

<p>Teaching Point(s):</p> <ul style="list-style-type: none"> Drafting the body of an essay using notes
<p>Standards: C.1.1.1, C.1.1.2, C.1.1.3</p>
<p>Material(s):</p> <ol style="list-style-type: none"> “Compare and Contrast” graphic organizer Model essay of compare and contrast Writer’s notebook
<p>Connection: <i>“Students, in our last lesson, we compared and contrasted two authors’ web pages. Today, we will take the information and begin to develop our draft. ”</i> Teacher displays the sample chart completed as a whole group in a previous lesson.</p>
<p>Model (I do): <i>“After we gather our information, prewriting, we go on to the next step of the writing process which is drafting. For our purposes, we will use our notes from the compare and contrast organizer to begin developing our draft. There are different ways to organize compare and contrast writing. The writer may write all the similarities the two topics have and then list all of the differences. Another possibility is to go back and forth between the two topics and their similarities and differences.”</i></p> <p>*NOTE-Graphic organizer and sample essay are for modeling purposes only- they do not correspond with topic</p>
<p>Guided Practice (We do)</p> <ul style="list-style-type: none"> Display model of draft essay and refer to the graphic organizer to show where the information for the essay came from. Allow students time to read the draft and determine which style of organization was used (writer wrote all the similarities and then the differences).
<p>Independent Practice (You do):</p> <p>Students will begin drafting in their writer’s notebooks the authors’ web pages.</p>
<p>Mid-Workshop Teaching Point Remind students that writers can organize compare and contrast writing in different ways.</p>
<p>Closure Students may exchange drafts with a partner to provide feedback.</p>
<p>Assessment - Check for Understanding Teacher will monitor the students’ understanding by completing mini conferences as they are</p>

writing.
Reflection:
Notes: