

Day-by-Day Plans

In this packet, you'll find 10 weeks of daily mix-and-match activities you can assign to your students with a click. Each day's plan provides 60–80 minutes of activities, including the following:

- **Skill Practice** - Exercises to master specific writing skills. Many exercises start with an interactive tutorial.
- **Informal Writing** - Some days, these Quick Writes help students transfer what they learned during Skill Practice. Other days, they're just for fun.
- **Essay Writing** - These lessons lead students to draft a full essay over the course of 2 weeks. Activities include a mix of pre-writing, scaffolded drafting, and targeted skill development.

You can assign all of the activities for each day or pick and choose the ones you'd like to use!

In Weeks 1 and 2, we've included a argumentative essay plan with this prompt: **Do you agree or disagree with the following statement? "Technology has made it harder for humans to form close relationships with each other."** You can also use your own prompt or one from our [assignment library](#).


For Week 3 onward, you can use any of our [two-week essay plans](#)! Choose from persuasive, argumentative, literary analysis, expository/informational, narrative, and rhetorical analysis essay plans.

Want to get students writing even more? Try assigning additional Quick Writes as a response to whatever they're reading. See examples [here](#)!

Day-by-Day Plans: Week 1

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

For Weeks 1 and 2, we’ve included an argumentative essay plan with this prompt: **Do you agree or disagree with the following statement? “Technology has made it harder for humans to form close relationships with each other.”** You can also use your own prompt (or one from our [assignment library](#)) or choose a different [two-week essay plan](#)!

	Day 1	Day 2	Day 3	Day 4	Day 5
Skill Practice (10-20 minutes)	Students practice capitalizing and punctuating quotes. Practice: Formatting Quotes Assign	Students practice identifying vague pronouns. Practice: Vague Pronouns Assign	Students practice punctuating sentences with words like “however” and “also.” Practice: Conjunctive Adverbs Assign	Students practice choosing between adjectives and adverbs. Practice: Adjectives and Adverbs Assign	Students practice recognizing complete sentences and fragments. Practice: Sentences and Fragments Assign
Informal Writing (15 minutes)	Skill Transfer: Students write a scene of dialogue to practice punctuating quotations. Quick Write: “Rivals” Assign	Just for Fun: Students write about how life would be different if cameras had never been invented. Quick Write: “Life Without Cameras” Assign	Skill Transfer: Students write about their dream job, making sure to include the words however, also, and otherwise. Quick Write: “Dream Job” Assign	Skill Transfer: Students describe the best meal they’ve ever eaten, using adjectives and adverbs correctly. Quick Write: “Best Meal” Assign	Just for Fun: Students write about a famous person they’d like to meet. Quick Write: “Meet Someone Famous” Assign
Essay Writing (20-45 minutes) <small>*We recommend sending students daily directions, available here.</small>	Students review key elements of argumentative writing and brainstorm thesis statements. Tutorial: Writing an Argumentative Essay (10 min) View <small>(Send this link to students*)</small> Quick Write: Brainstorming a Thesis (15 min) Assign	Students learn to identify strong topic sentences and brainstorm evidence and topic sentences. Practice: Writing Claims as Topic Sentences (10 min) Assign Pre-writing: Generating Claims from Evidence (20 min) View <small>(Send this link to students)</small>	Students learn what makes a strong counterargument paragraph, then plan their own. Practice: Planning a Counterargument Paragraph (15 min) Assign Quick Write: My Counterargument (15 min) Assign <small>(If you want students to write a third body paragraph instead, skip this day.)</small>	Students outline their essays by choosing their topic sentences, then completing full outlines. Quick Write: My Topic Sentences (15 min) Assign Pre-writing: Outlining an Argumentative Essay (30 min) View <small>(Send this link to students)</small>	Students draft the first body paragraph of their essays. Argumentative Guided Draft: First Body Paragraph (30 min) Assign  <small>(Students will work in this assignment for the next week. Consider first sharing this video with them for an overview of the Guided Drafts assignment.)</small>

Day-by-Day Plans: Week 2

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 6	Day 7	Day 8	Day 9	Day 10
Skill Practice (10-20 minutes)	<p>Students learn to place modifying words, phrases, and clauses near what they’re modifying.</p> <p>Practice: Misplaced Modifiers</p> <p>Assign</p>	<p>Students learn to correct comma splices and fused sentences.</p> <p>Practice: Fixing Run-Ons</p> <p>Assign</p>	<p>Students use coordinating conjunctions (FANBOYS) to combine clauses.</p> <p>Practice: Punctuating Compound Sentences</p> <p>Assign</p>	<p>Students learn to properly capitalize and format book and poem titles.</p> <p>Practice: Capitalizing Novel and Poem Titles</p> <p>Assign</p>	<p>Students learn to properly punctuate sentences that include words like “when,” “because,” and “if.”</p> <p>Practice: Punctuating Complex Sentences</p> <p>Assign</p>
Informal Writing (15 minutes)	<p>Just for Fun: Students share their opinion on whether pranks are mean or fun.</p> <p>Quick Write: “Pranks”</p> <p>Assign</p>	<p>Skill Transfer: Students discuss a character that they would get along well with, making sure to avoid comma splices and fused sentences.</p> <p>Quick Write: “Character Bestie”</p> <p>Assign</p>	<p>Just for Fun: Students describe an activity they can do for hours without realizing time is passing.</p> <p>Quick Write: “Something You Love”</p> <p>Assign</p>	<p>Skill Transfer: Students create a soundtrack for their lives, correctly formatting song titles.</p> <p>Quick Write: “Soundtrack for Your Life”</p> <p>Assign</p>	<p>Skill Transfer: Students discuss a lesson they’ve learned about themselves, making sure to include the words “if,” “because,” and “when.”</p> <p>Quick Write: “Lesson about Yourself”</p> <p>Assign</p>
Essay Writing (20-45 minutes)	<p>Students draft their second body paragraphs.</p> <p>Argumentative Guided Draft: Second Body Paragraph (30 min)</p> <p>(Students continue working in the same Guided Draft assignment they began last week.)</p>	<p>Students practice planning a counterargument paragraph, then write their own.</p> <p>Tutorial: Counterargument Paragraphs in Argumentative Essays (5-10 min)</p> <p>View (Send this link to students)</p> <p>Argumentative Guided Draft: Counterargument (30 min)</p>	<p>Students practice identifying strong essay hooks, then draft their introductions.</p> <p>Practice: Selecting a Strong Hook (15 min)</p> <p>Assign</p> <p>Argumentative Guided Draft: Introduction (30 min)</p>	<p>Students learn what makes a strong conclusion, then draft their conclusions and submit.</p> <p>Practice: The Two Jobs of a Conclusion (15 min)</p> <p>Assign</p> <p>Argumentative Guided Draft: Conclusion (30 min)</p>	<p>[Optional] Students revise their essays based on teacher feedback.</p> <p>Feel free to plan this for a later date to leave time for reviewing and grading!</p> <p>Argumentative Guided Draft: Revise based on teacher feedback (30 min)</p>

Day-by-Day Plans: Week 3

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 11	Day 12	Day 13	Day 14	Day 15
Skill Practice (10-20 minutes)	<p>Students review vague pronouns by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “The Art of Tibetan Sandpainting”</p> <p>Assign</p>	<p>Students practice capitalizing names, personal titles, and places.</p> <p>Practice: Capitalizing Names and Places</p> <p>Assign</p>	<p>Students practice distinguishing and punctuating plural and possessive nouns.</p> <p>Practice: Plural and Possessive Nouns</p> <p>Assign</p>	<p>Students practice punctuating singular and plural possessives.</p> <p>Practice: Plural Possessives</p> <p>Assign</p>	<p>Students practice using the commonly confused words “it’s” and “its” correctly.</p> <p>Practice: “It’s” vs. “Its”</p> <p>Assign</p>
Informal Writing (15 minutes)	<p>Just for Fun: Students share something about themselves that others might not know.</p> <p>Quick Write: “Get to Know You”</p> <p>Assign</p>	<p>Skill Transfer: Students write letters describing where they live, making sure to capitalize names properly.</p> <p>Quick Write: “Hometown Highlights”</p> <p>Assign</p>	<p>Just for Fun: Students recommend a book, film, or song they think everyone should experience.</p> <p>Quick Write: “What’s Your Recommendation?”</p> <p>Assign</p>	<p>Skill Transfer: Students discuss a “six degrees of separation” connection, making sure to punctuate possessives correctly.</p> <p>Quick Write: “Six Degrees of Separation”</p> <p>Assign</p>	<p>Just for Fun: Students explore whether having a deadline makes it easier or harder to work.</p> <p>Quick Write: “Deadlines”</p> <p>Assign</p>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 4

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 16	Day 17	Day 18	Day 19	Day 20
Skill Practice (10-20 minutes)	Students review the use of adjectives and adverbs by correcting a multi-paragraph passage. Passage Quiz: “Meals in Space” Assign	Students practice forming adverbs from adjectives and using them correctly. Practice: Forming Adverbs from Adjectives Assign	Students practice forming comparative and superlative adjectives. Practice: Comparative and Superlative Adjectives Assign	Students practice finding words and phrases that could be revised to be more specific. Practice: Vague Language Assign	Students practice using the commonly confused words “good” and “well” correctly. Practice: “Good” vs. “Well” Assign
Informal Writing (15 minutes)	Just for Fun: Students argue for or against making internet access free in their town or city. Quick Write: “Free Internet” Assign	Just for Fun: Students write a diary entry from the perspective of a book or movie character. Quick Write: “A Character’s Mistake” Assign	Skill Transfer: Students compare living in a treehouse, submarine, and spaceship, using comparative and superlative adjectives. Quick Write: “Would You Rather” Assign	Skill Transfer: Students describe their favorite item in their house, using vague language and then specific language. Quick Write: “Make It Vague” Assign	Just for Fun: Students write about a pet peeve—without starting any sentences with “the,” “it,” “this,” or “I.” Quick Write: “Pet Peeve” Assign
Essay Writing (20-45 minutes)	For Week 3 onward, you can choose whichever two-week essay plan meets your needs! The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.				

Day-by-Day Plans: Week 5

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 21	Day 22	Day 23	Day 24	Day 25
Skill Practice (10-20 minutes)	<p>Students review capitalization rules by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “Neymar’s Rise to Stardom”</p> <div>Assign</div>	<p>Students practice identifying subjects, verbs, and objects in a sentence.</p> <p>Practice: Components of a Sentence</p> <div>Assign</div>	<p>Students practice using the correct verb in sentences with simple subjects, questions, “here,” and “there.”</p> <p>Practice: Subject-Verb Agreement</p> <div>Assign</div>	<p>Students practice using subject and object pronouns in a sentence.</p> <p>Practice: Pronoun Case</p> <div>Assign</div>	<p>Students practice using the commonly confused words “to,” “too,” and “two” correctly.</p> <p>Practice: “To” vs. “Too” vs. “Two”</p> <div>Assign</div>
Informal Writing (15 minutes)	<p>Just for Fun: Students imagine a world where smartphones suddenly stopped working.</p> <p>Quick Write: “A World Without Smartphones”</p> <div>Assign</div>	<p>Just for Fun: Students start a short story with this line: “I should have known it was a bad idea, but that didn’t stop me.”</p> <p>Quick Write: “Short Story Challenge”</p> <div>Assign</div>	<p>Skill Transfer: Students discuss a famous person they’d like to meet, focusing on correct subject-verb agreement.</p> <p>Quick Write: “Dream Meeting”</p> <div>Assign</div>	<p>Just for Fun: Students argue whether superheroes set a good or bad example.</p> <p>Quick Write: “Superheroes”</p> <div>Assign</div>	<p>Skill Transfer: Students are challenged to write a sentence including “to,” “too,” and “two” all used correctly.</p> <p>Quick Write: “‘To’ vs. ‘Too’ vs. ‘Two’ Challenge”</p> <div>Assign</div>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 6

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 26	Day 27	Day 28	Day 29	Day 30
Skill Practice (10-20 minutes)	<p>Students review apostrophe use by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “The Accidental Invention of Chocolate Chip Cookies”</p> <div>Assign</div>	<p>Students practice forming simple verb tenses correctly.</p> <p>Practice: Verb Tense</p> <div>Assign</div>	<p>Students practice using progressive and perfect verb tenses.</p> <p>Practice: Trickier Verb Tenses</p> <div>Assign</div>	<p>Students practice distinguishing verbals from verbs and identifying their functions in a sentence.</p> <p>Practice: Verbals</p> <div>Assign</div>	<p>Students practice using the commonly confused words “passed” and “past” correctly.</p> <p>Practice: “Passed” vs. “Past”</p> <div>Assign</div>
Informal Writing (15 minutes)	<p>Just for Fun: Students describe the most terrible sound they’ve ever heard.</p> <p>Quick Write: “Terrible Sound”</p> <div>Assign</div>	<p>Just for Fun: Students imagine an adult they know as a child and write a description.</p> <p>Quick Write: “When You Were My Age”</p> <div>Assign</div>	<p>Skill Transfer: Students recap the events of a story and predict what could happen next, using verb tenses correctly.</p> <p>Quick Write: “Recap”</p> <div>Assign</div>	<p>Just for Fun: Students discuss whether they would rather explore the deep ocean or outer space.</p> <p>Quick Write: “Deep Ocean or Outer Space?”</p> <div>Assign</div>	<p>Extension: Students list homophones, then choose a pair and write sentences using the two words correctly.</p> <p>Quick Write: “Homophone Challenge”</p> <div>Assign</div>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 7

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 31	Day 32	Day 33	Day 34	Day 35
Skill Practice (10-20 minutes)	<p>Students review comparative and superlative adjectives by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “The History of Snapchat”</p> <p>Assign</p>	<p>Students practice using the correct coordinating conjunction to connect two ideas.</p> <p>Practice: Linking Ideas with Conjunctions</p> <p>Assign</p>	<p>Students practice using the correct correlative conjunctions in a sentence.</p> <p>Practice: Correlative Conjunctions</p> <p>Assign</p>	<p>Students practice using commas to set off introductory phrases and clauses.</p> <p>Practice: Commas for Clarity</p> <p>Assign</p>	<p>Students practice using “their,” “there,” and “they’re” correctly.</p> <p>Practice: “Their” vs. “There” vs. “They’re”</p> <p>Assign</p>
Informal Writing (15 minutes)	<p>Just for Fun: Students write about a character receiving a gift, showing the character’s reaction through words and actions.</p> <p>Quick Write: “Show, Don’t Tell Challenge”</p> <p>Assign</p>	<p>Skill Transfer: Students imagine a world where the Revolutionary War never happened, making sure to use coordinating conjunctions correctly to link their ideas.</p> <p>Quick Write: “Alternate History”</p> <p>Assign</p>	<p>Just for Fun: Students argue whether US radio stations should play more songs in languages other than English.</p> <p>Quick Write: “Multilingual Music”</p> <p>Assign</p>	<p>Just for Fun: Students imagine a different setting for their favorite book or movie.</p> <p>Quick Write: “What If?”</p> <p>Assign</p>	<p>Skill Transfer: Students discuss which item or service they would make free, using “their,” “they’re,” and “there” correctly.</p> <p>Quick Write: “What Would You Make Free?”</p> <p>Assign</p>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 8

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 36	Day 37	Day 38	Day 39	Day 40
Skill Practice (10-20 minutes)	<p>Students review simple, progressive, and perfect tenses by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “Miniature Guide Horses”</p> <div>Assign</div>	<p>Students identify whether sentences are in active or passive voice.</p> <p>Practice: Active and Passive Voice</p> <div>Assign</div>	<p>Students practice rearranging sentences to be in active voice.</p> <p>Practice: Creating Active Voice Sentences</p> <div>Assign</div>	<p>Students practice finding phrases that could be revised to use fewer words.</p> <p>Practice: Recognizing Wordy Language</p> <div>Assign</div>	<p>Students practice using “who’s” and “whose” correctly.</p> <p>Practice: “Who’s” vs. “Whose”</p> <div>Assign</div>
Informal Writing (15 minutes)	<p>Just for Fun: Students explain which piece of technology they think has had the greatest impact on humankind.</p> <p>Quick Write: “Important Inventions”</p> <div>Assign</div>	<p>Skill Transfer: Students describe a recent or memorable dream in both passive and active voice.</p> <p>Quick Write: “Describe a Dream”</p> <div>Assign</div>	<p>Just for Fun: Students discuss what change they would make to their favorite TV show.</p> <p>Quick Write: “If I Wrote the Show”</p> <div>Assign</div>	<p>Skill Transfer: Students write a strong, concise sentence stating their opinion about pineapple on pizza.</p> <p>Quick Write: “Be Brief”</p> <div>Assign</div>	<p>Just for Fun: Students describe an experience they had trying something for the first time.</p> <p>Quick Write: “New Experience”</p> <div>Assign</div>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 9

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 41	Day 42	Day 43	Day 44	Day 45
Skill Practice (10-20 minutes)	<p>Students review simple subject-verb agreement by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “How Do Penguins Survive in Antarctica?”</p> <p>Assign</p>	<p>Students practice using the correct verb with subjects that include fractions and indefinite pronouns.</p> <p>Practice: Trickier Subject-Verb Agreement</p> <p>Assign</p>	<p>Students practice using the correct verb with compound subjects.</p> <p>Practice: Agreement with Multiple Subjects</p> <p>Assign</p>	<p>Students practice using the correct subject and object pronouns in compounds.</p> <p>Practice: Trickier Pronoun Case</p> <p>Assign</p>	<p>Students practice using “who” and “whom” correctly.</p> <p>Practice: “Who” vs. “Whom”</p> <p>Assign</p>
Informal Writing (15 minutes)	<p>Just for Fun: Students propose an important person to honor with a new national holiday.</p> <p>Quick Write: “Honoring an Idol”</p> <p>Assign</p>	<p>Skill Transfer: Students share a surprising statistic, making sure to use correct subject-verb agreement with percentages and fractions.</p> <p>Quick Write: “Surprising Stats”</p> <p>Assign</p>	<p>Just for Fun: Students imagine how they would spend a million dollars if they couldn’t spend it on themselves.</p> <p>Quick Write: “How Would You Spend a Million Dollars?”</p> <p>Assign</p>	<p>Skill Transfer: Students imagine a car trip with a celebrity or fictional character, using correct subject and object pronouns.</p> <p>Quick Write: “Road Trip”</p> <p>Assign</p>	<p>Just for Fun: Students write a paragraph from the opposing side of an argument.</p> <p>Quick Write: “Take the Other Side”</p> <p>Assign</p>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Week 10

Click “Assign” to use any activity with your students. You can assign all the activities for each day, or feel free to pick and choose!

	Day 46	Day 47	Day 48	Day 49	Day 50
Skill Practice (10-20 minutes)	<p>Students review using conjunctions to link ideas by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “The Marathon’s Long, Legendary History”</p> <p>Assign</p>	<p>Students practice punctuating sentences that use semicolons with words like “however” and “also.”</p> <p>Practice: Linking Ideas with Conjunctive Adverbs</p> <p>Assign</p>	<p>Students practice correcting sentences for parallel structure.</p> <p>Practice: Parallel Structure</p> <p>Assign</p>	<p>Students practice spotting inappropriate uses of formal and informal language.</p> <p>Practice: Formal and Informal Language</p> <p>Assign</p>	<p>Students review mixed grammar concepts by correcting a multi-paragraph passage.</p> <p>Passage Quiz: “The Search for the Fourteenth Dalai Lama”</p> <p>Assign</p>
Informal Writing (15 minutes)	<p>Just for Fun: Students imagine what would happen if two characters from different texts or films were to meet.</p> <p>Quick Write: “Character Crossover Challenge”</p> <p>Assign</p>	<p>Skill Transfer: Students discuss whether it is more useful to play an instrument or a sport, using conjunctive adverbs to connect their ideas.</p> <p>Quick Write: “Music or Sports?”</p> <p>Assign</p>	<p>Just for Fun: Students describe the bravest person they know.</p> <p>Quick Write: “What Makes the Brave”</p> <p>Assign</p>	<p>Skill Transfer: Students reinforce the idea of matching formality to context by revising a casual text or message to use formal academic language.</p> <p>Quick Write: “Formal Friendship”</p> <p>Assign</p>	<p>Just for Fun: Students tell a story about a trip in which everything goes wrong.</p> <p>Quick Write: “Trip Gone Wrong”</p> <p>Assign</p>
Essay Writing (20-45 minutes)	<p>For Week 3 onward, you can choose whichever two-week essay plan meets your needs!</p> <p>The essay plans cover six genres, and each includes a mix of pre-writing, scaffolded drafting, and targeted skill development.</p>				

Day-by-Day Plans: Argumentative Essay Directions for Students

Here are some daily directions you can copy and paste to your students over email or your LMS. Feel free to add any of your own specific details or expectations!

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Go through this interactive tutorial to make sure you understand the key elements of an argumentative essay. (Note: You must be logged in to NoRedInk to access the tutorial.)</p> <p>Then, complete the Quick Write called “Brainstorming a Thesis” on your home page!</p>	<p>Start with the practice assignment “Writing Claims as Topic Sentences” on your home page.</p> <p>Then, brainstorm evidence and topic sentences using this pre-writing sheet. Save or print all pre-writing sheets so you can reference them while you draft!</p> <p>[Optional] Your evidence should be a specific example or a statistic or quotation from an online newspaper or journal.</p>	<p>Start with the practice assignment “Planning a Counterargument Paragraph.”</p> <p>Then, complete the Quick Write called “My Counterargument” to brainstorm your own opposing argument and rebuttal for your counterargument paragraph.</p>	<p>Complete the Quick Write called “My Topic Sentences” (refer back to Day 2’s pre-writing sheet for a reminder of your thesis and topic sentences!)</p> <p>Then, put together all the thinking you’ve done so far and plan out your essay by completing this outline. Your first two topic sentences should be your strongest claims, and your third should be the opposing argument of your counterargument paragraph.</p>	<p>Draft the first body paragraph of your essay today! To start, open the Guided Draft assignment and type in your thesis to keep it top of mind.</p> <p>Then, write your first body paragraph based on the ideas in yesterday’s outline.</p> <p>For an overview of the Guided Draft assignment, watch this video!</p>

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Open the Guided Draft assignment you started last week and write your second body paragraph.</p>	<p>Go through this interactive tutorial to remind yourself how to write a strong counterargument paragraph.</p> <p>Then, go back to your Guided Draft and write a counterargument that acknowledges and responds to an opposing argument.</p>	<p>Learn how to write a strong hook by completing the practice topic “Selecting a Strong Hook” on your home page.</p> <p>Then, go back into your Guided Draft and finish your introduction by adding an interesting hook and a bridge connecting the hook to your thesis!</p>	<p>Learn how to write a strong conclusion by completing the practice topic “The Two Jobs of a Conclusion.”</p> <p>Then, go back into your Guided Draft and write your conclusion.</p> <p>Finally, read through one more time to check for any grammar or spelling errors, and submit!</p>	<p>Open up the Guided Draft assignment again and look at the feedback I left for you! Revise your essay based on my comments, then resubmit it.</p>