

**TITLE OF LESSON:**

English 2 Unit 3 Lesson 27–What is Good Writing?  
*How does effective writing inform the message?*

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**TIME ESTIMATE FOR THIS LESSON:**

One class period

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**ALIGNMENT WITH STANDARDS**

California – Eng 9-10: R3.0, 3.5, 3.8, 3.11; W1.0-1.2, 1.4, 1.6, 1.7, 1.9, 2.0, 2.2a-d, 2.4a-d; W/O1.0-1.5; L/S1.0-1.3, 1.6, 1.8, 1.9, 2.4a-d, 2.5a-d

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**MATERIALS**

*Bless Me Ultima*—Reading (not provided by Esubjects)  
**Persuasive Essay—Revising and Editing** – Student Page  
**Persuasive Essay Rubric** – Student Page  
Chart paper and markers

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**LESSON OBJECTIVES**

- To improve thinking, writing, and organization skills through drafting and revising
  - To critically analyze pieces of writing to form and substantiate opinions about effective writing
  - To engage metacognitive skills by asking students to consider their own thinking and writing processes
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**FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY**

- 1) Homework Check – Stamp/initial homework. Return any graded assignments and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) **Silent Sustained Reading**—Have students read for fifteen minutes. Ask students to copy down one phrase, sentence, or section that they believe is well-written and write an explanation of why they think it is an example of good writing. At the end of the reading session, ask for volunteers to read their examples and explanations of effective writing. Allow for, and discuss, differences of opinion—some students may prefer clear, straightforward styles, while others may like descriptive, lyrical prose. Discuss why some writers, and readers, prefer certain writing methods and styles over others.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		What is Good Writing?	1. Group Work— Good Writing 2. Present 3. Self-editing 4. Peer Editing	<i>Bless Me, Ultima</i>	1. Draft 2 – Rewrite persuasive essay. 2. Continue reading novels.

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**ACTIVITIES – INDIVIDUAL AND GROUP**

1. **Group Work: Good Writing**—Place students in groups of four and have them assign roles (see *Group Roles*). Pose the question to each group, “What is Good Writing?” and ask them to back up their opinions using *Bless Me, Ultima* and whatever other texts they choose from past readings. They must cite examples of good writing and explain why they are well-written, and may also provide counter-examples of poor writing. Each group must come up with a list of qualities that comprise good writing, as well as specific citations that back up their assertions.



2. **Present: Good Writing**—As each group presents their definition of good writing, have one student record the descriptive words on a piece of chart paper with the title “Good Writing.” Keep this sheet posted in the classroom for future reference. After each group has shared, ask students to analyze the list for patterns and inconsistencies: Which qualities are universal? Which are matters of taste? Is there a single definition of “Good Writing” or does it differ from person to person?
  3. **Goal Setting** – Ask students to look at the **Persuasive Essay Rubric**. Have them decide what grade they will try to earn. On a separate sheet of paper, ask them to write the grade and beneath it have them list 3 specific things they will do to get the grade they say they want. For example, I will make sure that I get all drafts done and in on time (from a student who is chronically tardy in her work) would be acceptable. The idea is that students should be identifying the areas they need to work on to improve their grades. Collect goals.
  4. **Self-editing**—Ask each student to look back over the draft they have brought with them to class and first correct any mistakes they find. Then have them look back over the essay structure listed on the **Persuasive Essay Requirements** sheet and make sure their essay fits the model of the five-paragraph persuasive essay. If they notice anything missing, have them indicate it in pen to add in during the revising process. Finally, ask them to underline the phrase, sentence, or section of their draft that they think is most effective and well-written, and to circle the part that they would like help with.
  5. **Peer Editing**—In pairs, students help each other revise and expand on the first drafts of their persuasive essays. Using the **Persuasive Essay—Revising and Editing** sheet, peer editors help writers with both the style and content of their pieces. Emphasize that editing is more than just checking spelling and grammar; the peer editor’s job is to help improve the overall quality and meaning of the work. At the end of the editing session, each writer should have a clear idea of what works best in their piece and what they need to work on, as well as one question that their editor would like answered.
5. **Review Homework** – Rewrite persuasive essay, using peer editor’s comments and questions to create an effective second draft.
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#### HOMEWORK

- 1) Draft 2 – Rewrite persuasive essay to include the suggestions of your partner.
  - 2) Continue reading novels.
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#### GROUP ROLES

**Facilitator** – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible for the definition of good writing and find examples of what they think exemplifies effective writing. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

**Timekeeper** – Your job is to make sure the group is completing their assigned tasks in the given time. Make sure to give a five-minute warning and a one-minute warning.

**Notetaker** – Your job is to write out the words the group is giving you for the definition of good writing and to copy down the examples they give you from the text. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

**Presenter** – Your job will be to present your group’s interpretation to the class. It is your job to make sure that the presentation runs smoothly and effectively conveys the ideas of the group.

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#### DOCUMENTATION FOR PORTFOLIO

##### Unit 1

Evaluation Essay #1  
Evaluation Essay #2

##### Unit 2

Essay 1: War  
Essay 2: Communication



Project 2  
Evaluation Essay #3  
Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation  
Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
English 2 Unit 1 Final Exam

**Unit 3**

Memory Poem  
Essay 1: Novel Evaluation

Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5  
Project 2 – Political Cartoons  
Project 3 – Editorials  
Project 4 – CyberSpeech  
Project 5 – Hard News Stories  
Novel Evaluation 3  
Final Project – Online Newspaper  
English 2 Unit 2 Final Exam

**Unit 4**

None