

Lesson 8: Draft (2-3 60 minute blocks)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze use of transition words and phrases to explain how they are used in sentences. Synthesize research and apply writing techniques, using their outline to compose a first draft of their argumentative essay. Create a Works Cited page for their research by collecting information about their sources and composing citations according to MLA guidelines.
Materials	<p>One World Journal, pg. 1-2, 31-38, 43, 45-46, 50 Board or chart paper and markers Projector or SMART board</p>
Central Questions	<ul style="list-style-type: none"> How can I use transitions to help support my argument? How do I write a draft from an outline? How do I construct a strong and engaging argument?
Do Now	<ol style="list-style-type: none"> Direct students to “Presentation Breakdown,” OWJ, pg. 43. Tell students to review the topic they chose and their personal connection. Tell students to prepare a 90-second pitch by answering questions for “Pitch #4,” OWJ, pg. 45. Review “The 5 Ps of Presentation,” OWJ, pg. 43. Place students in small groups and set a timer for 90 seconds. Students take turns making their pitch and providing feedback using “Presentation Peer Review,” OWJ, pg. 46. <p>If time allows, have volunteers present to the whole class and provide additional feedback.</p>
Lesson	<p>Exercise 1: The Art of Transitioning</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> Direct students to “The Art of Transitioning,” OWJ, pg. 34. Explain that there are common transition words they can use to signal certain cues to their audience. Place students in small groups of three or four students. Model the following activity: <ol style="list-style-type: none"> All students stand up at their desks with their group. The group reads the question and discusses the possible answers. Students discuss until all students agree on an answer. Repeat for all questions. When the group has answered all the questions, they sit down. Randomly call on students to share their group’s answer and discuss. Direct students to “Appendix B,” OWJ, pg. 50, to review other transition word options. Ask students to choose four to six transition words or phrases they want to incorporate into their essay. <p>Exercise 2: Writing a First Draft</p> <p><u>Directions:</u></p>

1. Tell students they will use their “Argumentative Essay Outline,” OWJ, pgs. 31-33, to complete the first draft of their argumentative essay. Remind students that their goal is to make a strong argument that explains both a problem and solution to an audience of their peers.
2. Direct students to turn and talk about why a first draft is an important step in the writing process and where the transition words might be included in the draft.
3. Remind students to use Appendix B for transition words and phrases as well as sentence stems. Suggest that they may model their own draft on Any’s exemplar, along with other texts they have used in their research.
4. Provide students with time to write their “Argumentative Essay Draft,” OWJ, pgs. 35-37, and circulate to give support. For each section of their draft, suggest that students review Any’s exemplar, OWJ, pgs. 1-2, along with other texts they have used in their research. Ask students to identify the key elements of the model essay: hook, topic importance, evidence, warrant, and claim, and to evaluate the effectiveness of the reflection. Ask: *Is this effective? Why or why not? How does it impact the reader’s understanding?*
5. Before the end of each class, direct students to read their draft aloud to a neighbor who can provide feedback on clarity and cohesion. Explain that they will have a formal opportunity for peer review in the next lesson, but that receiving feedback as they go will strengthen their writing.
6. Refer to the guiding questions for giving feedback on chart paper or the board: *Does the information provided make sense? Does the information provided fit together? What could be added? What could be deleted?*

Assessment: “Argumentative Essay Draft,” OWJ, pgs. 35-37.

Exercise 3: Creating a Works Cited (Objective 3)

Directions:

1. Ask students how they would feel if someone else turned in the essay they have been working on as their own. Authors of the sources they have consulted would feel the same way if they did not receive credit for providing the information used in the students’ essays.
2. Explain to students that an important aspect of research is citing sources. It’s important to include a Works Cited, or a list of sources used, when borrowing ideas or information for a research paper.
3. Direct students to OWJ, pg. 2, to look at Any’s Works Cited entries. Ask for observations about the entries. Example observations are “she lists the authors’ last names and then the first names...there are a lot of punctuation marks...the entries are double spaced and listed alphabetically.”
4. Direct students to list observations in “MLA Works Cited Composition,” OWJ, pg. 38.
5. Direct students in how to compose their own Works Cited. Use the exemplar structure in the OWJ, pg. 38, and provide additional exemplars based on student

	<p>needs. You may also direct students to take advantage of online bibliography generators, reminding students to keep a critical eye on the final generated citation.</p> <p>Assessment: “MLA Works Cited Composition” graphic organizer, OWJ, pg. 38.</p>
Differentiation	
Extend	<ul style="list-style-type: none"> • Have students write hooks using each technique and then present for feedback. • Assign student partners and instruct them to challenge each other on the ideas and sequencing of their drafts. Emphasize that the point of challenging each other is not to criticize, but to open up and explore avenues that will strengthen their writing.
Language Development	<ul style="list-style-type: none"> • Color code an example body paragraph with annotations for students to reference. • Provide a paragraph from the exemplar or another sample piece with transition words removed. Guide students in choosing accurate transition words to fill in. • Reduce the number of required paragraphs and have students focus on writing one really strong body paragraph.

Lesson Reflection	
What worked well	What to change for next time