

**Week 5, Day 21**

**Target Skills: Drafting; diction**

**Genre: Informational expository (explain how; explain why)**

**Bell ringer:** Caught'ya #12, p. 182

**Whole class:**

- Introduce Target Skill: drafting. Many students choke when they get to this stage. They are so worried about errors that they cannot get their ideas down on paper. Remind students that drafting is not the time to edit and that the purpose of drafting is simply to fill out the foundation they have already built with the thesis, pre-writing, and organization. Polish can come later. For this lesson have students practice drafting from the simple thesis statements below. Give them only 30 seconds per thesis statement for drafting. This kind of practice is non-threatening and lively. Frame the practice in a game-like atmosphere in which they are racing the clock. Students can share their 30-second drafts with a partner.
- Practice thesis statements:
  - » Anyone can figure out my favorite color from my clothes.
  - » I can make a sandwich in three easy steps.
  - » It's easy to spend \$100 in five minutes.
  - » The most exciting video game to play is \_\_\_\_\_ because \_\_\_\_\_.
  - » There are two good reasons why I should not clean my room on the weekend.
- Tell students to keep writing for the 30 seconds even if they have nothing else to say. They can even write a word or phrase over and over. The important thing is to keep writing.
- Review genre: informational expository
- Have students look over the plans (topic, thesis, pre-writing, and organization) they made for their explanation of how to get a job and their informational essay on music. They should then choose one of these plans to use for drafting their essay.

**Practice with a prompt:**

*Draft an essay from the thesis, pre-writing, and organization you have chosen. Don't worry about making your essay perfect. Your job today is to get the ideas into sentences and paragraphs.*

Give students 10-15 minutes for drafting. In the beginning it is better to give them less time. Often students spend too much time fretting about their writing and working themselves into writer's block if they have too much time. Or they may waste the first part of writing time and dash off something in the last few minutes. It is better to start with a short time—it's less intimidating. You can extend writing time later.