

**WR.2**  
**INFORMATIVE**

**Lesson 6 Planning: Prewriting**

**Introduction**

In this lesson, students first review the task, purpose, and audience for their informative papers. Students then participate in a prewriting activity to articulate their thoughts about the topic and their claim, subtopics, and evidence before they organize their ideas in an outline in the following lesson. Student learning is assessed via participation in a prewriting activity on this unit’s informative writing prompt: According to the texts provided, what effects did the Great Depression have on the people who lived through it?

For homework, students complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their claims and subtopics, and the evidence they find most compelling.

**Standards**

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Assessment**

Assessment(s)
Student learning is assessed via participation in a prewriting activity on the following prompt:

<ul style="list-style-type: none"> <li>According to the texts provided, what effects did the Great Depression have on people who lived through it?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Express their unedited thoughts and ideas on the informative writing prompt (e.g., The people who lived through the Great Depression experienced great suffering, both financial and social. Many people were often unable to find work. The record numbers of unemployed and the depressed financial markets meant that many families fell into poverty.).</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.2, W.9-10.6</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reviewing Statements of Purpose</li> <li>Prewrite</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>0%</li> <li>20%</li> <li>70%</li> <li>5%</li> </ol>

## Materials

- Student copies of their WR.2 Lesson 3 Prompt Analysis Exit Slips (refer to WR.2 Lesson 3)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>

▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students review the task, purpose, and audience for their informative papers. Students review their statements of purpose before engaging in a prewriting activity in response to the informative writing prompt.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

0%

- ⓘ Students will be held accountable for their homework during Activity 4: Prewrite.

### Activity 3: Reviewing Statements of Purpose

20%

Instruct students to take out their WR.2 Lesson 3 Prompt Analysis Exit Slips. Remind students that the exit slip is a statement of purpose for their informative papers. Instruct students to reread their statements of purpose and then Turn-and-Talk to review the task, purpose, and audience of their informative papers.

- 💬 The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher’s and classmates’ understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with evidence.

Lead a brief whole-class sharing of students’ statements of purpose.

### Activity 4: Prewrite

70%

- ⓘ The following activity addresses the expectations of W.9-10.2.

Instruct students to take out their preparatory work from the previous lesson’s homework assignment. Explain to students that in this part of the lesson, they participate in a prewriting activity on the informative writing prompt in order to further develop their topic, claim, and subtopics for their informative papers. Explain that the goal of this activity is to write without stopping to analyze or correct

one’s sentences. Students should focus on identifying the claim they want to make and any subtopics and evidence from their notes. Students will have opportunities to further examine and refine their ideas and writing in the following lessons. This prewriting activity is intended to generate thoughts and ideas that can be used to support the writing activities in the following lessons and the development of students’ drafts. Instruct students to consult the articles and their Subtopics and Evidence Charts as they prewrite.

Post or project the informative writing prompt for this unit:

**According to the texts provided, what effects did the Great Depression have on people who lived through it?**

- ▶ Students independently prewrite on the informative writing prompt.
- ① The process of writing an informative paper will involve drafting, annotating, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their claims and subtopics, and the evidence they find most compelling.

- ▶ Students follow along.

## Homework

Complete your prewrite as necessary, focusing on articulating your thoughts about the topic, your claim and subtopics, and the evidence you find most compelling.