

Writing

Planning the Essay

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<http://bit.ly/3pPRsfX>

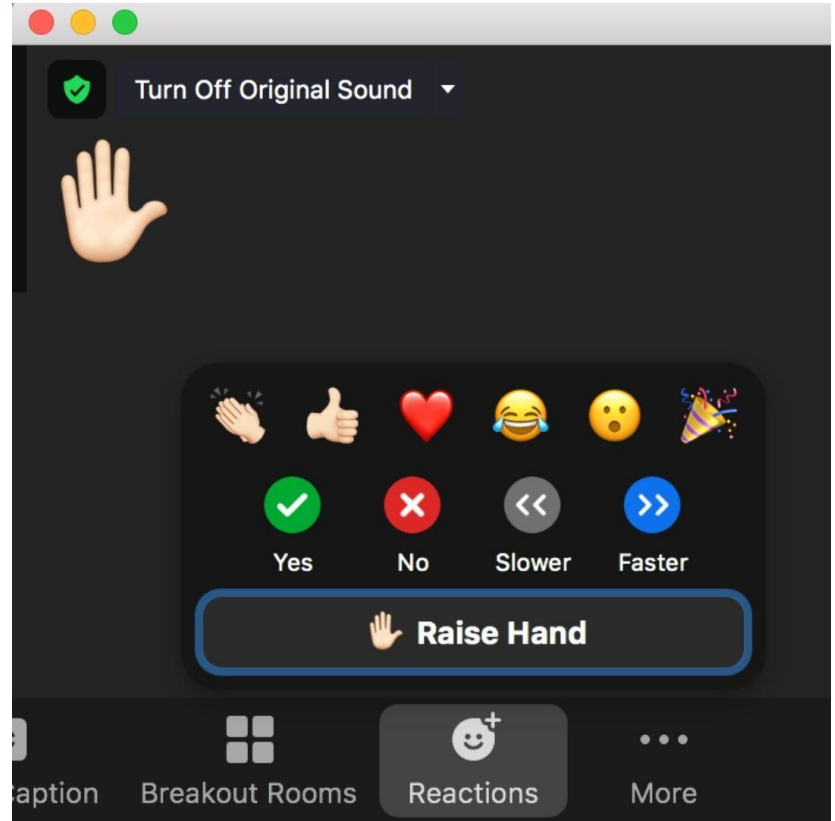
Open this slideshow to
get links for later

The GED Testing Service lists “not utilizing an outline or plan from which to write” as one of the four main reasons why students are struggling with their essays.

Let's talk about how to **sell planning**,
how to **teach students to write from**
their plans, and how to **find the best**
plan for your students.

Interact by...

- Yelling out your question
- Unmute (I try to watch)
- Type into the chat
- Use Zoom Reactions





What is one thing you hope to learn today?

Click here to open the Chat feature



Leave Meeting



Are you teaching writing online, in person or both?

Click here to open the Chat feature



Leave Meeting

Agenda

- Introductions and learning goals
- Brief overview of GED (or any) writing process
- Overview: Selling planning, teaching students to write from their plans, finding the best plan for your students
- Investigation half-jigsaw
- Group reporting
- Questions

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Ready your device if you have one

Stages of writing

1. Plan
2. Organize
3. Draft/write
4. Edit and revise

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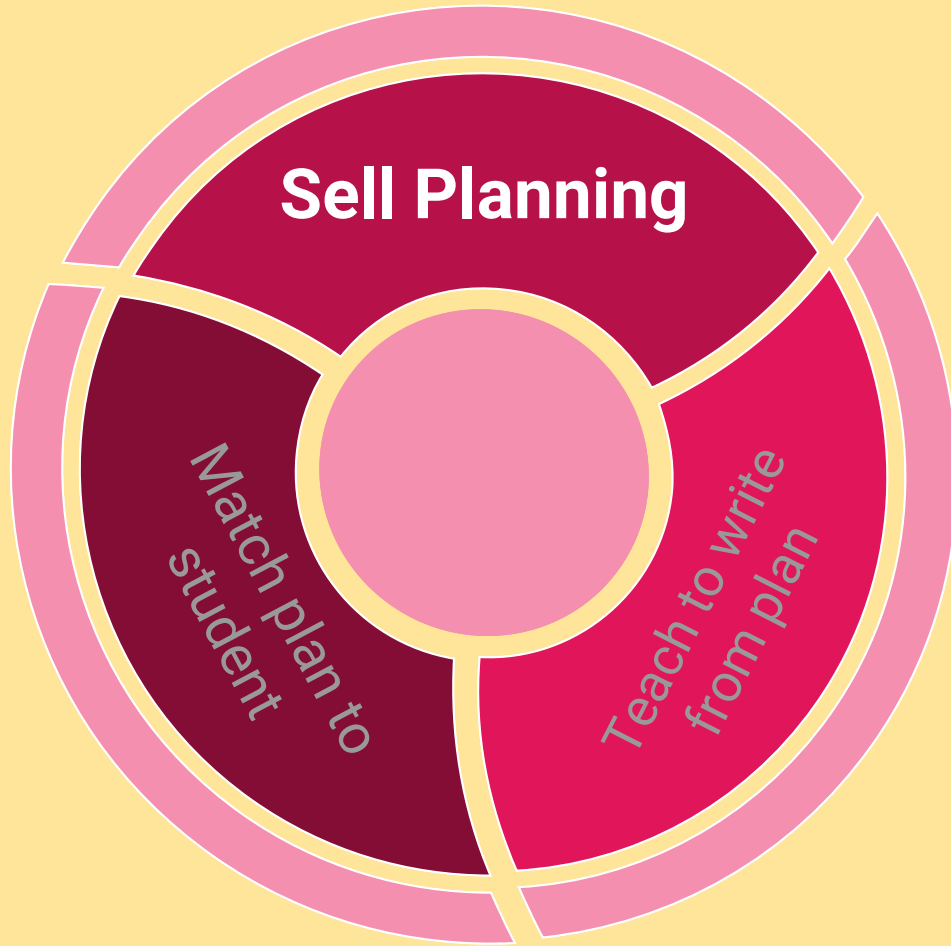
Tasks BEFORE writing

- Understand fact, opinion, emotion, experts
- Understand the prompt
- Read the passages
- Decide which argument is better
- Decide WHY that argument is better



All the NOT-Planning tasks are interwoven into the process of planning

Overview: Sell planning, teach students to write from their plans, and find the best plan for your students



Sell Planning

*Match plan to
student*

*Teach to write
from plan*

Reverse Outlining

[What is reverse outlining?](#)

[Example of a reverse outline plus instructions](#)

[Another detailed example \(PDF\)](#)

[*Questions to use with your reversed outline](#)

How could Reverse Outlining show students that planning will improve their writing?

Reverse-engineer these GED essays

[Perfect Score Highway 17](#)

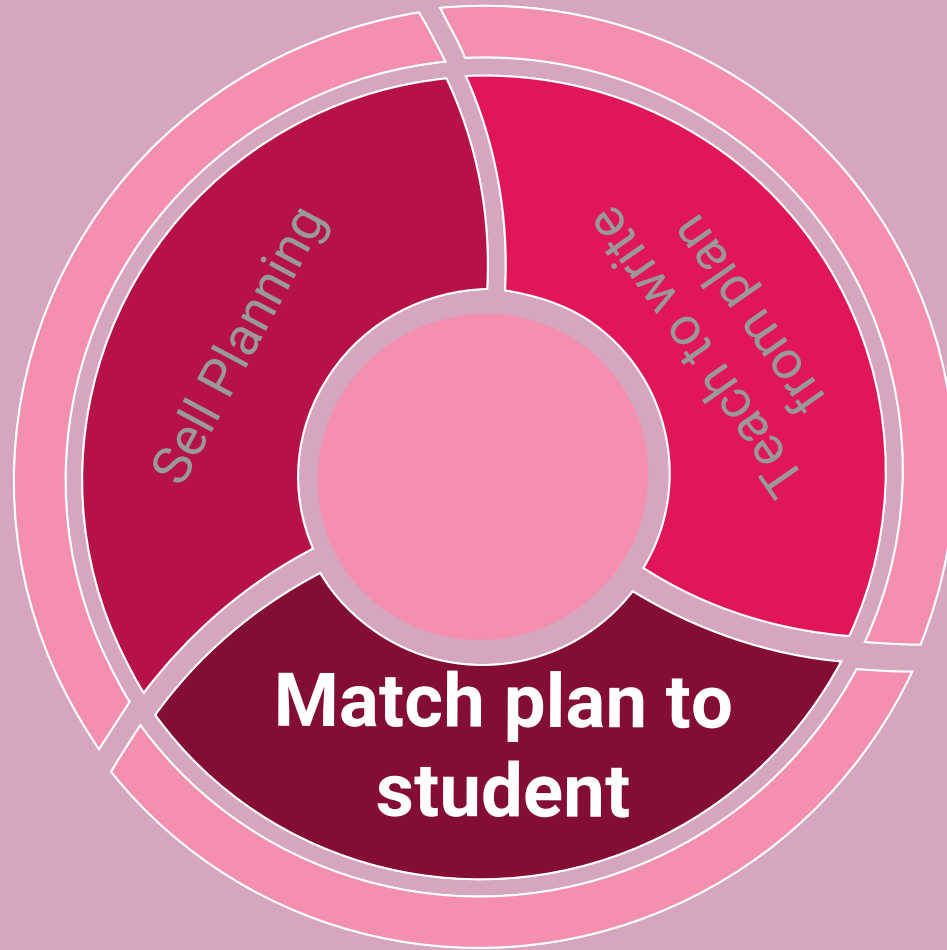
[More GED essays starting on p 14](#)



Using an outline to write a paper - CUNY

Have a look at [this essay from CUNY](#) on how to turn your outline into complete sentences and paragraphs.

How might you modify these instructions for students to use for GED essay practice?



Outline plans will be similar

Argumentative essays have similar structure

Encouraging students to type outline into essay box limits responses

My students start ok and end up saying what we should do about daylight savings time. What do your students struggle with? How can you personalize an outline structure to help them?

Different Outline Ideas

Organize by “because” statements

Include “claim” and “evidence” in the outline template

Sample outline format for Shelly's Students

Problems

- *Students start on the right track but end up agreeing or disagreeing with one of the stimulus materials' positions*
- *Students summarize material*
- *Students don't have good grasp of "evidence"*



Time to do some work!

Before going to Breakout Rooms...

1. Get to this slideshow if you can
2. Go to Slide 26

bit.ly/3pPRsfX

From your breakout room...

1. Determine your strategy based on your room number ([next slide](#))
2. Follow the instructions on the [Activity Prompt](#) (next next) slide

Room Numbers and Strategy Assignments

| Room Number | <i>Strategy</i> |
|--------------------|--|
| 1 and 4 | <i>Sell Planning</i> |
| 2 and 5 | <i>Teach Students to Write from a Plan</i> |
| 3 and 6 | <i>Match a Plan to your Students</i> |
| 7+ | <i>Choose one of the three strategies</i> |

Activity Prompt for your strategy

Be ready to report back to the group.

1. Under what circumstances might you use this strategy, or how might it support learning?
2. What would be the first step toward using this strategy?
3. What resources would support this strategy?
4. What thoughts do you have about how this strategy might fit in with the other two?
5. If you have time, spend a few minutes trying out the strategy.
6. What else did you learn?
7. What questions do you still have?



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Thank
You