

Writing Task: Medicine Research Report  
 Writing Process Stage: Revise

Connection (to previous days lesson)	Reread the whole draft with students.
Teach (What is your teaching point?)	How to add more facts to strengthen the supporting paragraphs.
Engage (demonstration/modeling)	Model how to add more notes to your data chart and strengthen your supporting paragraphs with more facts. Have students reread the whole draft. Rewrite the first paragraph with the symptoms first and then the condition being stated.
Link (what will you ask them to do today as independent writers?)	Writing Task: 1) Revise you introductory paragraph 2) Add more facts to your supporting paragraphs by adding them to your data chart and then turning them into

Connection (to previous days lesson)	Reread the whole draft as a class.
Teach (What is your teaching point?)	Students will learn how to add transitions to their paragraphs to add more ideas or link paragraphs
Engage (demonstration/modeling)	Model how to add the transitions: moreover, furthermore, also, in addition, and finally to add more ideas. Model how to link paragraphs by repeating words such as scientific medicine and folk medicine
Link (what will you ask them to do today as independent writers?)	Writing Task: 1) Reread your research report out loud 2) Using the handout add transitions words to add more ideas 3) Add words to link your paragraphs. 4) Reread your research report out loud.

Connection (to previous days lesson)	Reread the Revised Draft
Teach (What is your teaching point?)	Using the Criteria Chart to Revise
Engage (demonstration/modeling)	Model for students how to use the criteria chart to revise. Read each item and read my paper.
Link (what will you ask them to do today as independent writers?)	Writing Task 1) Use criteria chart to revise the writing applications 2) Use the criteria chart to revise the writing strategies

Connection (to previous days lesson)	Reread the whole draft as a class.
Teach (What is your teaching point?)	How to add variety to sentences by combining sentences with coordinating conjunctions?
Engage (demonstration/modeling)	Remind students of the what a coordinating conjunction is (and, but, or) and its purposes. Model for students how to combine sentences using

	coordinating conjunctions.
Link (what will you ask them to do today as independent writers?)	Writing Task: 1) Use coordinating conjunctions to combine sentences and add sentence variety.

Connection (to previous days lesson)	Reread the Revised Draft
Teach (What is your teaching point?)	Management Lesson: Model for students how to use Response Groups.
Engage (demonstration/modeling)	Model for students how to use a response group. Explain its purpose. Go over the chart with steps for conferencing with other students.
Link (what will you ask them to do today as independent writers?)	Have students conference with each other using the response group sheet.

Connection (to previous days lesson)	Reread the Revised Draft
Teach (What is your teaching point?)	How to add Headings and Pictures
Engage (demonstration/modeling)	Model for students how to add headings and pictures for each paragraph.
Link (what will you ask them to do today as independent writers?)	Writing Task 3) Add headings to your paragraphs 4) Add Pictures from the internet to your paragraphs