

## 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 8.6(E)<br>TEKS 8.11(B)                  |
| Day 2 | Mentor Text Annotations and Brainstorming Guided Instruction | TEKS 8.6(C)<br>TEKS 8.10(A)                  |
| Day 3 | Independent Application: Developing Drafts                   | TEKS 8.10(A)<br>TEKS 8.10(B)                 |
| Day 4 | Independent Application: Writing Workshops                   | TEKS 8.10(C)<br>TEKS 8.10(D)                 |
| Day 5 | Independent Application: Revising, Editing, and Publishing   | TEKS 8.10(C)<br>TEKS 8.10(D)<br>TEKS 8.10(E) |

**Standards**

- **TEKS 8.6(E)**- interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **TEKS 8.11(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** 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<br>Informational Text Features<br>ToSEEC Essay Structure<br>Theme | Annotate Prompt for Understanding<br>Deconstruct Exemplar Essay |

**Advance Preparation and Resources**

- [TEA Informational Writing Rubric](#)
- [Text- "Sometimes a Dream Needs a Push" by Walter Dean Myers](#)
- Access to document camera.
- Make copies of all materials (rubrics, texts, [exemplars](#), ToSEEC essay structure, etc.)

**Teacher Prep: Internalize Informational Writing ECR Rubric and exemplar for informational essay prior to facilitating lesson.**

- 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**

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.

**Vocabulary**

|  |  |
|--|--|
| <b>Academic Language:</b> <ul style="list-style-type: none"> <li>• Identifiable</li> <li>• Unified</li> <li>• Development</li> <li>• Text Evidence</li> <li>• Elaboration</li> <li>• Exemplar</li> </ul> | <b>Domain Vocabulary: (standard)</b> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Controlling Idea</li> <li>• Thesis</li> <li>• Fictional Text</li> <li>• Genre Characteristics</li> <li>• Themes</li> </ul> |
|--|--|

**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:

|             |                      |   |
|-------------|----------------------|---|
| <b>I</b>    | Introduction         | Introduce your audience to the topic.                                     |
| <b>T</b>    | Thesis               | State your central idea about the topic (e.g., focus statement).          |
| <b>To S</b> | Topic Statement #1   | State a point that supports your central idea/focus statement.            |
| <b>E</b>    | Evidence             | Cite evidence for your point, including necessary context.                |
| <b>E</b>    | Elaboration          | Explain how the evidence relates to the point.                            |
| <b>C</b>    | Concluding Statement | Close the paragraph.  |
| <b>To S</b> | Topic Statement #2   | State a point that supports your central idea/focusing statement.         |
| <b>E</b>    | Evidence             | Cite evidence for your point, including necessary context.                |
| <b>E</b>    | Elaboration          | Explain how the evidence relates to the point.                            |
| <b>C</b>    | Concluding Statement | Close the paragraph.  |
| <b>C</b>    | 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 “[Sometimes a Dream Needs a Push](#)” and read through whole group.

Read the selection “Sometimes a Dream Needs a Push.” Based on the information in the selection, write a response to the following:

Explain how the father’s actions throughout the story help to develop the theme that obstacles may arise in life, but that doesn’t mean a person should give up on what they want.

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

Remember to—

- clearly state your thesis

7-10 min

Mentor text is provided along with the prompt for reference.

Divulge exemplar responses from the students' conversations. They should point out the skill, theme, and the focus as the father's actions throughout the text.

Annotate prompt page as desired.

10 min

Remind students that their focus should be on the father's actions and how it relates to the theme about overcoming obstacles.

After reading, stamp how, through the father's change in attitude towards the wheelchair basketball team, his son can fulfill his dream of playing basketball too.

20-25 min

Students, after reading through the exemplar, should notice how it answers the prompt by describing the father's actions and how they helped to develop the theme of obstacles not stopping someone from doing something they want.

- **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, "Sometimes a Dream Needs a Push."

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Sometimes a Dream Needs a Push

By Walter Dean Myers  
2007

*Walter Dean Myers (1937-2014) was an American writer of children's books and young adult literature. Myers wrote over one hundred books and received many awards, including five Coretta Scott King Awards. In this short story, a boy must find a new way to accomplish his dreams after his life changes. As you read, take notes on Chris' dad's attitude throughout the text.*

[1] You might have heard of my dad, Jim Blair. He's 6'5" and played a year of good basketball in the pros before tearing his knee up in his second year. The knee took forever to heal and was never quite the same again. Still, he played pro ball in Europe for five years before giving it up and becoming an executive with a high-tech company.



"Basketball" by Chill Head is licensed under CC BY 2.0.

Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

#### Step 4- Unpack the Exemplar- "Sometimes a Dream Needs a Push."

- 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.

**Score Point 5**

In the short story, "Sometimes a Dream Needs a Push," we are introduced to Chris, a wheelchair-bound boy, and his father. The story centers around his father who, slowly but surely, begins to let go of the guilt he feels towards the accident that causes Chris' disability. His father always dreamed of his son following in his footsteps of becoming a basketball player and throughout the story, we see how this dream can still become a reality. The father's actions throughout the story help to develop the theme of overcoming obstacles by his willingness to coach the wheelchair basketball team and his optimism that inspires Chris to keep playing.

Although at first it seemed like his father wanted nothing to do with the team, Chris is surprised to see his father comes to one of their practices and gives them valuable tips to improve their shots. "He was there... I was so nervous, I couldn't do anything right" Chris states as he explained that his dad sometimes made promises he couldn't keep. After watching the practice, his dad came down and said to them, "start thinking about a spot on the backboard... you'll be knocking down your shots on a regular basis." This seemingly simple act from a former pro-basketball player took a lot for his father and was the first sign for Chris that his dad may be interested in helping him through this. As time progressed and the big game was upon them, his father did something else that would surprise Chris.

At a moment during the game when it seemed like they were outmatched, the father gives a pep talk that inspires the team to keep pushing. The father said to the team, "look at the score. It's 22 to 14. With all their shooting, Madison is just eight points ahead. We can catch up." Chris could not believe what he heard from his father's mouth. For the first time he felt as if his father fully acknowledged and believed in the team. Although they

Students should also see how the entire introduction helps to answer the prompt, but the last sentence (thesis) specifically calls out the father's actions.

- 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.

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

- Ex:

**I**

In the short story, "Sometimes a Dream Needs a Push," we are introduced to Chris, a wheelchair-bound boy, and his father. The story centers around his father who, slowly but surely, begins to let go of the guilt he feels towards the accident that causes Chris' disability. His father always dreamed of his son following in his footsteps of becoming a basketball player and throughout the story, we see how this dream can still become a reality. The father's actions throughout the story help to develop the theme of overcoming obstacles by his willingness to coach the wheelchair basketball team and his optimism that inspires Chris to keep playing.

**To S**

Although at first it seemed like his father wanted nothing to do with the team, Chris is surprised to see his father comes to one of their practices and gives them valuable tips to improve their shots. "He was there... I was so nervous, I couldn't do anything right" Chris states as he explained that his dad sometimes made promises he couldn't keep. After watching the practice, his dad came down and said to them, "start thinking about a spot on the backboard... you'll be knocking down your shots on a regular basis." This seemingly simple act from a former pro-basketball player took a lot for his father and was the first

**E**

sign for Chris that his dad may be interested in helping him through this. As time progressed and the big game was upon them, his father did something else that would surprise Chris.

**C**

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

5 min

## Assessment

### Exit Ticket:

- Instruct students to finish labeling the rest of the exemplar individually using the remaining portions of the ToSEEC Essay Structure.

|             |                      |   |
|-------------|----------------------|---|
| <b>To S</b> | Topic Statement #2   | State a point that supports your central idea/focusing statement.         |
| <b>E</b>    | Evidence             | Cite evidence for your point, including necessary context.                |
| <b>E</b>    | Elaboration          | Explain how the evidence relates to the point.                            |
| <b>C</b>    | Concluding Statement | Close the paragraph.  |
| <b>C</b>    | Conclusion           | Reinforce your central idea/focus statement, reflect on its significance. |

Monitor to ensure students are correctly labeling the remaining parts of the structure.

|   |  |
|---|--|
|   |  |
| <p><b>Next Steps:</b><br/>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 |
|---|---|-------|
| <b>Standards</b>  |   |       |
| <ul style="list-style-type: none"> <li>• <b>TEKS 8.6(C)</b>- use text evidence to support an appropriate response.</li> <li>• <b>TEKS 8.10(A)</b>- 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.</li> <li>• <b>TEKS 8.11(B)</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.</li> </ul>  |   |       |
| <b>Content Objective</b>  |   |       |
| <ul style="list-style-type: none"> <li>• <b>Content Objective: SWBAT</b> execute the brainstorming process by annotating the prompt, mentor text, and selecting ideas and evidence to begin their independent application.</li> </ul>   |   |       |
| <b>Know/Do Chart</b>  |   |       |
| Know  | Do  |       |
| Supporting Evidence<br>Annotation Process<br>Writing Process<br>Pre-writing Stage   | Annotate Prompt and Mentor Text<br>Begin Pre-writing Phase<br>Answer Prompt<br>Identify Strong Evidence |       |
| <b>Advance Preparation and Resources</b>  |   |       |
| <ul style="list-style-type: none"> <li>• <a href="#">8<sup>th</sup> Informational ECR IA</a></li> <li>• <a href="#">Brainstorming Anchor Chart</a></li> <li>• Access to document camera.</li> <li>• Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |   |       |
| <b>Information and Instructional Notes</b>  |   |       |
| <p>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 they understand they are working with a different theme. 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.</p> |   |       |

## Vocabulary

### Academic Language:

- Application
- Annotations
- Text Evidence
- Elaboration
- Exemplar

### Domain Vocabulary: (standard)

- Author's Purpose
- Central Idea
- Thesis
- Fictional Text
- Theme
- 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 selection "Seventh Grade." Based on the information in the selection, write a response to the following:

Explain how Victor's actions throughout the story help to develop the theme that taking risks is often necessary to get what you want.

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

- Students should divulge the skill- "theme" and the focus- "Victor's actions" and "taking risks."
  - **Say:** "When the prompt states, 'explain how a character's actions help to develop the theme' it is important to answer by calling out actions from the character that lead to the theme being fulfilled—in this case, what does Victor do that shows he is taking risks to get what he wants?"

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, "Seventh Grade" 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."

- Ex:

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Name: Informational Writing Unit Class: 8th Grade Exemplar

### Seventh Grade

By Gary Soto  
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a boy tries to impress a girl on the first day of seventh grade. As you read, take notes on what Victor does to try to impress Teresa.

[1] On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought someday he might travel to France, where it was cool, not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.

Besides Teresa, a girl he had liked since they were in "catechism" classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, raza-style, and jerked their heads at one another in a saludo de voto. "How come you're making a face?" asked Victor.

"I ain't making a face, ese." This is my face," Michael said his face had changed during the summer. He had read GQ magazine that his older brother had borrowed from the Book Mobile<sup>7</sup> and noticed that the male models had the same look on their faces. They would stand, one arm around a beautiful woman, and scow.<sup>8</sup> They would sit at the pool, their rippled stomachs dark with shadow, and scow. They would sit at dinner tables, cool drinks in their hands, and scow.

1. **Elective (noun)** a class that is not required in a particular course of study  
2. a summary of the principles of Christian religion in the form of questions and answers

15-20 min

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

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[5] "I think it works," Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity<sup>9</sup> of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

Picked grapes during Summer

Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia, except hot and more boring.

"What classes are you taking?" Michael said, scowling.

"French. How 'bout you?"

"Spanish. I ain't so good at it, even if I'm Mexican."

[10] "I'm not either, but I'm better at it than math, that's for sure."

Finds Michael's immature behavior weird

tinny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that's weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.<sup>10</sup> convinced

Thinking about his crush & how this was his year

the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

stayed behind

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered,<sup>11</sup> talking with the homeroom teacher.

[11] "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet."

Teresa is looking into ballet??

"She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

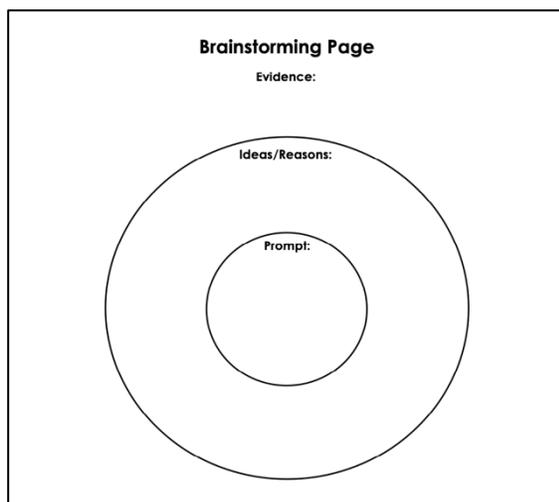
He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

9. **Ferocity (noun)** a very fierce or violent quality  
 10. the quality of showing that one is firmly convinced of what one believes or says  
 11. **Linger (verb)** to stay somewhere beyond the usual or expected time

Students, again, should already start identifying what Victor is doing that may be considered taking a risk. In addition, students should be able to identify what Victor wants is Teresa.

### Step 3- Brainstorming Phase

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

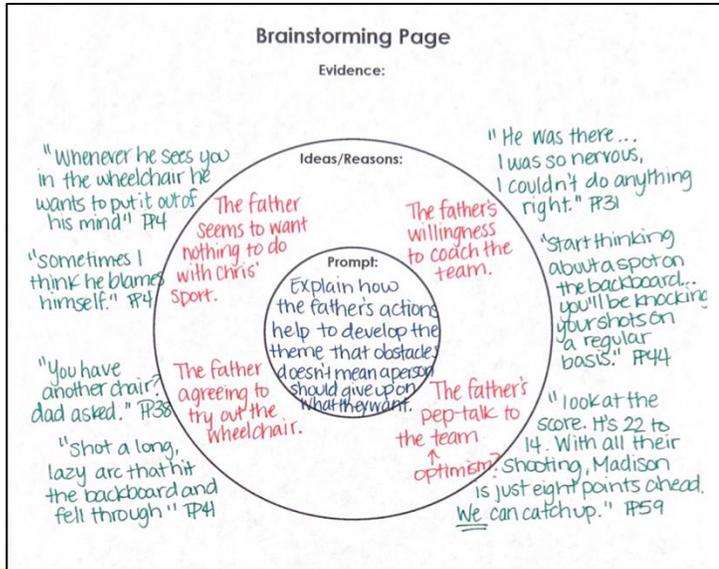


- Explain how to utilize the brainstorming graphic organizer.
  - Inner Circle (Prompt) – Can be word-for-word or shortened.
  - Outer Circle (Ideas/Reasons) – Possible answers to the prompt.
  - Surrounding Area (Evidence) – Supports the ideas and reasons students come up with.

5-7 min

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

- 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?

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

Exit Ticket:

- Using your brainstorming page, circle the evidence you will be using and the ideas/possible answers to the prompt.
  - Criteria for Success:
    - Two clear ideas circled.
    - 1-2 pieces of evidence circled for each idea.

5 min

Next Steps:

Review the exit ticket and ensure students have selected strong ideas and evidence. Students, like the examined exemplar, should call out specific things that Victor does that may be considered taking a risk. 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.

Day 3: Independent Application: Developing Drafts

Notes

Standards

- TEKS 8.10(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 8.10(B)**- develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
  - (i)

- (ii) developing an engaging idea reflecting depth of thought with specific facts and details.
- **TEKS 8.11(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** review thesis statements and begin drafting the IA ECR utilizing the ToSEEC Essay Structure and Brainstorming Page.

### Know/Do Chart

| Know   | Do   |
|--|--|
| Thesis Statements<br>ToSEEC Essay Structure<br>Introduction and Conclusion Paragraphs<br>Writing Process | Draft Thesis Statements<br>Draft Introduction, Body Paragraphs, and Conclusion |

### Advance Preparation and Resources

- [8<sup>th</sup> 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)

**Teacher Prep: Complete exemplar of student product for the IA ECR. Adjust where needed based on previous lesson Exit Ticket.**

### 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: <ul style="list-style-type: none"> <li>• Development</li> <li>• Organization</li> <li>• Structure</li> <li>• Coherence</li> <li>• Evidence</li> </ul> | Domain Vocabulary: (standard) <ul style="list-style-type: none"> <li>• Theme</li> <li>• Thesis</li> <li>• Fictional Text</li> <li>• Character Development</li> <li>• Drafts</li> </ul> |
|--|--|

### Lesson (*Suggested time frame: 75 minutes*)

Step 1- Brainstorming Feedback Review

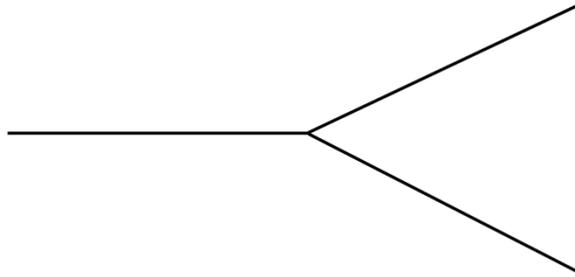
- **Do Now-** Review the feedback on your brainstorming page and begin making changes or adding based on the feedback. If no changes needed, begin thinking about possible thesis statements.

**5 min**

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

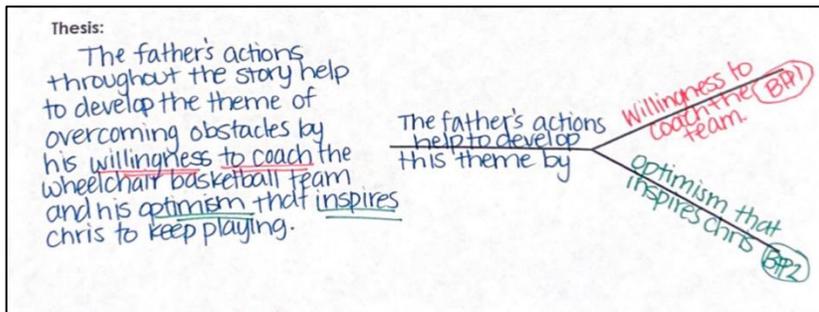
Step 2- Thesis Statements

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



- **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)**

- 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?

5-7 min

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

5-7 min

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

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. |
| F    | Evidence             | Cite evidence for your point, including necessary context.        |

5-7 min

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

- 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.

**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.
  - 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.

|             |                      |  |
|-------------|----------------------|--|
| <b>I</b>    | Introduction         |  |
| <b>T</b>    | Thesis               |  |
| <b>To S</b> | Topic Statement #1   |  |
| <b>E</b>    | Evidence             |  |
| <b>E</b>    | Elaboration          |  |
| <b>C</b>    | Concluding Statement |  |
| <b>To S</b> | Topic Statement #2   |  |
| <b>E</b>    | Evidence             |  |
| <b>E</b>    | Elaboration          |  |
| <b>C</b>    | Concluding Statement |  |
| <b>C</b>    | Conclusion           |  |

**35 min**

Distribute blank paper for students’ drafts.

**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 8.10(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 8.10(C)**- revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **TEKS 8.11(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<br>Introduction and Conclusion Paragraphs<br>Writing Process<br>Revising Process<br>ARMS and CUPS Editing Strategies | Revise Drafts for Clarity and Focus<br>Writing Conferences |

### Advance Preparation and Resources

- [8<sup>th</sup> 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 8

|   |   |
|---|---|
| <p><b>Revise for...</b></p> <p><b>Informational Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear thesis/controlling idea/controlling idea</li> <li><input type="checkbox"/> facts, details support thesis</li> <li><input type="checkbox"/> obvious conclusion/decision</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate and purposeful organizational pattern</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates understanding/importance</li> <li><input type="checkbox"/> word choice (purposeful and precise)</li> <li><input type="checkbox"/> written in a fresh way</li> </ul> <p><b>Argumentative Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear, arguable claim</li> <li><input type="checkbox"/> uses various types of evidence to support claim</li> <li><input type="checkbox"/> convincing conclusion</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate/purposeful organization</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates importance/insight</li> <li><input type="checkbox"/> word choice (purposeful/precise/powerful)</li> <li><input type="checkbox"/> written in a fresh way</li> </ul> <p><b>Literary Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> obvious theme/message</li> <li><input type="checkbox"/> details and events support the plot and theme</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate/purposeful plot sequence</li> <li><input type="checkbox"/> plot, setting, and characters connect in a meaningful way</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> word choice (purposeful and precise)</li> <li><input type="checkbox"/> language contributes to tone, mood, and voice</li> <li><input type="checkbox"/> written in a fresh way</li> </ul> | <p><b>Edit for...</b></p> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> first letter in a sentence</li> <li><input type="checkbox"/> names</li> <li><input type="checkbox"/> pronoun "I"</li> <li><input type="checkbox"/> months, days of the week</li> <li><input type="checkbox"/> official titles of people</li> <li><input type="checkbox"/> holidays</li> <li><input type="checkbox"/> salutation and conclusion of a letter</li> <li><input type="checkbox"/> geographical names, places, historical periods, events</li> <li><input type="checkbox"/> documents, languages, races, and nationalities</li> <li><input type="checkbox"/> titles of books, stories, and essays</li> <li><input type="checkbox"/> proper nouns, including abbreviations, initials, acronyms, and organizations</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> end of sentences</li> <li><input type="checkbox"/> commas with items in a series, dates</li> <li><input type="checkbox"/> commas in compound and complex sentences</li> <li><input type="checkbox"/> commas to set off transitions and introductory elements</li> <li><input type="checkbox"/> commas to set off words, phrases, and clauses</li> <li><input type="checkbox"/> <b>commas in nonrestrictive phrases and clauses</b></li> <li><input type="checkbox"/> quotation marks in dialogue</li> <li><input type="checkbox"/> apostrophes in contractions and possessives</li> <li><input type="checkbox"/> italics and underlining for titles and emphasis</li> <li><input type="checkbox"/> semicolon, colon, parentheses</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> high frequency/commonly used words</li> <li><input type="checkbox"/> commonly misspelled words</li> <li><input type="checkbox"/> special words</li> <li><input type="checkbox"/> commonly confused terms – its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul> <p><b>Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> complete sentences (avoidance of splices, run-ons, fragments)</li> <li><input type="checkbox"/> subject-verb agreement</li> <li><input type="checkbox"/> parts of speech             <ul style="list-style-type: none"> <li>o verb tenses to include <b>active and passive voice</b></li> <li>o noun forms</li> <li>o comparative and superlative adjectives</li> <li>o adverbs</li> <li>o prepositional phrases and their influence on subject-verb agreement</li> <li>o pronouns</li> <li>o pronoun-antecedent agreement</li> <li>o coordinating conjunctions to form compound subjects, predicates, and sentences</li> <li>o subordinating conjunctions to form complex sentences and correlative conjunctions such as <b>either/or</b> and <b>neither/nor</b></li> </ul> </li> </ul> |
|---|---|

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

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.

|  |                  |
|--|------------------|
| <p>Step 2- Writing Conferences</p> <ul style="list-style-type: none"> <li>Students should be working independently during this time while waiting to meet with you. During the conference, ensure the following: <ul style="list-style-type: none"> <li><b>See the Success-</b> Give specific glows that students executed.</li> <li><b>See the Gap-</b> Students should name the area of concern in their own words.</li> <li><b>Name It-</b> Be clear and specific with the misconception or missing component.</li> <li><b>Do It-</b> Model for the student how to correctly execute the component they are struggling with.</li> <li><b>Action Step-</b> Ensure student has a clear game plan to wrap up their essay.</li> </ul> </li> </ul> <p>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.</p> <p>*These steps were adapted from IDEA's Best Practice Library on Writing Conferences. Use this <a href="#">link</a> to view the entire one-pager, script, and exemplar videos!</p> | <p>60-65 min</p> |
| <p><b>Assessment</b></p>   |                  |
| <p><b>Exit Ticket:</b></p> <ul style="list-style-type: none"> <li>Instruct students to review their checklists and ensure they are updated. Ensure all materials are picked up for review.</li> </ul>  | <p>2 min</p>     |
| <p><b>Next Steps:</b><br/>Review the checklists and student work. Make note of any gaps and plan for student check-ins during the next lesson's work time.</p>   |                  |

| <p><b>Day 5: Independent Application:<br/>Revising, Editing, and Publishing</b></p>   |   | <p><b>Notes</b></p> |
|---|---|---------------------|
| <p><b>Standards</b></p> <ul style="list-style-type: none"> <li><b>TEKS 8.10(C)-</b> revise drafts for clarity, development, organization, style, word choice, and sentence variety.</li> <li><b>TEKS 8.10(E)-</b> publish written work for appropriate audiences.</li> <li><b>TEKS 8.11(B)-</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.</li> </ul> |   |                     |
| <p><b>Content Objective</b></p> <ul style="list-style-type: none"> <li><b>Content Objective: SWBAT</b> publish the IA Informational ECR by completing the revising and editing checklist and making any changes based on feedback.</li> </ul>   |   |                     |
| <p><b>Know/Do Chart</b></p>   |   |                     |
| <p><b>Know</b></p>  | <p><b>Do</b></p>  |                     |
| <p>ToSEEC Essay Structure<br/>Introduction and Conclusion Paragraphs<br/>Writing Process<br/>Revising Process</p>   | <p>Revise Drafts for Clarity and Focus<br/>Publish Final Work</p> |                     |
| <p><b>Advance Preparation and Resources</b></p>   |   |                     |
| <ul style="list-style-type: none"> <li><a href="#">8<sup>th</sup> Informational ECR IA</a></li> <li>Student Brainstorming Pages</li> <li>Student IA ECR Drafts</li> <li><a href="#">ToSEEC Essay Structure Anchor Chart</a></li> </ul>  |   |                     |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Lead4ward Revising and Editing Checklist</a></li> <li>• Make copies of all materials (rubrics, texts, prompt, brainstorming page, etc.)</li> </ul> <p><b>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.</b></p>  |   |
| <b>Information and Instructional Notes</b>  |   |
| <p>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 8 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.</p> |   |
| <b>Vocabulary</b>   |   |
| <p>Academic Language:</p> <ul style="list-style-type: none"> <li>• Development</li> <li>• Organization</li> <li>• Structure</li> <li>• Coherence</li> <li>• Evidence</li> <li>• Feedback</li> </ul>   | <p>Domain Vocabulary: (standard)</p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Fictional Text</li> <li>• Character Development</li> <li>• Revising</li> <li>• Editing</li> </ul> |
| <b>Lesson (Suggested time frame: 75 minutes)</b>  |   |
| <p>Step 1- Independent Worktime: Revising, Editing, and Publishing.</p> <ul style="list-style-type: none"> <li>• Set expectations for the conclusion of this writing unit. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Students should utilize the Informational ECR Rubric and the checklist under the prompt to ensure they meet the requirements for their essay.</li> </ul> </li> </ul>                   | <p><b>75 min</b></p> <p>Circulate ensuring students are on track to complete the Independent Application for Informational ECR Writing.</p>   |
| <b>Assessment</b>   |   |
| <p><b>Exit Ticket:</b></p> <ul style="list-style-type: none"> <li>• Students will submit final work for review.</li> </ul>  | <p><b>2 min</b></p>   |
| <p><b>Next Steps:</b><br/>Review student work by scoring, providing feedback, and documenting for future planning.</p>  |   |