

Middle School Writing Process Model

Grade: 8
Task: Problem/Solution Essay
Text: Roll of Thunder, Hear My Cry

Essential Skills: 1. Develop a controlling idea that takes clear and knowledgeable position on the topic
 2. Synthesize and incorporate carefully chosen evidence in support of the controlling idea
 3. Utilize varied sentence structures and transitional devices

Context: Students have just finished reading Roll of Thunder, Hear My Cry and have traced the conflicts and the characters' decisions/actions while reading the novel

<p>Day 1</p> <ul style="list-style-type: none"> Based on their reading notes, students work in groups to categorize the major and minor conflicts using a graphic organizer Writing assignment expectations are distributed and discussed Topic: Identify and explain a major conflict in the novel, explain the different characters' decisions and actions in relationship to the conflict, and argue whether or not the characters effectively resolved the conflict using evidence from the novel HW: Using your notes and the graphic organizer from class, identify which conflict in the novel you will write about and make a list of the characters involved and their decisions and actions as they relate to the conflict 	<p>Day 2</p> <ul style="list-style-type: none"> Meet in small groups to share which conflict students will write about and why they chose that topic Conduct a minilesson on the formation of a thesis statement that expresses a controlling idea (see pp. 24-25 of <i>Teaching Writing/Teaching Reflection</i>) Provide models of different thesis statements that express a controlling idea from different perspectives and discuss Students draft thesis statement based on the conflict they have selected & share with a partner while teacher circulates HW: Revise your thesis statement based on feedback and identify textual evidence to support the controlling idea (at least three quotations from the text required) 	<p>Day 3</p> <ul style="list-style-type: none"> Conduct a minilesson on the organization of a persuasive essay with emphasis on the introduction and thesis statement and the order of the evidence to support the argument, (see pp. 15-18 of <i>Teaching Writing/Teaching Reflection</i>) Provide students with time to take ideas from prewriting to generate an outline Teacher circulates to provide support and to monitor progress Use reflection questions to self-assess the thoroughness of the outline (see p. 16 of <i>Teaching Writing/Teaching Reflection</i>) HW: Students finish outlining and finalize their selection of at least three text references to support their argument 	<p>Day 4</p> <ul style="list-style-type: none"> Check completed outline in class Conduct a minilesson on drafting an introduction, with an emphasis on leads and the narrowing of the topic to the thesis statement (see pp. 21-22 of <i>Teaching Reading/Teaching Reflection</i>) Provide models of effective and ineffective introductions and require students to rank them according to criteria of an effective introduction Provide students with time to begin drafting their introductions Teacher circulates to conference with students HW: Finish drafting introduction 	<p>Day 5</p> <ul style="list-style-type: none"> Begin class reviewing a sentence pattern (see pp. 48-63 of <i>Teaching Writing/Teaching Reflection</i>) Check drafted introductions in class Conduct a minilesson on constructing body paragraphs using CEI & integrating quotations as support (see p. 32 of the <i>Language Resource Guide</i>) Provide students with models of paragraphs and require them work with a partner to highlight claim, evidence, and interpretation Draft first body paragraph of essay using CEI strategy HW: Finish drafting body paragraphs using the CEI strategy (Note: assigned over a weekend)
<p>Day 6</p> <ul style="list-style-type: none"> Begin class reviewing a sentence pattern (see pp. 48-63 of <i>Teaching Writing/Teaching Reflection</i>) Refer to the writing rubric to discuss the criteria for an effective essay (see p. 26 of the <i>Language Resource Guide</i>) Conduct a minilesson on writing effective conclusions (see p. 29-31 of <i>Teaching Writing/Teaching Reflection</i>) Provide students with time to begin drafting conclusion HW: Finish drafting conclusion & identify one sentence that can be revised using the sentence pattern practiced in class 	<p>Day 7</p> <ul style="list-style-type: none"> Begin class reviewing a different sentence pattern (see pp. 48-63 of <i>Teaching Writing/Teaching Reflection</i>) Identify sentences in paper that can be revised using the sentence patterns & revise with a partner Review list of transitions (see p. 45 of the <i>Language Resource Guide</i>) & apply at least one to each paragraph HW: 1. Incorporate one of the three sentence patterns in each paragraph; 2. Incorporate one at least one transition word or phrase in each paragraph; 3. Refer to the baker's dozen of revision tips and apply to paper (see p. 37 of the <i>Language Resource Guide</i>) 	<p>Day 8</p> <ul style="list-style-type: none"> Station activity to get additional support in one of three areas that students select (strengthening the thesis statement, using CEI to develop paragraphs and prove the thesis, using sentence patterns to vary sentences) Each station provides students with practice in the skill, a checklist of things to remember, and/or a model of the skill applied effectively After engaging in practice activity, students apply the skill to their papers, working collaboratively to improve each other's paper Teacher circulates HW: Continue to apply the skill make necessary revisions & begin editing 	<p>Day 9</p> <ul style="list-style-type: none"> Peer Conferencing (focus: strength of thesis statement, using CEI to develop paragraphs and prove the thesis, using sentence patterns to vary sentences) Groups of four: <ul style="list-style-type: none"> Each student asks for feedback in one or more of the focus areas on a post-it note that travels with the paper As papers are rotated, each reader provides feedback based on the requested focus areas and the rubric using a separate piece of paper Once all the papers are read and feedback shared, the group discusses the assignment (how they proceeded, what they think they did well, what was difficult) HW: Revise & edit paper based on gathered feedback & the rubric; prepare final copy 	<p>Day 10</p> <ul style="list-style-type: none"> Students highlight the thesis statement, the sentence patterns they have applied, and the transition words and phrases Students share final papers in small groups, discussing what they like most about their papers or what they have improved Students engage in independent written reflection (What I found most challenging about this paper, what I made the most progress on with this paper, strategies I used to be successful with this paper, what I would like feedback on from the teacher) Large group discussion on the problems that characters face in the novel, how they attempted to solve them, and whether or not they were successful Students hand in papers (including drafts, prewriting, peer conferencing feedback, and written reflection)

