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# Lesson Plans for TIDE

## Planning Strategy Instruction Lesson Plan #1

Objectives: 1. Introduction to Informational Writing and TIDE at the BEACH

Strategy Materials:

1. Mnemonic aids (TIDE, BEACH)
2. Sample informational essay
3. Transition words
4. Papers and pencils
5. Audio-recorder

### 1. Background information

\_\_\_\_\_ “In the next couple of weeks, I’m going to teach you a strategy for writing better informational essays. The first step is to learn what an informational essay is. Do you know what an informational essay is?”

The teacher waits for students’ responses, discusses their answers and continues:

\_\_\_\_\_ “An informational essay is an essay that educates someone about a topic. It may be about a person, place, event, or occurrence. ”

### 1. Purpose for learning the strategy

\_\_\_\_\_ “Let’s talk about why it is important to learn how to write informational essays. Why do people write informational papers? When might you write an informational paper?” If needed probe with additional questions: Did you ever write a informational paper? Can you think of times you might inform someone about things?

\_\_\_\_\_ The teacher listens to her students’ responses and comments on them. The key purposes of informational writing to be drawn out of the discussion and highlighted in the teacher’ own examples are: (a) to share new information with readers (b) to give readers knowledge and information that help them to understand the world around them

\_\_\_\_\_ “Informational papers are used in school to help students learn about things by explaining them. For example, when you read a book, the teacher might ask you to write an informational essay about the book’s author. By writing this essay, you learn about the author – their childhood, work, and so forth. And it will help you understand the author better and why they wrote the book you read.



In science class you might be asked to inform about a group of animals, for example, mammals. By writing informationally about them, you will learn what makes this kind of animal special. For example, mammals are warm-blooded.

In Social Studies you might be asked to inform about how life conditions were in the time of pilgrims. This will help you understand and remember better how the Pilgrims lived and what they were like.”

\_\_\_ So one reason to inform through writing is to understand things by looking into in-depth examples and facts..

### **3. Connecting the purpose with everyday situations**

\_\_\_ “As you see knowing this informational strategy will be useful for you at school. However, if you think of it we might use this strategy in everyday situations.”

\_\_\_ “Let me give you an example: I would like to buy a new tablet. In order to decide which tablet to buy, or if buying one would be useful for me, I do some research about the usefulness of tablets. What are some things you would want to look into before buying a tablet?”

Listen to students’ responses and fill in more as needed. “Right, we might gather information from online reviews, prices, thoughts from friends who own tablets ” Gathering this information helped us to make a decision of which tablet to get. If we haven’t done that, I might not have gotten the tablet that I wanted!”

\_\_\_ “Do you think of similar experiences, where you or someone could use informational strategies in everyday situations?”

The teacher waits for student responses and concludes by pointing out the utility of information in everyday life. Other examples if the students can’t think of any: learning about people running for class president; learning about the place you will go for vacation.

\_\_\_ “Gathering information things can help us to learn more about the things we experience. Sometimes we can use what we learn to make decisions. You can see that learning about informational writing is important.”

\_\_\_ “How do we write a good informational essay in general? It’s just like how we inform about things in our daily life. The key is to come up with important characteristics or traits based on the topic and expand on them to give your reader information about the topic.



#### 4. Informational structure: Example of good essay

\_\_\_ Next we are going to learn how to organize an informational paper. When you inform things it is very important to be organized so the different parts of your information can make sense . And when we write a paper, it has to be organized so other people can understand what we are saying.

We are going to look at an informational paper that is very well organized. It will be a good example to see how to organize a paper.

\_\_\_ “An informational paper has an introduction, several body paragraphs that report information with details, and a conclusion.”

\_\_\_ “These parts are listed on this chart and spell the word TIDE; if you think of this word and what each letter represents, you will be able to remember the parts of an informational essay. ”

*Tell what your topic is and why it's relevant with a good lead*

\_\_\_ “An informational has an introduction, which tells the topic of the paper. The introduction should tell what is being explained and why, and at the same time it should “hook” my reader, grab his/her attention. So, the introduction needs to do these things: 1. Hook the reader and keep him engaged and interested and 2. Tell what is being explained and why.”

\_\_\_ I'm going to read the introduction to this paper. Listen to see if it hooks the reader and tells what is being explained . The teacher reads the title and introduction of the student example.

\_\_\_ “Does the introduction tell what is being explained?” [Yes]

\_\_\_ “Does it hook the reader? How?” [Yes, it says “ \_\_\_\_\_ ”, and raises an interesting question.]

\_\_\_ “Why did the author write this paper?” [To understand \_\_\_\_\_ because \_\_\_\_\_]

*Indicate important information from sources*

\_\_\_ “After the introduction, an informational paper has one or more body paragraphs. Each body paragraph explains a different thing. Therefore, we need to come up with several key topics within your main topic so that we can further talk about your main idea.”

\_\_\_ “What information did he come up with? He reported \_\_\_\_\_ different main ideas, or pieces of important information. Let's look at the first. He reported that \_\_\_\_\_.

What's the second? He reported that \_\_\_\_\_”.

“Remember, we need to always come up with important traits about the two things we compare and contrast so we can talk more by adding details.”



*Develop evidence with facts and data*

\_\_\_\_ “Now we have reported the key topics, we need to provide relevant details to elaborate on specific evidence relating to each.”

\_\_\_\_ “Let’s see how he elaborated on the first idea of \_\_\_\_ by talking about \_\_\_\_\_. He said that \_\_\_\_\_. He said that \_\_\_\_\_. He also added that \_\_\_\_\_.”

\_\_\_\_ “We can see that he elaborated on the first trait and the elaborated details let us better understand the main point: \_\_\_\_\_.”

\_\_\_\_ “Now let’s move to the next paragraph.” The teacher reads the paragraph to the students.

\_\_\_\_ Repeat for the remaining body paragraphs.

*End with a summary that relates back to relevance*

\_\_\_\_ “The last paragraph is the conclusion. In the conclusion, the writer summarizes the ideas in the paper to help the reader remember what was most important.”

\_\_\_\_ “Let’s read the conclusion to see if it mentions the important points of what the readers should know, and if it has transition words.” Teacher reads the conclusion.

\_\_\_\_ “Did the author use transition words?” [yes] “What do those words, ‘in conclusion’ tell the reader?” [That the paper is done and a summary is coming.]

\_\_\_\_ “Do you think that the writer ended his paper successfully? Did he mention the most important things without repeating everything?” [Student response. Note: Students may point out that none of the actual differences or similarities are mentioned. But she did summarize the purpose of the paper.] “Yes, he did a good job, as he did not write a lot, he just restated in a way what he had said in his introduction and he also used a key word to show to the reader that he had reached the end of the paper.”

**5. Informational structure: Bad example**

An urban bike is a bike that is made for riding around the city. A mountain bike is made for riding up mountains.

An urban bike has a comfortable seat so you can relax on a peaceful day. A mountain bike is made to ride on rough surfaces to maybe go on a hike up a mountain.

So far I can see many differences like an urban bike is meant for a slow relaxing time and a mountain bike goes faster so you can get up to the top of the mountain. An urban bike is not used for a mountain bike.

\_\_\_\_ “Now, let’s read an informational paper which is not as well organized.” The teacher or one of the students reads the whole paper.

\_\_\_\_ “His paper is on Bicycles. He was asked to use evidence to discuss mountain bikes and urban bikes, also discussing the differences between them. Let’s see whether he tells what he was informing and why. What are the questions about this part?” [Students answer]



\_\_\_\_\_ Teacher and student evaluate the Introduction.

“So, he does say that he will discuss urban bikes, mountain bikes, and their differences, he says that they have different uses, and introduces both of them.



Does this part “hook” the reader and make him interested in reading the rest of the paper? No, he does not.

\_\_\_ “How do you think that he could have begun his paper to make the reader interested?” Discuss student answers.

\_\_\_ “Let’s see how he reported the facts and whether he elaborated on each point. Let’s start with the first piece of information.” The teacher reads the first body paragraph. “What are the questions about this part? [Students answer.]

\_\_\_\_\_ “Does the topic sentence tell an important characteristics or trait on which the two things are the same or different? [No] No, he does not; instead he talks about one of the bikes.

\_\_\_ Does he have interesting and relevant details? [Students answer.] He does have details, however.

\_\_\_ Repeat for next paragraph.

\_\_\_ “What about his conclusion? Does he end with what readers should learn from this topic? No, he does not do this clearly.

\_\_\_ “What do you think that this student should improve on his next writing?” Main point is that the paragraphs don’t come up with important, distinctive facts with detailed evidence..

## **6. Evaluate baseline performance**

\_\_\_ The teacher gives each student an informational essay s/he wrote during the baseline. The teacher asks them to read their essays to themselves and see which parts their essays contain and which parts are missing based on the four key parts of a good informational essay as represented by TIDE.

\_\_\_ The teacher also asks each student to record how many traits s/he included in the essays they wrote during baseline.



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## Planning Strategy Instruction Lesson Plan # 2

Objectives: 1. Model use of TIDE at the BEACH strategy (use #1 planning

sheet) Materials:

Mnemonic aids (TIDE, BEACH), informational essay prompt, transition

words, papers and pencils, audio-recorder

### 1. Review of the previous lesson

\_\_\_\_ “Do you remember what we discussed in our last lesson?”

\_\_\_\_ “We learned what an informational paper is and how it is organized. We also practiced evaluating informational papers. What is an informational paper? [SA]

\_\_\_\_ “What do you remember about how it is organized?” [SA] Good, we’ll go over all the parts again today.

\_\_\_\_ “Is it important to learn how to write informational papers? Why do you think that such a knowledge might be helpful in school and in your life?” [Students respond]

*[The students’ responses to the three questions should include the key points so as to continue this lesson]*

“Informational papers are used in school to help students learn about things well enough to explain them. For example, when you read a book, the teacher might ask you to write an informational essay about the book’s author. By writing this essay, you learn about the author – their childhood, work, and so forth. And it will help you understand the author better and why they wrote the book you read

There are occasions you might be asked to learn more about your best friends. You may think of how they are similar in some ways, for example, they both are so nice; and different in other ways, for example, Julie likes to read poems and Katie likes to play video game. You may focus on one friend and tell someone else about their individual traits.

Another example is, you might be asked to inform about your favorite day of the week: Friday. You may think to discuss how it is a school day, so you go to school on Fridays. You may have a certain feeling about Fridays, because it marks the beginning of your weekend break, so you could explain that.

\_\_\_\_ “So, one reason to inform is to understand things by understanding the key traits.”



\_\_\_\_\_ “Moreover, informing about things can help us to learn more about the things we compare. Sometimes we can use what we learn to make decisions. Remember last time we talked about how informational thinking could help us decide whether or not to buy a tablet, or which place to go for a fun trip? You can see that learning about informational writing is important, and it can help us make a good decision in daily life.”

## 2. Introduce Mnemonic Aid & Model Using TIDE to Plan and Write

\_\_\_\_\_ “Today we will learn about a strategy for planning and writing informational essays.

\_\_\_\_\_ “There are two ways to organize your ideas and your informational papers using the TIDE at the BEACH. I’ll show you how to use the strategy to produce logical informational writing.

\_\_\_\_\_ “To show you the strategy, I will “think aloud”. That means that I’ll say what I am thinking. By thinking aloud I can show you how I am using this strategy.”

\_\_\_\_\_ “This strategy has five steps, listed on this chart and spell the word TIDE; if you think of this word and what each letter represents, you will be able to plan and write good informational essays.” The teacher shows students the chart of the “BEACH = Brainstorm idea words for my plan, evaluate my ideas based on my sources, activate my self-talk to keep me going strong, check my goals to make sure I write a paper with accurate information, precise words, and good transitions, and have a close look at my writing for mistakes.

\_\_\_\_\_ “We will start with **Brainstorming Idea Words for My Plan** before writing. What we do is write down everything we know on our topic. It is a storm of thoughts and knowledge happening in our brain: that is why we call it brainstorm.”

\_\_\_\_\_ “So, I am a student and my teacher asked me to write an informational paper on XXX.” [The specific topic will be determined together with the student]

\_\_\_\_\_ “Let’s see, how am I supposed to start? First, I have to brainstorm. That means I need to think and write everything I know on XXX.” While brainstorming the teacher will write everything she and the student know about the topic.

\_\_\_\_\_ The teacher also models how to generate traits.

\_\_\_\_\_ The teacher wrote down the traits and the details that supports the trait, for both similarities and differences.

\_\_\_\_\_ “Do you notice how I recorded my ideas on the planning sheet? Did I write a lot on this sheet?” [Student Respond] “Yes, I only wrote single words or short phrases to record my ideas here. I’d like to use these ideas as reminders only. ”

\_\_\_\_\_ “Next, since I have generated some ideas about XXX, I will examine these ideas carefully and **Evaluate my ideas based on my sources.**”

\_\_\_\_\_ “Do I have enough ideas to make sure I will report at least three important traits about the XXX? What do the sources say about my topic? Do I need to generate more ideas so that I also will have enough details for each of these traits? Will these ideas possibly help me write a good informational essay?”



\_\_\_\_\_ “Next, we **Activate Self-Talk to Keep Me Going Strong**. So, what is self-talk? Self-talk is what we talk to ourselves during writing. Why do we need self-talk when writing?

Because sometimes we may find some parts of writing very tough, and self-talk can help us get through these tough parts.”



\_\_\_\_ “For example, when I find some parts of writing really difficult and I do not feel like I can do this, I can ask myself: Am I trying best to keep working hard? By talking to ourselves, we are encouraging us to keep working hard and getting through the difficult parts of the writing.”

\_\_\_\_ “For example, I am looking at my informational essay and I can ask myself: Ok. Are these the most important things to be discussing? These are things that good writers tell themselves while writing to keep them coming up with important traits to report informational.”

\_\_\_\_ “I can also compliment myself by saying “Great job!!” when I have finished my writing and I am happy with my work. These are self-statements that I used to encourage myself.”

\_\_\_\_ “What self-statements you can think of that you will use while writing?” The teacher writes down self-statements on the planning sheet. “Remember you will want to use them while writing, because this will help you be focused and also help you express your feelings about a situation you are in. By doing that you will be able to find a way to a solution”.

\_\_\_\_ “Also, you will practice saying your self-talk aloud when writing and I will be listening for you. I will show you how to do this in a few minutes, so make sure you pay attention to how I talk to myself during writing.”

\_\_\_\_ “After we have developed self-talk that works for us, we look at the ideas we generated and ask if ideas will meet our goals. Let’s set our writing goals by asking two questions: What is my quality goal for this informational essay? I need to set my quality goal as including all the parts of TIDE to write an informational essay. What is my quantity goal for this essay? I need to set my quantity goal as including three important traits around which we do the explaining and evidence. And I will write one body paragraph for each trait.” The teacher writes down quality and quantity goals on the planning sheet.

\_\_\_\_ “Next step, **Check my goals to make sure I write a paper with accurate information, precise words, and good transitions.** I will have to place these ideas of mine from the planning sheet to the lined paper. This will help me organize my ideas. I will use **TIDE** to make sure I include all the important parts of a good informational essay”

\_\_\_\_ The teacher models using TIDE to help write an organized paper. “First, **tell what your topic is and why it’s relevant with a good lead.** So I will tell that I am explaining XXX and explain why I would like to explain it. I will make this as my first paragraph.”



\_\_\_\_\_ “Then, I will **Indicate important information from sources**. I will start using the information I brainstormed and wrote down on the planning sheet.” The teacher points out each idea. The organization of the paper reflects the fact that all evidence is elaborated on or explained by student’s analysis.

\_\_\_\_\_ The teacher also models using the self-talk. “Can I think of anything else? Not really. So I can use the self-talk I wrote on my planning sheet and ask myself: Am I trying best to keep working hard? Well, I think I will try harder to come up with a few more ideas. So maybe you can help me a bit. On what else do you think that I can explain XXX?”

\_\_\_\_\_ “What do I have to do next? I will need to **Develop evidence with facts and data**. Now I need to put details to each of the explanation. It’s good to have at least 3 body paragraphs that focus on at least three key traits for explanation.

\_\_\_\_\_ “What am I supposed to do next? Yes, I am going to write an informational essay. I have good ideas and a plan for what body paragraphs to write. So now when I am writing, I will make sure to use powerful words and provide accurate information in my essay.

\_\_\_\_\_ “If I don’t have enough ideas that I could use to develop my topic or to provide details for each idea, I will need to look back at facts and data provided to me. I will ask myself: what ideas can I add? What other aspects that I find XXX important? I will try best to come up with more ideas so I can meet my quality and quantity goals.

\_\_\_\_\_ The teacher models coming up with a couple of more traits and supporting details for reporting similarities and differences.

\_\_\_\_\_ “So, finally, I need to **End with a summary that relates back to relevance**. So I need to write my conclusion. Let’s see the conclusion should be a summary that tells about the three ideas we detailed in the texts above and also tell what readers should learn about this topic.” The teacher writes down.

\_\_\_\_\_ “Now I have a draft that looks pretty good. Am I done with this paper? Not yet. Let’s look over what we wrote and try to see whether there are some mistakes in the essay we can correct to make it look better. Do I have a topic sentence that tells what was explained and why? Do I have three body paragraphs on different parts of your topic? Do I have enough details for each idea? Do I have any spelling, punctuation, capitalization, and grammar errors? I will make sure to address these problems if there is any.”

\_\_\_\_\_ The teacher shows the list of key transition words, explains the importance of these words on contributing to the fluency of the paper, and models using appropriate transition words throughout the paper.

### **3. Evaluate current performance**

\_\_\_\_\_ The teacher asks the student to read this informational essay carefully.

\_\_\_\_\_ The teacher asks the student to record how many traits s/he included in this current essay they wrote during baseline.



#### 4. Discussing improvement & Generalizing

\_\_\_\_\_ The teacher asks the students to compare the current essay and the baseline essay they wrote and evaluated earlier on the informational essay parts they included and number of traits they identified.

\_\_\_\_\_ “Now looking at the essay you wrote earlier and the essay I just wrote using the TIDE at the BEACH, do you think the strategy can help us write a better informational essay? Why?”

\_\_\_\_\_ “Do you think TIDE at the BEACH helped meeting your quality goal and quantity goal?”

\_\_\_\_\_ “If I hadn’t used the TIDE at the BEACH strategy, would I have written as good an informational essay as you did? Why or why not?”

\_\_\_\_\_ “Tell me some other tasks for which you could use this strategy?”



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## Planning Strategy Instruction Lesson Plan # 3

Objectives: 1. Rehearse the mnemonic aid for the strategy  
2. Provide guided practice of the strategy with the students

Materials: 1. Mnemonic aids (TIDE, BEACH)  
2. Informational essay prompt  
1. Transition words  
1. Papers and pencils  
2. Audio-recorder

### 1. Rehearse Mnemonic Aid

\_\_\_ Do you remember last time I showed you words representing the four parts of a informational essay as well as how to write a good essay using the words as a reminder for brainstorming ideas, setting goals, organizing information, and checking possible errors?

\_\_\_ If you think of these words and what each letter represents, you will be able to remember all the key parts of an informational essay as well as the things you have to plan and write a good informational essay.

\_\_\_ Now tell me the words and what each letter represents. [Students need to correctly articulate TIDE (which stands for the parts for a good informational essay) and BEACH (which stands for the process of writing good informational essay) and explain what each letter represents].

\_\_\_ After the students respond, the teacher shows the TIDE at the BEACH chart and review them with the students.



## 2. Guided Practice: Students and Teacher produce a paper together

\_\_\_ “Last time you’ve seen how I used the strategy to write a good informational essay on XXX. Today, let’s practice using the strategy together. Let’s write an essay on XXX.”  
[The topic of the essay is determined jointly by the teacher and the student]

\_\_\_ The teacher leads the students through the strategy, asking the students what the next step is and how to do each step. The students come up with all the ideas and do the writing for the planning. But the teacher can do the writing of the paper to speed up the process.

\_\_\_ “So, lets remember, which are the steps of our strategy? What do we do first? Excellent! We plan. And how exactly do we plan? We brainstorm our ideas. What is next? We write down the self-talks that works for us. I will use the self-talks to guide and encourage my writing. Then what do we do? We set goals and decide whether the ideas meet our goals. What about next? We write with good organization, and make sure we use powerful words and provide accurate information in our paper. What if we don’t have enough ideas? We challenge ourselves and think of more ideas that we can use. What’s the last step? We look back our essay and see if there are any errors and whether they look good.”

\_\_\_ “So, let’s begin with the first step which is to Brainstorm Idea Words and Evaluate ideas based on sources. Do you think that you can draw on your own this step? Yes, it is easy. What is our topic? What do we know about our topic? What do our sources say about our topicLet’s brainstorm!”

\_\_\_ Students collaboratively come up with ideas (traits and details) and write them down on their planning sheets with teacher guidance.

\_\_\_ “What is the next? We need to Activate Self-Talks. What do we say to ourselves when we are not sure what to do next? What do we say to encourage ourselves if this seems difficult? What do we say to ourselves when we write a good essay?” The teacher guides students to write down their self-talks and provide help if needed.

\_\_\_ “What do we do? Now can write! We write using TIDE. We also said that we should use self-statements to help us stay focus and be confident. Great! What is the first thing we should do in our TREE strategy? Tell what your topic is and why it’s relevant with a good lead. What shall I have here? How can I begin? What else shall I do? Write what I am explaining and explain why. Excellent!

\_\_\_ Write Introduction. Teacher takes dictation.

\_\_\_ “What comes next? Indicate important information from sources and develop evidence with facts and data! What shall I have here? I should have an interesting topic sentence that will also tell about a piece of important information on my topic. How shall I begin my sentence? We always



begin with a transition word. Which one shall we use? Let's do that. What else I should do? I should use the information in the planning sheet and write sentences with powerful words and relevant details that are accurate. Don't forget our statements!"

\_\_\_ Write Body Paragraphs, one at a time. The teacher emphasizes the importance to write down the trait in an explicit way for each of the paragraphs.

\_\_\_ "Now, let's see whether we have enough ideas. What else can I add to my essay so I can have more information for this comparison?"

\_\_\_ "What is last? End with a summary that relates back to relevance. What I should have here? I should sum up the three pieces of important information I've talked about explicitly. I should tell the readers what they should learn from this topic. Let's see how we can do that."

\_\_\_ "Did we finish? What is left to do? Let's look over our essay for mistakes. How do we do that? We examine our essay and check whether it follows a good informational structure, whether it has any spelling, punctuation, capitalization, and grammar errors. Excellent! Let's have a look of our essay."

\_\_\_ "Also, did I use good transition words throughout paper?"

### **3. Evaluating current performance**

\_\_\_ "Now, let's evaluate the essay we wrote together using the TIDE at the BEACH".

\_\_\_ The teacher asks each student to read the essay they wrote together (with the teacher) and see which parts the essay contains and which parts are missing based on the four key parts of a good essay as represented by TIDE.

\_\_\_ The teacher also asks each student to record how many traits s/he included in the essays.

### **4. Discussing improvement & Generalizing**

\_\_\_ The teacher asks the students to compare the current essay and the baseline essay they wrote and evaluated earlier on the informational essay parts they included and number of traits they identified.

\_\_\_ "Now looking at the essay you wrote earlier and the essay we wrote together using the TIDE at the BEACH, do you think the strategy can help us write a better informational essay? Why?"

\_\_\_ "Do you think TIDE at the BEACH help meeting your quality goal and quantity goal?"

\_\_\_ "If you hadn't used the TIDE at the BEACH strategy, would you have written as good informational essay as you did? Why or why not?"

\_\_\_ "Tell me some other tasks for which you could use this strategy?"



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## Planning Strategy Instruction Lesson Plan # 5

Objectives: 1. Rehearse the mnemonic aid for the strategy  
2. Make sure student memorizes the mnemonic and planning sheet to criteria

Materials: 1. Mnemonic aids (TIDE, BEACH)  
2. Informational Essay Prompt  
1. Transition words  
1. Papers and pencils  
2. Audio-recorder

### 1. Rehearse Mnemonic Aid

\_\_\_ “Do you remember last time I showed you words representing the four parts of an informational essay as well as how to write a good informational essay using the words as a reminder for brainstorming ideas, setting goals, organizing information, and check possible errors?”

\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key parts of an informational essay as well as the things you have to plan and write a good informational essay.”

\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate TIDE (which stands for the parts for a good informational) and BEACH (which stands for the process of writing good informational essay) and explain what each letter represents].

\_\_\_ After the students respond, the teacher shows the TIDE at the BEACH chart and review them with the students.

\_\_\_ The student was asked to fully memorize the TIDE at the BEACH mnemonic and the planning sheet (goals, graphic organizer, self-talk).

\_\_\_ At the end of the lesson, the teacher examines the student’s memorization of the TIDE at the BEACH mnemonic and the planning sheet to be 100% correct before starting the next lesson of the independent practice.



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## Planning Strategy Instruction Lesson Plan # 6

Objectives: 1. Rehearse the mnemonic aid for the strategy  
2. Independent practice of the strategy

Materials: 1. Mnemonic aids (TIDE, BEACH)  
2. Informational Essay Prompt  
1. Transition words  
2. Papers and pencils  
3. Audio-recorder

### 1. Rehearse Mnemonic Aid

\_\_\_ “Do you remember last time I showed you words representing the four parts of an informational essay as well as how to write a good informational essay using the words as a reminder for brainstorming ideas, setting goals, organizing information, and check possible errors?”

\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key parts of an informational essay as well as the things you have to plan and write a good informational essay.”

\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate TIDE (which stands for the parts for a good informational) and BEACH (which stands for the process of writing good informational essay) and explain what each letter represents].

\_\_\_ After the students respond, the teacher shows the TIDE at the BEACH chart and review them with the students.

\_\_\_ “This time, let’s use this strategy to write an informational essay on our own”

### 1. Student practice using the strategy independently

\_\_\_ The students select an informational writing prompt and use the strategy without assistance.

\_\_\_ The students write an informational essay about the prompt.

\_\_\_ The teacher asks the students to read their essays aloud.

### 2. Evaluating current performance

\_\_\_ “Now, let’s evaluate the essay you just wrote all by yourself using TIDE at the BEACH”.



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\_\_\_\_\_ The teacher asks each student to read the essay they wrote and see which parts the essay contains and which parts are missing based on the four key parts of a good informational essay as represented by TIDE.

\_\_\_\_\_ The teacher also asks each student to record how many traits s/he included in the essays.

#### **4. Discussing improvement & Generalizing**

\_\_\_\_\_ The teacher asks the students to compare the current essay and the baseline essay they wrote and evaluated earlier on the essay parts they included and number of traits they identified.

\_\_\_\_\_ “Now looking at the essay you wrote earlier and the essay you wrote all by yourself using TIDE at the BEACH, do you think the strategy can help us write a better informational essay? Why?”

\_\_\_\_\_ “Do you think TIDE at the BEACH help meeting your quality goal and quantity goal?”

\_\_\_\_\_ “If you hadn’t used the TIDE at the BEACH strategy, would you have written as good an informational essay as you did? Why or why not?”

\_\_\_\_\_ The teacher asks if the student used the strategy for any other tasks.

### **Planning Strategy Instruction Lesson Plan # 7**

Objectives: 1. Independent practice of the strategy  
2. Weaning the students off the mnemonic aid and the planning sheet

Materials: 1. Informational Essay Prompt  
2. Papers and pencils  
3. Audio-recorder

#### **1. Rehearse Mnemonic Aid**

\_\_\_\_\_ “Do you remember last time I showed you words representing the four parts of a informational essay as well as how to write a good informational essay using the words as a reminder for brainstorming ideas, setting goals, organizing information, and check possible errors?”

\_\_\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key parts of an informational essay as well as the things you have to plan and write a good informational essay.”

\_\_\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate TIDE (which stands for the parts for a good informational essay) and BEACH (which stands for the process of writing good informational essay) and explain what each letter represents].



\_\_\_\_\_ After the students respond, the teacher shows the TIDE at the BEACH chart and review them with the students.

## **2. Wean off the strategy chart and planning sheet**

\_\_\_\_\_ The teacher explains to the students that they won't usually have a TIDE at the BEACH mnemonic chart and a planning sheet with them when they need to write informational essays. So they can write down the mnemonic at the top of a blank sheet. Remind the students to make a space on the paper for notes for each part of TIDE at the BEACH.

\_\_\_\_\_ The teacher reminds the students to check off each step of TREE BRANCH on the sheet when they have completed that step.

\_\_\_\_\_ The teacher tells the students that they can develop their own planning sheet by writing down their quality and quantity goals, traits, supporting details, and self-talk. "You can also write down transition words that you can use in your essay."

\_\_\_\_\_ The student selects a topic and writes an informational paper on the topic. The student should write down TIDE at the BEACH on the blank paper, as well as develop the planning sheet that includes goals, traits, details for similarities and differences, and self-talk.

## **1. Evaluating current performance**

\_\_\_\_\_ "Now, let's evaluate the essay you just wrote all by yourself using the TIDE at the BEACH".

\_\_\_\_\_ The teacher asks each student to read the essay they wrote and see which parts the essay contains and which parts are missing based on the four key parts of a good informational essay as represented by TIDE.

\_\_\_\_\_ The teacher also asks each student to record how many traits s/he included in the essays.

## **2. Discussing improvement & Generalizing & Wrap-up**

\_\_\_\_\_ The teacher asks the students to compare the current essay and the baseline essay they wrote and evaluated earlier on the essay parts they included and number of traits they identified.

\_\_\_\_\_ "Now looking at the essay you wrote earlier and the essay you wrote all by yourself using TIDE at the BEACH, do you think the strategy can help us write a better informational essay? Why?"

\_\_\_\_\_ "Do you think TIDE at the BEACH help meeting your quality goal and quantity goal?"

\_\_\_\_\_ "If you hadn't used the TIDE at the BEACH strategy, would you have written as good an informational essay as you did? Why or why not?"

\_\_\_\_\_ The teacher asks if the student used the strategy for any other tasks.

\_\_\_\_\_ "I really have enjoyed working with you these past few weeks. Your goal now is to keep using the TIDE at the BEACH strategy whenever it can help you do something well, like when you write, etc."



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## Revising Strategy Instruction Lesson Plan # 1

Objectives: 1. Introduction to revising and The Strategy

Materials: 1. SEARCH Checklist

2. Sample informational essay
1. Self-talk sheet
2. Informational essay scorecard
4. Papers and pencils
5. Audio-recorder

### 1. Introduce the lesson & Discuss purpose for learning the strategy

\_\_\_\_ “During the past couple of weeks, we have learned TIDE at the BEACH to help us plan and write a good informational essay. You have done a great job! Now, I’m going to teach you another strategy for revising our essay to make it look better. The first step is to think about what is revising.” [Students respond] The teacher then discusses the students’ answers.

\_\_\_\_ “Let’s talk about why it is important to learn how to revise an essay. Why do people revise their papers? When might you revise a paper?” If needed probe with additional questions: Did you ever revise a paper? Can you think of times you might need to revise your paper?

\_\_\_\_ The teacher listens to her students’ responses and comments on them. The key purposes of revising to be drawn out of the discussion and highlighted in the teacher’ own examples are the following:

- Revising leads to good writing, which can help the students to earn better grades.
- A first draft will get the students’ ideas down on paper, but the essay is usually not yet finished.
- Readers sometimes have a hard time understanding what is written unless writers go back to fix their ideas.
- Good writers revise their work.
- Good writers revise at substantial level. They evaluate writing goals, revise content and organization, and address any mechanical errors.

### 1. Describe SEARCH strategy

\_\_\_\_ “Today, we are going to learn a strategy, or a checklist that will help you make better revising decisions. The strategy is called SEARCH.”

\_\_\_\_ The teacher gives each student a SEARCH checklist.

\_\_\_\_ “SEARCH stands for *Set goals, Examine paper to see if it makes sense, Ask if you said what you meant, Reveal picky errors, Copy over neatly, and Have a last look for errors*”.



\_\_\_ The teacher explains each step of SEARCH.

### 3. Review self-statement

\_\_\_ “Do you remember we developed and used self-talk to help us work through the writing. It worked pretty well, right? Let’s review it now. What is self-talk and why do we need self-talk when writing?” [Wait for student response and discuss their answers]

\_\_\_ “We will come up with self-statements that help with our revising, too.”

\_\_\_ “For example, when I find some parts of revising really difficult and I do not feel like I can do this, I can ask myself: Am I trying best to keep working hard? By talking to ourselves, we are encouraging us to keep working hard and getting through the difficult parts of the revising.”

\_\_\_ “For example, I am checking and revising my essay and I can ask myself: Ok. Did I follow all the strategy steps to check errors and revise accordingly? I will make sure I apply the strategy completely to help me revise my essay.”

\_\_\_ “I can also complement myself by saying “Great job!!” when I have finished revising and I am happy with my work. These are self-statements that I used to encourage myself.”

\_\_\_ “What self-statements you can think of that you will use while revising?” The teacher writes down self-statements on the My Self-Statements sheet. “Remember you will want to use them while revising, because this will help you be focused and revise better.”

\_\_\_ “Also, you will practice saying your self-talk aloud when revising and I will be listening for you. I will show you how to do this in a minutes, so make sure you pay attention to how I talk to myself during revising.”

### 3. Evaluating sample informational essays (good & bad examples)

\_\_\_ “We are going to learn how to evaluate our informational paper with a rating scale.”

\_\_\_ The teacher gives each student a quality rating scorecard.

\_\_\_ The teacher explains each item of the rating scale and asks the student to read through each.

\_\_\_ The teacher models evaluating the quality of the good informational essay example using the rating scale.

\_\_\_ The teacher models evaluating the quality of the bad informational essay example using the rating scale.

\_\_\_ The teacher compares the quality of the two informational essays and tells the student that they will use the same quality rating scale on the papers prior to as well as after revising so as to see to what extent the revising checklist can help improve the quality of the informational essays.



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## Revising Strategy Instruction Lesson Plan # 2

Objectives: 1. Introduction to revising and The Strategy  
2. Model using the strategy

Materials: 1. SEARCH Checklist  
2. Sample informational essay  
3. Self-Statements sheet  
4. informational essay evaluation scale  
5. Papers and pencils  
6. Audio-recorder

### 1. Rehearse SEARCH Checklist

\_\_\_ “Do you remember last time I showed you words representing the steps to revise our papers effectively?”

\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key steps of revising an informational essay.”

\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate SEARCH and explain what each letter represents.

\_\_\_ “At this point, you are not required to memorize all the detailed steps under each major part. However, in the following lessons, I’ll help you to memorize these detailed steps and you’ll need to memorize 100% correct eventually.”

\_\_\_ After the students respond, the teacher shows the SEARCH checklist and review them with the student.

### 1. Introduce the lesson & Discuss purpose for learning the strategy

\_\_\_ “Last time we talked briefly about the SEARCH strategy that can help revise our essays. Today I am going to show you how to use the strategy to revise a poor written informational essay to make it look better.”

\_\_\_ The teacher shows the student one of the his/her posttest informational papers and modeled rating the quality of the paper using the evaluation scale.

\_\_\_ The teacher models using SEARCH to evaluate the sample essay and apply revisions accordingly.

\_\_\_ “The first step of the strategy is to **Set goals**. I have thought about who is the audience and the impression I want to give them. I want them to think that my informational essay is good and informative. They can learn about the topic that I discuss in my paper.”

“What is my quality goal for this essay? We talked about this in previous weeks, right? My quality goal is to include all the parts of TIDE to write a good informational



essay. Okay. Then what is my quantity goal for this essay? My quantity goal is to include three important information around which I use my evidence.”

\_\_\_\_\_ “The next step is to **Examine paper to see if it makes sense**. For this step, I will make sure I have done the following: I’ve read my paper out loud; I think each sentence and the whole paper make sense; No words have been omitted; I’ve combined sentences that are too short and broken up ones that are too long. Okay, let’s see. Let me read my paper out loud.” [Teacher models reading aloud the whole essay] “I think each sentence and the whole paper does make sense here. Oh, I missed a word in the second paragraph. It’s great that I catch this error! Now I need to add this word to the line. Then do I have sentences that are too long or too short? Yes, there are a few sentences I need to combine it to make it longer.”

\_\_\_\_\_ “The third letter in SEARCH is A, means *Ask if you said what you meant*: did I say what I meant? Do I express my ideas in a clear way? Are my ideas all related to the topic? Is the order of my ideas logical? Well, this is difficult. I am not sure I can do this. So I can use the self-talk I wrote on my planning sheet and ask myself: Am I trying best to keep working hard? Well, I think I will try harder to figure out this step. Okay, I can do this. After reading through my essay, I think my ideas are clear. Good! It seems that there is one idea in the third paragraph that is not directly related to the topic. I should replace that with some relevant idea! Are my ideas logically presented? Yes, I have my told readers what I am explaining and why, then I reported three major pieces of information with details for each. I also have included an ending telling readers what they should learn from my essay. I think I am all good for this step.”

\_\_\_\_\_ “The fourth step is to **Reveal picky errors**. During this step, I will read through my essay carefully and see whether I have any spelling, capitalization, and punctuation errors. I will make sure to correct all these errors in my paper. Then, I will need someone else to help double-check my work. Now I will need you to help me with this part. Do you find any errors that I have in this essay?” [Wait for student response and discuss the errors that students have located] “Thank you for your help! I have you double-checked my work and I don’t have errors in my essay now. I can move to next step!”

\_\_\_\_\_ “The fifth step is to **Copy over neatly**. We have done a good job revising our essay so far. We have made our ideas and organization of the essay much better. And I don’t have any spelling, punctuation, and capitalization errors. I can now copy over this essay neatly”. The teacher models copying over the essay.

\_\_\_\_\_ “The last letter in SEARCH is a H, means **Have a last look for errors**. At this point, we haven’t done with the revising yet. Does my final copy have any new or remaining errors in it? Let me examine it carefully!” “Oops! I misspelled a word in the last paragraph! I need to correct it. Oh, I am glad that I look at my essay again and catch this error. Good job! Then I need to have someone else to check my work one last time. I will need your help again to help look for any errors in the essay.” [Wait for student response and discuss the errors that students have located] “Great! I have you checked my work again and I don’t have any errors. The last thing I need to check is, did I meet my goals? Let me see. Did I meet my quality goal? No. I didn’t include an ending. I need to add an interesting ending and tell readers what they should know from my essay. Then I will include all the four key parts of a good informational essay”. Next, did I meet my quantity goal? Oops, I only reported one idea! I will try best to come up with two more major ideas and elaborate with more information for each.”



### 3. Evaluating the current informational essay

\_\_\_ The teacher gives each student the quality rating scale.

\_\_\_ The teacher asks the student to read the current essay aloud and models using the evaluation scorecard to rate the essay quality.

### 2. Discussing improvement & Generalizing

\_\_\_ The teacher compares the two quality scores and prompts the student to think about to what extent the SEARCH checklist helps improve the quality of the informational essay.

\_\_\_ “Now looking at the essay you wrote earlier and the same essay I revised using the SEARCH strategy, do you think the strategy can help us write a better essay? Why?”

\_\_\_ “Do you think SEARCH strategy help meeting your quality goal and quantity goal?”

\_\_\_ “If you hadn’t used the SEARCH strategy, would you have written as good an essay as you did? Why or why not?”

\_\_\_ “Tell me some other tasks for which you could use this strategy?”

## Revising Strategy Instruction Lesson Plan # 3

Objectives: 1. Rehearse the mnemonic aid for the strategy  
2. Provide guided practice of the strategy with the students

Materials: 1. SEARCH Checklist  
2. Sample informational essay  
1. My Self-Statements sheet  
2. Informational Essay Scorecard  
3. Papers and pencils  
4. Audio-recorder

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### 1. Rehearse SEARCH Checklist

\_\_\_ “Do you remember last time I showed you words representing the steps to revise our papers effectively?”

\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key steps of revising a informational essay.”



\_\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate SEARCH and explain what each letter represents.]

\_\_\_\_ After the students respond, the teacher shows the SEARCH checklist and review them with the student.

## 2. Guided Practice: Students and Teacher revise a paper together

\_\_\_\_ “Last time you’ve seen how I used the strategy to revise an essay, let’s practice using the strategy together today on another essay.”

\_\_\_\_ The teacher shows the student one of the his/her posttest informational papers and rates the quality of the paper using the evaluation scale together with the student.

\_\_\_\_ The teacher leads the students through the strategy, asking the students what the next step is and how to do each step.

\_\_\_\_ “So, let’s remember, which are the steps of our strategy? What do we do first? Excellent! We **set goals**. Have I thought about who is the audience and the impression I want to give them? What is my quality goal? What is my quantity goal? Okay, does my essay meet my goals?”

\_\_\_\_ Student comes up with answers to each of the questions. The teacher guides the student to revise the essay accordingly based on their answers to the questions.

\_\_\_\_ “What will we do next? We need to ask *Ask if you said what you meant*: did I say what I meant? Do I express my ideas in a clear way? Are my ideas all related to the topic? Is the order of my ideas logical?” The teacher guides the student to revise the essay accordingly based on their answers to the questions.

\_\_\_\_ “What is the next? We **examine paper to see if it makes sense**. Have I read my paper out loud? Do each sentence and the whole paper make sense? Any words have been omitted? Have I combined sentences that are too short and broken up ones that are too long?” The teacher guided students to answer each of the questions and carry out revisions accordingly.

\_\_\_\_ “Then we need to **reveal picky errors**. Let’s read the essay carefully. Do I have any spelling, capitalization, and punctuation errors?” The teacher guided students to answer each of the questions and make revisions accordingly.

\_\_\_\_ “What do we do next? Now **we copy over neatly**.” The teacher guides the students copy the essay. “Excellent!”

\_\_\_\_ “What is very last step? I need to **have a last look for errors**. Does my final copy have any new or remaining errors in it? Did I have someone else to check my work one last time? Did I meet my goals?” The teacher guided students to answer each of the questions and make revisions accordingly.

## 3. Evaluating the current informational essay

\_\_\_\_ The teacher gives each student the quality rating scale.



\_\_\_\_ The teacher asks the student to read the current essay aloud and rated the quality of the essay using the evaluation scale together with the student.

#### **4. Discussing improvement & Generalizing**

\_\_\_\_ The teacher compares the two quality scores and prompts the student to think about to what extent the SEARCH checklist helps improve the quality of the informational essay.

\_\_\_\_ “Now looking at the essay you wrote earlier and the same essay we revised together using the SEARCH strategy, do you think the strategy can help us write a better essay?”

Why?”

\_\_\_\_ “Do you think SEARCH strategy help meeting your quality goal and quantity goal?”

\_\_\_\_ “If you hadn’t used the SEARCH strategy, would you have written as good an essay as you did? Why or why not?”

\_\_\_\_ “Tell me some other tasks for which you could use this strategy?”

### **Revising Strategy Instruction Lesson Plan # 4**

Objectives: 1. Memorize the mnemonic aid for the strategy

Materials: 1. SEARCH Checklist

2. Student’s informational essay
  1. My Self-Statements sheet
  2. Informational essay evaluation scale
  3. Papers and pencils
  4. Audio-recorder
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#### **1. Rehearse SEARCH Checklist**

\_\_\_\_ “Do you remember last time I showed you words representing the steps to revise our papers effectively?”

\_\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key steps of revising an informational essay.”

\_\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate SEARCH and explain what each letter represents.

\_\_\_\_ After the students respond, the teacher shows the SEARCH checklist and review them with the student.



## 2. Provide Memorization Practice

\_\_\_ “At this point, you will need to memorize the SEARCH checklist, including all the detailed steps under each major part 100% correct eventually.”

\_\_\_ Student practices memorizing the SEARCH checklist.

\_\_\_ The teacher examines the student to make sure s/he memorizes the SEARCH checklist to the criteria.

## Revising Strategy Instruction Lesson Plan # 5

Objectives: 1. Rehearse the mnemonic aid for the strategy  
2. Independent practice of the strategy

Materials: 1. SEARCH Checklist  
2. Student’s informational essay  
1. My Self-Statements sheet  
2. Informational essay scorecard  
3. Papers and pencils  
4. Audio-recorder

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### 1. Rehearse SEARCH Checklist

\_\_\_ “Do you remember last time I showed you words representing the steps to revise our papers effectively?”

\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key steps of revising an informational essay.”

\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate SEARCH and explain what each letter represents.] “You need to also tell me each step within each of the major parts for the revising.”

\_\_\_ After the students respond, the teacher shows the SEARCH checklist and review them with the student.

\_\_\_ “This time, let’s use this strategy to revise an essay we wrote earlier on your own.”

### 2. Student practice using the strategy independently

\_\_\_ The teacher shows the student one of the his/her posttest informational papers and asks the student to rate the quality of the paper using the evaluation scale.

\_\_\_ The student uses SEARCH to revise their essay.



\_\_\_\_\_ The teacher asks the students to read their essays aloud.

### **3. Evaluating the current informational essay**

\_\_\_\_\_ The teacher gives each student the quality rating scale.

\_\_\_\_\_ The teacher asks the student to read the current essay aloud and asks the student to rate the quality of the essay using the evaluation scale.

### **1. Discussing improvement & Generalizing**

\_\_\_\_\_ The teacher compares the two quality scores and prompts the student to think about to what extent the SEARCH checklist helps improve the quality of the informational essay.

\_\_\_\_\_ “Now looking at the essay you wrote earlier and the same essay you just revised all by yourself using the SEARCH strategy, do you think the strategy can help us write a better essay? Why?”

\_\_\_\_\_ “Do you think SEARCH strategy help meeting your quality goal and quantity goal?”

\_\_\_\_\_ “If you hadn’t used the SEARCH strategy, would you have written as good an essay as you did? Why or why not?”

\_\_\_\_\_ “Tell me some other tasks for which you could use this strategy?”

## **Revising Strategy Instruction Lesson Plan # 6**

Objectives: 1. Independent practice of the strategy  
2. Weaning the students off the mnemonic aid and the planning sheet

Materials: 1. Student’s informational essay  
2. Papers and pencils  
1. Audio-recorder

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### **1. Rehearse SEARCH Checklist**

\_\_\_\_\_ “Do you remember last time I showed you words representing the steps to revise our papers effectively?”

\_\_\_\_\_ “If you think of these words and what each letter represents, you will be able to remember all the key steps of revising an informational essay.”



\_\_\_\_ “Now tell me the words and what each letter represents.” [Students need to correctly articulate SEARCH and explain what each letter represents.] “You need to also tell me each step within each of the major parts for the revising.”

\_\_\_\_ After the students respond, the teacher shows the SEARCH checklist and review them with the student.

\_\_\_\_ “This time, let’s use this strategy to revise an essay we wrote earlier on your own.”

## **2. Wean off the strategy chart and planning sheet**

\_\_\_\_ The teacher explains to the students that they won’t usually have a SEARCH checklist and a self-statement sheet with them when they need to revise essays. So they can write down the mnemonic and self-statements at the top of a blank sheet. Remind the students to make a space on the paper for notes for each step of SEARCH.

\_\_\_\_ The teacher reminds the students to check off each step of SEARCH on the sheet when they have completed that step.

\_\_\_\_ The teacher reminds the students to write down their self-statements on the sheet and make sure to use them during writing.

## **3. Evaluating the current informational <sup>[OB]</sup>essay**

\_\_\_\_ The teacher gives each student the quality rating scale.

\_\_\_\_ The teacher asks the student to read the current essay aloud and rates the quality of the essay using the evaluation scale.

## **1. Discussing improvement & Generalizing & Wrap-up**

\_\_\_\_ The teacher compares the two quality scores and prompts the student to think about to what extent the SEARCH checklist helps improve the quality of the informational essay.

\_\_\_\_ “Now looking at the essay you wrote earlier and the same essay you just revised all by yourself using the SEARCH strategy, do you think the strategy can help us write a better essay? Why?”

\_\_\_\_ “Do you think SEARCH strategy help meeting your quality goal and quantity goal?”

\_\_\_\_ “If you hadn’t used the SEARCH strategy, would you have written as good an essay as you did? Why or why not?”

\_\_\_\_ “Tell me some other tasks for which you could use this strategy?”

\_\_\_\_ “I really have enjoyed working with you these past few weeks. Your goal now is to keep using the SEARCH strategy whenever it can help you revise your essay.”



## SEARCH

### Set goals

- I've thought about who is the audience and the impression I want to give them; I want them to think... (e.g., my essay is good and informative)
- My quality goal is... (e.g., including all parts of TREE)
- My quantity goal is... (e.g., including three important traits)

### Examine paper to see if it makes sense

- I've read my paper out loud
- Each sentence and the whole paper makes sense
- No words have been omitted
- I've combined sentences that are too short and broke up ones that are too long

### Ask if you said what you meant

- My ideas are clear and related to the topic
- The order of my ideas is logical

### Reveal picky errors

- I've corrected all errors in spelling, capitalization, and punctuation that I found
- Someone else has double checked my work

### Copy over neatly

### Have a last look for errors

- I made sure my final copy doesn't have any new or remaining errors in it
- Someone else has checked my work one last time
- I did/did not meet my goals

Self-talk statements: