*English Instructional Plan – Formula for Writing: Self-Editing Set Up*

**Primary Strand: 9.7, 10.7, 11.7, 12.7**

**Integrated Strand/s: 9.6, 10.6, 11.6, 12.6**

**Essential Understanding:**

* Grammatical and syntactical choices convey a writer’s message.
* Writers use organization and details to communicate their purposes.
* Editing helps writers improve their writing.
* Grammatical conventions adjust sentence and paragraph structures for a variety of purposes and audiences.

**Essential Knowledge, Skills, and Processes:**

* Use a variety of strategies to evaluate whether the draft is effectively supported and adequately developed
* Edit one’s own and others’ work for grammar, style, and tone appropriate to audience, purpose, and context.
* Revise and edit writing for appropriate style and language in informal and formal contexts.

**Primary SOL: 9.7, 10.7, 11.7, 12.7**

* The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.
* The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.
* The student will self- and peer-edit writing for Standard English.

**Reinforced (Related Standard) SOL: 9.6, 10.6, 11.6, 12.6**

* The student will write in a variety of forms to include expository, persuasive, reflective, and analytic, with an emphasis on persuasion and analysis.
* The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic, with an emphasis on persuasion/argumentation.

**Academic Background/Language:**

* Edit
* Revise
* Grammar
* Tone
* Style
* Organization

## Materials

* + Copies of a draft of an essay. This can be hard copy or on-line.
	+ Various colored writing utensils if using hard copies.
	+ Mentor text for the teacher to model the process.
	+ Sticky notes if using hard copies of the essay.
	+ A copy of The Formula for Writing: Self Editing Set Up

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

**Teacher preparation for the lesson:**

* Go to the Understand Scoring website and choose an essay that will fit the mode of writing for your grade level. This will serve as the mentor text and be used to model the self-editing process. [Understand Scoring](https://va.scoring.pearsonassessments.com/understandscoring/)
	+ It is best to choose an essay that earned a 2 or 3 to show students how to make improvement.
* Use [*The Formula For Writing: Self Editing Set Up*](#Formula) document to walk yourself through the essay and edit.
* Based on the edits, rewrite the essay to show to students in the final part of the lesson.

**On the day of the lesson:**

* Students should have a draft of an essay.
* Using the essay from the lesson preparation, use [*The Formula For Writing: Self Editing Set Up*](#Formula) document and the think aloud strategy to model how to identify the parts of the essay and make edits.
* As the teacher completes a section, the students should edit their essays. The teacher should walk around the class and provide feedback or assistance as needed. If using an online program, engage with students in the online environment and provide feedback.
* NOTE: Students can use different colors in the essay to identify the parts, or different text colors if editing on a computer. As each section is reviewed, make notes with sticky notes (for hard copies) or the comments section (for electronic versions) of what revisions need to be made.
* When all revisions are complete, the teacher can show the students what the edited version can look like, demonstrating how the edits helped with the revised copy.
* Share a written reflection with students about the changes that were made and why.
* Students should write their own reflections.

**Assessment (Diagnostic, Formative, Summative)**

* As the teacher walks around the classroom to help students, note where they need assistance.
* Review the written reflection to gain information about where students need assistance with writing.

**Writing Connections**

* This lesson is based in writing.

**Extensions and Connections (for all students)**

* Students can use this activity for a peer editing activity. Distribute copies of an Understand Scoring essay to students and have students provide feedback to the student author.

**Strategies for Differentiation**

* Students can be provided with an essay from Understand Scoring to practice with prior to editing their own essays.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

*The Formula for Writing: Self Editing Startup* is adapted from “Writing Process for Staff and Student Learners” by Caroline Wray under Creative Commons Attribution-Non Commercial-Share Alike 4.0 [Resource adapted from GoOpenVA](https://goopenva.org/authoring/680-writing-process-for-staff-and-student-learners)

**The Formula for Writing**

**Self-Editing Startup**

1. **Using the Formula: Know the rules, and then you can break the rules. The student will Identify:**
2. INTRODUCTION PARAGRAPH:
	1. Hook gets reader’s attention: a great quotation, a piece of great dialogue, a startling stat, a song, biblical passage, something that will intrigue your reader or target audience.
	2. Bridge: The sentence that explains why you used your hook and transitions to the reason or principle(s) upon which you wrote this paper.
	3. Thesis: A statement that is the table of contents of your paper. There are three main causes for global warming: ozone deficiency, pollution, and governmental rhetoric.
3. BODY PARAGRAPHS (3) WITH 5-7 SENTENCES EACH
	1. Thesis part one: Paragraph on Ozone deficiency
		1. Example or event
		2. Example or event 2
		3. Example or event 3
		4. **Learners identify in own writing**
			1. Transitions should be highlighted to see frequency
			2. Coordinate Conjunctions cannot start a sentence: And, or, but, for, yet
			3. Figurative language example that melds with idea in paragraph
				1. Metaphor
				2. Simile
				3. Onomatopoeia
				4. Hyperbole
				5. Assonance
				6. Personification
				7. Alliteration
	2. Thesis part two: Paragraph on pollution
		1. Example or event
		2. Example or event 2
		3. Example or event 3
		4. **Learners identify in own writing**
			1. Transitions should be highlighted to see frequency
			2. Coordinate Conjunctions cannot start a sentence: And, or, but, for, yet
			3. Figurative language example that melds with idea in paragraph
				1. Metaphor
				2. Simile
				3. Onomatopoeia
				4. Hyperbole
				5. Assonance
				6. Personification
				7. Alliteration
	3. Thesis part three: Paragraph on governmental rhetoric
		1. Example or event
		2. Example or event
		3. Example or event 3
		4. **Learners identify in own writing**
			1. Transitions should be highlighted to see frequency
			2. Coordinate Conjunctions cannot start a sentence: And, or, but, for, yet
			3. Figurative language example that melds with idea in paragraph
				1. Metaphor
				2. Simile
				3. Onomatopoeia
				4. Hyperbole
				5. Assonance
				6. Personification
				7. Alliteration
	4. CONCLUSION WHICH WORKS BACKWARD FROM INTRODUCTION
		1. Thesis: Global warming, in conclusion,
		2. Bridge: Statement tying reference to thesis…
		3. Hook or additional statement.