## Come to Class: Lessons for High School Writers

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<tr>
<th>Lesson</th>
<th>Writing to Explain (Students will . . .)</th>
<th>Writing to Persuade (Students will . . .)</th>
<th>Writing to About Literature (Students will . . .)</th>
<th>Narrative Writing (Students will . . .)</th>
<th>Writing with Reflection (Students will . . .)</th>
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<tr>
<td>1</td>
<td>Gathering Ideas</td>
<td>Gather ideas to identify and choose a topic that inspires.</td>
<td>Use a question paper to find a focus for an essay about a literature circle book.</td>
<td>Create and animate a character for a short story by answering key questions, discussing, and listing character traits.</td>
<td>Brainstorm autobiographical incidents, using a timeline, and determine a focus for a reflective essay.</td>
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<td>2</td>
<td>Getting Organized</td>
<td>Organize ideas to be compellingly persuasive.</td>
<td>Review the essential elements of a literary analysis essay and determine how attention to the intended audience will influence the organization.</td>
<td>Establish and visualize a setting for the short story.</td>
<td>Examine an autobiographical incident, using the four Perspectives graphic organizer and practice the kind of reflective thinking that results in a strong, organized essay.</td>
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<td>3</td>
<td>Drafting the Essay</td>
<td>Use a graphic organizer to sketch out a plan for organizing the essay.</td>
<td>Explore the effective use of quotations from a book. Begin to draft using a three-sentence statement, quotations, and the book.</td>
<td>Use a plot pyramid to establish the sequence of events for the story and begin writing each of five parts.</td>
<td>Read and analyze an exemplary reflective essay, begin drafting the narrative portion of a reflective essay.</td>
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<td>4</td>
<td>Revising</td>
<td>Revise for essential elements of persuasion and for audience, adding, deleting, rearranging text as necessary.</td>
<td>Learn academic vocabulary for expressing ideas with greater clarity. Participate in a 3-minute Probing for Potential conference with the teacher.</td>
<td>Study effective dialogue. Read aloud and determine how to revise or create story dialogue.</td>
<td>Revise drafts for organization, elaboration, and reflection.</td>
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<td>5</td>
<td>Editing</td>
<td>Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina.</td>
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<td>Peer edit each reader with a single focus, for spelling, punctuation, run-ons, and fragments, subject-verb agreement, repetition, unnecessary plot repetition.</td>
<td>Work in pairs to edit for punctuation, focusing on comma usage.</td>
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<td>6</td>
<td>From Final Draft to Finished Essay</td>
<td>Use a rubric to evaluate the essay and determine how to revise or create story dialogue.</td>
<td>Read aloud to spot and correct mis-takes with attention to the most common writing errors. Learn proper form for citations.</td>
<td>Study a 9-point rubric and apply it to the essay.</td>
<td>Read and analyze an exemplary reflective essay, begin drafting the narrative portion of a reflective essay.</td>
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<td>7</td>
<td>Preparing for Assessment or Performance</td>
<td>Improve the essay by editing, revising, and determining how to revise or create story dialogue.</td>
<td>Read aloud and discuss essays with a group of classmates while the teacher holds conferences with students who have fallen behind in the unit.</td>
<td>Study effective dialogue. Revise the essay, paying particular attention to the beginning and ending.</td>
<td>Work in a group to create a readers’ theater script for one of the finished reflective essays.</td>
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### Lesson Descriptions

**Lesson 1: Gathering Ideas**
- **Writing to Explain**: 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.

**Lesson 2: Getting Organized**
- **Writing to Persuade**: 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.

**Lesson 3: Drafting the Essay**
- **Writing to About Literature**: Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina.
- **Homework**: Work on the draft for 35 minutes; do more research if stuck.

**Lesson 4: Revising**
- **Writing to Persuade**: Revise for clarity, conciseness, precise word choice, and logical progression of ideas.
- **Homework**: Revise the essay and prepare a typed copy.

**Lesson 5: Editing**
- **Writing to Explain**: Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina.
- **Homework**: Edit independently for errors, using self-assessment guidelines.

**Lesson 6: From Final Draft to Finished Essay**
- **Writing to Persuade**: 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.

**Lesson 7: Preparing for Assessment or Performance**
- **Writing to Explain**: 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 to About Literature**
- **Lesson**: 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” sentences.

**Narrative Writing**
- **Lesson**: 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.

**Writing with Reflection**
- **Lesson**: Brainstorm autobiographical incidents, using a timeline, and determine a focus for a reflective essay.
- **Homework**: Read and annotate an essay about reflective writing.

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**HOMEWORK**
- **Lesson 1**: Complete the essay and print it out. Complete a self-assessment survey.
- **Lesson 2**: Use a rubric to evaluate the essay; identify appeals to logic and emotion.
- **Lesson 3**: Read aloud and discuss essays with a group of classmates while the teacher holds conferences with students who have fallen behind in the unit.
- **Lesson 4**: Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina.
- **Lesson 5**: Read aloud to spot and correct mistakes with attention to the most common writing errors. Learn proper form for citations.
- **Lesson 6**: Read aloud and discuss essays with a group of classmates while the teacher holds conferences with students who have fallen behind in the unit.
- **Lesson 7**: Analyze a writing prompt and practice writing with interruptions.