<table>
<thead>
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<th>Day 1</th>
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<tr>
<td>• Based on their reading notes, students work in groups to categorize the major and minor conflicts using a graphic organizer</td>
<td>• Meet in small groups to share which conflict students will write about and why they chose that topic</td>
<td>• 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. 24-25 of Teaching Writing/Teaching Reflection)</td>
<td>• Check completed outline in class</td>
<td>• Begin class reviewing a sentence pattern (see pp. 48-63 of Teaching Writing/Teaching Reflection)</td>
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<td>• Writing assignment expectations are distributed and discussed</td>
<td>• Conduct a minilesson on the formation of a thesis statement that expresses a controlling idea (see pp. 24-25 of Teaching Writing/Teaching Reflection)</td>
<td>• Provide models of different thesis statements that express a controlling idea from different perspectives and discuss</td>
<td>• 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 Teaching Reading/Teaching Reflection)</td>
<td>• Check drafted introductions in class</td>
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<td>• 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</td>
<td>• Provide models of different thesis statements that express a controlling idea from different perspectives and discuss</td>
<td>• Students draft thesis statement based on feedback and identify textual evidence to support the controlling idea (at least three quotations from the text required)</td>
<td>• Provide models of effective and ineffective introductions and require students to rank them according to criteria of an effective introduction</td>
<td>• Conduct a minilesson on constructing body paragraphs using CEI &amp; integrating quotations as support (see p. 32 of the Language Resource Guide)</td>
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<td>• 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</td>
<td>• Students draft thesis statement based on feedback and identify textual evidence to support the controlling idea (at least three quotations from the text required)</td>
<td>• Students write the CEI to develop paragraphs and prove the thesis, using sentence patterns to vary sentences</td>
<td>• Provide students with time to begin drafting their introductions</td>
<td>• Provide students with models of paragraphs and require them work with a partner to highlight claim, evidence, and interpretation</td>
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<tr>
<td>• 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</td>
<td>• HW: Review and identify which conflict students will write about and why they chose that topic</td>
<td>• Teacher circulates to provide support and to monitor progress</td>
<td>• Teacher circulates to conference with students</td>
<td>• Draft first body paragraph of essay using CEI strategy</td>
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<tr>
<td>• 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</td>
<td>• Conduct a minilesson on the formation of a thesis statement that expresses a controlling idea (see pp. 24-25 of Teaching Writing/Teaching Reflection)</td>
<td>• Use reflection questions to self-assess the thoroughness of the outline (see p. 16 of Teaching Writing/Teaching Reflection)</td>
<td>• HW: Finish drafting introduction</td>
<td>• HW: Finish drafting body paragraphs using the CEI strategy (Note: assigned over a weekend)</td>
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### Middle School Writing Process Model

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

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<thead>
<tr>
<th>Essential Skills</th>
<th>Context</th>
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<tr>
<td>1. Develop a controlling idea that takes clear and knowledgeable position on the topic</td>
<td>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</td>
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<td>2. Synthesize and incorporate carefully chosen evidence in support of the controlling idea</td>
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<td>3. Utilize varied sentence structures and transitional devices</td>
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### Day 1

- Begin class reviewing a sentence pattern (see pp. 48-63 of Teaching Writing/Teaching Reflection)
- Refer to the writing rubric to discuss the criteria for an effective essay (see p. 26 of the Language Resource Guide)
- Conduct a minilesson on writing effective conclusions (see p. 29-31 of Teaching Writing/Teaching Reflection)
- Provide students with time to begin drafting conclusion
- 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

### Day 2

- Begin class reviewing a sentence pattern (see pp. 48-63 of Teaching Writing/Teaching Reflection)
- Refer to the writing rubric to discuss the criteria for an effective essay (see p. 26 of the Language Resource Guide)
- Conduct a minilesson on writing effective conclusions (see p. 29-31 of Teaching Writing/Teaching Reflection)
- Provide students with time to begin drafting conclusion
- 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

### Day 3

- 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

### Day 4

- 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:
  - 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 did well, what was difficult)
- HW: Revise & edit paper based on gathered feedback & the rubric; prepare final copy

### Day 5

- 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)