

T Introduce the Writing Prompt

1. Share information about the topic that sets the stage for the writing.
2. Read the prompt: **Imagine a time you got lost. Tell about what happened.**
3. Engage students in a brief chat regarding the prompt.
 - *Let's talk about our TAP with this prompt.*
 - *What will be our T for Topic?* Discuss prompt-appropriate topics.
 - *Who will be our A for Audience?* Quickly choose an appropriate audience.
 - *What is our P for Purpose?* The answer is "to tell a story."
 - *Our purpose is to tell a story. What is our PLAN?* The answer is "timeline."
4. Construct the TAP (shown at right) with the students. Students should write the TAP on the top of the left-facing page in their draft books.

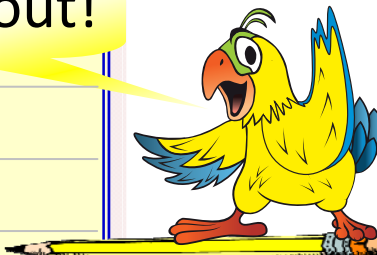
T: Lost in the Woods
 A: (choose a teacher)
 P: To tell a story

Construct the TAP above with students.

Let's TAP it out!

Student Display for TAP


T:
A:
P:



Teach the Planning Target

1. Display the target information below.
2. Read aloud and discuss the **target**, the **definition** (this means...), the **rationale** (this is important because...), and the **example** plan (below).

It's TARGET time!



Plan guides the writing (timeline)

Student display for Teaching the Planning Target

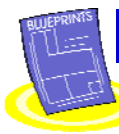
This means...
 A plan is a way of organizing ideas for writing. When writing a story, a timeline is the best plan.

This is important because...
 A plan helps to organize writing and helps to recall what to write.

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graph TD
    A[went to mailbox] --- B[got mail]
    B --- C[slipped]
    C --- D[screamed]
    D --- E[caught myself]
    E --> F[ ]
            
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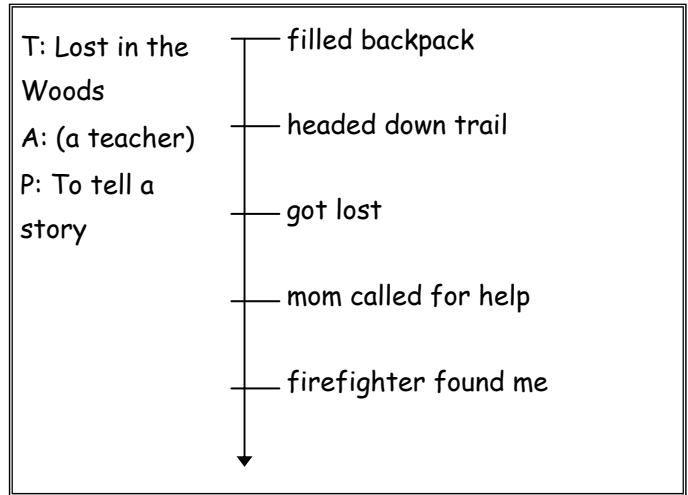
This is a timeline we made earlier.



Teach the Planning Process

Discuss and construct the plan together.

- ↪ Display and use the plan template (below). Students should construct the plan on the top of the left-facing page in their draft books (next to TAP).
- ↪ Discuss and add one detail at a time (completed plan at right).
- ↪ Model thinking through stronger details by suggesting and discussing more sophisticated synonyms.
- ↪ Discuss details that work well for the following targets:
 - compounds in the predicate
 - specific, lively verbs
 - prepositional phrases
 - multiple modifiers



Construct the plan above with students.



Let's build our **timeline** together!

Write the TAP and build the timeline plan (below).

Student display for planning together



Assign Independent Planning

1. Assign students to construct their own TAP and plan from the prompt: **Imagine you got lost. Tell about what happened.** Ask students to share the topic they choose.
2. Direct students to make their plans using the top of the right-facing page in their draft books.
3. Remind students to use the **timeline** as their plan.