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Writing a Draft

Why It's Important

- Scaffolds students' academic writing using detailed frames embedded with language and grammatical targets.
- Supports students to complete increasingly longer and more complex academic writing.
- Provides clear instruction for moving from taking notes to writing a draft.
- Encourages students to replace everyday words and convey their ideas precisely.

When to Use It

- Follow the Writing a Draft routine after students plan their writing to complete the writing frame.
- Use this routine to scaffold students' academic writing in the core curriculum or content areas.

Writing a Draft

Support students to complete increasingly complex academic writing assignments using clear and targeted writing frames.

Using Academic Writing Frames

Across content areas, students must complete a variety of academic writing tasks of varying purpose and complexity. However, many English learners struggle with the skills that these tasks require, such as paraphrasing text evidence and using precise words in writing. Detailed writing frames with embedded language and grammatical targets help students internalize the features of academic writing types and successfully apply them to their writing. Students can gradually work toward using more sophisticated frames to complete longer and more complex writing assignments.

In the Writing a Draft routine, students complete a draft using a frame to write an introduction, supporting details, and a conclusion. The routine includes a writing frame with labels that provide clear guidelines for students to choose appropriate language and content for each section. During the routine, the teacher models how to complete each section of the frame while guiding students to replace everyday words with precise academic words and to use correct grammar and mechanics. After students complete their drafts, partners collaborate to read them aloud to each other.

Writing a Draft at a Glance

Guide students to use their notes and a writing frame to write a draft that includes the key elements of the academic writing type.


- 1. Review the Prompt** Read aloud the writing prompt to clarify the writing assignment.
- 2. Introduce the Writing Frame** Display the frame and point out key features.
- 3. Transfer the Introduction** Read aloud the topic sentence or thesis statement frame and have students use their notes and proper conventions to complete it.
- 4. Write Detail Sentences** Guide students to use their notes to write detail sentences or paragraphs using academic language, paraphrasing, and correct grammar and mechanics.
- 5. Construct a Conclusion** Model how to write a conclusion for the academic writing type and have students write their own.
- 6. Read the Draft** Read the sample draft aloud and guide students to replace everyday words with precise synonyms.

Academic Writing

WRITING A DRAFT

Write a Justification

Prompt Should school start later to accommodate adolescent sleep needs? Write a justification that states and supports your claim.

 **WRITE A PARAGRAPH**
Use the frame to write your topic sentence, detail sentences, and concluding sentence.

A

Evidence from the texts supports the idea that _____
(claim)

One reason is that _____
(1st reason that supports the claim)

_____ points out in _____
(author's name) (title of source)

that _____
(text evidence)

B

This evidence makes it quite clear that _____
(elaborate on the evidence)

An additional reason is that _____
(2nd reason that supports the claim)

In _____
(title of source) (author's name)

explains that _____
(text evidence)

This is significant because _____
(elaborate on the evidence)

C

For these reasons, _____
(restate your claim)

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Writing a Draft Routine

Purpose: To use a frame to write a draft that includes all of the elements of the academic writing type.

1. Review the Prompt

- Read aloud the writing prompt to clarify the academic writing assignment. *This prompt asks you to take a position on whether or not schools should start later to accommodate adolescents. You will write a justification paragraph that states your claim and support it with clear reasons and evidence from the texts.*

2. Introduce the Writing Frame

- HMH TEACHER CENTRAL** Use HMH Teacher Central or the board to display the writing frame and point out key features.
- Show students how the letters (A–C) and brackets correspond to each part of the writing type.
- Explain the purpose of the small text in parentheses. *Notice the text in parentheses under the blank lines. This text will guide you to write your draft. Sometimes this text will give you a choice of words, such as compelling and powerful. Your job is to select the word that is the best fit for your idea and write it on the line above. Other times, this text will give you directions for what to write, such as “reason that supports your claim.”*

3. Transfer the Introduction

- Read aloud the frame for the first sentence. *Put your finger on section A. This is the topic sentence, the claim.*
- Tell students to transfer the topic sentence or thesis statement from their notes to section A of the writing frame.
- Remind students to use proper mechanics. *Make sure to capitalize the author’s name and the title of the article. Add quotation marks around the title.*

4. Write Detail Sentences

- Explain to students that detail sentences or paragraphs support the writer’s topic sentence or thesis statement. *Support your claim with reasons and evidence from the texts or your experience.*
- Model how to write a clear and effective detail sentence. *Clearly state your reason. A strong reason is logical and relevant; it should make sense.*
- Guide students to use the content of their notes to write supporting details or paragraphs.
- Explain that the detail sentences should appear in an order that makes sense. *Write a reason and then write evidence that clearly supports that reason. One effective strategy is to state your strongest reason last.*
- Tell students that transitions introduce or connect ideas, details sentences, and paragraphs. *Use a transition phrase, such as “In the text,” to introduce text evidence. Use a transition phrase, such as “Within my community,” to introduce evidence from experience.*
- Model for students how to paraphrase ideas from a source text using academic language. *When you paraphrase ideas from a text, you use your own words and replace key words with precise synonyms.*
- Show students how to write citations for text evidence in justification and argument writing.
- Support students to use proper grammar and conventions. *If Julia wants to describe a friend’s experience last year, she could write a sentence using regular past-tense verbs, such as “My older sister missed first period on many occasions due to sleep deprivation.”*

5. Construct a Conclusion

- Model how to write a concluding sentence or paragraph. *In a justification, a concluding sentence restates the claim from the topic sentence.*
- Guide students to write a concluding sentence or paragraph. *Remember that restating your claim does not mean copying the topic sentence. Say your claim in a different way to write an interesting conclusion.*

6. Read the Draft

- Read aloud the sample draft and model how to replace everyday words with precise synonyms.

Essential Routine: Partner Interaction

- Ask students to identify themselves by number or letter. *Raise your hand if you’re partner A. Partner B?*
 - Direct partners to take turns reading their drafts to each other. *Let’s have partner Bs begin. Read your draft aloud to partner As. Then switch roles and partner As read to partner Bs.*
 - Remind students to use the “4 Ls.” *Remember to look, lean, lower your voice, and listen.*
- Guide students to reread their drafts, circle everyday words, and replace them with more precise synonyms from their compiled lists of word bank words.

Implementation Support

Step 1: Review the Prompt

HMH TEACHER CENTRAL To use this routine to write a draft for an additional writing assignment or for another class, access and print the writing frame for the appropriate writing type from HMH Teacher Central.

Step 2: Introduce the Writing Frame

HMH TEACHER CENTRAL If your students would benefit from writing a draft using a less complex frame from an earlier Issue, or if your students need additional practice with another academic writing type, access the printable writing frames from HMH Teacher Central.

Step 3: Transfer the Introduction

HMH TEACHER CENTRAL Use HMH Teacher Central to display the writing frame so that you can model how to choose precise words or appropriate transitions and display the annotations from the *Teaching Guide*.

Step 4: Write Detail Sentences

Direct “fast finishers” to read their drafts silently and check to review the guiding text in parentheses throughout the frame to make sure they completed each part correctly.

Step 5: Construct a Conclusion

After you share the model conclusion, have students read the conclusion frame chorally. Then select students to give additional language options to complete the frame before students complete it individually.

Step 6: Read the Draft

Teach students how to use a digital thesaurus to identify and write alternate word choices to replace everyday words.