

Guided Draft Essay Unit Plans

In this packet, you'll find unit plans that remotely guide students to craft a formal essay over the course of two weeks. Plans include two weeks of pre-made assignments, with a mix of pre-writing, targeted skill development, and scaffolded essay drafting. Choose from the following genres:

- [Argumentative](#)
- [Persuasive](#) 
- [Literary Analysis](#) 
- [Expository/Informational](#) 
- [Narrative](#) 
- [Rhetorical Analysis](#) 

You can have students complete all of the activities for each day or pick and choose the ones you'd like to use! Use the prompts we've suggested, or assign your own prompt or one from our [assignment library](#).

To combine essay writing with additional skill practice and informal writing, check out our complete [Day-by-Day Plans](#), which offer 10 weeks of mix-and-match activities.

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.

Persuasive Guided Draft Essay Plan

These plans lead students to draft full Persuasive 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 for each day or pick and choose the ones you'd like to use!

Students will respond to this prompt: **“What is the most useful app for teenagers?”** You can also use your own prompt, or one from our [assignment library](#).

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students review key elements of persuasive writing and brainstorm ideas for their essay.</p> <p>Tutorial: Writing a Persuasive Essay (5-10 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: Brainstorming Ideas for a Persuasive Essay (15 min)</p> <p>Assign</p>	<p>Students practice distinguishing facts and thesis statements, then draft theses.</p> <p>Practice: Writing Opinion-Based Thesis Statements (10 min)</p> <p>Assign</p> <p>Quick Write: Coming Up with a Thesis (20 min)</p> <p>Assign</p>	<p>Students outline their essays by brainstorming topic sentences, then outlining with evidence.</p> <p>Quick Write: Coming Up with Topic Sentences (15 min)</p> <p>Assign</p> <p>Pre-writing: Outlining a Persuasive Essay (30 min)</p> <p>View (Send this link to students*)</p>	<p>Students draft the first body paragraph of their essays.</p> <p>Persuasive Guided Draft: First Body Paragraph (30 min)</p> <p>Assign</p> <p>(Students will work on this assignment for the next week. Consider first sharing this video for an overview of the Guided Drafts assignment.)</p>	<p>Students draft their second body paragraphs.</p> <p>Persuasive Guided Draft: Second Body Paragraph (30 min)</p> <p>Assign</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Students draft their third body paragraphs.</p> <p>Persuasive Guided Draft: Third Body Paragraph (30 min)</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</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>Persuasive Guided Draft: Introduction (30 min)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Persuasive Guided Draft: Conclusion (30 min)</p>	<p>Students learn to identify wordiness, then revise and submit their essays.</p> <p>Practice: Recognizing Redundant, Unnecessary, and Wordy Phrases (10 min)</p> <p>Assign</p> <p>Persuasive Guided Draft: Revise for wordiness and vague language (30 min)</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>Persuasive Guided Draft: Revise based on teacher feedback (30 min)</p>

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

Persuasive 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 a persuasive essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, complete the Quick Write called “Brainstorming Ideas for a Persuasive Essay” on your home page!</p>	<p>Start with the practice topic “Writing Opinion-Based Thesis Statements” on your home page.</p> <p>Then, complete the Quick Write called “Coming up with a Thesis.”</p>	<p>Complete the Quick Write called “Coming up with Topic Sentences.”</p> <p>Then, brainstorm evidence to support your topic sentences to complete this outline of your essay. Save or print this sheet when you’re done so you can reference it while you draft!</p>	<p>Draft the first body paragraph of your essay today! To start, open the Guided Draft assignment and paste 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>	<p>Open the Guided Draft assignment you started yesterday and write your second body paragraph.</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.

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Open the Guided Draft assignment you’ve been working on and continue writing. Today, write your third body paragraph.</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!</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>Complete the practice topic “Recognizing Redundant, Unnecessary, and Wordy Phrases.”</p> <p>Then, go back into your Guided Draft and re-read your essay. Look for any unnecessary or wordy phrases you can cut out. Finally, submit your essay!</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>

Literary Analysis Guided Draft Essay Plan

These plans lead students to draft full Literary Analysis essays over two weeks. Activities include pre-writing, scaffolded drafting, and targeted skill development. Assign all of the activities or pick and choose the ones you'd like to use!

Students will respond to this prompt: **"How does a main character in the text change over the course of the story?"** You can also use your own prompt or one from our [assignment library](#).

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students review key elements of literary analysis writing and brainstorm ideas for their essays.</p> <p>Tutorial: Writing a Literary Analysis Essay (5-10 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: Brainstorming a Thesis (15 min)</p> <p>Assign</p>	<p>Students collect evidence and brainstorm topic sentences to support their thesis statements..</p> <p>Pre-writing: Generating Supporting Ideas from Evidence (30 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: My Topic Sentences (10 min)</p> <p>Assign</p>	<p>Students organize their topic sentences and evidence to complete essay outlines.</p> <p>Pre-writing: Outlining a Literary Analysis Essay (30 min)</p> <p>View (Send this link to students)</p>	<p>Students draft the first body paragraph of their essays.</p> <p>Literary Analysis Guided Draft: First Body Paragraph (30 min)</p> <p>Assign</p> <p>(Students will work on this assignment for the next week. Consider first sharing this video with them for an overview of the Guided Drafts assignment.)</p>	<p>Students draft their second body paragraphs.</p> <p>Literary Analysis Guided Draft: Second Body Paragraph (30 min)</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Students draft their third body paragraphs.</p> <p>Literary Analysis Guided Draft: Third Body Paragraph (30 min)</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students practice identifying strong essay hooks, then draft their introductions.</p> <p>Tutorial: Introductions in Literary Analysis Essays (5 min)</p> <p>View (Send this link to students)</p> <p>Literary Analysis Guided Draft: Introduction (30 min)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Literary Analysis Guided Draft: Conclusion (30 min)</p>	<p>Students identify strong context for literary evidence, then revise the context in their essays.</p> <p>Practice: Context for Literary Evidence 1: Identifying Speaker, Listener, and Plot Clue (15 min)</p> <p>Assign</p> <p>Literary Analysis Guided Draft: Revise essays: add strong context for textual evidence (20 min)</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>Literary Analysis Guided Draft: Revise based on teacher feedback (30 min)</p>

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

Literary Analysis 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 a literary analysis 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>Use the thesis you came up with yesterday to collect evidence from your text and then brainstorm topic sentences using this pre-writing sheet. Save or print all pre-writing sheets when you’re done so you can reference them while you draft!</p> <p>Then, complete the Quick Write called “My Topic Sentences.”</p>	<p>Today, put together all the brainstorming you’ve done so far to plan out your essay by completing this outline. Use the topic sentences you came up with yesterday and make sure you have two pieces of evidence for each body paragraph.</p>	<p>Draft the first body paragraph of your essay today! To start, open the Guided Draft assignment and paste 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>	<p>Open the Guided Draft assignment you started yesterday and write your second body paragraph.</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.

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Open the Guided Draft assignment you’ve been working on and continue writing. Today, write your third body paragraph.</p>	<p>Go through this interactive tutorial to learn how to write a strong introduction for your essay.</p> <p>Then, go back into your Guided Draft and finish your introduction by adding a hook and bridge!</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>Complete the practice topic “Context for Literary Evidence” to learn how to introduce textual evidence with speaker, listener, and plot clues.</p> <p>Then, go back into your Guided Draft and re-read your essay. Look for places to add context for your evidence. Finally, read through one more time, 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>

Expository/Informational Guided Draft Essay Plan

These plans lead students to draft full Expository 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 respond to this prompt: **“Think of an activity you enjoy that many people overlook. Explain why it is a better use of time than people think.”** 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 expository writing and brainstorm ideas for their essays.</p> <p>Tutorial: Writing an Expository Essay (5-10 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: Brainstorming Ideas for an Expository Essay (15 min)</p> <p>Assign</p>	<p>Students brainstorm topic sentences and evidence, then outline their essays.</p> <p>Quick Write My Essay Plan (20 min)</p> <p>Assign</p> <p>Pre-writing: Outlining an Expository Essay (30 min)</p> <p>View (Send this link to students)</p>	<p>Students draft the first body paragraph of their essays.</p> <p>Expository Guided Draft: First Body Paragraph (30 min)</p> <p>Assign</p> <p>(Students will work on this assignment for the next week. Consider first sharing this video with them for an overview of the Guided Drafts assignment.)</p>	<p>Students draft their second body paragraphs.</p> <p>Expository Guided Draft: Second Body Paragraph (30 min)</p>	<p>Students draft their third body paragraphs.</p> <p>Expository Guided Draft: Third Body Paragraph (30 min)</p>
<p>Students practice identifying strong essay hooks, then draft their introductions.</p> <p>Tutorial: Introductions in Expository Essays (5-10 min)</p> <p>View (Send this link to students)</p> <p>Expository Guided Draft: Introduction (30 min)</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Expository Guided Draft: Conclusion (30 min)</p>	<p>Students learn to identify relationships between ideas in order to add transitions to their essays.</p> <p>Practice: Identifying the Relationships Between Ideas (15 min)</p> <p>Assign</p> <p>Expository Guided Draft: Add helpful transitions to essays (20 min)</p>	<p>Students learn to identify wordiness, then revise and submit their essays.</p> <p>Practice: Recognizing Redundant, Unnecessary, and Wordy Phrases (10 min)</p> <p>Assign</p> <p>Expository Guided Draft: Revise for wordiness and vague language (30 min)</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>Expository Guided Draft: Revise based on teacher feedback (30 min)</p>

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

Expository/Informational 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 expository essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, complete the Quick Write called “Brainstorming Ideas for an Expository Essay” on your home page!</p>	<p>Start with the Quick Write called “My Essay Plan” on your home page.</p> <p>Then, put your thesis, topic sentences, and evidence together to plan your essay using this outline. Save or print this sheet so you can reference it while you draft!</p> <p>[Optional]: Your evidence should be a personal experience or real-world example, or a statistic or quotation.</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>Draft the first body paragraph of your essay today! To start, open the Guided Draft assignment and paste 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>	<p>Open the Guided Draft assignment you started yesterday and write your second body paragraph.</p>	<p>Open the Guided Draft assignment you’ve been working on and continue writing. Today, write your third body paragraph.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Go through this interactive tutorial to learn how to write a strong introduction for your essay.</p> <p>Then, go back into your Guided Draft and finish your introduction by adding a hook and bridge!</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>Complete the practice topic “Identifying the Relationships Between Ideas.”</p> <p>Then, go back to your Guided Draft and re-read your essay. Look for places where there are relationships between ideas that are missing transitions, and add transition words and phrases like “therefore,” “however,” or “similarly.”</p>	<p>Complete the practice topic “Recognizing Redundant, Unnecessary, and Wordy Phrases.”</p> <p>Then, go back into your Guided Draft and re-read your essay. Look for any unnecessary or wordy phrases you can cut out. Finally, submit your essay!</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.

Narrative Guided Draft Plan

These plans lead students to draft full Narrative essays over two weeks. Activities include pre-writing, scaffolded drafting, and targeted skill development. You can assign all of the activities or pick and choose the ones you'd like to use!

Students will respond to this prompt: **“Write about a time when you broke the rules. Show readers what you learned from the experience. (Maybe you regretted it. Or, maybe you made the right choice!)”** You can also use your own prompt, or one from our [assignment library](#).

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students review key elements of narrative writing and brainstorm ideas for their essays.</p> <p>Tutorial: Writing a Narrative Essay (5-10 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: Brainstorming Ideas for a Narrative (15 min)</p> <p>Assign</p>	<p>Students brainstorm the setting and characters of their narratives.</p> <p>Pre-writing: Developing Setting and Characters (15 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: My Setting & Characters (20 min)</p> <p>Assign</p>	<p>Students plan out the conflict in their narratives.</p> <p>Pre-writing: Outlining Your Narrative's Conflict (15 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: My Narrative's Conflict (20 min)</p> <p>Assign</p>	<p>Students determine the theme of their narratives.</p> <p>Pre-writing: Brainstorming Theme from Conflict (15 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: My Narrative's Theme (20 min)</p> <p>Assign</p>	<p>Students draft the beginning of their narratives.</p> <p>Tutorial: The Beginning of Your Narrative (5-10 min)</p> <p>View (Send this link to students)</p> <p>Narrative Guided Draft: Beginning (30 min)</p> <p>Assign </p> <p>(Students will work on this assignment for the next week. Consider first sharing this video for an overview of Guided Drafts.)</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Students draft the middle of their narratives (day 1 of 2).</p> <p>Tutorial: The Middle of Your Narrative (5-10 min)</p> <p>View (Send this link to students)</p> <p>Narrative Guided Draft: Middle, Day 1 (20 min)</p> <p>-----</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students draft the middle of their narratives (day 2 of 2).</p> <p>Narrative Guided Draft: Middle, Day 2 (20 min)</p>	<p>Students draft the end of their narratives.</p> <p>Tutorial: The End of Your Narrative (5-10 min)</p> <p>View (Send this link to students*)</p> <p>Narrative Guided Draft: End (30 min)</p>	<p>Students identify relationships between ideas in order to add transitions to their narratives, then submit their essays.</p> <p>Practice: Identifying the Relationships Between Ideas (15 min)</p> <p>Assign</p> <p>Narrative Guided Draft: Add transitions to narrative (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>Narrative Guided Draft: Revise based on teacher feedback (30 min)</p> <p></p>

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

Narrative 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 a narrative essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, complete the Quick Write called “Brainstorming Ideas for a Narrative” on your home page!</p>	<p>Start by brainstorming your narrative’s setting and characters (one of which should be you!) with this pre-writing sheet. Save or print all pre-writing sheets when you’re done so you can reference them while you draft!</p> <p>Then, sum up your brainstorm by completing the Quick Write called “Setting & Characters.”</p>	<p>Outline your narrative’s conflict using this pre-writing sheet.</p> <p>Then, sum up your brainstorm by completing the Quick Write called “My Narrative’s Conflict.”</p>	<p>Brainstorm your narrative’s theme (the lesson or message) using this pre-writing sheet.</p> <p>Then, sum up your brainstorm by completing the Quick Write called “My Narrative’s Theme.”</p>	<p>You’ll start your narrative today! First, go through this interactive tutorial for an overview of what the beginning of your narrative should include.</p> <p>Then, open the Guided Draft assignment and write the beginning section of your story.</p> <p>For an overview of the Guided Draft assignment, watch this video!</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.

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Today, start writing the middle section of your narrative. First, go through this interactive tutorial to learn what the middle should include.</p> <p>Then, open the Guided Draft assignment you already started and continue writing, starting at the middle section. Write for about 30 minutes; you can finish this section tomorrow!</p>	<p>Today, finish the middle section of your narrative in the Guided Draft assignment you’ve been working on.</p>	<p>Finish a draft of your narrative by writing the end section. First, go through this interactive tutorial for an overview of what to include.</p> <p>Then, open the Guided Draft assignment you’ve been working on and finish drafting!</p>	<p>Complete the practice topic “Identifying the Relationships Between Ideas.”</p> <p>Then, go back to your Guided Draft and re-read your narrative. Look for places where there are relationships between ideas that are missing transitions, and add transition words and phrases like “later” and “however.”</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>

Rhetorical Analysis Guided Draft Essay Plan

These plans lead students to draft full Rhetorical Analysis 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 the ones you'd like to use!

Students will respond to a prompt about Annie Dillard's excerpted 1982 essay "[Total Eclipse](#)." You can find the complete prompt and other options for texts and prompts in our [assignment library](#).

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students review key elements of rhetorical analysis writing and brainstorm ideas for their essays.</p> <p>Tutorial: Writing a Rhetorical Analysis Essay (5-10 min)</p> <p>View (Send this link to students)</p> <p>Reading: "Total Eclipse" by Annie Dillard (20 min)</p> <p>View (Send this link to students)</p>	<p>Students identify the text's purpose and rhetorical choices in order to draft thesis statements.</p> <p>Pre-writing: Generating a Thesis (15 min)</p> <p>View (Send this link to students)</p> <p>Quick Write: My Thesis (20 min)</p> <p>Assign</p>	<p>Students collect evidence in order to plan their essays.</p> <p>Pre-writing: Finding and Analyzing Evidence (30 min)</p> <p>View (Send this link to students)</p>	<p>Students draft the first body paragraph of their essays.</p> <p>Tutorial: Body Paragraphs in Rhetorical Analysis (5-10 min)</p> <p>View (Send this link to students)</p> <p>Rhetorical Analysis Guided Draft: First Body Paragraph (30 min)</p> <p>Assign</p> <p>(Students will work on the assignment for the next week. Consider first sharing this Guided Draft overview video with them.)</p>	<p>Students draft their second body paragraphs.</p> <p>Rhetorical Analysis Guided Draft: Second Body Paragraph (30 min)</p>
<p>Students draft their third body paragraphs.</p> <p>Rhetorical Analysis Guided Draft: Third Body Paragraph (30 min)</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students draft their introductions.</p> <p>Tutorial: Introductions in Rhetorical Analysis (5-10 min)</p> <p>View (Send this link to students)</p> <p>Rhetorical Analysis Guided Draft: Introduction (30 min)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Rhetorical Analysis Guided Draft: Conclusion (30 min)</p>	<p>Students identify language that is too informal, then revise and submit their essays.</p> <p>Practice: Recognizing Language That Is Too Formal or Too Informal (15 min)</p> <p>Assign</p> <p>Rhetorical Analysis Guided Draft: Revise for formality (30 min)</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>Rhetorical Analysis Guided Draft: Revise based on teacher feedback (30 min)</p>

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

Rhetorical Analysis 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 a rhetorical analysis essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, read the text you will be writing about, available here. As you read, pay close attention to the author's purpose and the strategies she uses, so that you can eventually write an essay in which you analyze one or more of the rhetorical choices Dillard makes in order to achieve her purpose.</p>	<p>Brainstorm your essay's thesis using this pre-writing sheet. Save or print all pre-writing sheets when you're done so you can reference them while you draft!</p> <p>Then, complete the Quick Write called "My Thesis," which you can find on your home page!</p>	<p>Today, prepare to draft your essay by collecting evidence for each of your body paragraphs using this pre-writing sheet.</p>	<p>Draft the first body paragraph of your essay today! First, go through this interactive tutorial to learn what strong body paragraphs should include.</p> <p>Then, open the Guided Draft assignment and type in your thesis to keep it top of mind.</p> <p>Next, 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>	<p>Open the Guided Draft assignment you started yesterday and write your second body paragraph.</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.

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Open the Guided Draft assignment you've been working on and continue writing. Today, write your third body paragraph.</p>	<p>Learn how to write a strong introduction in a rhetorical analysis essay by going through this interactive tutorial.</p> <p>Then, go back into your Guided Draft and finish your introduction!</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>Complete the practice topic "Recognizing Language That Is Too Formal or Too Informal."</p> <p>Then, go back into your Guided Draft and re-read your essay. Look for any language that is too informal, and change it to be appropriately formal. Finally, submit your essay!</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>