

Lesson 2: Draft (Formal Writing)



4.L.3.c., 4.W.1.a., 4.W.1.c., 4.W.1.d., 4.W.5.

Objectives

Teacher Objectives

Students Will Be Able To...

- use a graphic organizer and other notes to draft a persuasive essay
- write several sentences introducing a topic and stating an opinion
- write a paragraph with supporting details for each reason
- use appropriate linking words and phrases
- write a concluding paragraph
- change first-person statements to third-person statements to create a formal tone

Student Objectives

I Can...

- use a completed graphic organizer and notes to draft a persuasive essay
- include all the parts of a persuasive essay: a statement of the topic, an opinion, reasons for the opinion, supporting facts and examples, and a conclusion
- use formal language in the third person

Items used in this lesson

- Graphic Organizer: [Opinion Graphic Organizer](#)

Pre-Instructions

Materials & Preparation

- [Module cheat sheet](#) ⓘ

Instruction

Set the Stage

5 mins

1. **Pair** students to share their ideas from Lesson 1. Have students review their [Opinion Graphic Organizer](#) containing the planning for their persuasive essay.
2. **Invite** students to share their opinion statement, reasons, and supporting details with their partner.
3. **Encourage** students to discuss each partner's planning and any ideas that may strengthen the reasons and/or supporting details.

Teacher Tip

Have students jot down any helpful ideas or feedback that they receive. Remind students that they should always be thinking about how to strengthen their argument.

I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Explain** that a persuasive essay should be written using formal language. Formal language shows that a writer respects the audience, in addition to making the writer sound more knowledgeable about the topic. Tell students that part of formal language includes using nouns and third-person pronouns (*he/him, she/her, it, they/them*) instead of first-person pronouns (*I/me*). Using nouns and third-person pronouns gives writing a more formal tone and helps the audience take the writer seriously.

[Sample Dialogue](#)

Think aloud: When I talk about myself, I use first-person pronouns, such as *I* or *me*. When I talk about other people as if they were not there, I use third-person pronouns, such as *he, she, or they*. The sentence *I look forward to PE* is in first person because it contains *I*, as if I am talking just about myself. If I say *Most students look forward to PE*, my words are more formal because I am using third-person language to talk about students as a group outside myself.

2. **Share** a statement using first-person pronouns and a statement using third-person pronouns. Ask students to identify the formal statement and explain why it is formal language.

[Sample Dialogue](#)

Think aloud: Listen to these two statements and decide which one uses informal language and which one uses formal language: *We should be able to choose our seats at lunch.* OR *Students should be able to choose their seats at lunch.* The second sentence uses formal language. I know that it uses formal language because it refers to *students* as a group that they are not a part of. The sentence also uses the third-person pronoun *their* instead of the first-person pronouns *we* and *our*.

3. **Display** your [Opinion Graphic Organizer](#) from Lesson 1. Review that the purpose of a graphic organizer is to help plan a piece of writing. Emphasize that students can still change or add to what is on their graphic organizer. Tell students that you are going to use your graphic organizer to begin drafting your essay.

4. **Model** using the Beginning section of your graphic organizer as a guide for writing the introductory paragraph. Remind students that the introductory paragraph should state the topic and the author's opinion of it. Be intentional about formal language and structure and remind students to indent paragraphs.

[Sample Dialogue](#)

Think aloud: Looking at my graphic organizer, I know that I need to include my opinion statement about school uniforms. As I draft, I also need to be careful to avoid using *I, my, we, or our*. That means that I can't use an opinion statement such as *I believe that students should not have to wear uniforms*. I will need to reword it to use third-person pronouns instead of first-person pronouns. To begin my essay, I will write, *Many students who are forced to wear school uniforms believe that wearing the same thing every day doesn't allow them to express themselves. For this reason and others, students should not have to wear school uniforms.*

5. **Tell** students that you are going to continue working together to draft the persuasive essay but that students are welcome to jot down any notes that they think of as you work.

Check for Understanding

Check your students' understanding by using the game below.

GAME

Teacher Tip

With students, create an anchor chart of first-person pronouns (*I, my, mine, me, myself, we, our, ours, us, ourselves*) titled "First Person = Informal. Do not use." Then, work together to create another anchor chart of third-person pronouns (*he, his, him, himself, she, her, hers, herself, it, its, itself, they, them, their, theirs, themselves*) titled "Third Person = Formal. Use these."

WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Share** several informal, first-person sentences with students. Ask students to reword them in formal language using third-person pronouns. Remind students that formal language talks about something as if you were observing it, instead of being part of the group.

[Sample Dialogue](#)

Think aloud: I am going to share several informal sentences with you. How would you reword them into formal language using third-person pronouns? For example, if I am using informal language, I might write this sentence: *I love going outside when it's sunny*. If I want to change that to formal language, I need to remove the pronoun I, and I need to think about this from other people's point of view, not mine. I need to act like an observer. I could change that sentence to this: *Many people love to go outside when it's sunny*.

Examples: I prefer to eat healthful snacks. (Many people prefer to eat healthful snacks.)
I believe that school lunches have healthful portions. (School lunches have healthful portions.)
I think that we should have more after-school clubs. (Students want more after-school clubs.)

2. **Collaborate** with students to use the Reason 1 section of your [Opinion Graphic Organizer](#) to write a body paragraph with a clear reason and logical supporting details using formal language. Use linking words and phrases to connect reasons to the opinion and supporting details to the reason. If possible, include a subordinating conjunction, such as *because*. Orally rehearse sentences as you write. You may choose to draft your own sample or use the teacher writing sample as a guide.
3. **Allow** students who feel comfortable doing so to move on to independent writing. For students who need extra support, form a small group to continue modeling how to draft a persuasive essay from a graphic organizer.
4. **Collaborate** with students to use the Reason 2 section of your graphic organizer to write the second reason paragraph. Continue to use linking words and phrases and subordinating conjunctions. Orally rehearse sentences as you write. You may choose to draft your own sample or use the teacher writing sample as a guide.
5. **Collaborate** with students to write the closing paragraph. Remind students that the concluding paragraph should restate the opinion in a way that speaks to the audience. You may choose to draft your own sample or use the teacher writing sample as a guide.

Craft of Writing Tip

Informal sentences can be changed to more formal language in multiple ways. Focus on students getting the key ideas about formal versus informal language, as opposed to the exact words.

Teacher Tip

If you have not already done so, encourage students to keep a list of linking words and phrases in their writer's notebook for ready reference.

Self-Regulation Tip

Encourage students to use the Write, Read, Write, Repeat pattern, in which they reread for clarity and coherence before moving on, as they draft.

You Do: Independent Practice & Teacher Conferencing

25 mins

Student Writing Practice

25 mins

Encourage students to refer to their plan while drafting because using their plan will help keep their writing focused on their topic. Also, remind students to concentrate on the content of their writing (sentences and ideas) and not on the correctness as they will check for errors during editing.

1. **Write** a paragraph that introduces your chosen topic and states your opinion
2. **Write** a paragraph for each reason that includes supporting details (facts, examples, or both) connected by linking words and phrases
3. **Compose** a concluding paragraph that restates your opinion and connects with the reader
4. **Use** formal language in third person

Collaboration Tip

To support students in writing their introduction, have them rewrite their hook in three different ways. They then can conference with a peer to select the version that seems most effective.

Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. "Look Fors" in this lesson. Are students doing the following:

- composing meaningful introductory and concluding paragraphs
- writing a paragraph for each reason with several supporting details
- using formal language and third person

2. "Look Fors" from previous lessons. Are students doing the following:

- using a graphic organizer
- stating reasons to support an opinion
- supporting reasons with facts and examples

Conferencing Tip

Pay close attention to how students are using the strategy from the lesson. Assist students in composing a four-paragraph essay with separate paragraphs for the introduction, two reasons, and a conclusion.

ELL Tip

Provide sentence stems as needed to assist students who may struggle to express themselves in English.

How will students see this assignment?

Writing Main Quest

Unit = **World 2**
Module = **Mission 3**
Lesson = **Level 2**

Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

Author's Chair

- Choose a student willing to share their writing with the class.
- Use this student's writing to model how to provide feedback.
- Create an anchor chart.

Post-Instruction

Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.