

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

Ten-Minute Paragraph: Topic Sentence + Two Supporting Sentences

A Gradual Release Model: I'll do it; We'll do it; You'll 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 get started on an important assignment; If the paper is due Friday morning, they don't start writing until late Thursday evening before going to bed. As a result, they spend all of their time simply trying to get some ideas down on paper and have no time left to check for their common error in mechanics and grammar.

👁 **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 they talk. Because they are writing as if they were speaking, they naturally _____

Consequently, when they proofread and read their paper aloud, they have trouble

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

Students commonly make errors in their writing because they (Name the reason.)

(Explain the reason.) _____

(Explain the consequences.) Consequently, _____