

Organize your prewriting ideas into sentences. Add details that support your topic.

Benjamin Franklin

life	career	inventions
born in 1706, in Boston	newspaper editor printer	bifocals lightning rod
died in 1790	1st library Founding Father	swim fins

Have you ever heard of someone who could do just about anything? Benjamin Franklin was just that sort of person. He was an editor, a writer a scientist, and an inventor.

His life started in boston, Massachusetts, in 1706...



1. Build Writing Skills

Teach Writing Process: Drafting

- A. **Restate Drafting** Explain that in the drafting process, writers develop prewriting ideas by turning them into organized sentences. It is also the time when interesting supporting details are added. Remind students that they do not need to focus on spelling or other mistakes in this step. *Today we are going to focus on turning our prewriting into a draft.*
- B. **Focus on the Visual** *How is the writer's draft different from his prewriting? (It is organized and more detailed.) Why is the writer ignoring mistakes right now? (Mistakes are fixed later.) What other details could the writer add?*

2. Write and Analyze

Writing Process: Drafting

- A. **Write Texts** Students should write a draft using previously completed prewriting.

Below Level	On Level	Above Level
Review students' prewriting together. Guide them in drafting sentences about select details. Prompt students to "talk through" their sentences, with the aim of calling attention to important details that students can incorporate and elaborate.	Review students' drafts for flow and relevance. Offer suggestions for adding supporting details. Discuss the importance of fully developing ideas during the drafting process.	Encourage students to include meaningful details in their drafts that help the reader understand their message or ideas. Prompt students to check for coherence in their writing at the draft level.

- B. **Support Writing** When students are finished, ask:
- *How did you choose the details that best support your topic?*
 - *What is the message or main point of your writing? What would be a good title for your writing?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *How do you organize your ideas? Why is this the best way to organize your writing?*
 - *Which detail is your strongest? Which detail is your weakest? Explain.*
 - *Tell me an interesting detail that you added. Why did you choose to add it?*
- B. **Monitor Learning** Use the rubric below to assess students' drafting.
- C. **Next Step** Continue providing small group support for drafting for students who score 1 or 2.

Writing Form: Drafting

1. Little Evidence	Student's writing contains few or no important ideas and may focus on random details. Writing demonstrates little organization or building of prewriting ideas.
2. Some Evidence	Student's writing is mostly on-topic. Writing is generally focused and coherent, but details may be weak and sparse.
3. Clear Evidence	Student's writing contains a sufficient number of meaningful details and shows clear organization. Writing is on-topic, focused, and coherent.