

Writing Success Week 1

Informational Writing Unit Synopsis

During this unit, students will utilize the writing process to successfully produce an informational-based extended constructed response (ECR). Students will leverage their knowledge of the characteristics of informational texts such as author’s purpose, point of view, and text structure that will inform their writing. Students will unpack the TEA Informational ECR Rubric, deconstruct an exemplar, and be guided through a model of the metacognitive writing process necessary as we focus on understanding mentor texts and the use of effective text-based evidence. This unit concludes with writing workshops that intentionally focus on strengthening the clarity and focus of student writing as students revise and edit their IA (independent application) into a final well-written extended constructed response.

Unit at a Glance

	Focus	Standards
Day 1	Unpacking Informational ECR Rubric and Exemplar	TEKS 7.6(E) TEKS 7.11(B)
Day 2	Mentor Text Annotations and Brainstorming Guided Instruction	TEKS 7.6(C) TEKS 7.10(A)
Day 3	Independent Application: Developing Drafts	TEKS 7.10(A) TEKS 7.10(B)
Day 4	Independent Application: Writing Workshops	TEKS 7.10(C) TEKS 7.10(D)
Day 5	Independent Application: Revising, Editing, and Publishing	TEKS 7.10(C) TEKS 7.10(D) TEKS 7.10(E)

Day 1: Unpacking Informational ECR Rubric and Exemplar		Notes
Standards		
<ul style="list-style-type: none"> • TEKS 7.6(E)- interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • TEKS 7.11(B)- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. 		
Content Objective		
<ul style="list-style-type: none"> • Content Objective: SWBAT unpack the informational ECR rubric and understand the components necessary by analyzing an exemplar and identifying its use of the ToSEEC structure. 		
Know/Do Chart		
Know	Do	
Rubric Grading Informational Text Features ToSEEC Essay Structure	Annotate Prompt for Understanding Deconstruct Exemplar Essay	
Advance Preparation and Resources		
<ul style="list-style-type: none"> • TEA Informational Writing Rubric • Text- "Army Code Talkers" by The United States Government • Access to document camera. • Make copies of all materials (rubrics, texts, exemplars, ToSEEC essay structure, etc.) <p>Teacher Prep: Internalize Informational Writing ECR Rubric and exemplar for informational essay prior to facilitating lesson.</p> <ul style="list-style-type: none"> • TEA Informational Writing ECR Rubric- ensure you understand the differences between a score point 0, 1, 2 or 3 in the Organization and Development of Ideas component, and a score point 0, 1, or 2 in the Conventions component of the rubric. • ToSEEC Essay Structure– ensure you understand the ToSEEC structure and how it leads to a score point 3 in the organization and development of ideas section of the rubric. 		
Information and Instructional Notes		
<p>Note: This lesson introduces/reinforces students’ knowledge of the necessary components for Informational ECR Writing. The focus throughout the lesson is understanding the skills assessed in the rubric, how the ToSEEC essay structure supports each component of the rubric, and how it is exemplified through a sample essay. The steps within the lesson can be modified to meet the needs of your individual students; however, it is important to give students the opportunity to independently break down the exemplar—this will be beneficial during the independent application stage of this success unit.</p>		
Vocabulary		
Academic Language: <ul style="list-style-type: none"> • Identifiable • Unified • Development • Text Evidence • Elaboration • Exemplar 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> • Author’s Purpose • Controlling Idea • Thesis • Informational Text • Organizational Structures • Genre Characteristics 	

Lesson (*Suggested time frame: 75 minutes*)

Step 1- Unpack the Informational Writing ECR Rubric

- Unpack Organization and Development of Ideas (Score Points 0-3)
 - Controlling idea/Thesis is clear and fully developed.
 - Stamp the words “identifiable” and “unified and easy to follow.” Students should understand the importance of a thesis that fully answers the prompt and lays the roadmap for their essay.
 - Organization is effective.
 - Stamp the phrases “includes an effective introduction and conclusion” and “supports the development of the controlling idea/thesis.” Students will get to examine the ToSEEC essay structure when breaking down the exemplar.
 - Evidence is specific, well-chosen, and relevant.
 - Stamp the words “text-based evidence” and “clearly explained.” Students should understand that a fundamental component of the ToSEEC essay structure is the use of evidence and their elaboration on the evidence.
 - Expression of ideas is clear and effective.
 - Stamp the phrase, “word choice is specific, purposeful, and enhances the response.” Students should understand that their word choice should help to communicate their thoughts effectively and efficiently.
- **Turn and Talk:**
 - Students answer the following question—Which part of the Organization and Development of Ideas section do you think will be the most difficult to master?
- Unpack Conventions (Score Points 0-2)
 - Call attention to the use of “consistent command,” “inconsistent command,” and “little to no command.”

10-15 min

Students should receive an individual copy and highlight key terms that are stamped.

Model expected annotations using document camera.

Step 2- Review the ToSEEC Essay Structure

- Distribute the following [anchor chart](#) and display using document camera:

I	Introduction	Introduce your audience to the topic.
T	Thesis	State your central idea about the topic (e.g., focus statement).
To S	Topic Statement #1	State a point that supports your central idea/focus statement.
E	Evidence	Cite evidence for your point, including necessary context.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Close the paragraph.
To S	Topic Statement #2	State a point that supports your central idea/focusing statement.
E	Evidence	Cite evidence for your point, including necessary context.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Close the paragraph.
C	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.

- Highlight the connections between the rubric and the structure that students should be following when executing informational writing.
 - Ex. “You will use the ToSEEC paragraph structure to ensure your evidence is clearly explained and relevant to the prompt.”

7-10 min

Students should keep this handy to refer to throughout the unit.

Remind students that this is a guide, and their own writing can switch components of this structure as needed.

Step 3- Break Down the Informational ECR Prompt Example

- Distribute [Example Prompt and Exemplar](#) for ["Army Code Talkers"](#) and read through whole group.

Read the article "Army Code Talkers." Based on the information in the article, write a response to the following:

Explain how the author develops the idea that Code Talkers played a crucial role during both World Wars.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Remember to—

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can—

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

- Think-Pair-Share:**
 - What key words in the prompt tell us the skill being tested?
 - What should the topic of our ECR be focused on?
- Connect the last portion of the prompt to the ECR rubric and explain how it can be used as a checklist when writing the ECR.
- Students independently read the mentor text, "Army Code Talkers."

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Name: _____ Class: _____

Army Code Talkers

By The United States Government
Unknown

In the late 19th and mid-20th centuries, boarding schools were established to house American Indian children with the intent of erasing their heritage and identities. This included their native languages. During World War I, however, the United States realized that they would need American Indian languages to win the war. As you read, take notes on how the United States' military used American Indian languages.

[1] Napoleon once said, "the secret of war lies in the communications." If he were around today, he might have revised it to "secure communications."

During World Wars I and II, the military needed a quick and reliable means of protecting its radio, telephone, and telegraphic¹ messages from enemy intelligence. American Indian tribes had their own languages and dialects² that few outside the tribes understood, and many of their languages were not even written down. Their languages were ideal for the task at hand and fortunately, a large number of American Indians had joined the armed forces.



"Choctaw Coders" by Unknown is in the public domain.

7-10 min

Mentor text is provided along with the prompt for reference.

Divulge exemplar responses from the students' conversations.

Annotate prompt page as desired.

5 min

Remind students that their focus should be on the way the author develops the idea that Code Talkers were crucial to both wars.

After reading, stamp the problem and solution text structure that the author utilized and how it helped develop that idea.

Step 4- Unpack the Exemplar- "Army Code Talkers."

- Instruct students to turn to the exemplar and make note of the score point at the top.
 - SAY:** This essay has received a Score Point 5 for their response. As we read through the exemplar together, pay attention to the structure of the essay and how it answers the prompt through its thesis.

20-25 min

Score Point 5

In the article, "Army Code Talkers," the author outlines the success the United States had during World War I and World War II after employing the use of Code Talkers. These groups, made up of Native American men, used their native languages to help keep communications secure and served bravely to protect and save lives. They forever changed the course of history and ensured the victory of the United States in World War I and II. The author develops and reinforces this idea by first explaining the need for secure lines of communication and then detailing their commitment to ensuring they achieved it.

In order to make sure enemies were not able to infiltrate their communications, the United States were in desperate need of a way to send messages securely. The article states, "the military needed a quick and reliable means of protecting its radio, telephone, and telegraphic messages from enemy intelligence." The United States used codes during wars, but the enemies "had broken every American code used, resulting in the deaths of many soldiers." Fortunately, their answer lied in in the large number of "American Indians" who joined the war efforts. It was through their native tongue that a new code was born.

The author details the American Indians' commitments and bravery as they served using their language as an unbreakable code. The article explains that in World War I, "the Germans never broke the American Indians' 'code,' and these soldiers became affectionately known as 'code talkers.'" During World War II the author writes that the Code Talkers, "developed their own words for military terms that never existed" and "kept the lines of communications secure." Their commitment to translate and develop new codes in World War II highlights their commitment in making sure soldiers were safe.

The Code Talkers would later be recognized for their efforts and the crucial roles they played in both wars. The author stamps this idea in the way he presents the need for them and the way they exceeded this need.

2031/2300 characters.

Students, after reading through the exemplar, should notice how it answers the prompt by discussing what the author says or talks about to get his message across. His message is the idea that Code Talkers were crucial during these wars because they were greatly needed, and they were extremely committed.

- After reading, students will label parts of the ToSEEC Essay Structure seen within the exemplar. Utilize the document camera to guide them through labeling the first two paragraphs.

I	Introduction	Introduce your audience to the topic.
T	Thesis	State your central idea about the topic (e.g., focus statement).
To S	Topic Statement #1	State a point that supports your central idea/focus statement.
E	Evidence	Cite evidence for your point, including necessary context.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Close the paragraph.

- Ex:

In the article, "Army Code Talkers," the author outlines the success the United States had during World War I and World War II after employing the use of Code Talkers.

I These groups, made up of Native American men, used their native languages to help keep communications secure and served bravely to protect and save lives. They forever changed the course of history and ensured the victory of the United States in World War I and II. The author develops and reinforces this idea by first explaining the need for secure lines of communication and then detailing their commitment to ensuring they achieved it. **T**

ToS In order to make sure enemies were not able to infiltrate their communications, the United States were in desperate need of a way to send messages securely. The **E** article states, "the military needed a quick and reliable means of protecting its radio, telephone, and telegraphic messages from enemy intelligence." The United States used codes during wars, but the enemies "had broken every American code used, **E** resulting in the deaths of many soldiers." Fortunately, their answer lied in in the large number of "American Indians" who joined the war efforts. It was through their native tongue that a new code was born. **C**

This activity can be modified to include highlighting the different parts of the structure.

Assessment																		
<p>Exit Ticket:</p> <ul style="list-style-type: none"> Instruct students to finish labeling the rest of the exemplar individually using the remaining portions of the ToSEEC Essay Structure. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">To S</td> <td style="width: 30%;">Topic Statement #2</td> <td>State a point that supports your central idea/focusing statement.</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Evidence</td> <td>Cite evidence for your point, including necessary context.</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Elaboration</td> <td>Explain how the evidence relates to the point.</td> </tr> <tr> <td style="text-align: center;">C</td> <td>Concluding Statement</td> <td>Close the paragraph.</td> </tr> <tr> <td style="text-align: center;">C</td> <td>Conclusion</td> <td>Reinforce your central idea/focus statement, reflect on its significance.</td> </tr> </table>			To S	Topic Statement #2	State a point that supports your central idea/focusing statement.	E	Evidence	Cite evidence for your point, including necessary context.	E	Elaboration	Explain how the evidence relates to the point.	C	Concluding Statement	Close the paragraph.	C	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.	<p>5 min</p> <p>Monitor to ensure students are correctly labeling the remaining parts of the structure.</p>
To S	Topic Statement #2	State a point that supports your central idea/focusing statement.																
E	Evidence	Cite evidence for your point, including necessary context.																
E	Elaboration	Explain how the evidence relates to the point.																
C	Concluding Statement	Close the paragraph.																
C	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.																
<p>Next Steps: Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.</p>																		

Day 2: Mentor Text Annotations and Brainstorming		Notes
Standards		
<ul style="list-style-type: none"> TEKS 7.6(C)- use text evidence to support an appropriate response. TEKS 7.10(A)- plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. TEKS 7.11(B)- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. 		
Content Objective		
<ul style="list-style-type: none"> Content Objective: SWBAT execute the brainstorming process by annotating the prompt, mentor text, and selecting ideas and evidence to begin their independent application. 		
Know/Do Chart		
Know	Do	
Supporting Evidence Annotation Process Writing Process Pre-writing Stage	Annotate Prompt and Mentor Text Begin Pre-writing Phase Answer Prompt Identify Strong Evidence	
Advance Preparation and Resources		
<ul style="list-style-type: none"> 7th Informational ECR IA Brainstorming Anchor Chart Access to document camera. Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.) <p>Teacher Prep: Internalize mentor text and decide on an appropriate annotation strategy. Familiarize yourself with the IA (Independent Application) and begin complete exemplar of student product.</p>		

- Brainstorming Anchor Chart- ensure you understand the inner circle, outer circle, and surrounding area's purpose. Create an exemplar utilizing the graphic organizer for the IA prompt to support during small group or checking in with students.

Information and Instructional Notes

Note: This lesson strengthens students' understanding of the brainstorming process. Students will start the lesson with a "do now" that draws on their ability to break down a prompt. While it is a similar prompt to the exemplar examined, it is crucial that they divulge what message the author is developing in the independent application mentor text. After reading and annotating the mentor text, students will observe an example brainstorming page to see how it ensures the "Organization and Development of Ideas" section of the Informational ECR rubric is fulfilled. They will end the lesson executing their own brainstorming for the IA prompt and selecting their ideas and evidence for teacher review. While annotating a mentor text is crucial to students understanding, the way they annotate may differ from teacher to teacher—feel free to adjust the annotation methods to better serve your students.

Vocabulary

Academic Language:

- Application
- Annotations
- Text Evidence
- Elaboration
- Exemplar

Domain Vocabulary: (standard)

- Author's Purpose
- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Genre Characteristics

Lesson (*Suggested time frame: 75 minutes*)

Step 1- Introduction to IA (Independent Application) Prompt.

- DO NOW:** Read and annotate the prompt finding the skill being assessed and topic of focus for the ECR.

Read the article "Duck and Cover: School Drills During the Cold War" Based on the information in the article, write a response to the following:

Explain how the author develops the idea that Duck and Cover drills, while promoting safety and preparedness, also bred fear during the Cold War.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

- Students should divulge the skill- "author develops the idea" or author's purpose/message and the focus- "Duck and Cover Drills" and "fear during the Cold War."
 - Say:** "When the prompt states, 'explain how the author develops the idea...' it is important to answer by talking about what the author says or writes about in order to get their message across—in this case, their message is that 'Duck and Cover drills, while promoting safety and preparedness, also bred fear.'"

5 min

Display IA Prompt page using document camera.

Circulate and monitor student annotations in preparation for discussion.

Frame the lesson as the beginning of the writing process for their IA of Informational Writing.

Step 2- Mentor Text Annotations

- Whole Group:** Read the mentor text, "Duck and Cover: School Drills During the Cold War" and annotate with the skill/focus in mind.
 - SAY:** "When we annotate a text, we build our understanding of the topic, author's purpose, and author's point of view. These understandings will be especially useful when we answer the prompt."

15-20 min

o Ex:

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Name: Informational Writing Unit Class: 7th Grade Exemplar

Duck & Cover: School Drills During the Cold War

By Jessica McBirney
2016

During the Cold War (a period of political tension that followed World War II), Americans feared that their enemy, the Soviet Union, might attack with a dangerous nuclear bomb. To prepare, the United States government took certain measures to prepare for that possibility. One of these steps involved having schoolchildren perform emergency "Duck and Cover" drills in which they proved they know how to react in the event of a nuclear attack. As you read, take notes on all of the factors that caused fear for people during this time.

(1) Beginning in the 1950s, the United States and the Soviet Union (a socialist country that was made up of what are now 15 different countries and that existed from 1922 to 1991) had a very tense relationship known as the Cold War. Although the Cold War never did escalate from tension to real violence between the two countries, people in the United States worried that the Soviets might attack with a nuclear bomb.² To prepare for such an event, elementary and high school students performed emergency drills at school, just as we might do fire or other safety drills today.⁷ The most common drill was called "Duck and Cover."⁸

Reason behind Duck & Cover Drills

Charge Used to Plan these drills

"Bert": by Wikipedia Public Domain is in the public domain.

How to perform drill.

In a duck and cover drill, a student drops to the floor and gets under something like a desk. Then they lie face-down, curl up, and cover the head and neck with a jacket, book, or even their hands. The goal of this drill was to protect against several dangerous side effects of a nuclear blast. The force of the explosion could create immense amounts of heat. It could also cause windows to shatter. Keeping one's face on the floor could prevent burns and protect it from flying pieces of sharp glass.

How U.S. promoted drill

The United States government worked hard to teach as many people about the duck and cover drill as possible. In 1951 they also released a short video, also titled "Duck and Cover," written for children in schools. This film featured a cartoon turtle named Bert, who ducked and covered whenever he saw a bright flash of light. Schools

1. A socialist country is one that follows socialism, a system in which everyone is supposed to have an equal opportunity to benefit from a country's wealth. Under socialism, the country's main industries are usually owned by the state.
2. A nuclear bomb is a type of weapon used in war that can create huge amounts of destruction, wiping out land for miles and miles and killing or harming thousands of people.
3. Immense (adjective) large

This portion may look different based on teacher's specific annotation process. Utilize these images as an example.

Students, again, should already start identifying how the author explains or develops the message that these drills bred fear. (ex. Duck and Cover drills bred fear because they confirmed possible attacks from the Soviet Union)

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encouraged teachers to yell, "Drop!" in the middle of a lesson in order to see if students were prepared at any moment. Some cities even made small metal dog tags⁴ for children to wear, so that they could be identified in case a bomb killed them.

The government also wanted to help adults know what to do in an emergency. They released informational pamphlets that explained the duck and cover position and other strategies to survive a nuclear attack. They sent trucks around the country to show the videos and pass out booklets of information. Stores and magazines advertised bomb shelters that people could buy to put in their backyards. Cities set up public "fallout centers" where people could go to run away from atomic radiation,³ and they also stored large amounts of food and installed emergency broadcast systems in public places. The federal government estimated⁵ that all these efforts would save 27 million people.

What did gov. do for adults protection?

Effectiveness and when it stopped.

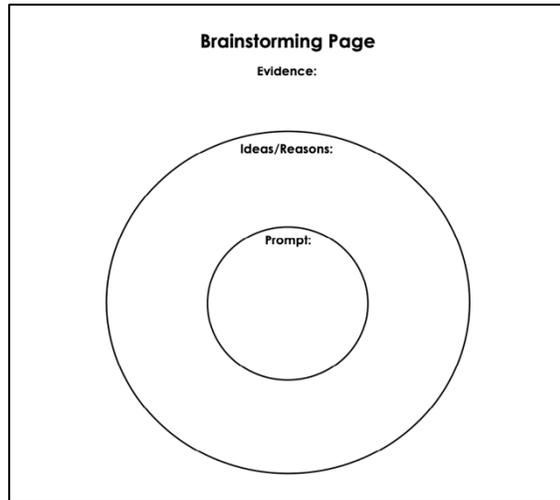
(5) Writers and scholars disagree about whether these programs were good or bad. Some say they promoted a healthy awareness of a real threat to the United States. Others say they gave people an unnecessary fear of crisis. School drills and other nuclear preparedness programs slowly went away in the 1960s, as U.S. leaders began to talk more openly with Soviet leaders.

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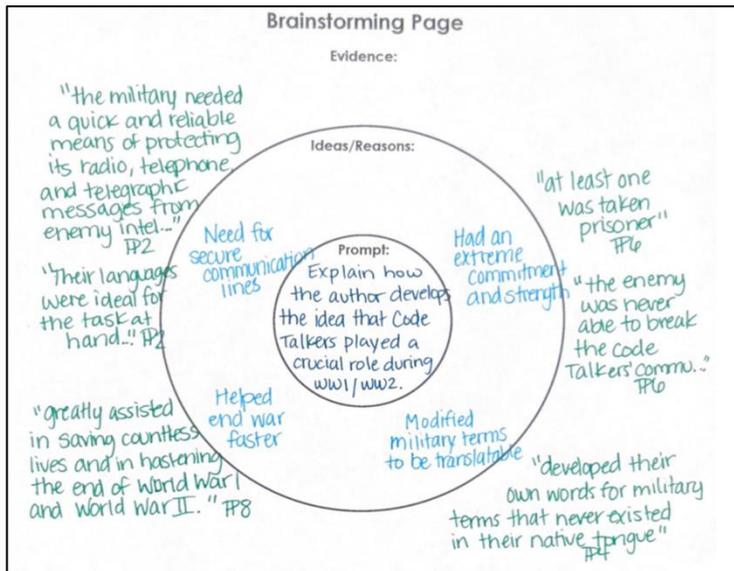
Topic: Nuclear Attack Safety Drills
PIE: Inform
POV: +, - (n)
D...: Explain how the

Step 3- Brainstorming Phase

- Display the following [anchor chart](#) and distribute student copies:



- Explain how to utilize the brainstorming graphic organizer.
 - Inner Circle (Prompt) – Can be word-for-word or shortened.
 - Outer Circle (Ideas/Reasons) – Possible answers to the prompt.
 - Surrounding Area (Evidence) – Supports the ideas and reasons students come up with.
- Examine the following example from the exemplar explored in the previous lesson:



- **Think-Pair-Share:** What do you notice about the following example? How does the evidence support their ideas or possible answers to the prompt?

5-7 min

Students will only focus on the top portion of the Brainstorming Page for this lesson.

10 min

PDF available [here](#).

2-3 min

Step 4- Independent Work Time: Pre-writing Stage—Brainstorming

- Explain to students that they will replicate this independently with the IA prompt given during the "do now."
 - Possible Accommodations:
 - Printed Example used in last activity.
 - Small Group

25 min

Circulate monitoring student responses and clarifying misunderstandings.

Assessment	
<p>Exit Ticket:</p> <ul style="list-style-type: none"> • Using your brainstorming page, circle the evidence you will be using and the ideas/possible answers to the prompt. <ul style="list-style-type: none"> ○ Criteria for Success: <ul style="list-style-type: none"> ▪ Two clear ideas circled. ▪ 1-2 pieces of evidence circled for each idea. 	5 min
<p>Next Steps:</p> <p>Review the exit ticket and ensure students have selected strong ideas and evidence. Students, like the examined exemplar, should have ideas that support the message the author is trying to get across. If weak or insufficient evidence given, make note for students. They will receive these back for the next lesson to continue with their independent application.</p>	

Day 3: Independent Application: Developing Drafts		Notes
Standards		
<ul style="list-style-type: none"> • TEKS 7.10(A)- plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. • TEKS 7.10(B)- develop drafts into a focused, structured, and coherent piece of writing by <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. (ii) developing an engaging idea reflecting depth of thought with specific facts and details. • TEKS 7.11(B)- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. 		
Content Objective		
<ul style="list-style-type: none"> • Content Objective: SWBAT review thesis statements and begin drafting the IA ECR utilizing the ToSEEC Essay Structure and Brainstorming Page. 		
Know/Do Chart		
Know	Do	
Thesis Statements ToSEEC Essay Structure Introduction and Conclusion Paragraphs Writing Process	Draft Thesis Statements Draft Introduction, Body Paragraphs, and Conclusion	
Advance Preparation and Resources		
<ul style="list-style-type: none"> • 7th Informational ECR IA • Student Brainstorming Pages • ToSEEC Essay Structure Anchor Chart • ToSEEC Essay Structure Graphic Organizer • Access to document camera. • Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.) • Index Cards (for Exit Ticket) <p>Teacher Prep: Complete exemplar of student product for the IA ECR. Adjust where needed based on previous lesson Exit Ticket.</p>		

Information and Instructional Notes

Note: The bulk of this lesson consists of independent work time where students will be moving on to drafting their IA ECRs. Students will spend the beginning of the lesson reviewing thesis statements and creating their own based on their work from the previous lesson. The process of thesis writing is crucial to students earning full points on the ECR as it acts as a roadmap for the essay and contains an answer to the prompt. Consider spending time prepping for individual check ins or small groups with students who are falling behind. While most of this should be review, students may still struggle understanding the writing process.

Vocabulary

Academic Language:

- Development
- Organization
- Structure
- Coherence
- Evidence

Domain Vocabulary: (standard)

- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Drafts

Lesson (*Suggested time frame: 75 minutes*)

Step 1- Brainstorming Feedback Review

- **Do Now-** Review the feedback on your brainstorming page and begin making changes or adding based on the feedback. If no changes needed, begin thinking about possible thesis statements.

5 min

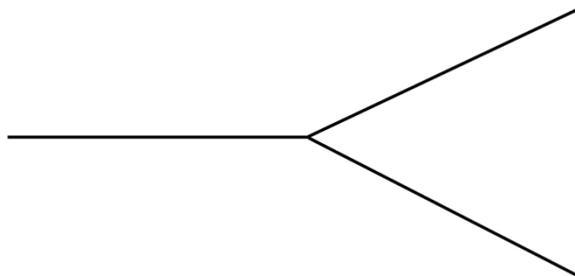
Frame this lesson by explaining the move into the next step of the writing process, drafting.

Step 2- Thesis Statements

- **Think-Pair-Share:** What is a thesis statement? What should be included in your thesis statements?
- Draw or display the following graphic.

5-7 min

Facilitate discussion and ensure students are correctly recalling the purpose of thesis statements.

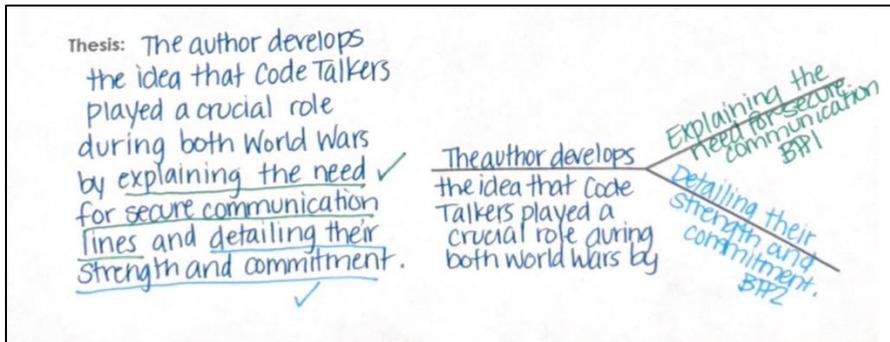


- **SAY:** We use graphic organizers like the “chicken foot” to begin crafting thesis statements. On the leg, you are going to restate the prompt and include an answer. On the foot, you are going to list the two ideas that will later become your body paragraphs. When we put all the components of the “chicken foot” together, we should have a clear thesis statement that answers the prompt and provides reasoning to support that answer.
 - **Stamp the importance of including a thesis statement and connect it back to the Informational ECR Rubric. (Controlling Idea/Thesis is Clear and Fully Developed)**

5-7 min

On the displayed graphic, make the notes as you talk about the components that make up the “chicken foot.”

- Display the following [example](#) from Lesson 1's exemplar.



- **Think-Pair-Share:** How did the example take the components of the “chicken foot” and turn it into a sentence?

10 min

Step 3- Review: ToSEEC Essay Structure

- Instruct students to take out the [ToSEEC Essay Structure anchor chart](#) and display on the board.

I	Introduction	Introduce your audience to the topic.
T	Thesis	State your central idea about the topic (e.g., focus statement).
To S	Topic Statement #1	State a point that supports your central idea/focus statement.
E	Evidence	Cite evidence for your point, including necessary context.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Close the paragraph.
To S	Topic Statement #2	State a point that supports your central idea/focusing statement.
E	Evidence	Cite evidence for your point, including necessary context.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Close the paragraph.
C	Conclusion	Reinforce your central idea/focus statement, reflect on its significance.

- As you review the anchor chart, stamp the importance of including these components within the essay. Specifically, ensure students understand that the introduction needs to include context of the mentor text's topic and the thesis statement they created. As they begin drafting their essay, encourage them to use it as a guide.

5-7 min

Students should have saved this resource from Lesson 1. Ensure you have plenty on hand.

Step 4- Independent Worktime: Drafting IA ECR

- Students will utilize this time to work on filling out the “chicken foot” and drafting thesis statements. As they work, begin providing on the spot feedback to ensure a strong roadmap for their essays. As they finish their thesis statements, they should continue by creating their first draft ensuring they are following the ToSEEC structure.

35 min

Distribute blank paper for students' drafts.

- **Differentiation:** Use the following [ToSEEC graphic organizer](#) for students struggling with the essay. This resource chunks out the structure to ensure they include the proper components.

I	Introduction	
T	This	
To S	Topic Statement #1	
E	Evidence	
E	Elaboration	
C	Concluding Statement	
To S	Topic Statement #2	
E	Evidence	
E	Elaboration	
C	Concluding Statement	
C	Conclusion	

Assessment

Exit Ticket:

- Distribute index cards to students and collect their drafts.
 - What is one specific part of your draft you would like help with? Write your response on the index card and turn it in on your way out.

5 min

Next Steps:

Review the responses from the exit tickets and determine if there is a whole class misconception that might need to be addressed in the next lesson. In addition, begin notating their responses to support an effective conference with the students during the next lesson's worktime.

Day 4: Independent Application: Writing Conferences

Notes

Standards

- **TEKS 7.10(B)**- develop drafts into a focused, structured, and coherent piece of writing by
 - (iii) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
 - (iv) developing an engaging idea reflecting depth of thought with specific facts and details.
- **TEKS 7.10(C)**- revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **TEKS 7.11(B)**- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

Content Objective

- **Content Objective: SWBAT** complete the IA ECR draft and participate in writing conferences to support the revising and editing phase of their writing.

Know/Do Chart

Know	Do
ToSEEC Essay Structure Introduction and Conclusion Paragraphs Writing Process Revising Process ARMS and CUPS Editing Strategies	Revise Drafts for Clarity and Focus Writing Conferences

Advance Preparation and Resources

- [7th Informational ECR IA](#)
- Student Brainstorming Pages
- Student IA ECR Drafts
- [ToSEEC Essay Structure Anchor Chart](#)
- [Lead4ward Revising and Editing Checklist](#)
- [Writing Conferences- IDEA's Best Practice Library](#)
- Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)

Teacher Prep: Using the responses from Lesson 3 Exit Ticket, prep for writing conferences focusing on the student's area of concern. Internalize the revising and editing checklist.

Information and Instructional Notes

Note: This lesson spotlights writing conferences that focus on the students' areas of concern. During these conferences, students will be able to ensure they are aligning their work to the Informational ECR Rubric. Once conferencing ends, students should begin the revising and editing process using the checklists provided. If there were whole class misconceptions based on the Lesson 3's Exit Ticket, ensure you adjust the lesson to include a reteach.

Vocabulary

Academic Language:

- Development
- Organization
- Structure
- Coherence
- Evidence
- Feedback

Domain Vocabulary: (standard)

- Central Idea
- Thesis
- Informational Text
- Organizational Structures
- Revising
- Editing

Lesson (*Suggested time frame: 75 minutes*)

Step 1- Reteach/Independent Work Time Expectations

- If a whole-class misconception was identified, complete a reteach on the specific component.
- Distribute IA ECR drafts and Revising and Editing Checklists.
- Display the [Checklist](#):

Revision and Editing Checklist: Grade 7

Revise for...

Informational Text

Clarity

- clear thesis/controlling idea
- facts, details support thesis/controlling idea
- obvious conclusion/decision
- clear/concise

Organization

- appropriate and purposeful organizational pattern
- fluid sentence and paragraph transitions
- varied sentence structure

Development

- communicates understanding/importance
- word choice (purposeful and precise)
- written in a fresh way

Argumentative Text

Clarity

- clear, arguable claim
- uses various types of evidence to support claim
- convincing conclusion
- clear/concise

Organization

- appropriate/purposeful organization
- fluid sentence and paragraph transitions
- varied sentence structure

Development

- communicates importance/insight
- word choice (purposeful/precise/powerful)
- written in a fresh way

Literary Text

Clarity

- obvious theme/message
- details and events support the plot and theme
- clear/concise

Organization

- appropriate/purposeful plot sequence
- plot, setting, and characters connect in a meaningful way
- fluid sentence and paragraph transitions
- varied sentence structure

Development

- word choice (purposeful and precise)
- language contributes to tone, mood, and voice
- written in a fresh way

Edit for...

Capitalization

- first letter in a sentence
- names
- pronoun "I"
- months, days of the week
- official titles of people
- holidays
- salutation and conclusion of a letter
- geographical names, places, historical periods, events
- documents, languages, races, and nationalities
- titles of books, stories, and essays
- proper nouns, including abbreviations, initials, acronyms, and organizations

Punctuation

- end of sentences
- commas with items in a series, dates
- commas in compound and complex sentences
- commas to set off transitions and introductory elements
- commas to set off words, phrases, and clauses
- quotation marks in dialogue
- apostrophes in contractions and possessives
- italics and underlining for titles and emphasis
- semicolon

Spelling

- high frequency/commonly used words
- commonly misspelled words
- special words
- commonly confused terms (its/it's, affect/effect, there/their/they're, to/too/two)

Usage

- complete sentences (avoidance of splices, run-ons, fragments)
- subject-verb agreement
- parts of speech
 - verb tenses
 - noun forms
 - comparative and superlative adjectives
 - adverbs
 - prepositional phrases and their influence on subject-verb agreement
 - pronouns
 - pronoun-antecedent agreement
 - coordinating conjunctions to form compound subjects, predicates, and sentences
 - subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor

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- Review the checklist components and stamp the connections between the checklist, the Informational ECR Rubric, and the "Remember to-" component of the prompt.
- Set the expectations for Writing Conferences.

Step 2- Writing Conferences

- Students should be working independently during this time while waiting to meet with you. During the conference, ensure the following:
 - **See the Success-** Give specific glows that students executed.
 - **See the Gap-** Students should name the area of concern in their own words.
 - **Name It-** Be clear and specific with the misconception or missing component.
 - **Do It-** Model for the student how to correctly execute the component they are struggling with.
 - **Action Step-** Ensure student has a clear game plan to wrap up their essay.

The writing conferences should be effective, and, at the same time, quickly executed. Students should name their misunderstanding or misconceptions in order to set the focus for the conference. While naming the gap and modeling the correction, ensure students are actively making edits to their essay with you.

*These steps were adapted from IDEA's Best Practice Library on Writing Conferences. Use this [link](#) to view the entire one-pager, script, and exemplar videos!

10-15 min

Decide your starting point for this section of lesson. If you start with a reteach, it shouldn't be longer than 15 min to allow time for students to continue working on essays.

The Lead4ward Revising and Editing Checklist is recommended for students as it is aligned to TEKS; however, feel free to utilize a checklist your students are more familiar with.

60-65 min

Assessment	
Exit Ticket: <ul style="list-style-type: none"> Instruct students to review their checklists and ensure they are updated. Ensure all materials are picked up for review. 	2 min
Next Steps: Review the checklists and student work. Make note of any gaps and plan for student check-ins during the next lesson's work time.	

Day 5: Independent Application: Revising, Editing, and Publishing		Notes
Standards		
<ul style="list-style-type: none"> TEKS 7.10(C)- revise drafts for clarity, development, organization, style, word choice, and sentence variety. TEKS 7.10(E)- publish written work for appropriate audiences. TEKS 7.11(B)- compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. 		
Content Objective		
<ul style="list-style-type: none"> Content Objective: SWBAT publish the IA Informational ECR by completing the revising and editing checklist and making any changes based on feedback. 		
Know/Do Chart		
Know	Do	
ToSEEC Essay Structure Introduction and Conclusion Paragraphs Writing Process Revising Process	Revise Drafts for Clarity and Focus Publish Final Work	
Advance Preparation and Resources		
<ul style="list-style-type: none"> 7th Informational ECR IA Student Brainstorming Pages Student IA ECR Drafts ToSEEC Essay Structure Anchor Chart Lead4ward Revising and Editing Checklist Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.) <p>Teacher Prep: Begin reading through student work and internalizing teacher created exemplar for grading and feedback. Calendar out time to read through essays, score, provide feedback, and understand the gaps for future lessons and at bats.</p>		
Information and Instructional Notes		
Note: The conclusion of this unit allows the entirety of class time to complete the revising and editing process started in the previous lesson. Students are expected to publish final work into the "Grade 7 Informational ECR IA" packet. While it is important to type out responses in order to be prepared for STAAR online, this can be done later in the year. As mentioned above, it is crucial to calendar out work time to internalize the data from this unit. Informational writing skills will be a prerequisite for the Correspondence Writing Unit to be taught later this year.		

Vocabulary		
Academic Language: <ul style="list-style-type: none"> • Development • Organization • Structure • Coherence • Evidence • Feedback 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> • Thesis • Informational Text • Organizational Structures • Revising • Editing 	
Lesson (<i>Suggested time frame: 75 minutes</i>)		
Step 1- Independent Worktime: Revising, Editing, and Publishing. <ul style="list-style-type: none"> • Set expectations for the conclusion of this writing unit. <ul style="list-style-type: none"> ○ Students are expected to utilize this time to finish reviewing the Writing and Editing Checklist, making necessary adjustments, and re-writing their final piece onto the packet. ○ Students should utilize the Informational ECR Rubric and the checklist under the prompt to ensure they meet the requirements for their essay. 		75 min Circulate ensuring students are on track to complete the Independent Application for Informational ECR Writing.
Assessment		
Exit Ticket: <ul style="list-style-type: none"> • Students will submit final work for review. 		2 min
Next Steps: Review student work by scoring, providing feedback, and documenting for future planning.		