

Teacher Mediated Academic Paragraph Writing Following Structured Academic Discussion

Instructional Steps:

1. Conduct a structured academic discussion. Students will utilize the content generated during this discussion for this relatively brief teacher mediated academic writing task.
2. Tell students that you are going to write a brief formal academic paper together. Tell them to take out a clean piece of notebook paper and write the appropriate heading in the upper right hand corner: e.g., full name, class, date.
3. Clarify the focus of the paper (the content generated in the discussion students just completed, e.g., abuse of child workers in the chocolate industry). Provide students with an appropriate title for the paper or have students brainstorm a title with their partner. Call on individuals to share their title, and then select a suitable title for everyone to use. Direct them to write the title above the first line.
4. Write the topic sentence on the board/overhead projector and direct students to indent 5 spaces on the first line and copy the topic sentence.
5. Direct students to select their 3 favorite ideas (examples, reasons, effects, etc.) from their notes contributed during the structured class discussion of the reading topic.
6. Tell students that you will help them out with writing the first supporting statements for the topic sentence, but that they are going to develop the additional support on their own. Provide the initial sentence starter to introduce the first relevant idea in support of the topic sentence. Model an appropriate statement using the starter as well as your subsequent explanation sentence that elaborates upon this idea. Students add both sentences on their paper after the topic sentence.
7. Provide the second sentence starter for students to write their second supporting idea for the topic sentence. Consider having students collaborate with a partner in writing this statement and supporting sentence. Monitor students' writing and offer support where needed. Select two different students to write their two statements on the board and point out the conceptual and syntactic strengths to the class.
8. Provide the third sentence starter to introduce the final point and direct students to write this statement independently as well as the supporting explanation sentence.
9. Remind students that one goal of this writing task is to utilize some of the target lesson vocabulary. Their paragraph should include at least 3 new lesson terms.

