

Day ? (Cluster Writing Process)

Skill <u>Planning</u>	Purpose: To help students develop a line of thought	
Mini-task	Prompt: Complete the outline template, referring to your notes and the advanced organizer(s) you have completed so far.	Product: Completed outline.
Mini-task scoring guide	Meets: <ul style="list-style-type: none"> Claim statement is clear Information in outline is presented in a logical order Outline shows evidence of reference to the text(s) 	Not yet: Attempts to meet the criteria for “meets”

Prior to the Lesson

Students should have completed the appropriate advanced organizers as part of Initiating the Task. Make sure and have students bring those materials to class. Remind students to make sure and have had their claim statement vetted.

Time	Lesson Component	Instructional Notes
5 to 10 minutes	Getting Ready	<p>The teacher uses the Frame-It strategy to engage students and prepare for the day’s learning:</p> <ul style="list-style-type: none"> Preview the day’s learning objectives and provide scaffolds for understanding: <ol style="list-style-type: none"> Understand the purpose of an outline Organize information collected from research and from our organizing activities into the sequence that will be used in our writing •
5 minutes	Bridging Conversation	The teacher uses the Discourse strategy to guide students in accessing prior knowledge for the day’s learning.

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Lesson Plan Template Continued

Time	Lesson Component	Instructional Notes
15 to 20 minutes	<i>Intentional Whole Group Instruction</i>	<p>The teacher uses the Front Loading strategy to provide students with explicit and detailed guidance for applying necessary skills, strategies, and behaviors to be successful in the day's learning.</p> <ul style="list-style-type: none"> • Front Loads include reminders for: <ol style="list-style-type: none"> 1. Review the structure of the outline format provided 2. Provide a model of moving from the Claim Statement Template to the outline. 3. Provide an example of the Supporting Evidence • Teacher engages students in using the Discourse strategy to monitor understanding.
15 to 20 minutes	<i>Small Group/ Individual Instruction And Independent Practice</i>	<p>The teacher works with small groups or individual children to provide differentiated instruction. Group students by those who need further work on their Claim Statements or other Transition to Writing activities and those who are ready to move to their outlines. Students work independently practicing the day's objectives.</p>
5 minutes	<i>Closing</i>	<p>The teacher collects and checks the students' work as the Exit Slip strategy and/or another brief constructed response that engages students in self-reflection.</p>