

WR.2
INFORMATIVE

Lesson 8 Drafting: Body Paragraphs

Introduction

In this lesson, students begin drafting their informative paper by focusing on building an effective body paragraph. In Lessons 8, 9, and 10, students work in a nonlinear process to draft their body paragraphs before their introductions in order to establish their subtopics and evidence. The process of working backwards from the body paragraphs encourages students to develop the essential subtopics and evidence needed to craft an effective informative paper. The work in this lesson provides students with the clarity and direction necessary for drafting an introduction and conclusion in Lessons 9 and 10.

Students begin by examining body paragraphs from the two informative writing models in Lessons 1 and 2 and discussing the components that make these body paragraphs effective. Students then draft one body paragraph that develops their own topic. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

- ① Additional drafting time will be needed to ensure students develop a thorough informative paper. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons teachers may continue to conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.
- ① Lessons 8, 9, and 10 provide drafting time for a body paragraph, an introduction, and a conclusion respectively. If a more linear drafting approach is desired Lesson 9 may be completed before Lesson 8.

Standards

Assessed Standard(s)	
W.9-10.2.b	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.

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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.9-10.6	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 drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include a subtopic that develops the topic and supports the claim (e.g., Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt’s New Deal programs.). • Include relevant and sufficient evidence to develop the subtopic (e.g., As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs “to relieve poverty, reduce unemployment, and speed economic recovery” (“The New Deal”). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.). <p>① The above responses are taken from paragraph 4 of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for these responses and for more examples.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
<ul style="list-style-type: none"> Standards: W.9-10.2.b, W.9-10.5, W.9-10.6 Texts: “Cave Painting” and “A Brief History of Photography” (informative writing models) 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Body Paragraphs	3. 25%
4. Drafting a Body Paragraph	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models “Cave Painting” and “A Brief History of Photography” (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 2 Model Informative Writing Checklist)

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 focus on identifying elements of effective body paragraphs in the informative writing models from Lessons 1 and 2. Students then draft a single body paragraph that introduces a relevant subtopic and provides evidence that develops the subtopic and supports the claim. Students continue to draft additional body paragraphs for homework or during future lessons as necessary.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (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.)

Explain that in this activity and throughout this unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Constructive criticism helps students share advice with their peers in a positive and academic manner.

- ▶ Students write the definition of *constructive criticism* in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** To support students’ understanding of constructive criticism, consider asking the following question:

What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?

💬 Student responses may include:

- “This could be stronger if you add ...”
- “If you move this paragraph and this paragraph, it would ...”
- “This might make more sense if you explain ...”
- “Instead of this word, why not use ...?”

Instruct students to form peer review pairs or small groups to explain how they organized their subtopics and evidence in their outlines. If students completed revisions for homework, instruct students to share two of the revisions they made to their outlines and how those revisions improved the clarity of content or structure in their outline.

💬 Student responses may include:

- I changed the wording of this subtopic so that it better aligns with my claim.
- I picked new evidence to better develop the subtopic in the second paragraph.

Lead a brief whole-class discussion of student responses.

- ① 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.

Activity 3: Writing Instruction: Effective Body Paragraphs

25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

“Cave Painting,” paragraph 6:

Researchers do agree, however, that the cave paintings of the world are important and must be protected. Many of these paintings are currently in danger. Archeologists who want to preserve these sites must contend not only with natural erosion and weather damage but also with commercial development and vandalism. Additionally, the simple popularity of these sites as tourist destinations makes it difficult to preserve the artwork within. A cave painting site in Altamira had a waiting list “so long that visitors had to book three years in advance” (Govan). It takes very little to damage these ancient paintings: the government science agency in Spain notes, “the people who go in the cave have the bad habit of moving, breathing and perspiring” (Govan). Although partially intended as a humorous statement, the report does underscore how tremendously fragile these sites are.

“A Brief History of Photography,” paragraph 5:

On August 19, 1839, Daguerre presented his invention to the French academies of science and art, with “an eager crowd of spectators spilling over into the courtyard outside” (Daniel). According to Malcolm Daniel of the Met Museum, “The process revealed on that day seemed magical.” The “daguerreotype,” as Daguerre had named it, was “a remarkably detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper” (Daniel). With these “magical” images recorded on metal, Daguerre began the age of modern photography.

Explain to students that these body paragraphs serve to support the subtopics that develop the writers’ claims. Instruct students to read these body paragraphs and recall the topics and claims they identified in both models. Then instruct students to Think, Pair, Share about the following question:

How does the writer strengthen and develop the subtopics of each of these paragraphs?

🗨️ Student responses may include:

- In paragraph 6 of “Cave Painting,” the writer introduces the subtopic that cave paintings are “in danger” and need to be protected. The writer provides evidence about why the cave paintings are at risk of being destroyed, which develops the subtopic. For example, the writer uses a quotation from a government agency in Spain to explain the activities that put the cave paintings in danger.
- In paragraph 5 of “A Brief History of Photography,” the writer introduces the subtopic of the wonder of the first public display of photography. The writer uses evidence like quotes, a date, and a location to develop the details of the event, which helps develop the subtopic and support the writer’s claim about the history of photography.

① **Differentiation Consideration:** If students struggle to identify how the writers strengthen and develop their subtopics and claims, consider asking the following questions:

What evidence do the writers include in these paragraphs?

💬 Student responses may include:

- The hazards that can damage cave paintings, such as tourists’ breath or mold
- An explanation of how certain scientists are combating the dangers to cave paintings
- The time and place of the first display of photography
- An explanation of how this first photograph was created as a daguerreotype on metal

How does the inclusion of evidence improve the reader’s understanding?

💬 By providing facts, details, and quotations that are directly related to the topic and claim, the writer engages the reader with the topic and conveys complex ideas, concepts, and information clearly and accurately.

How is the evidence in each paragraph relevant and sufficient?

💬 Student responses may include:

- The evidence in paragraph 6 of “Cave Painting” is relevant because it is about the threats to cave paintings, which relates directly to the topic of cave painting. The evidence is sufficient because it adequately explains the threats to cave paintings.
- The evidence in paragraph 5 of “A Brief History of Photography” is relevant because it describes the very moment modern photography was invented, which is obviously a significant event in the history of photography. The evidence is sufficient because the writer provides specific and thorough details to describe the moment.

① If necessary, remind students that they learned the meanings of *relevant* and *sufficient* in Lesson 1.

Lead a brief whole-class discussion of student responses. Explain to students that like the models they examined in class, their own body paragraphs will serve as the primary method for developing the topic and supporting their claims in their informative papers. Effective body paragraphs introduce subtopics that are relevant to the topic and claim and then develop these subtopics with evidence.

Instruct students to take out their copies of the Informative Writing Checklist.

① Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
 - Clearly state each subtopic? This item belongs in the Coherence, Organization, and Style section, because clearly stating each subtopic ensures coherence and is an aspect of an effective writing style.

① Students likely added the item "Use relevant and sufficient evidence to develop my subtopics?" to the Command of Evidence category of the Informative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 4: Drafting a Body Paragraph

50%

Explain that in this activity, students draft a body paragraph for their papers, paying specific attention to providing relevant and sufficient evidence to develop a subtopic related to their topic and claim. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the body paragraphs.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Informative Writing Checklist. After they draft a body paragraph, students review their body paragraphs alongside the Informative Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next two drafting lessons as well, assessing each part of their informative paper drafts with annotations according to the relevant Informative Writing Checklist items.

- ▶ Students follow along.

Instruct students to take out and read their copies of the Informative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a body paragraph?

- 🗨 Student responses should include:
 - Include subtopics that develop the topic and support the claim?
 - Clearly state each subtopic?
 - Use relevant and sufficient evidence to develop my subtopics?
 - Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ▶ Students independently draft a body paragraph of their paper.
- 🗨 See the High Performance Response at the beginning of this lesson.

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 a body paragraph.

After students finish drafting, instruct students to annotate their drafts for elements of the Informative Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Informative Writing Checklist.

- ▶ Students annotate their drafts for elements of the Informative Writing Checklist that are applicable to their body paragraphs.

- ① Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their papers, the draft paragraphs should not be collected unless teachers need to assess students’ abilities to write a body paragraph 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 body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

- ▶ Students follow along.
- ① If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have provided relevant and sufficient evidence to develop a subtopic related to their topic and claim. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.

Model Informative Writing Checklist

Name:		Class:		Date:	
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Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence	Drafting	Finalization
Does my response...	✓	✓
Use relevant and sufficient evidence to develop my subtopics?	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style	Drafting	Finalization
Does my response...	✓	✓
Clearly introduce a topic?	<input type="checkbox"/>	<input type="checkbox"/>
Develop a precise claim about the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Include subtopics that develop the topic and support the claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Clearly state each subtopic?*	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions	Drafting	Finalization
Does my response...	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.