

LA-TPN Pre Writing on Demand

GRADES

6 - 12

DISCIPLINE

 **ELA**

COURSE

 **All**

PACING




SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>LA-TPN PRE WRITING ON DEMAND</p> <p>We have actively read texts about _____</p> <p>in order for you to complete the prompt for this module. Write a one to two page letter in which you describe how you will write your essay to a peer who is not in this class. Include the following information in your letter:</p> <ul style="list-style-type: none"> ● An opening, body, and closing ● Your stance on the issue discussed in your essay (What position do you take?) ● Details from the texts you have read that you will include in your essay ● An explanation of how those details will make your essay strong ● An explanation of how your will organize your essay (How will you start the essay? Where will you include the controlling idea? What will be in the body paragraphs? How will you conclude the essay in a way that will make it strong? How will you reconnect to the controlling idea in your conclusion?) 	See attached rubric under Teacher Resources	<ol style="list-style-type: none"> 1. Explain to students they are going to complete a "Writing on Demand" activity. Students will "write on demand" explaining what they will discuss in their essays for this module. Tell students that this will be collected during class. Distribute the On Demand Writing page if students do not have notebooks. 2. Explain to students that the purpose of doing this activity is for you to be able to see if they are on the right track in planning to write their essay. Inform them that you want to see the ideas they will present, how they will use evidence from the texts, and generally how they will comment on the topic. Enforce that they need to state how what they will write will connect to the teaching task, which should be displayed in the room large enough for everyone to read. 3. Provide the students with adequate time to write their responses (15-30 minutes). Collect the responses and use the attached rubric to provide feedback. 4. Distribute copies of the On Demand Writing Peer Feedback Form. Assign partners. Have students exchange letters and ask each student to provide feedback to their partner using the following questions on the feedback sheet provided: <ul style="list-style-type: none"> ● What do you mean by that? ● Can you tell me more? ● Tell me why you chose this idea. ● How does this idea connect to the essay prompt? ● How do you plan on combining these ideas? ● What is your attitude towards _____? ● How will you elaborate on this idea? ● What will the paragraph that covers this topic look like? ● What evidence can you provide that will support this idea? ● How can the texts help you develop this idea? ● What ideas from the texts can you add? <p>Instruct students to select three of the questions to pose to their partner and record their responses in the space provided on the On Demand Writing Peer Feedback Form. They should choose questions based on the letter they are reviewing. Explain that the questions they choose should be based on things that need to be clarified or expounded upon. Upon completion, ask students to return the letters and the feedback forms to each other.</p>

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	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <hr/> <p>Additional Attachments:</p> <ul style="list-style-type: none"> On demand prewriting rubric.docx On Demand writing page.docx On Demand Writing peer feedback questions.docx			

by Shelia D. Banks