yellow, or a color that would show up well besides red, and highlight the closing sentence (*stop*) in red. The teacher will then discuss the topic sentence and how the topic sentence explains the entire paragraph.
2. **During Reading:** The students will read a section from *Write for College*, pp. 97-99. These three pages contain information regarding the topic sentence and how topic sentences should be positioned in an essay. The students will read these pages silently. The teacher will then have students open student handbooks and look at the formula for creating a successful topic sentence: **A topic sentence = a limited topic + a specific topic**, as well as discuss the example presented together in class.

3. **Post Reading:** Once students become familiar with the topic sentence construction and importance of topic sentences, the teacher will move on to discuss placement of topic sentences in a paragraph – Placing the topic sentence first, placing the topic sentence at the end, and placing the topic sentence in the middle. The teacher will want to check for confused looks or students not taking notes and gauge the rest of the lesson from this point.

Positioning the topic sentence:

- The Writing Occasion
- The Reader
- The Context

The teacher and students will discuss the three placements of topic sentences – how and when each placement would prove successful? Which placement would work best for student essays? The teacher will continuously be adding information to the graphic organizer on the board so that students may re-draw the graphic organizer in his/her notebook. The students and teacher will then discuss what the students read and the teacher will answer any questions students might have at this time.

4. **Post Reading:** The class will then be asked to create their own simple topic sentence and paragraphs. Students will then be asked if anyone wants to volunteer to read their topic sentence and paragraph aloud. The students will spend the remainder of the period working on creating topic sentences when provided with a prompt –ex: Floods, water, thunder, etc. These topic sentences will be collected and graded at a later point.

#### **Special Needs Accommodations for Instructional (Developmental) Activities:**

1. **Pre-Reading:** The pre-reading activity allows the Autistic student an opportunity to work in small, intimate groups with children s/he is familiar with. This allows the student a level of comfort that allows him/her to excel academically without the intimidation of speaking in front of a large group. The teacher will want to make sure that the Autistic child has had plenty of time to read the example on the overhead. It is essential that the teacher always calls for volunteers so that the Autistic student does not feel inferior to his/her peers. The visual and color coded example of a paragraph may really help the Autistic students since Autistic children relate much better to visual representations.
2. **During Reading:** During the reading portion of the lesson the teacher will again want to make sure the student has plenty of time to read the assigned pages. The Autistic student may want to even read with another student if the Autistic student has a reading partner.
3. **Post Reading:** Students have been creating graphic organizers all through this unit; therefore, the graphic organizers will provide form and a visual representation for the student with Autism. The Autistic student will benefit greatly from the graphic organizer that the teacher created on the board because it provides the student with a sense of organization as well as a visual representation.
4. **Post Reading:** It is extremely important once again that the teacher only ask for volunteers since Autistic students tend to shy away from being singled out, the teacher does not want to place too much unnecessary pressure upon the student.

Fall is my favorite time of year. The fall air is crisp and cool. Pumpkins decorate doorsteps up and down my street. The smell of fallen leaves fills the air. That is why I like fall so much.

## Essay Writing Unit – Day 4 – Transitions

### Goals:

- The main purpose of this lesson is to teach students the importance of transitions and how they can greatly improve any body of writing the students create. Often times, students don't use transitions. This lesson aims to show students that their writing could be tighter, more focused, and have better flow with the use of transitions.
- Students will learn about two types of transitions: those that are between sentences, and those that are between paragraphs. Examples and lists of transitional words will be provided to the students, who will then familiarize themselves with these words through practicing with them.
- Students will have the tools to easily construct their own transitional sentences between paragraphs. A graphic organizer will be used for this. Students will also be able to directly see the function of transitions by assembling an unfamiliar, disjointed paragraph based only on the transitions the paragraph uses.

**Objectives:** TSWBAT: appreciate and identify the use of transitions to generate stronger, clearer compositions through good and bad examples

TSWBAT: recognize the function of transitional words between sentences

TSWBAT: be familiar with and use transition sentences between paragraphs

**Materials:** pencils, sample paragraphs, essay skeleton graphic organizer, list of transitional words, cut up paragraph strips, timer

### Instructional (Developmental) Activities:

1. **Pre-Reading:** The teacher will start class by asking students how their night (last night) or weekend (if it is a Monday) was. The teacher will then start telling students about his/her weekend, but will NOT use transitions. For example, "I went to the store. I like bananas. I bought peanut butter. Things were on sale. The weekend was too short." The teacher will point out the disjointed feel to this dialogue. S/he will then ask a student to re-tell the story only in a more coherent, "normal" manner. For example, "I went to the store to get some bananas, since I like *them*. I *also* like how *they* taste with peanut butter, so I bought some of *that*, too, since *it* was on sale." The teacher will then explain that the student was using transitions.
2. **Pre/During Reading:** With partners, students will brainstorm and list other transitional words, then share them with the teacher and the class. The teacher will suggest any other words the students may have missed. Students will then write a short paragraph on anything they like, circling all the transitions that they used. Students will be given the opportunity to read these aloud, in which other classmates will "check off" each transitional word the speaker used from the list of transitional words generated by the students and the teacher earlier in class.
3. **During Reading:** Students will break into groups of no more than four and be given an envelope with a sample paragraph. The paragraph, rich with transitional words, will be cut up into its different sentences (the teacher being smart enough to make sure the cut edges don't fit together like a puzzle!). Students will then be told that they have 10 minutes to assemble the paragraph in the correct order based on linking the transitional words. Whichever group finished first and has the correct order will be rewarded with a prize the teacher sees as appropriate, such as bonus points or candy.
4. **During Reading:** The teacher will then explain that transitions are also used in sentence form to link one sentence to another. Students will then get back into their individual desks and be handed a sample essay. The teacher will have the students read the essay aloud, stopping at the end of each paragraph and asking the class where they think the transitional sentence is. Once the essay is read, the teacher will ask the students how those transitional sentences helped them to understand the essay better.

5. **Post Reading:** The teacher will pass out “Essay Skeletons” (see attached) where the students can write their own transitional sentences based on the character essays they started when they learned about the hook. The students will fill in their hook the generated thesis, topic sentences, and now transitions. This graphic organizer can be kept and used throughout the entire unit as a sort of “rough draft” for an essay.
6. **Conclusion:** The students will describe to a partner what they learned and took away from class today in a disjointed manner without using transitional words or sentences.

#### **Special Needs Accommodations for Instructional (Developmental) Activities:**

1. **Pre-Reading:** By opening class with a casual conversation that ties into the lesson, all children, including the Autistic child, will feel more at-ease and more willing to participate and pay attention since there is no “wrong” answer. The teacher should be sure to call on the Autistic child and praise any examples of transitions s/he uses.
2. **Pre/During Reading:** By working with partners, the Autistic child will be able to stay on task better. The teacher should pair him or her with an exemplary student or a student the Autistic child is close to in order to ease tension and keep the activity productive.
3. **During Reading:** The Autistic child should do well with this hands-on activity since it has a clear goal, is competitive, and gives him/her a chance to work with others on a structured activity.
4. **During Reading:** Since the teacher plans to stop and ask comprehension questions, the Autistic child should do well with this reading. Even if he/she has poor reading skills or stops paying attention, the teacher can gain his or her attention again and summarize the reading with these comprehension questions. Also, the teacher may want to ask the Autistic child to read if s/he feels comfortable doing so.
5. **Post Reading:** This graphic organizer provides all students with a clear, organized and structured way of “seeing” their essay before they write it. Since this is the foundation of the students’ essay, the teacher may want to walk around the room and facilitate the students’ progress, especially the Autistic child. With a strong, clear foundation, the Autistic child can use this organizer throughout the rest of the unit to stay on track.

## Essay Skeleton

Name \_\_\_\_\_

Essay Topic \_\_\_\_\_

Hook \_\_\_\_\_  
Introduction:

Thesis Statement: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_  
Body Paragraph 1:

Transitional Sentence: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_  
Body Paragraph 2:

Transitional Sentence: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_  
Body Paragraph 3:

Transitional Sentence: \_\_\_\_\_

Conclusion: Restate Thesis \_\_\_\_\_

## Essay Writing Unit – Day 5 – Citations

### Goals:

- The main purpose of this lesson is to familiarize students with the definition and consequences of plagiarism. Students will know what plagiarism is exactly, and be able to see and correct examples of plagiarism.
- Students will also learn about citation in the MLA format and be able to recognize how and where citation goes in a composition.
- Students will practice and use technological tools to help them with citation

**Objectives:** TSWBAT: form a clear, contextual definition of plagiarism

TSWBAT: identify any examples of plagiarism and offer ways to correct them with citations

TSWBAT: learn and practice with the “Manage Resources” tool in Word 2007 to help them use citations easily and correctly

**Materials:** students’ favorite book to be brought from home, extra books for students who forgot their book, computer lab with Word 2007, projector, example essay using plagiarism, turnitin.com registration, prepared PowerPoint on MLA citation

### Instructional (Developmental) Activities:

1. **Prep:** Students will meet in a computer lab in which the computers will be equipped with Office 2007. There should also be a teacher station with internet accessibility. Before the students arrive, the teacher will load an essay containing examples of plagiarism onto each screen.
2. **Pre Reading:** When the students arrive, the teacher will ask if any students know what plagiarism is. The teacher and students will both come up with a definition of plagiarism that the students understand.
3. **During Reading:** Students will then take turns reading the on-screen essay aloud, the teacher stopping every paragraph and asking students if and where they see examples of plagiarism. (The point is for the students NOT to see any – it is supposed to look and sound like an essay written entirely by one person not using any other writers’ words.) After the essay is read, students turn monitors off.
4. **Post Reading:** The teacher, at his/her computer, will then submit the paper to turnitin.com and project the originality report so all students can see exactly where the plagiarism is and essentially check their assumptions.
5. **Post Reading:** The teacher will load the prepared PowerPoint on MLA citation and explain that in order to avoid plagiarism, students have to cite. The PowerPoint will contain examples of in text citation and a bibliography from assorted sources.
6. **Hands-on Activity:** The students turn their monitors back on and open a new, blank document in Word 2007. The students will watch the teacher model how to use the “Manage Resources” feature. They will then try it at their seats using the publishing information from the books they’ve brought from home.
7. **Conclusion:** The teacher will pick a student to demonstrate the “Manage Resources” feature at the teacher station where the screen is projected to the class. Students will then call out the steps this student at the teacher station needs to take to properly cite the book s/he brought to class.

### **Special Needs Accommodations for Instructional (Developmental) Activities:**

2. **Pre Reading:** The teacher will be sure to get the Autistic child to participate and contribute to the definition of plagiarism by asking him/her questions as well as asking the other students. This way, the teacher can be sure the resulting definition is understood by the special needs student.
3. **During Reading:** The Autistic student will be at his or her own computer, but will also be seated with an exemplary student that can keep the special needs student on track with where we are in the reading.
4. **Post Reading:** By showing visual examples rather than lecturing, it will be easier for the student to pay attention. Shutting the monitors off aids in this as well.
5. **Post Reading:** The teacher can also load the PowerPoint onto the special needs student's computer screen, allowing him/her to go through it at a more personalized pace.
6. **Hands-on Activity:** By watching the teacher model the activity first and then having an opportunity to do it at his/her seat with occasional help from the exemplary student seated next to him/her, the Autistic student should do well with such a structured activity.

## Essay Writing Unit - Day 6 - Organization

### Goals:

- At this point the students have studied in-depth the role of the hook, thesis statement, topic sentence, transitions, and citations when preparing an essay. Now that the students have learned these essential elements, they must understand the importance of organizing these disparate parts in a logical manner. From this lesson, the students will learn how to organize their paragraphs to create an effective essay that impacts the reader.
- Students will understand the importance of pre-writing in order to plan what their topic will be and what they want to say about it. Students will access their prior knowledge of a given topic and write what they know about it or wish to communicate about it.
- Students will understand the importance of drafting in order to make a rough outline of their topic, what main points they want to cover, and how they will provide evidence of their assertions. A graphic organizer will be provided at this stage to create a sort of “skeleton” of the student’s essays.
- Students will understand the importance of composing in order to write a first draft of their essays.

**Objectives:** TSWBAT: participate in an anticipatory activity that pre-assesses their knowledge of organizational concepts in writing.

TSWBAT: show their prewriting skills by choosing three specific topics and jotting some notes on what they would like to say about them in their essays.

TSWBAT: show their drafting skills by completing the attached graphic organizer in order to plan their essay.

TSWBAT: use their completed graphic organizer to compose a short essay. The students will create their own unique thesis statement, have three main idea/topic sentences, with each main idea followed by three supporting sentences and proper transitions.

**Materials:** National Curriculum Publishing, Inc. (1991). *The English Book*. Jacksonville, Illinois: Perma-Bound Books, copies of pp. 88, 92-93, sample essay outline from *The English Book*, pp. 94, graphic organizer, sentence strips, paste, paper to mount sentence strips on

### Instructional (Developmental) Activities:

1. **Pre-Reading:** This anticipatory activity will include a passage from *The English Book*, page 88. This passage will be reproduced on printer paper. The paragraph will be broken down by sentence and cut into strips by the teacher. The teacher will then organize students into small groupings where they will get together and try to reconstruct the passage in its proper order. The students may paste their strips to another piece of paper in the order they deem fit. The teacher will then show an overhead projection of how the passage should be arranged. Gauging how much difficulty the students experience with this, the teacher may adjust her lesson pace accordingly to emphasize certain points about organization and sentence order as they read through the text together.
2. **During Reading:** Students and teacher will read an excerpt from *The English Book*, pp. 92-93. These pages contain an explanation of how an essay should be structured. A full example of an essay about gardening follows so that students can see the process as a finished product. The students and teacher would read through these pages together so that the teacher can interject between sentences and draw students’ attention to certain ways the paragraphs are constructed. Questions like, “where do you think the topic sentence is in this paragraph?” or “what supporting evidence does the author give to support their topic sentence in paragraph two?” will be asked by the teacher.

3. **Post-Reading:** Once the teacher assesses that the students understand the basics of organization, a prompt is introduced, "If I could change three things about the world..." The teacher will assess students' prewriting techniques by asking them to pick three things they would change about the world with three supporting ideas on why they feel this way and/or how this change would make the world a better place. Students at the 9<sup>th</sup> grade level are normally introspective and sensitive to the world around them, so this question should yield some original thinking. The Spider Map will be used with this activity to assess students' understanding of the concepts, as well as to help guide student thinking about their topic.
4. **Post-Reading:** Once step two is complete, the teacher can then pass out the blank graphic organizer (see attached) for the students to complete. Here they can complete the skeleton of their essay and effectively plan a coherent piece of writing. The teacher will be available to direct student thinking or clear up any confusion the student may experience.
5. **Post-Reading:** The teacher can then pass out the Sample Essay Outline to students (see Materials). This will further clarify their thinking and help organize their transition/summaries they will add at the close of each body paragraph. At this point, students can make their first drafts of their essays, which will then be collected by the teacher and returned at a later time with constructive feedback. Drafts may be completed by the students at home if they run out of time today.

\*\*\* NOTE: As students read and are exposed to new materials and concepts, they are expected to fill out vocabulary squares for any terms they come across that are unfamiliar to them. A copy of the "vocabulary squares" is attached but may be filled out by students at various times throughout the unit.

#### **Special Needs Accommodations for Instructional (Developmental) Activities:**

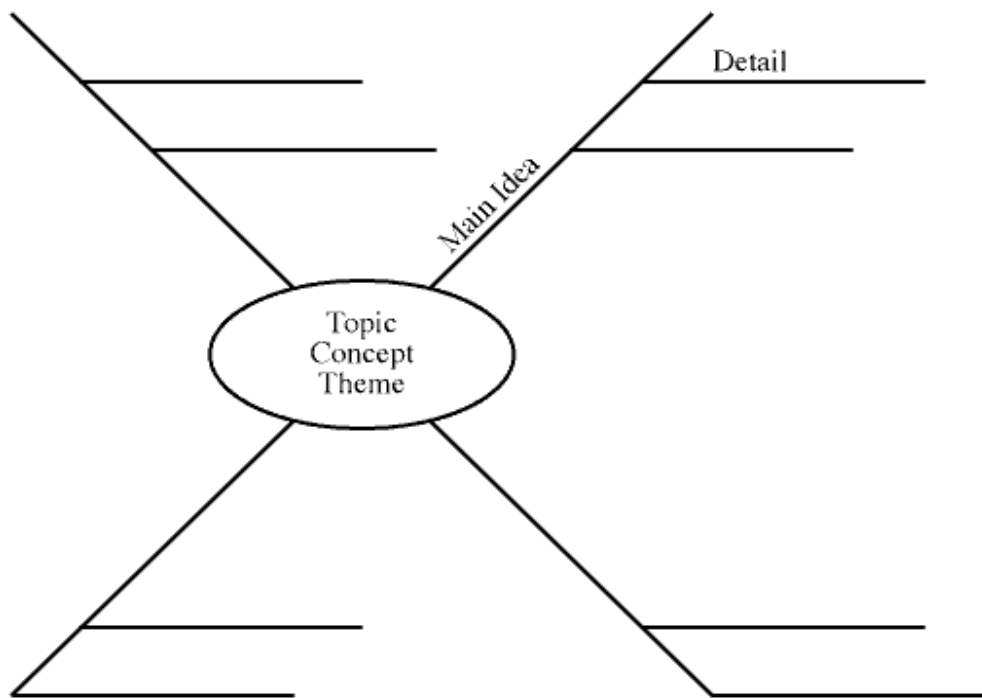
1. **Pre-Reading:** The pre-reading activity allows the Autistic student an opportunity to work in small, intimate groups with children s/he is familiar with. This allows the student a level of comfort that allows him/her to excel academically without the intimidation of speaking in front of a large group. The student also enjoys the opportunity to perform hands-on work. This activity also tests the student's sense of text comprehension, which is key to an Autistic student's success in literacy.
2. **During Reading:** The text will be read aloud by the teacher, along with many key questions inserted throughout the reading to assess student comprehension. Reading text aloud allows the student to better understand written material. Their focus and comprehension can improve drastically as a result. The questions will also reinforce their focus and comprehension. They will hear what is on the page, and questions that directly link this new information to existing knowledge will enhance the student's understanding of the piece.
3. **Post Reading:** The teacher has specifically designed the lesson to contain graphic organizers. Students with Autism better relate to visual representations of concepts than abstract explanations. This will also focus their thinking for their topic.
4. **Post Reading:** Again, another graphic organizer will be passed out to help the student give their essay more shape. The first graphic organizer asked for a few topic ideas and defenses. The second graphic organizer will actually help them flesh out an essay.
5. **Post Reading:** The sample essay outline is included as a way for the student to double check his/her layout on their own graphic organizer to what the final organization should be.

# Spider Map

The Spider Map is used to describe a central idea: a thing, a process, a concept, a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project.

Key frame questions: What is the central idea? What are its attributes? What are its functions?

**DIRECTIONS:** Use the following graphic organizer to fill out the basics for your essay.



**Topic:** \_\_\_\_\_

**Introduction: (Hook):**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**(Background Information):**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Body 1 Main Idea:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Body 3 Main Idea:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

**Conclusion (Wraps up the presentation):** \_\_\_\_\_

**Twist (Power Ending):** \_\_\_\_\_

## Essay Writing Unit - Day 7 - Clarity

### Goals:

- Now that the students have rough drafts of a carefully-constructed essay, they must now make sure their writing is clear and accessible to the reader. First the students will be given an anticipation guide to pre-assess their knowledge about clear and correct writing. The anticipation guide will consist of several questions the students will use to assess their understanding using *yes* and *no* responses.
- Students will then divide into small groups, read over each others' essays and discuss how they excelled and where they need improvement in their rough drafts in order to complete the finished product. As the students talk to each other and see more examples of others' work, their responses to the anticipation guide are subject to change. Students will be allowed time to make changes to their more obvious mistakes before official instruction.
- This will lead into a lesson on how students can make their writing more clear and concise, where topics such as common grammar mistakes and prepositions will be discussed with tips on how these common mistakes in composition can be avoided.
- With a newfound understanding of written clarity, students will revise their essays as a final draft.

**Objectives:** TSWBAT: informally assess their understanding of clear writing at the first draft stage.  
TSWBAT: cooperate in groups to share ideas on how to improve their essays/paragraphs and make the appropriate changes to their essays.  
TSWBAT: recognize what makes language clear and concise.  
TSWBAT: adopt writing techniques that will improve the readability of their pieces.  
TSWBAT: further revise their essays, this time with an eye toward improving diction, grammar usage, and conventions.

**Materials:** teacher-made interactive PowerPoint presentation on Style Tips, Passive Voice, Comma Usage, and Sentence Variety ; anticipation guide; student essays

### Instructional (Developmental) Activities:

1. **Pre-Reading:** The students will be given the Anticipation Guide earlier referenced. The students will be able to complete these based on their knowledge of what they have written in prior classes. The answers can simply be answered yes or no.
2. **During Reading:** The students will then divide into "workshop" groups, read each others' papers and discuss what changes can be made to their writing.
3. **Post-Reading:** The teacher will then conduct a whole-group discussion about what the groups found. The teacher will clarify any remaining questions the students may have about organization techniques.
4. **Post-Reading:** When the teacher assesses that the students are ready to move on, the teacher will show an interactive PowerPoint presentation, the focus of which is Style Elements addressing several topics pertinent to correct grammar, diction, and other clarity elements such as passive voice and comma usage. The question and exercise portion of the presentation will be student-interactive and will keep them engaged in learning. Each concept covered in the slideshow will be presented in this way to assess student comprehension of the concepts.
5. **Post-Reading:** With the remaining time left in the period, students will be free to divide back into their "workshop" groups to receive assistance in polishing their essays. The teacher will be available for the rest of the period to further direct student thinking. The students can complete this work at home if they run out of time today.

## **Special Needs Accommodations for Instructional (Developmental) Activities:**

- 1. Pre-Reading:** The pre-reading activity allows the Autistic student an opportunity to show what they may already know about writing with clarity. This gives the students a preview of what today's lesson will be about, which allows them to organize their thoughts and focus on the various tasks of the lesson. Starting every class with an anticipatory exercise is a good idea for helping an Autistic student take a structured approach to learning.
- 2. During Reading:** The students will again separate into small groups. As previously mentioned, this practice makes learning more fun and less competitive for the student. Small groups foster cooperation and support to the benefit of the special needs student.
- 3. Post Reading:** The student will inevitably be intimidated by the prospect of speaking in front of the whole group. The teacher could instead elect to have several of his/her more mature students lead the group discussion for a few minutes. Meanwhile, the teacher could spend some one-on-one time with the special needs student to clarify any further questions the student may have.
- 4. Post Reading:** The PowerPoint presentation has been reproduced in hand-out size for the special needs student. They will have a visual representation for every concept learned. The note-takers will also help the student stay focused on the lesson. Printing out PowerPoint handouts and making note-takers that match and/or mirror the content of the PowerPoint is always a good idea for Autistic students. They enjoy repetitive activities that validate their prior knowledge and tasks that reinforce their new learning.
- 5. Post Reading:** The students will again separate into small groups. As previously mentioned, this practice makes learning more fun and less competitive for the student. Small groups foster cooperation and support to the benefit of the special needs student.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## ESSAY WRITING – CLARIFICATION GUIDE

Directions: Answer the following questions with a *yes* or *no* answer.

	True	False
1. When writing an essay, the wording should be simple, clear, and precise.	_____	_____
2. Sentence length should vary within the essay.	_____	_____
3. Run-on sentences are A-OK.	_____	_____
4. You should not use a variety of sentence types, including simple, complex, and compound because all these different types will be confusing to the reader.	_____	_____
5. You should use a variety of phrasing at the beginning of sentences.	_____	_____
6. Passive verbs should be used all the time.	_____	_____
7. Transitional terms are not very important in your writing.	_____	_____
8. Transitional devices should show a logical progression of thought.	_____	_____
9. You must always use correct grammar, capitalization, punctuation, and spelling.	_____	_____
10. When writing an essay, it is important to use complicated words so your audience knows how intelligent you are.	_____	_____

## Essay Writing Unit - Day 8- Powerful Conclusions

### Goals:

- Now that students have rough drafts of an essay, they must make sure that their essays contain all the important aspects of a good and powerful conclusion. When the class first begins, the teacher will demonstrate the four important parts of a powerful conclusion using visual examples.
- After the students are familiar with the aspects of conclusions, they will form groups of 3-4 students and the teacher will give each group an example of a short essay that contains all four key parts of a conclusion. The students will label each of the key parts.
- As students finish labeling all parts, the teacher will then distribute examples of short essays that lack one or more parts of a conclusion. The students will be asked to rewrite these conclusions and then read them in front of the class.
- If time allows at the end of class, students can begin to write or edit their own conclusions in their own essays.

**Objectives:** TSWBAT: define and explain the key parts to a powerful conclusion.  
TSWBAT: analyze and label the key parts to a powerful conclusion in a sample essay.  
TSWBAT: analyze and rewrite a conclusion from a sample essay that lacks the key parts of a powerful conclusion, and then read the new conclusion to the class.  
TSWBAT: write a powerful conclusion for their own essay that will eventually be read to the class.

**Materials:** Winograd, Marcy. *Essay Conclusions: A Kinesthetic Approach*. (reference in planning), Pencils, paper, sample student essay handouts.

### Instructional (Developmental) Activities:

1. **Pre-Reading:** The teacher will enter the classroom and stand in the front with her hand over her forehead, as if looking towards something in the distance. The teacher will ask the class, “What am I doing right now?” After the students come up with some ideas, the teacher will say that he/she is demonstrating one of the essential elements of a powerful conclusion: the writer must look to the future and introduce a new idea or thought.
2. **Pre-Reading:** The teacher will then use visual gestures to explain the key elements to a powerful conclusion: First the teacher will touch his/her back demonstrating the need to touch back and restate the thesis. Next the teacher will put his/her hand over their forehead and look to the future, or establish a new idea or thought. Finally, the teacher will act out using a slingshot, or ending the essay with a “zinger” or “WOW!” statement.
3. **During Reading:** After explaining these essential elements of a powerful conclusion, the teacher will place the class into groups of 3-4 students and he/she will pass out short examples of student essays that contain all the essential parts of the powerful conclusion. Students will collaborate and be asked to label the parts.
4. **During Reading/ Post-Reading:** The teacher will be walking around the room and checking for understanding. As the students finish labeling the essays, the teacher will then pass out short examples of students’ essays that lack one or more parts of a powerful conclusion. In their groups, the students will be asked to rewrite the conclusions and read them aloud.
5. **Post-Reading:** If time allows, students will be able to write or edit the conclusions in their own essays. The teacher will walk around the room and provide help where needed. Students will be reminded that the final copies of their essays will be due the next class.

### **Special Needs Accommodations for Instructional (Developmental) Activities:**

1. **Pre-Reading:** The teacher will use a visual demonstration to model the important elements of a powerful conclusion. The teacher has specifically designed this part of the lesson to a visual display. Students with Autism better relate to visual representations of concepts than abstract explanations.
2. **Pre-Reading:** Like step 1, the teacher will use a visual demonstration to model the important elements of a powerful conclusion. The teacher has specifically designed this part of the lesson to a visual display. Students with Autism better relate to visual representations of concepts than abstract explanations.
3. **During Reading:** This activity allows the Autistic student an opportunity to work in small, intimate groups with children he/she is familiar with. This allows the student a level of comfort that allows him/her to excel academically without the intimidation of speaking in front of a large group. The student also enjoys the opportunity to perform hands-on work. This activity also tests the student's sense of text comprehension, which is key to an Autistic student's success in literacy.
4. **During Reading/ Post-Reading:** Like step 3, the student will be in a small intimate group that they are comfortable and familiar with. The student will be performing hands-on-work. It will be important not to expect the Autistic student to read his/her group's new conclusion to the class.
5. **Post-Reading:** The student will then be able to work independently on his/her own essay conclusion.

## Essay Writing Unit – Days 9 and 10 – Unit Wrap-Up

### Goals:

- This wrap-up aims to informally assess all the steps of essay writing the students have learned in the past eight days through oral readings of his/her essay developed throughout the unit.
- Students will be formally assessed of their knowledge of the essay writing steps by recognizing and recording each step used in their peers' essays in a graphic organizer.

**Objectives:** TSWBAT: produce and orally share an organized, flowing essays  
TSWBAT: identify all examples of essay writing steps  
TSWBAT: critique the writings of their peers and themselves based on their knowledge of a well-written essay

**Materials:** students' essays, critique sheet

### Unit Assessment Activities: (day 10 skip to Step 3)

1. **Introduction:** The teacher will ask the students what they found most valuable about the unit and if they would like to do any step differently. The teacher will also ask the students what step helped them the most or what step they didn't know about before.
2. The teacher will then pull names from a bag to determine the order in which students will be reading their essays. This list will be written on the board. The teacher will then give a detailed explanation of what the students will be doing, what they will be assessed on, making sure to ask if everyone understands.
3. **During/Post-Reading:** Students will read their essay to the class (informal assessment), during which students will listen attentively for how his/her peer used each step in the essay writing unit. The critique sheet (see attached) will serve as each students' formal assessment for the unit.

### Special Needs Accommodations for Unit Assessment Activities:

Given that Autistic children enjoy doing repetitive exercises that allow them to use knowledge they are familiar with, this assessment should be successful for him/her. By having the teacher give a detailed explanation of what the students are to do, the Autistic child should feel comfortable about the assessment activity because it is clearly explained.

The teacher may also want to model the assessment activity by reading a portion of the Autistic child's essay aloud and pointing out examples of thesis, hook, etc. This way, all students will know what exactly to listen for and the Autistic child will have a good feeling about reading the remainder of his/her paper because he/she knows that they started their essay correctly.

Also, by using a critique sheet that doubles as a graphic organizer, the student will have a way to organize his/her thoughts and can easily see how the activity should progress and what to listen for next. This sheet is also accommodating because it resembles organizers the Autistic child has been working with throughout the unit.

4.

**Critique Sheet**

Speaker's Name \_\_\_\_\_

Your Name \_\_\_\_\_

Speaker's Essay Topic \_\_\_\_\_

Hook \_\_\_\_\_

Thesis Statement: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Transitional Sentence: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Transitional Sentence: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Transitional Sentence: \_\_\_\_\_

Conclusion: Restate Thesis \_\_\_\_\_

Critique:  
(be sure to mention the steps to essay writing you've learned)

I thought this essay was    was not    (circle one)    well-written because:

# Day-by-Day Assessment Plan: Essay Writing

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## Day One:

### Pre Assessment: Discussion-Based

- Discussion of the literary term *hook*. Students will be pre-assessed based on their responses.
- Discussion of different types of hook. During this discussion students will have the opportunity to ask and answer questions. Also, student will create their own examples of each type of hook on their graphic organizer.
- Students will create a rough draft for their hook that will be examined by their peers.
- Closure Activity – TICKET OUT THE DOOR – define and provide one example of a hook.

## Day Two:

### Pre Assessment: Discussion-Based

- Discussion of the literary term *thesis*.
- Students will identify, discuss, debate where a thesis is located and locate a thesis in a literary text.
- Students will complete the “mapping exercise” for their “1,2,3 points” formatted thesis worksheet. Students will use Think-Pair-Share for this activity.
- During this lesson, the teacher will also monitor the class by asking and answering questions.

## Day Three:

### Journals:

- The journal writing at the beginning of class will determine what prior knowledge students have of topic sentences.
- Students will get points for their journal just for writing in response to the prompt.

### Participation:

- The students will also be given participation points for reading materials aloud and working together in their small groups.
- The teacher can also informally assess the students based upon their participation, the flow of the class, and the amount of output placed into class discussion.

### Organizers:

- Although the graphic organizers will not be collected and graded today, the students will be informally assessed by the amount of information wrote.
- The topic sentences the students create at the end of the class will be graded and commented on.

## Day Four:

### In-Class Writing/Listening:

- Students will write a short paragraph on anything they like, circling all the transitions that they used.
- Students will be given the opportunity to read these aloud in which the other students “check off” each transitional word generated by the students and the teacher earlier in class.
- Paragraphs and check sheets will be collected and graded

### Hands-on Activity/Competition:

- Students will break into groups of no more than four and be given an envelope with a sample paragraph. The paragraph, rich with transitional words, will be cut up into its different sentences (the teacher being smart enough to make sure the cut edges don’t fit together like a puzzle!). Students will then be told that they have 10 minutes to assemble the paragraph in the correct order based on linking the transitional words.
- Whichever group finished first and has the correct order will be rewarded with a prize the teacher sees as appropriate, such as bonus points or candy.

## Day Five:

### Modeling Proficiency with Computer-Based Writing Tools:

- The students will be informally assessed of their mastery of the “Manage Resources” feature in Word 2007. The students will watch the teacher model how to use the “Manage Resources” feature. They will then try it at their seats using the publishing information from the books they’ve brought from home. The teacher will walk around the room and informally assess the students procedures.
- As a final class-wide informal assessment, the teacher will pick a student to demonstrate the “Manage Resources” feature at the teacher station where the screen is projected to the class. Students will then call out the steps this student at the teacher station needs to take to properly cite the book s/he brought to class.

## Day Six:

### Anticipatory Activity:

- The anticipatory activity will informally assess the students’ sense of text organization.

### Group Participation:

- The students’ participation in groups will be part of their participation points for the day, depending on how engaged they seem within their groups.

### Graphic Organizers:

- The Spider Map and other graphic organizer will be used to informally assess students, at first to let me know that the students are thinking about their topics and doing the preliminary work required before composition begins.
- However, these graphic organizers will be collected and graded with the final drafts of their papers. This will inform the teacher of the students’ progression of thought through the writing and revision process.

### Essay Drafts:

- The drafts to be turned in on this day will be graded holistically, mainly based on the effect of the writing.
- Neatness and correctness are not the focus for this day.
- The teacher will merely be assessing if students understand how to make their sentences and paragraphs flow.

### Day Seven:

#### Anticipation Guide:

- Students will complete the Anticipation Guide in order to pre-assess what they know about what makes writing clear, concise, and correct.
- This sheet allows the teacher to informally assess students pre-knowledge about concepts like editing, revising, and proper grammar use.

#### Workshop Interaction:

- The students will be working in “workshop” groups for some of this lesson. The teacher will informally assess student understanding by observing the group interactions.
- The teacher can also take note of student understanding by observing the initial changes the students make to their papers while within the groups.
- Their participation in groups will be part of their participation points for the day, depending on how engaged they seem within their groups.
- Students will later meet in these “workshop” groups to polish their essays and begin writing their final drafts. Their participation in the workshop, again, counts toward their participation points for the day.

#### Class Questioning:

- Through whole-class discussion, the teacher can informally assess student understanding of written clarity by answering questions of students and posing his/her own leading questions about some changes they may need to make in their drafts.

#### Note-Takers:

- Questions and exercises will be contained on the PowerPoint presentation dealing with style elements and clarity. As students follow along and participate aloud in class during the presentation, they will fill out teacher-constructed note-takers that correspond to the PowerPoint material.
- The act of students filling out the note-takers will allow the teacher to informally assess student engagement in the lesson.

### Day Eight:

#### Body Language:

- As the teacher demonstrates the essential elements to a powerful conclusion, he/she will be informally assessing student understanding by watching student body language.
- The teacher will make sure to answer any questions about these elements if the class seems to be confused by them.

#### Hands-On Activity:

- When in small groups, students will be informally assessed by the teacher walking around checking student work, and helping the students with any problems that they might have.
- They will also be informally assessed when reading their “new” conclusions to the class.

#### Final Draft:

- The final draft will be collected. This time the piece will be formally assessed for impact, organization, clarity, and revision skills.

#### Day Nine and Ten:

##### Unit Feedback:

- Students and the Teacher will be informally assessed on the impact of the unit as a whole. The teacher will ask the students what they found most valuable about the unit and if they would like to do any step differently. The teacher will also ask the students what step helped them the most or what step they didn't know about before.

##### Oral Proficiency:

- Students will read their essays aloud to the class, being able to read and speak fluently and without major problems. (PASS/FAIL)

##### Listening Skills:

- Students will listen attentively and critically for how his/her peer used each step in the essay writing unit.

##### Critique Sheet:

- The students will complete a critique sheet for each speaker which will be handed in at the end of day ten.

##### Final Copy of Essay:

- Students will hand in their final copy of their essay, graded mainly on how effectively they've incorporated each essay writing tool addressed in this unit.

Assessment Item		Points
Student Readiness	Does the student come to class prepared every day? Do they have the proper texts and materials needed to excel in class?	5
Participation	Will assess how well students interact w/ teacher and peers daily. Will also assess how well they keep on task. Group (G) and Individual (I) .	( I ) 5 (G) 5
Graphic Organizers	Will be collected for points to assess that students are remaining engaged in class activities. Also used to assess understanding of concepts and effort.	5
In-Class Writing/ Listening	Will be collected to assess how well students used transitional words and how well they can identify transitional words used by their peers.	10
Hands-On Activity/ Competition	Points will be awarded to the group who can correctly assemble the sentence strips first. If the first group finished is incorrect, the points go to the next group to assemble the strips correctly.	5 (bonus)
Modeling Proficiency with computer-Based Writing Tools	By walking around and visiting each computer, the teacher will record whether the student can show mastery of the “Manage Resources” tool	Pass/Fail
First Drafts	Will be graded based on completion of task and understanding of concepts, not for neatness or correctness.	15
Final Drafts	Will be graded for impact, organization, clarity, and correctness.	20
Critique Sheet	Will be graded to assess students’ attentiveness and ability to recognize the essay writing tools addressed in this unit.	10
Final Copy of Essay	Will be graded based on three criteria: How well the students represent each essay writing tool addressed in the unit, grammar/mechanics, content	20 (tools) 5 (grammar) 15 (content) TOTAL: 115