

Stage: Writing	
Outline	
Day 1	Refining Your Claim & Outline Introduction
Day 2	Outline Body Paragraphs
Day 3	Outline Conclusion & Peer Editing Note: The peer editing activity can be done after the outline, after the first draft, or both.

Day 1	Refining Your Claim & Outline Introduction
Common Core Standards	RI.7-8.1,2,4,8 W.7-8.1,4,5,8-10 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Refine their claim to incorporate what they learned from their research • Construct a hook that will grab the reader’s attention using a rhetorical technique • Organize the elements of their essay using a scaffolded outline template
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 40-51 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Go to pg. 40. Complete the steps to revise and refine your claim.
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Congratulate students on finishing their research and being ready to start the writing process! • Tell students that the first part of the writing process is creating an outline. Ask: <i>What experience do you have with writing an outline?</i> • Explain that outlines are important for creating a map to organize their ideas before they write their full essay. An outline will help them make sure they have all the information they need, identify missing pieces, and stay focused on making the strongest possible argument. • Have students preview the outline structure on pages 42-51 to show how it will support them in organizing their ideas. • Point out the exemplar that they can reference as they write their outline.
Guided Practice	<ul style="list-style-type: none"> • Have students turn back to “Writing an Engaging Hook” on page 41. • Think-Pair-Share: What did you learn about your topic that will “hook” the audience? <ul style="list-style-type: none"> ○ Did you learn any shocking data about your topic? ○ Can you ask a thought-provoking question about your topic? ○ Did you read about an emotional story you can share?

	<ul style="list-style-type: none"> Ask students to share their ideas for a hook with a partner or in a small group. Have students provide feedback on the ideas and share their reactions.
Independent Practice	<ul style="list-style-type: none"> Students use the outline prompts on page 42 to complete their introduction on page 43. Be sure to let students know if you require the outline to be in full sentences or not.
Exit Ticket	<ul style="list-style-type: none"> On a scale of 1 (easy) to 5 (difficult) rate today's outline activities. Explain your answer with specific reasons.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> Post online examples of how to hook an audience in different mediums (YouTube videos, articles, pictures, etc.) and have students discuss their reactions either synchronously or asynchronously. Provide an annotated example outline for students to reference when working independently. The annotations can be written or done as a screencast video.
Extension	<ul style="list-style-type: none"> Have students create multiple styles of hooks and survey classmates for reactions to identify the strongest one.
Student Support Tips	<ul style="list-style-type: none"> Provide additional outline examples or partially completed outlines so students can practice organizing information under topic sentences.

Day 2	Outline Body Paragraphs
Common Core Standards	RI.7-8.1,2,4,8 W.7-8.1,4,5,8-10 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Organize the elements of their essay using a scaffolded outline template
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 44-49 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Turn & Talk: Share your hook with a partner. Share feedback on how engaging the hook is.
Lesson Introduction	<ul style="list-style-type: none"> Review class agenda
Direct Instruction	<ul style="list-style-type: none"> Review any problem areas from the introduction outline. Direct students to page 44 and go over the body paragraph components. Model a body paragraph outline example for students with a think aloud.
Guided Practice	<ul style="list-style-type: none"> Remind students that they already have the components they need to create their body paragraphs outline. They will need to review their Research Log (pages 33-35). Have students work on the outline for Body Paragraph / Reason #1 on page 45. Check in with students to monitor progress and provide support. Re-teach or clarify outline elements with small groups or whole class, as appropriate.

Independent Practice	<ul style="list-style-type: none"> Students work independently to draft the outline for the body paragraphs (Reason #2 and Counterclaim & Rebuttal) on page 46-49.
Exit Ticket	<p>Administer an outline survey to students to check on progress:</p> <ul style="list-style-type: none"> I completed the following outline sections: <ul style="list-style-type: none"> Introduction Body / Reason #1 Body / Reason #2 Counterclaim & Rebuttal My outline is missing the following: <ul style="list-style-type: none"> Claim Reasons Evidence explanation Counterclaim Rebuttal Rate your comfort with writing an outline: <ul style="list-style-type: none"> I am on track and can finish my outline independently I am missing a few elements, but can work independently I need support, please check in with me
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> Post online examples of how to hook an audience in different mediums (YouTube videos, articles, pictures, etc.) and have students discuss their reactions either synchronously or asynchronously. Provide an annotated example outline for students to reference when working independently. The annotations can be written or done as a screencast video.
Extension	<ul style="list-style-type: none"> Challenge students to write an extra body paragraph with a third reason or a counterclaim.
Student Support Tips	<ul style="list-style-type: none"> Provide additional outline examples or partially completed outlines so students can practice organizing information under topic sentences.

Day 3	Outline Conclusion & Peer Review
Common Core Standards	RI.7-8.1,2,4,8 W.7-8.1,4,5,8-10 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Organize the elements of their essay using a scaffolded outline template Review a peer's outline using a checklist to ensure the outline contains the necessary components
Lesson Resources	<p>Student Journal:</p> <ul style="list-style-type: none"> Pages 50-53 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> Google Slides presentation

Do Now	Think-Pair-Share: Why is it important to get feedback on your writing?
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Review the components of the conclusion paragraph on page 50. • Model how to approach outlining this paragraphs with a think aloud or an annotated example. • Tell students that they are going to partner with a classmate to read each other’s outlines and provide feedback that will help make their essay strong. • Discuss with students how to have an effective peer editing session: <ul style="list-style-type: none"> ○ Highlight something positive about their work to make them feel comfortable working with you. ○ Ask questions about the writing that reflect your experience as the reader. ○ Be a good listener
Guided Practice	<ul style="list-style-type: none"> • Recruit a student volunteer to help you model a mini feedback session. Have the volunteer act as the coach to critique an example using appropriate sentence starters. • Ask the class to reflect on what they observed.
Independent Practice	<ul style="list-style-type: none"> • Students work independently to draft the outline for the conclusion. • As students finish, they can be partnered up to review a classmate’s outline and provide feedback using the Peer Review checklist. • Students find a partner and share their outlines. <ul style="list-style-type: none"> ○ Step 1: Read the outline and check off the elements of the outline on pages 52-53. ○ Step 2: Use sentence starters to offer constructive feedback on each paragraph of the outline. ○ Step 3: Summarize the strengths of your partner’s outline ○ Step 4: Summarize the areas of growth of your partner’s outline.
Exit Ticket	<p>Answer the following questions based on the feedback you received today:</p> <ul style="list-style-type: none"> • What elements of your outline are you happy with? • What elements of your outline will you improve in your draft?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record a model feedback session that students can watch and reference. • Have students provide the feedback asynchronously using comments in a shared Google Doc.
Extension	<ul style="list-style-type: none"> • Ask students to record and share a screencast where they explain the thinking behind the organization of their outline.
Student Support Tips	<ul style="list-style-type: none"> • Color code the outline and peer editing checklist using the same color coding guide as the vocabulary exercise. • Create an anchor chart of feedback sentence starters for easy reference. • Put the feedback sentence starters on laminated cards. Students can draw a card and practice providing feedback using the sentence starter on the card.