# Planning to Write

*Guide students to choose precise academic words and take notes to organize key text elements for their academic writing assignment.*
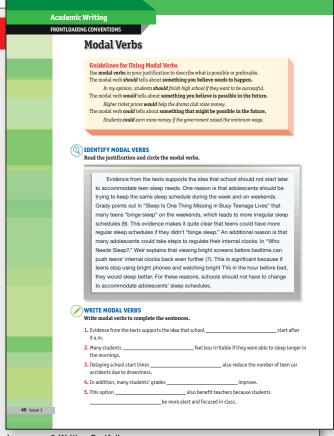
## Choosing Words and Organizing Ideas

Planning before writing is crucial, especially for challenging writing types with specific academic structures. If students do not consider word choice until they are writing a draft, they are likely to use everyday, casual words. Instead, creating a bank of words to choose from when writing gives students a concrete resource to convey their ideas precisely using more formal, academic vocabulary. A note-taking structure specific to an academic writing type allows students to distinguish between the elements of different writing types and to organize their ideas before writing a draft.

In the Planning to Write routine, students review a series of precise word banks that they generated in their *Portfolio* after reading each text and select relevant words to use while writing their draft. Then the teacher models how to paraphrase key details or text evidence. The teacher demonstrates how to write an appropriate topic sentence or thesis statement and students write their own using a frame. Next, the teacher guides students to take notes on important details or relevant support for their claim. Finally, students compare their writing plans with partners and the class.

## Planning to Write at a Glance

*Guide students to select relevant vocabulary from precise word banks and organize ideas to respond to a writing prompt.*

1. **Analyze the Writing Prompt** Read the writing prompt chorally and explain key terms.

2. **Build Precise Vocabulary** Guide students to review precise word banks in their *Portfolios* to compile a final list of relevant topic and high-utility words.

3. **Identify Key Details or Text Evidence** Model how to identify and paraphrase appropriate details to write a summary or evidence to support a claim.

4. **Guide Note-Taking** Support students in stating a topic sentence or thesis, and then taking notes to organize each section of their writing.

### Academic Writing

**FRONTLOADING CONVENTIONS**

#### Modal Verbs

**Guidelines for Using Modal Verbs**
Use **modal verbs** in your justification to describe what is possible or preferable.
The modal verb **should** tells about **something you believe needs to happen.**
*In my opinion, students **should** finish high school if they want to be successful.*
The modal verb **would** tells about **something you believe is possible in the future.**
*Higher ticket prices **would** help the drama club raise money.*
The modal verb **could** tells about **something that might be possible in the future.**
*Students **could** earn more money if the government raised the minimum wage.*

**IDENTIFY MODAL VERBS**
Read the justification and circle the modal verbs.

Evidence from the texts supports the idea that school should not start later to accommodate teen sleep needs. One reason is that adolescents should be trying to keep the same sleep schedule during the week and on weekends. Grady points out in "Sleep Is One Thing Missing in Busy Teenage Lives" that many teens "binge sleep" on the weekends, which leads to more irregular sleep schedules (9). This evidence makes it quite clear that teens could have more regular sleep schedules if they didn't "binge sleep." An additional reason is that many adolescents could take steps to regulate their internal clocks. In "Who Needs Sleep?," Weir explains that viewing bright screens before bedtime can push teens' internal clocks back even further (7). This is significant because if teens stop using bright phones and watching bright TVs in the hour before bed, they would sleep better. For these reasons, schools should not have to change to accommodate adolescents' sleep schedules.

**WRITE MODAL VERBS**
Write modal verbs to complete the sentences.

1. Evidence from the texts supports the idea that school _____ start after 9 a.m.
2. Many students _____ feel less irritable if they were able to sleep longer in the mornings.
3. Delaying school start times _____ also reduce the number of teen car accidents due to drowsiness.
4. In addition, many students' grades _____ improve.
5. This option _____ also benefit teachers because students _____ be more alert and focused in class.

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*Language & Writing Portfolio*

### Language to DISCUSS WRITING

Display and model how to use these frames to discuss essential writing support with partners and the class.

**Reporting Precise Words**

- One topic word I plan to include is _____.
- A high-utility word I intend to use is _____.
- Another (topic/high-utility) word that will be useful is _____.

**Discussing Writing Support**

- My (topic sentence/thesis statement) is _____.
- One (reason/piece of evidence/important detail) that I plan to include is _____.
- I plan to conclude my (paragraph/essay/research paper) by stating that _____.

# Planning to Write Routine

**Purpose:** *To organize effective notes for an academic writing assignment by identifying relevant vocabulary and supporting details or evidence.*

**1. Analyze the Writing Prompt**
- Read aloud the writing prompt chorally.
- Direct students to circle important terms in the prompt. *Circle the word* justification. *I'll remind you that in a justification, you provide convincing reasons and primarily text-based evidence to support your claim.*

**2. Build Precise Vocabulary**
- Guide students to review precise word banks in their *Portfolios* to compile a final list of relevant topic and high-utility words to reference when writing. *To prepare to respond to the writing prompt in an academic register, review the precise word banks you generated after reading each text in this Issue. Think about how you intend to respond and put a check next to topic words and high-utility words that will be useful in supporting your claim. When you have finished selecting your words, make a reference list on a sticky note.*

**3. Identify Key Details or Text Evidence**
- Model how to review texts in the *Issues* book and text notes to identify important text details for a summary or appropriate text evidence for a justification or argument writing assignment. *I recall reading about the effects of sleep deprivation on the immune system in Text 1. Let's skim Text 1 and our text notes to find evidence to support the point that not getting enough sleep might make you sick.*
- Direct students' attention to relevant text details or text quotes and model how to paraphrase. *I've located a relevant quote at the end of the second paragraph on page 7. Weir emphasizes that increased cortisol levels can "weaken the immune system" and make people "more susceptible to illness." I can paraphrase that quote to provide text evidence for the first reason. To cite the text, I put the author's last name and page number in parentheses and end with a period.*

**4. Guide Note-Taking**
- Read aloud the directions. Then guide students to complete the frame to write an effective topic sentence or thesis statement.
- Prompt partners to share their topic sentences or thesis statements with each other twice: 1) Read it fluently; 2) Say it with expression.
- Read aloud the example for Important Detail 1 or Reason 1. Model how to gather important details from the texts and text notes or supporting evidence from the data file, texts, text features, and text notes. *On page 18, Shellenbarger states that "Teens left to their own devices tend to cycle, soaking up stimulating light from their computers. This can further delay sleep by 2½ to 3 hours." I will paraphrase this quote as evidence to support Reason 1.*
- Direct students to write four important details from the text (formal summary) or reasons that support their claim and text evidence for each reason (justification and argument).
- Prompt partners to compare their selections using frames: *One important detail that I plan to include is _____. One reason that supports my claim is _____. A piece of evidence that supports this reason is _____.*
- For justification and argument writing, preselect students with opposing claims to read aloud their topic sentences or thesis statements, one reason, and one piece of text evidence.
- Display and model how to restate the author's conclusion (formal summary) or your model claim (justification and argument) in a concluding sentence. *To conclude the paragraph, I will remind the reader of the position that I stated in my topic sentence: Schools should not start later to accommodate teens' sleep schedule. I will begin my conclusion with a transition to signal to the reader that I am wrapping up: For these reasons. Now I will restate my claim using different wording: schools should not delay start times to acknowledge teens' sleep schedule. "Delay" replaces "start later" and "to acknowledge" replaces "to accommodate." I will keep the precise topic phrase "sleep schedule."*
- Have students restate the author's conclusion (formal summary) or their claim (justification and argument) to complete their conclusions.
- Prompt partners to take turns rereading aloud their topic sentences or thesis statements followed by their conclusions. *Let's share how we have restated our initial claims by first rereading the claim and then reading our concluding statement.*

## Implementation Support

**Step 1: Analyze the Writing Prompt**
HMH TEACHER CENTRAL To use this routine to plan an additional writing assignment or for another class, access and print the resource for the appropriate writing type from HMH Teacher Central.

**Step 2: Build Precise Vocabulary**
HMH TEACHER CENTRAL Access and print a Debate Tracker (HMH Teacher Central) for each student. Write opposing claims in response to a writing prompt. Model scanning the texts and completed precise word banks in the *Portfolio* to identify precise topic words and high-utility words that would be useful for defending each position. Elicit and record precise words for each position using various strategies. Prompt students to record words that will be beneficial when providing reasons and evidence to support their claims.

**Step 3: Identify Key Details or Text Evidence**
If students struggle with identifying and paraphrasing relevant text evidence, prepare and display three additional reasons. Guide students to identify and paraphrase related text evidence using a partially completed statement, such as those provided in the Take a Stand paraphrasing tasks.

**Step 4: Guide Note-Taking**
With initial Issues, consider assisting less proficient writers by providing a sample Reason 1 for both possible stances. Direct students to copy the reason that supports their claim and work with their partner to identify and paraphrase one relevant piece of text evidence on a separate piece of paper. Steer students toward the most appropriate text(s) for gathering evidence. Preselect and record contributions from three students for each reason. Encourage students to compare the evidence they identified with their classmates' evidence and complete the Text Evidence for Reason 1 with their favorite paraphrased citation.