**Public Transportation is the Way to Go Modeled Lesson Script**

**Prior to the lesson:**

Pre-write the prompt on chart paper before lesson and include the graphic organizer:



Display the 3 part question/prompt poster:

***3 Parts of the Question/Prompt***

 ***Statement***

***Task***

***Evidence***

**Modeled Lesson Script to use with Grade 7/8 Passage-Based Writing Prompt from DRC.**

Prompt: ***The author claims that public transportation offers many advantages to commuters. Write an essay analyzing how the author supports this claim. Use evidence from the passage to support your essay.***

Materials:

Copy of passage for each student

Copy of chart with prompt for each student

Red, green and blue crayon/colored pencil for each student

Paper for students to write their essays on

Begin Lesson:

* ***Today we are going to do an activity needed to be a good reader and communicator. This type of task can be found on a test such as the M-Step. It is a skill that is necessary to fully comprehend a text and talk about the text.***
* ***First, we are going to read the 3 part question/prompt.***

Read Prompt:

***The author claims that public transportation offers many advantages to commuters. Write an essay analyzing how the author supports this claim. Use evidence from the passage to support your essay.***

* ***I am calling it a question, however you have probably noticed that there is no question mark. We call this a prompt.***
* ***Today we are going to dissect the question/prompt into 3 parts to make it easier to understand.***

Read Prompt:

***The author claims that public transportation offers many advantages to commuters. Write an essay analyzing how the author supports this claim. Use evidence from the passage to support your essay.***

* ***How many parts did I say are in this question/prompt?***(Show 3 part poster)
* ***There are three parts to the question/prompt.***
* ***The first part of the question/prompt is the Statement. The statement tells the reader what they WILL read about and sets the purpose for reading the passage.***
* ***Let’s read the question/prompt aloud and see if you can identify the statement part of the question.***

Read Question Aloud Again:

***The author claims that public transportation offers many advantages to commuters. Write an essay analyzing how the author supports this claim. Use evidence from the passage to support your essay.***

* ***What is the statement? Please underline the STATEMENT in RED.***
* ***The second part of the question is the Task****.* ***The task is what the intended audience wants from you.***
* ***What do you have to do to show that you understand the text?***
* ***How do you prove that you “get it”.***
* ***The task will contain a “doing” word. You MUST DO something.***
* ***Let’s read the question/prompt again.***

Read Question Aloud Again

***The author claims that public transportation offers many advantages to commuters. Write an essay analyzing how the author supports this claim. Use evidence from the passage to support your essay.***

* ***What is the task? Please underline the TASK in GREEN.***
* ***The third part of the question is the reminder to use EVIDENCE****.* ***It focuses your writing to include your ideas but requires that you use evidence to support your essay.***
* ***Let’s read the question again.***
* ***What is the evidence reminder? Please underline the EVIDENCE reminder in BLUE.***

**Public Transportation is the Way to Go** *(10 minutes)*

Each student should have their own copy of text.

* ***Today we are analyzing a text and writing to respond to reading.***
* ***This is a Shared Reading activity. I have a copy of the text and so do you.***
* ***Where should your eyes be when I am reading the text? On your text.***
* ***At the end of this lesson you will be able to read the text, annotate (take notes), and write an essay to answer the task.***
* ***You have a document that contains both a description of the parts of the question and a chart.***
* ***You will be taking notes or (annotate) the text.***
* ***You have a chart that has 3 categories.*** (Have students get out chart)
* ***You will see RESTATE, EVIDENCE, and CONNECTION as headings.***
* ***As we read for the 1st read through, I will read to you and you will follow along.***

**Read text together (15 minutes)**

* ***Now, I am going to ask you to read a 2nd time.***
* ***During this close reading, you will be annotating or taking notes in your evidence column.***
* ***To be specific, you are not taking notes on everything you find interesting. You are only writing down evidence that supports the claim.***
* ***The claim in this prompt is “that public transportation offers many advantages to commuters”.***
* ***The only evidence you will be collecting must answer the claim that public transportation offers many advantages to commuters.***
* ***I am looking for a minimum of 3 pieces of evidence.***
* ***Highlight the examples in the text to support the claim.***
* ***I need you to annotate (write down) at least 3 pieces of supporting evidence that you highlighted on your chart under the evidence column.***
* ***I will also be completing this task on my anchor chart.***
* ***If you are struggling and cannot find evidence to support your claim, you are welcome to use my evidence points.***
* ***However, there is a rule you must follow if you write what I write. If you choose to use my evidence from the chart and write it exactly as it appears on your chart, you must find within the text WHERE I FOUND IT and HIGHLIGHT the words.***
* **Read a second time to yourself, highlight and write your 3 evidence bullets now.**

Regroup: read your bullets aloud

* ***Many of you have completed the three pieces of evidence.***
* ***If you are still working, continue after I explain the next box.***
* ***The heading reads “Connection”. This connection section will be included in your conclusion.***
* ***Your connection should relate back to the task.***
* ***AS WELL AS an ending statement that echoes the task.***

***For example:*** *I would write: (add your own example)*

* ***Now write your connection in the connection section of the graphic organizer.***

Teacher writes their connection in the connection section while students are filling out their connection section.

Move to Restate Box

* ***Think of the RESTATE section as the opening sentences to your essay.***
* ***In this section you are going to restate the task you are completing for this essay.***
* ***One way you might start this section is by saying, “In the passage, “*Public Transportation is the Way to Go*” the author claims that public transportation offers many advantages to commuters.***
* ***I will share my thoughts with you in a few minutes but I want you to think about how you would introduce your audience to the task and explain to them what they are going to read about in your essay.***
* ***Those thoughts you are thinking now will go in the restate box.***

Write your RESTATE as students write.

* ***What you have just completed using the graphic organizer is your plan for your essay.***
* ***All that time and effort you put into your planning stage will pay off.***
* ***I am going to ask you to write your essay now. I am only going to give you 10 minutes to write the essay.***
* ***I promise you that if you filled out the table with fidelity, you’ll have almost everything you need to write the essay in less than 10 minutes.***

Do the section below if you have not taught paragraph writing prior to this lesson

* ***Before we start, let’s talk about what we know about writing an essay.***
* ***How many paragraphs does an essay have?***
* ***How many sentences are in a paragraph?***
* ***The answer is...it depends.***
* ***The purpose of this essay is to explain to your audience how the author shows that public transportation offers many advantages to commuters with supporting evidence from the text.***
* ***So it will depend on the type of writer you are as to how many words, sentences, and paragraphs it takes you to do that.***
* ***I will provide a very rough idea of length.***
* ***Let’s take a look at our graphic organizer.***
* ***How many headings do you see? 3-great let’s for the sake of structure think of each heading as it’s own paragraph.***
* ***How do you offset paragraphs so your audience understands?***
* ***Ok, let’s look at the information inside the headings to possibly determine how many sentences may be in each paragraph.***
* ***RESTATE: Two to four…are you mentioning the title? Are you giving an overview of the text?***
* ***EVIDENCE: Three to six…are you using transitional phrases***
* ***CONNECTION: Two to four sentences...connect your feelings and thoughts back to the passage, provide a link to the big picture of life with something you learned.***
* ***I’ve set the timer for 10 minutes. Write your essay.***
* ***I will be writing my essay as you do.***

Essay Writing: Students will turn their notes into the essay. (10 minutes)

* ***Time is up, pencils down. It’s time to Edit and Revise. Editing first….We are going to play a quick game of Cops and Robbers.***
* ***Cops first. Find a partner and EXCHANGE papers.***
* ***The only thing you will point out are clear writing violations.***
* ***You will not comment on handwriting or spelling!!***
* ***You are only looking for capital letter use, ending punctuation, and verb-subject agreement.***
* ***If you find a violation, let your partner fix-it-up.***
* ***2 minutes...go!***
* ***Now Robbers: Place your paper on your desk.***
* ***During this section you will look to revise your paper.***
* ***You will go around the room silently to read as many papers as you can read in the time allotted.***
* ***Go alone, not in a group.***
* ***Collect all the good things you read in the essays.***
* ***You are allowed to “STEAL” them for your essay.***
* ***3 minutes Go!***
* ***Go back to your seat.***
* ***Take 5 minutes to revise.***
* ***Use what you stole from your friends and add to your paper or take things out of your essay that don’t make sense or fit.***
* ***Cross out words, use a carrot to add a word or phrase, draw arrows to add a section.***
* ***Use the revision skills you have learned in the past.***
* ***DO NOT REWRITE THIS ESSAY.***