

*Come to Class: Lessons for High School Writers*

Lesson	Writing to Explain <i>(Students will . . .)</i>	Writing to Persuade <i>(Students will . . .)</i>
<b>1</b> Gathering Ideas	Brainstorm and ask questions to identify a topic for an expository essay. Discuss factors to consider in choosing a promising topic.  HOMEWORK: Choose a subject for an essay. Analyze an exemplary essay for clarity of organization.	Gather ideas to identify and choose a topic that inspires.  HOMEWORK: Peruse newspapers, web sites, or TV news broadcasts for three inspiring issues or policies to change.
<b>2</b> Getting Organized	Observe how content determines the structure of an expository essay and how organization improves clarity.  HOMEWORK: Complete 1 hour of Internet research and take notes.	Organize ideas to be compellingly persuasive.  HOMEWORK: Use a graphic organizer to sketch out a plan for organizing the essay. Research information to support arguments.
<b>3</b> Drafting the Essay	Move from a pile of research notes to piece of prose.  HOMEWORK: Work on the draft for 35 minutes; do more research if stuck.	Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina.  HOMEWORK: Work for a further 35 minutes on the draft; if stuck, look on the Internet for an opposing view.
<b>4</b> Revising	Revise for clarity, conciseness, precise word choice, and logical progression of ideas.  HOMEWORK: Revise the essay and prepare a typed copy.	Revise for essential elements of persuasion and for audience, adding, deleting, rearranging text as necessary.  HOMEWORK: Use suggestions from writing partners to revise the draft; prepare a typed copy.
<b>5</b> Editing	Edit independently for errors, using self-assessment guidelines.  HOMEWORK: Edit and proofread essays. Make sure the words of others represent less than 20 percent of total.	Read aloud to spot and correct mistakes with attention to the most common writing errors. Learn proper form for citations.  HOMEWORK: Edit the essay; have a "friend of the writer" read and discuss it.
<b>6</b> From Final Draft to Finished Essay	Read aloud and discuss essays with a group of classmates while the teacher holds conferences with students who have fallen behind in the unit.  HOMEWORK: Prepare a final copy of the essay. Evaluate effort with a checklist and the essay with a rubric.	Use a rubric to evaluate the essay; identify appeals to logic and emotion.  HOMEWORK: Make final corrections to the essay and print it out. Complete a self-assessment survey.
<b>7</b> Preparing for Assessment or Performance	Analyze a writing prompt and practice writing with interruptions.  HOMEWORK: Complete the timed writing assignment.	Discuss strategies for effective timed writing and analyze a prompt.  HOMEWORK: Read a persuasive speech and prepare for a timed-writing task. (The next class is devoted to writing to a prompt.)

Writing About Literature <i>(Students will . . .)</i>	Narrative Writing <i>(Students will . . .)</i>	Writing with Reflection <i>(Students will . . .)</i>
Use a question paper to find a focus for an essay about a literature circle book. Explore the characteristics of an exemplary essay.  HOMEWORK: Complete "idea seed" sentence starters.	Create and animate a character for a short story by answering key questions, discussing, and listing character traits.  HOMEWORK: Write an hour-by-hour schedule of a typical day in the life of the main character.	Brainstorm autobiographical incidents, using a timeline, and determine a focus for a reflective essay.  HOMEWORK: Read and annotate an essay about reflective writing.
Review the essential elements of a literary analysis essay and determine how attention to the intended audience will influence the organization.  HOMEWORK: Use a template to write a working thesis statement about a literature circle book and identify 3 to 5 related scenes.	Establish and visualize a setting for the short story.  HOMEWORK: Research details about the time and place where the story will be set; identify five details that will contribute to the mood of the story.	Examine an autobiographical incident, using the Four Perspectives graphic organizer and practice the kind of reflective thinking that results in a strong, organized essay.  HOMEWORK: Respond to a list of questions that encourage reflection.
Explore the effective use of quotations from a book. Begin to draft using a thesis statement, quotations, and the book. Hand in the draft at the end of class.  HOMEWORK: Reread the first five pages of the literature circle book.	Use a plot pyramid to establish the sequence of events for the story and begin writing each of five parts.  HOMEWORK: Complete the writing and weave the parts into a coherent draft; prepare a typed copy	Read and analyze an exemplary reflective essay. Begin drafting the narrative portion of a reflective essay.  HOMEWORK: Continue to work on an essay draft.
Learn academic vocabulary for expressing ideas with greater clarity. Participate in a 3-minute Probing for Potential conference with the teacher.  HOMEWORK: Read the draft aloud to a "friend of the writer" and revise for clarity, using academic language where appropriate; prepare typed copy.	Study effective dialogue. Read aloud and determine how to revise or create story dialogue.  HOMEWORK: Revise the story dialogue.	Revise drafts for organization, elaboration, and reflection.  HOMEWORK: Complete revisions and create typed copy.
Peer edit, each reader with a single focus, for spelling, punctuation, run-ons and fragments, subject-verb agreement, repetition, unnecessary plot repetition.  HOMEWORK: Proofread and correct drafts.	Examine story drafts for style, including figurative language and first and last paragraphs.  HOMEWORK: Revise the story, paying particular attention to the beginning and ending.	Work in pairs to edit for punctuation, focusing on comma usage.  HOMEWORK: Edit, correct, and proofread essay.
Study a 9-point rubric and apply it to the essay.  HOMEWORK: Complete the essay; double-check literary present tense throughout; include a title.	Edit stories for publication in a class book.  HOMEWORK: Polish and edit stories; prepare, proofread, and correct final copy.	Work in a group to create a readers' theater script for one of the finished reflective essays.  HOMEWORK: Prepare copies of the script for the whole group.
Learn strategies for approaching writing about unfamiliar texts in a timed situation.  HOMEWORK: Complete a self-assessment on timed writing skills and goals.	Read and respond to stories published in the class book.  HOMEWORK: Write a one-page essay reflecting on new insights about narrative writing.	Perform readers' theater scripts. Provide feedback on the performances.  HOMEWORK: Complete an assessment of group work.