

Argumentative Guided Draft Essay Plan

These plans lead students to draft full Argumentative essays over the course of two weeks. Activities include a mix of pre-writing, scaffolded drafting, and targeted skill development. You can assign all of the activities or pick and choose!

Students will respond to this prompt: **Do you agree or disagree with the following statement? “Technology has made it harder for humans to form close relationships with each other.”** You can also use your own prompt, or one from our [assignment library](#).



This plan and prompt are designed to be easily used for remote learning. To this end, students can draw on evidence from their own experience, rather than rigorous research. If you want your students to conduct thorough research, be sure to add a research day between days 1 and 2, and share your expectations for research with students.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students review key elements of argumentative writing and brainstorm thesis statements.</p> <p>Tutorial: Writing an Argumentative Essay (10 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: Brainstorming a Thesis (15 min)</p> <p>Assign</p>	<p>Students learn to identify strong topic sentences and brainstorm evidence and topic sentences.</p> <p>Practice: Writing Claims as Topic Sentences (10 min)</p> <p>Assign</p> <p>Pre-writing: Generating Claims from Evidence (20 min)</p> <p>View (Send this link to students)</p>	<p>Students learn what makes a strong counterargument paragraph, then plan their own.</p> <p>Practice: Planning a Counterargument Paragraph (15 min)</p> <p>Assign</p> <p>Quick Write: My Counterargument (15 min)</p> <p>Assign</p> <p>(If you want students to write a third body paragraph instead, skip this day.)</p>	<p>Students outline their essays by choosing their topic sentences, then completing full outlines.</p> <p>Quick Write: My Topic Sentences (15 min)</p> <p>Assign</p> <p>Pre-writing: Outlining an Argumentative Essay (30 min)</p> <p>View (Send this link to students)</p>	<p>Students draft the first body paragraph of their essays.</p> <p>Argumentative Guided Draft: First Body Paragraph (30 min)</p> <p>Assign</p> <p>-----▶</p> <p>(Students will work in this assignment for the next week. Consider first sharing this video with them for an overview of the Guided Drafts assignment.)</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Students draft their second body paragraphs.</p> <p>Argumentative Guided Draft: Second Body Paragraph (30 min)</p> <p>-----▶</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students practice planning a counterargument paragraph, then write their own.</p> <p>Tutorial: Counterargument Paragraphs in Argumentative Essays (5-10 min)</p> <p>View (Send this link to students)</p> <p>Argumentative Guided Draft: Counterargument (30 min)</p>	<p>Students practice identifying strong essay hooks, then draft their introductions.</p> <p>Practice: Selecting a Strong Hook (15 min)</p> <p>Assign</p> <p>Argumentative Guided Draft: Introduction (30 min)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions and submit.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Argumentative Guided Draft: Conclusion (30 min)</p> <p>-----▶</p> <p>(If you'd like students to revise on Day 10 or later on, leave feedback and click "Send back for revisions.")</p>	<p>[Optional] Students revise their essays based on teacher feedback.</p> <p>Feel free to plan this for a later date to leave time for reviewing and grading!</p> <p>Argumentative Guided Draft: Revise based on teacher feedback (30 min)</p> <p>-----▶</p>

We recommend sending students daily directions, available on the next page.

Argumentative Guided Draft Essay Plan: Directions for Students

Here are some daily directions you can copy and paste to your students over email or your LMS. Feel free to add any of your own specific details or expectations!

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Go through this interactive tutorial to make sure you understand the key elements of an argumentative essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, complete the Quick Write called “Brainstorming a Thesis” on your home page!</p>	<p>Start with the practice assignment “Writing Claims as Topic Sentences” on your home page.</p> <p>Then, brainstorm evidence and topic sentences using this pre-writing sheet. Save or print all pre-writing sheets so you can reference them while you draft!</p> <p>[Optional] Your evidence should be a specific example or a statistic or quotation from an online newspaper or journal.</p> <p><i>(Teachers: If you want students to conduct thorough online research, add a research day between days 1 and 2 and share your expectations for research with students.)</i></p>	<p>Start with the practice assignment “Planning a Counterargument Paragraph.”</p> <p>Then, complete the Quick Write called “My Counterargument” to brainstorm your own opposing argument and rebuttal for your counterargument paragraph.</p> <p><i>(Teachers: if you want your students to write a third body paragraph instead, you can skip this day.)</i></p>	<p>Complete the Quick Write called “My Topic Sentences” (refer back to Day 2’s pre-writing sheet for a reminder of your thesis and topic sentences!)</p> <p>Then, put together all the thinking you’ve done so far and plan out your essay by completing this outline. Your first two topic sentences should be your strongest claims, and your third should be the opposing argument of your counterargument paragraph.</p>	<p>Draft the first body paragraph of your essay today! To start, open the Guided Draft assignment and type in your thesis to keep it top of mind.</p> <p>Then, write your first body paragraph based on the ideas in yesterday’s outline.</p> <p>For an overview of the Guided Draft assignment, watch this video!</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Open the Guided Draft assignment you started last week and write your second body paragraph.</p>	<p>Go through this interactive tutorial to remind yourself how to write a strong counterargument paragraph.</p> <p>Then, go back to your Guided Draft and write a counterargument that acknowledges and responds to an opposing argument.</p> <p><i>(Teachers: If you want your students to write a third body paragraph instead of a counterargument, have students write that paragraph today.)</i></p>	<p>Learn how to write a strong hook by completing the practice topic “Selecting a Strong Hook” on your home page.</p> <p>Then, go back into your Guided Draft and finish your introduction by adding an interesting hook and a bridge connecting the hook to your thesis!</p>	<p>Learn how to write a strong conclusion by completing the practice topic “The Two Jobs of a Conclusion.”</p> <p>Then, go back into your Guided Draft and write your conclusion.</p> <p>Finally, read through one more time to check for any grammar or spelling errors, and submit!</p>	<p>Open up the Guided Draft assignment again and look at the feedback I left for you! Revise your essay based on my comments, then resubmit it.</p>

Tip: As students are drafting their essays, you can view their in-progress writing by clicking their names on the class results page for the assignment.