Reread During Drafting

1. Focus

Explain Rereading During Drafting

Say: When I write a persuasive essay, I may not finish it in one sitting. When I take up where I left off, I might have lost my momentum by stopping. It’s especially important in a persuasive essay to make sure the draft flows logically from a general point, to elaboration, to facts and quotes from authorities supporting my position. So I always reread my draft at the beginning of each writing session to see what comes next. Today I’ll show you how to reread what you’ve written in order to keep your draft flowing logically. Then you’ll have a much better chance to persuade your readers!

Model Rereading During Drafting

Display the sample text on chart paper or using the interactive whiteboard resources.

It’s important that people choose to order something that is healthy rather than unhealthy when they eat in a fast food restaurant. People usually think of fast food menus as offering only foods that are high in fat, sugar, and calories. While this is the case for a lot of the items on the menu, it’s not the case for all of the items.

Modeling Text

Say: This is where I left off in my drafting yesterday. I need to reread this paragraph to see where I’m at in my writing. I also want to be able to continue writing in the same tone and style. (Model rereading the text.) I’m making an argument here, but some readers might wonder what kinds of items on fast food menus are healthy. I need to add some examples to support my opinion. So when I begin writing, I’ll write some sentences that provide examples. The writing will flow on from where I stopped writing earlier. It’s important that, when I stop writing and then begin again later, I continue the flow of the argument. I could write, “Fast food restaurants offer the choice of juice or milk instead of soft drinks. They offer fresh fruit or fresh vegetables as an option instead of french fries. They also offer sandwich options with lower fat content, such as roast beef or grilled chicken.”

Objectives

In this mini-lesson, students will:
• Learn the strategy of rereading during drafting to maintain the flow of writing.
• Practice rereading during drafting.
• Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text onto chart paper.
2. Rehearse

**Practice Rereading During Drafting**

Invite students to work with partners using a draft one of the students is working on. Encourage them to read the draft together and discuss what the draft tells them so far about how they would continue the writing.

**Share and Discuss Rereading During Drafting**

Invite students to discuss how rereading can help them create a logical flow in their persuasive essay drafts. Encourage them to explore how rereading enables the writer to weave together argument, elaboration, facts, and authorities to convince the audience.

3. Independent Writing and Conferring

**Say:** We just learned how to reread our drafts in order to pick up where we left off. This helps us continue the tone and style of the draft. It helps us recognize places where we can support our argument with explanation, facts, and quotes from authorities. Then, even if you wrote it in sections, your text will flow smoothly into a finished draft.

Encourage students to reread as they draft their essays during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to share how rereading their drafts has helped them create a logical flow in their essays.

---

**Strategies to Support ELs**

**Beginning**

Work one on one with ELs. Ask them to reread something they have written on a different day. Help them add another sentence to their writing, picking up on the tone, tense, etc.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the practice activity.