**How the Lessons Build**

**9th Grade:** Students learn how to use close reading strategies (READ, annotation) and write summarizing statements (GIST and But, So, Because).

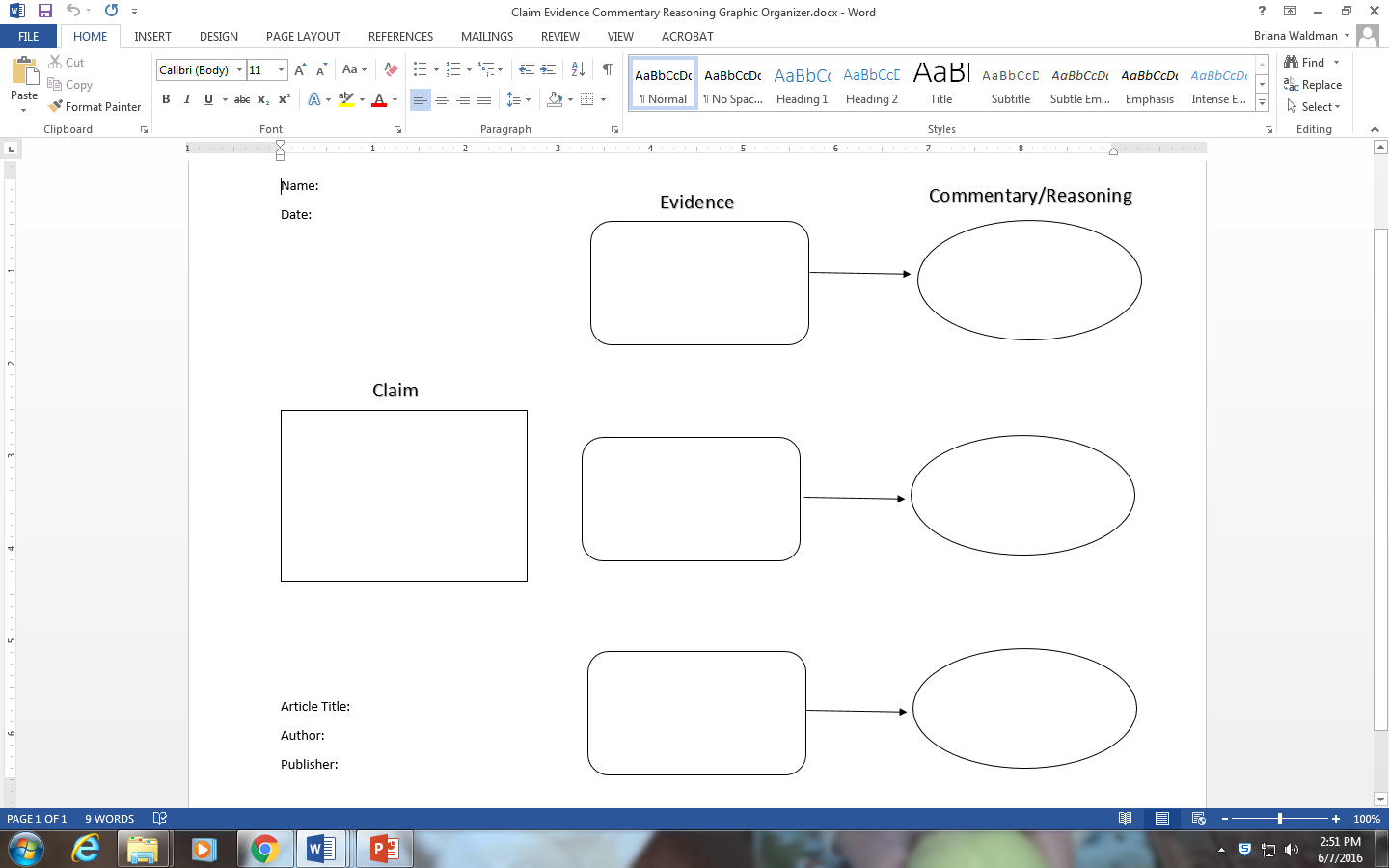
**10 Grade:** Students learn how to write to a prompt (analyzing the prompt) and take a stance on something they read (writing a thesis statement). The thesis statement is related to the prompt analyzed. The graphic organizer used at that level is:

|  |  |  |
| --- | --- | --- |
| **ID-Identify topic** | **Claim-What you believe, your insight on the topic** | **Forecast-3 general reasons you believe your claim is true**   1. Forecast 1 becomes your claim (topic sentence) in your first body paragraph |
| **Thesis:** | | |

**11th Grade:** Students learn how to more fully develop their thinking to support a thesis statement. They turn one of their forecast statements in 10th grade into a claim in 11th grade and then learn how to support the claim with evidence and commentary. The following graphic organizer is used:

Commentary/Reasoning

Evidence



Forecast 1 becomes your claim (topic sentence) in your first body paragraph

Claim

The second 11th grade lesson focuses on finding more support for a claim and completing this entire graphic organizer.

The first 11th grade lesson focuses on completing one of these rows.

Students also learn how to take the information in the graphic organizer and write 1-2 sentences in the first lesson, and many sentences in the second lesson.

**12th Grade:** Students learn how to take the thesis statements and graphic organizers from 11th grade, add transitional phrases and concluding sentences and more fully develop an entire paragraph. The graphic organizer for 12th grade is:

Thesis Statement:

(Topic Sentence/Claim) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(Evidence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(\_\_\_\_\_\_\_\_) .** (Commentary) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Concluding Sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At the end of 12th grade, students edit their paragraph with their peers.

*\*\*\* If students can develop one paragraph around the first forecast statement in the thesis, they can then repeat the process for the second forecast statement, and the third forecast statement. With an introduction and a conclusion, this would be the framework of a 5 paragraph essay. The skill could also be repeated many times to develop even longer papers as needed. \*\*\**