

TIDE Writing Strategy: Full Lesson Plan for Middle School

Lesson Plan: Introducing the TIDE Writing Strategy to Struggling Middle School Writers

Grade Level: Middle School (6–8)

Duration: 2 class periods (45 minutes each)

Objective: Students will learn and apply the TIDE strategy to plan and write a well-structured paragraph.

Day 1: Introducing the TIDE Strategy (45 minutes)

Materials Needed:

- TIDE Graphic Organizer (1 per pair of student)
- [Anchor chart or poster with TIDE elements](#)
- Sample paragraph (modeled with color-coded TIDE elements)
- Interactive panel, whiteboard, or chart paper
- Student notebooks/paper

Before the Lesson:

- Select your prompts using this lesson plan as a guide, but being flexible to match your students' interests.
- Have a plan for grouping students in pairs. If you do not already have a partner system in your class, consider a simple system based on seating (person who shares your table or the person next to you with rows 1 and 2, 3 and 4, and 5 and 6, etc.). For the most benefit, arrange students, so your most struggling writers are partnered with an average writer and your nearly average writers are partnered with a strong writer.

Lesson Steps:

1. Warm-Up/Engagement (5 minutes)

Teacher Says:

"Today we're going to learn a strategy that will help you write better, more organized paragraphs. Have you ever started writing and felt stuck or unsure what to say next? The TIDE strategy gives you a clear path to follow so your writing has a beginning, a middle, and an end."

Ask: "What makes a good paragraph?"

Chart student responses to refer to later.

2. Explain the TIDE Strategy (10 minutes)

Display the [TIDE anchor chart](#). Go through each letter of the acronym:

- T – Topic Sentence: "This is the first sentence. It tells the reader what your paragraph will be about."
- I – Important Evidence: "This is your fact, quote, example, or detail that supports your

topic.”

- D – Detailed Explanation: “This is where you explain why your evidence matters or what it means.”

- E – Ending Sentence: “This sentence wraps up your paragraph and restates your point in a new way.”

Use an example topic (e.g., “Physical activity improves student focus”) and show a [color-coded model paragraph](#).

Teacher says:

“This is a complete TIDE paragraph. I highlighted the sections and labeled them T, I, D, and E to help us see them easily.” Read the paragraph aloud, pointing out the sections.

3. Guided Practice with Class Example (20 minutes)

Teacher Says:

“Now let’s try building a paragraph together, step-by-step. We will use a graphic organizer to help us figure out how our thoughts will fit together. I’ll write, and you help me decide what goes in each part.”

Use a fresh topic (e.g., “Why students should have access to technology in school”). Fill in each TIDE section of the graphic organizer together on chart paper or an interactive panel, using student suggestions.

Pause after each part to explain and ask: “Does this match the part of TIDE we’re working on?”

4. Partner Practice: Planning (10 minutes)

Teacher Says:

“Now it’s your turn to try planning a paragraph with your partner. I’ll give each pair a graphic organizer, and we’ll use the topic: ‘Why school lunches should be healthy.’”

Circulate while students begin filling in their graphic organizers with a partner. Support students as needed. Ask questions, such as:

- “Does that support the topic?”

- “How did you choose that reason?”

- “Can you explain more?”

Day 2: Writing Using TIDE (45 minutes)

1. Review TIDE Strategy (5 minutes)

Quick review of the TIDE anchor chart. Ask: “What does each letter stand for?”

2. Model Turning the Graphic Organizer into a Paragraph (10 minutes)

Using yesterday’s class example or a new one, model how to turn the filled-in graphic organizer into a full paragraph.

Teacher Think-Aloud: “We will use the sentences we planned in our organizer (about why students should have technology in school) to write a paragraph. To make our writing the best we can, let’s also add transitions and combine short ideas into longer sentences.”

Teacher models on the interactive panel or chart paper, integrating ideas shared by students to make the paragraph flow. Don’t just copy ideas from the graphic organizer. Add transition phrases and show connections.

3. Independent Writing (20 minutes)

Teacher says:

“Now, it’s your turn to work with your partner from yesterday.”

Students use their filled-out graphic organizers to write a paragraph with their partner.

Encourage quiet, on-topic conversation. Circulate and support as needed. Prompt with questions like:

- “Can you explain this idea more?”
- “What makes this fact important?”
- “How can you reword your topic sentence for your ending?”

4. Sharing and Reflection (10 minutes)

Invite a few students to share their paragraphs aloud.

Ask: “What part of TIDE helped you the most?”

Close with an exit ticket reflection prompt: “Next time I write a paragraph, I will remember to...”

Assessment:

- Informal observation during guided and independent work
- Completed TIDE graphic organizer
- Final paragraph using TIDE format

Differentiation Tips:

- Provide sentence starters for each part of TIDE
- Allow students to continue working in pairs to brainstorm ideas
- Use color-coding for visual learners
- Offer the graphic organizer in a digital format and allow students to write by hand or digitally.
- Allow students to use word prediction or dictation software to ease the cognitive load.

Extension (Optional):

Have students apply TIDE to a topic from another subject area, such as science or social studies.