

**Teacher Mediated Writing Tasks  
Following Structured Academic Discussion**

**(Five-Minute Paragraph: Topic Sentence + One Supporting Sentence)**

**A Gradual Release Model: I'll do it; We'll do it; You'll do it; You do it.**

👉 **I'll do it... Major scaffolding: Teacher does most of the work.**

Students commonly make errors in their academic writing because they procrastinate. They wait until the last minute to start writing a paper and rush just to get some ideas down, so they have no opportunity for proofreading.

👉 **We'll do it... Moderate scaffolding: Teacher does half of the work.**

Students commonly make errors in their academic writing because they don't have academic language and write like \_\_\_\_\_. Because they are writing as if they were \_\_\_\_\_, they naturally \_\_\_\_\_

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👉 **You'll do it... Minor scaffolding: Partners do nearly all of the work.**

Students commonly make errors in their academic writing because they  
(Name the reason.) \_\_\_\_\_  
(Explain the consequences.) \_\_\_\_\_

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👉 **You do it... No scaffolding: Individuals do all of the work.**

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