

WR.2
INFORMATIVE

Lesson 7 Planning: Outlining

Introduction

In this lesson, students review the format of a standard outline and then draft an outline that aligns with their statements of purpose. As they draft their outlines, students who need additional assistance in articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher in one-on-one conferences. Student learning is self-assessed via annotations to their outlines corresponding to the applicable items on the model outline structure.

For homework, students continue drafting their outlines or revise their outlines based on their student-teacher conferences. Students also prepare to explain how they organized their subtopics and evidence in their outlines.

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 self-assessed via annotations to their outlines corresponding to the model outline structure.

High Performance Response(s)

A High Performance Response should:

- Introduce the topic (e.g., The effects of the Great Depression on the people who lived through it.).
- Include a claim (e.g., Great Depression ruined lives, but people were resourceful and used government assistance.).
- Include subtopics (e.g., Great Depression destroyed millions’ income. People were resourceful. Government provided assistance. New Deal helped people.).
- Provide evidence for each subtopic (e.g., “In larger cities, the homeless congregated in abandoned lots and constructed makeshift ‘homes’ of scrap wood.” (Hayes)).
- Provide a concluding statement (e.g., Americans faced difficult times and used available resources to persevere.).

[See the Model Outline for sample student responses.](#)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards:</p> <ul style="list-style-type: none"> • Standards: W.9-10.5, W.9-10.2, W.9-10.6 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Introduction to Standard Outline Structure 4. Drafting an Outline and Teacher Conferences 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 0% 3. 20% 4. 70% 5. 5%

Materials

- None.

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.
	Bold text indicates questions for the teacher to ask students.
	<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 are introduced to a standard outline structure before drafting their own outlines for their individual informative papers. During drafting students who need additional support with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher for one-on-one conferences.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ⓘ Students will be held accountable for homework during Activity 4: Drafting an Outline.

Activity 3: Introduction to Standard Outline Structure

20%

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

Remind students that in informative writing, the writer first introduces the topic and then makes a claim about that topic. The writer then develops the topic and supports the claim with subtopics that deepen the readers’ understanding of the topic. The subtopics are in turn developed by evidence that gives the reader a more concrete understanding of the topic and subtopics. Explain that in this lesson, students draft outlines for their informative papers to assist them in planning their writing and organizing their topic, claim, subtopics, and evidence.

Ask volunteers to list the parts of a standard outline.

- ① This lesson demonstrates the use of an outline to assist students in planning and organizing their informative papers. However, teachers may substitute other graphic organizers (boxes and bullets, informative writing chart, etc.) that better meet their students' needs.
- ① To support students' understanding of the outline format, consider recording student responses on the board or chart paper.
- ▶ As a class, students create a standard outline structure:
 - I.
 - A.
 1.
 - a.
 2.
 - a.
 - B.
 1.
 - a.
 2.
 - a.

Once the outline form is established, ask for student volunteers to name the parts of the informative paper (topic, claim, subtopic, evidence) that should go beside each letter or number.

- ▶ As a class, students create the following model outline structure:
 - I. Topic
 - A. Claim
 1. Subtopic
 - a. Evidence
 - b. Evidence
 2. Subtopic
 - a. Evidence
 - b. Evidence
 3. Subtopic
 - a. Evidence
 - b. Evidence
 4. Subtopic
 - a. Evidence
 - b. Evidence
 - B. Conclusion
 1. Further subtopic (if provided)

a. Further evidence (if provided)

Inform students that the purpose of the model outline structure is to provide an example of how to organize relevant information as students prepare to write their own informative papers.

Activity 4: Drafting an Outline and Teacher Conferences

70%

Explain that for this lesson’s assessment, students draft an outline for their informative papers and self-assess their outlines using annotations that correspond to the model outline structure students created in the previous activity. After they draft an outline, students review their outlines alongside the model outline structure and label their outlines with each component from the model outline structure. Students should note those items that are missing from their outlines so that they have a reference for revision.

- ▶ Students follow along.

Instruct students to draft an outline for their informative paper. Remind students to refer to the model outline structure as they draft. Inform students that each component of their outline does not need to be a complete sentence; rather, students should use the outline to focus on how to best organize their ideas.

Instruct students to use their copies of the annotated texts from Lessons 3–5, their Subtopics and Evidence Charts, their prewrites, and their statements of purpose to draft their outlines. Remind students that their outlines are a plan for achieving their purpose in this informative paper.

Transition to individual drafting and annotating.

- ▶ Students independently draft an outline for their informative paper and annotate their outline according to the model outline structure.

① If necessary, remind students of the prompt for their informative paper:

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

① **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an outline.

Conduct individual student-teacher conferences with those students who may need additional help with planning their informative paper. Instruct students to continue drafting their outlines when they are not in their conference.

- ① If students need additional support, teacher conferences may extend into the following lessons while other students are drafting.
- ① In order to ensure that students can continue to work effectively on their outlines, the outlines should not be collected unless teachers need to assess students' abilities to draft an outline and students are unable to use the online writing community.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their outlines or revise their outlines based on their student-teacher conferences. Remind students to use the model outline structure to guide their drafting and revisions. Also, instruct students to prepare to explain how they organized their subtopics and evidence in their outlines.

▶ Students follow along.

- ① If students worked collaboratively or in pairs to develop and refine their outlines in place of student-teacher conferences, consider suggesting students use the work done in these groups as the basis for their revisions.
- ① Consider using methods for facilitating independent writing and peer reviewing work outside of class. Ideas for creating online writing communities for your students include blogs, Google Docs, or other online sharing sites.
- ① If an online writing community has been established for the class, instruct students to post their revised outlines for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have organized their subtopics and evidence. (Students' use of the online writing community addresses the expectations of W.9-10.6.)
- ① Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your subtopics and evidence in your outline.

Model Outline

- I. Topic: The effects of the Great Depression on the people who lived through it
- A. Great Depression ruined lives, but people were resourceful and used government assistance.
1. Great Depression destroyed millions of people’s income
 - a. Gordon Parks lost his job in 1929: forced to quit school to find a job (Hayes)
 - b. “In larger cities, the homeless congregated in abandoned lots and constructed makeshift ‘homes’ of scrap wood” (Hayes)
 2. People were resourceful.
 - a. They would “take any job” and “stretch every available dollar” (Hastings).
 - b. No wasting. Made old fabric “into dish cloths and towels” (Hastings)
 3. Government provided assistance.
 - a. New Deal “to relieve poverty, reduce unemployment, and speed economic recovery” (“The New Deal”)
 4. New Deal helped people.
 - a. CCC program had to turn away people who applied. (“The New Deal”)
 - b. Government “subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy” (“The New Deal”).
- B. Americans faced difficult times and used resources available to persevere.