

This procedure can be used for many writing lessons that include a model text analysis. Modify with specific details related to your text as necessary. Objectives will change based on the model text used.

For the reading analysis tasks, see the worksheet provided.

Time	Procedure	Stage Objective
10-15 min	<p>Lead-In/Context</p> <ul style="list-style-type: none"> ○ Create a context for the model text and writing. Connect the model text to a relevant and realistic situation for your students. ● Introduce 6-8 words from the text ● Review your model text. Introduce words that Ss may struggle with before the reading. Ss should not focus on reading comprehension in this lesson. 	<p>To establish the context of the situation and relate it to the students experience.</p> <p>Check prior knowledge of language used to describe a personal experience related to a specific situation.</p>
20-30 min	<p>Reading</p> <ul style="list-style-type: none"> ● Read a short text model texts the demonstrates the type of writing students will produce. ● 1st Reading: Read and Identify writing type. Short reading comprehension. <ul style="list-style-type: none"> ○ Ask Ss “What kind of writing is this?” ○ What is it about? ● 2nd Reading: Ask the Ss to read again and examine a specific part of the writing. Look at organization and construction in the first reading. <ul style="list-style-type: none"> ○ Example analysis tasks: ○ What information is presented in the first paragraph? ○ What is the purpose of the first paragraph? ○ What is the topic sentence? Where is it located? ○ How many paragraphs are included? ● 3rd Reading: Ask the Ss to read again and examine specific use of language, order and structures, or construction. <ul style="list-style-type: none"> ○ Example analysis tasks: ○ Circle the words used to make the writing more interesting? ○ Underline sentences that introduce details to support the topic. ○ Underline the presentation of the authors point of view. ● 4th Reading: Ask Ss to read again. Have Ss look further at construction or language. 	<p>To ensure Ss have general understanding of text</p> <p>To analyze the text for organization features</p> <p>To analyze the text organization, presentation of information, purpose of specific parts</p> <p>To analyze the text for language, order, supporting details and construction</p> <p>To analyze the text for specific language use</p>

	<ul style="list-style-type: none"> ○ Example analysis tasks: ○ What is the conclusion? ○ How does the conclusion relate to the topic sentence? ○ What is the purpose of the final paragraph? ○ What transition words are used? ○ What sentences introduce additional supporting information. <ul style="list-style-type: none"> ● Many of these reading activities can be organized with a graphic organizer. 	
10 min	<p>Brainstorming Ides</p> <ul style="list-style-type: none"> ● Following the reading have Ss brainstorm ideas for writing. ● Follow the model text analysis tasks. Ss brainstorm information related to each of the stages of the model text analysis. ● Use a graphic organizer to help Ss organize. ● Have Ss brainstorm as a group first and then individually, or individually depending on the level of the class. Group brainstorming adds additional communication and helps Ss generate ideas before solo brainstorming. 	<p>Organize and develop brainstorming for writing.</p> <p>Generate ideas and organize for writing.</p>
15-20 min	<p>Writing First Draft Have Ss write draft based on brainstorming activity.</p>	First opportunity to write.
15min	<p>First Peer Editing</p> <ul style="list-style-type: none"> ● Have Ss exchange and peer edit. ● Ask Ss to check specifically for the information examined in model text during the first peer edit, or Ss edit for content only. ● Exchange and edit peers writing 	Guided peer editing
5 min	<p>Writing Second Draft</p> <ul style="list-style-type: none"> ● Review the edits: Write a second draft incorporating suggested changes 	Error Correction and Revision
15min	<p>Second Peer Editing</p> <ul style="list-style-type: none"> ● Have Ss exchange and peer edit. ● Ask Ss to check specifically for punctuation, spelling, and specific grammar points the Ss have been working on (subject verb agreement, verb tense, plurals, articles, etc). Try to ask Ss to focus only on one or two specific grammatical errors. ● Return to author. Authors revise. 	Guided peer editing
5 min	<p>Publishing Have Ss write a final draft. Publish by sharing with class.</p>	Sharing written information

	Publishing Ideas: Class book Posted on Bulletin board Gallery Walk Group Exchange and Reading Post on Website	
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