

7th Grade Lesson Plan: FUEL Writing Strategy

Grade: 7th

Group Size: 3–6 students

Duration: 3–5 days (30–40 min per session)

Setting: Special Education, Resource Room or Co-Taught ELA

Goal: Students will write a paragraph using the FUEL strategy in response to a reading passage or writing prompt.

OBJECTIVES:

By the end of the lesson, students will:

- Identify and label each part of the FUEL strategy.
 - Write a paragraph using all four components of FUEL.
 - Use a graphic organizer to plan their response.
 - Apply sentence starters to support structured writing.
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MATERIALS:

- [FUEL Writing Strategy- Anchor Chart](#)
- [FUEL Writing Strategy Checklist](#)
- [FUEL Graphic Organizer](#)
-  [FUEL Sentence Starter Cards \(Printable Format\)](#)
- [Short reading passage \(1–2 paragraphs, on-grade or adapted\)](#)
- Highlighters or colored pencils
- Visual icons for F/U/E/L (e.g.,    )

- [Printed exemplar paragraph \(model\)](#)
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DAY 1: INTRODUCE & MODEL FOCUS + UNDERSTAND

Objective: Students will identify the **Focus** and **Understand** parts of a paragraph.

Activities:

1. **Mini-Lesson & Anchor Chart Review**

- Define each FUEL part with icons.
- Read aloud a model paragraph and highlight the **F** and **U** in different colors.

2. **Think-Aloud Modeling**

- Use a prompt (e.g., “Why is teamwork important?”) and model writing a strong F+U.

3. **Guided Practice**

- Students use sentence starters to write their own Focus + Understand sentences using a simple prompt.

4. **Check-In**

- Peer check or teacher conference using checklist for F and U.
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DAY 2: TEACH EVIDENCE

Objective: Students will locate and explain text evidence.

Activities:

1. **Evidence Sort Game**

- Match quotes to prompts (correct vs. off-topic).
-  [Evidence Sort Game: Why Bees Matter](#)

-  [Evidence Sort Game: Recycling and the Environment](#)

2. **Model + Guided Practice**

- Read a short passage together.
- Students find one strong quote and use sentence frames to explain it.

3. **Write Together**

- Add Evidence to previous F+U sentences (building the paragraph step-by-step).

DAY 3: TEACH LINK + WRAP-UP PARAGRAPH

Objective: Students will write a concluding sentence that links back to the main idea.

Activities:

1. **Link Anchor**

- Review sentence starters and examples of good “linking” sentences.

2. **Model a Weak vs. Strong Conclusion**

3. **Students Write Link Sentence**

- Add to their growing paragraph from Days 1–2.

4. **Checklist Review**

- Students highlight each FUEL part in their paragraph.
- Self- and peer-assess using the FUEL checklist.

DAY 4–5 (Optional): REVISION + ASSESSMENT

Objective: Students revise and finalize their FUEL paragraphs.

Activities:

1. **Use Color Coding**

- Students highlight their F, U, E, and L using assigned colors.

2. **Conferencing**

- 1:1 teacher support to revise sentence clarity and coherence.

3. **Final Draft Writing**

- Students write or type a clean final copy.



ACCOMMODATIONS:

- Sentence stems and frames
- Extended time
- Read-aloud support
- Word banks or vocabulary lists
- Reduced text length for evidence selection
- Visual reminders (anchor charts, icons)



ASSESSMENT:

- Completed graphic organizer
- Final FUEL paragraph
- FUEL checklist completed by student or teacher
- Optional rubric (focuses on clarity, structure, and inclusion of all four parts)