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# Drafting

## Your Students Will

- evaluate a student draft.
- review their quickwrite from Week 2, Day 3 and continue to work on it.
- write about what slows them down as they draft.

## Materials You'll Need

- Steps in the Writing Process: Drafting ([TraitSpace](#); Student Handbook, p. 18)
- filled-in Teacher's Prewriting Graphic Organizer ([TraitSpace](#))
- Completed Prewriting Graphic Organizer ([TraitSpace](#))
- Teacher's Drafting Model 1 ([TraitSpace](#))
- What Writers Think About As They Draft ([TraitSpace](#); Student Handbook, p. 19)
- quickwrites from Week 2, Day 3
- Snags in the Drafting Process ([TraitSpace](#); Student Handbook, p. 20)
- students' writing folders

## Focus Lesson

### What Writers Do When They Draft

#### Introduce

Start by asking: *Now that you've chosen your topic, what do you do next?* Have students review the information about drafting on Steps in the Writing Process: Drafting and share their thoughts.

#### Explore

- Project your filled-in Teacher's Prewriting Graphic Organizer or the Completed Prewriting Graphic Organizer from Week 2. Say: *In prewriting, I decided on a topic, jotted down ideas, and decided on a format and a voice. Now it's time to start drafting.*
- Model how to create a draft, using the graphic organizer as a starting point. On the board, create a rough lead, body, and ending. Think aloud and elicit suggestions as you go—or use Teacher Drafting Model 1.
- Ask: *What will I focus on first? (the lead)* Say something like: *In a draft, I want to capture my main ideas. So I'll jot down an idea for a lead. I can make it stronger later but I need to start somewhere. I'm not worrying about conventions right now, either.* Possible lead:

**The African savanna looks tranquil. But there are creatures all around. Some of them are black mambas.**

- Say something like: *Now I'll use my prewriting notes to jump into the body. My words could be stronger, my sentences are too alike, and conventions need work, but I'll get ideas down.* Possible body:

**The black mamba is deadly. Olive-gray in color, it's named for the black inside its mouth. One bite from this snake can kill—and a black mamba will strike again and again. The black mamba is graceful and slim. It can easily lift a third of its body off the ground. It grows to be longer than a man is tall. It is one of the fastest snakes around. Luckily, the black mamba would rather escape from people than attack.**

- Say something like: *I'll try an ending that's short and sweet. I'll jot down something as a placeholder. How about this?* Possible ending:

**The black mamba is an interesting snake with deadly venom, and it should be respected in the wild.**

#### Wrap Up

Read the completed draft aloud and announce you will continue to work on it later. Then project What Writers Think About As They Draft and have students share their thoughts about the student draft on that page, using what they learned today.