

Beginning-Intermediate ESL Writing Lessons Incorporating the Writing Process



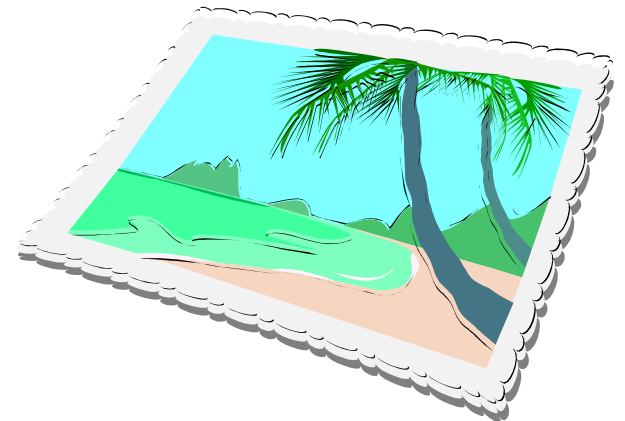
Presented by Donna Price

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San Diego Community College Continuing Education Program

Objectives

- Identify ways to teach beginning level writers successfully.
- Identify and incorporate four College and Career Readiness Writing Anchor Standards.
- Demonstrate writing outcomes using the process approach including:
 - Narrative
 - Expository (explain/inform)
 - Argument



Brainstorm

What challenges do you and your students face when teaching writing-focused lessons at the beginning level?



Research:

What makes teaching writing difficult?

- 1) Emphasis on the audiolingual method (listening, speaking, repetition)
- 2) Open entry (building, continuity)
- 3) Students with different levels of education
- 4) Students with different goals (general, vocational, academic)
- 5) Students' errors are overwhelming.

Research:

Why teach writing?

So students can

- do common writing tasks (forms, messages, notes)
- move above entry-level jobs
- help their children
- succeed in academic classes (importance of incorporating standards)

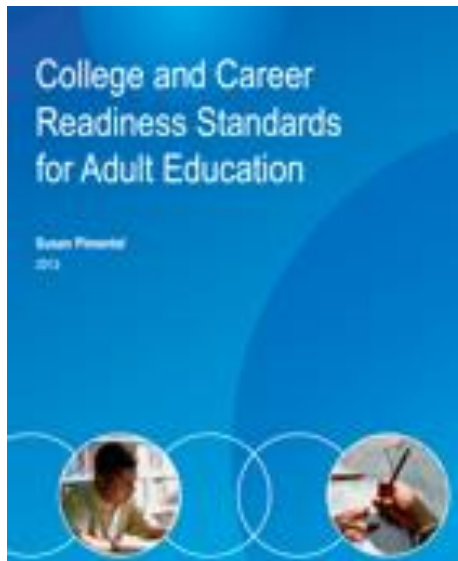
Research:

Keys to success

- Be sure students are ready to write (pre-writing).*
- Make lessons relevant.
- Have real audiences.
- Sell students on the technique (writing process). You must believe in it yourself.
- Be consistent.

*many pre-writing activities will be shared today

The current landscape of adult education





CCR Writing Anchor 1:
Write arguments . . .

CCR Writing Anchor 2:
Informative/explanatory texts

CCR Writing anchor 3:
Write narratives

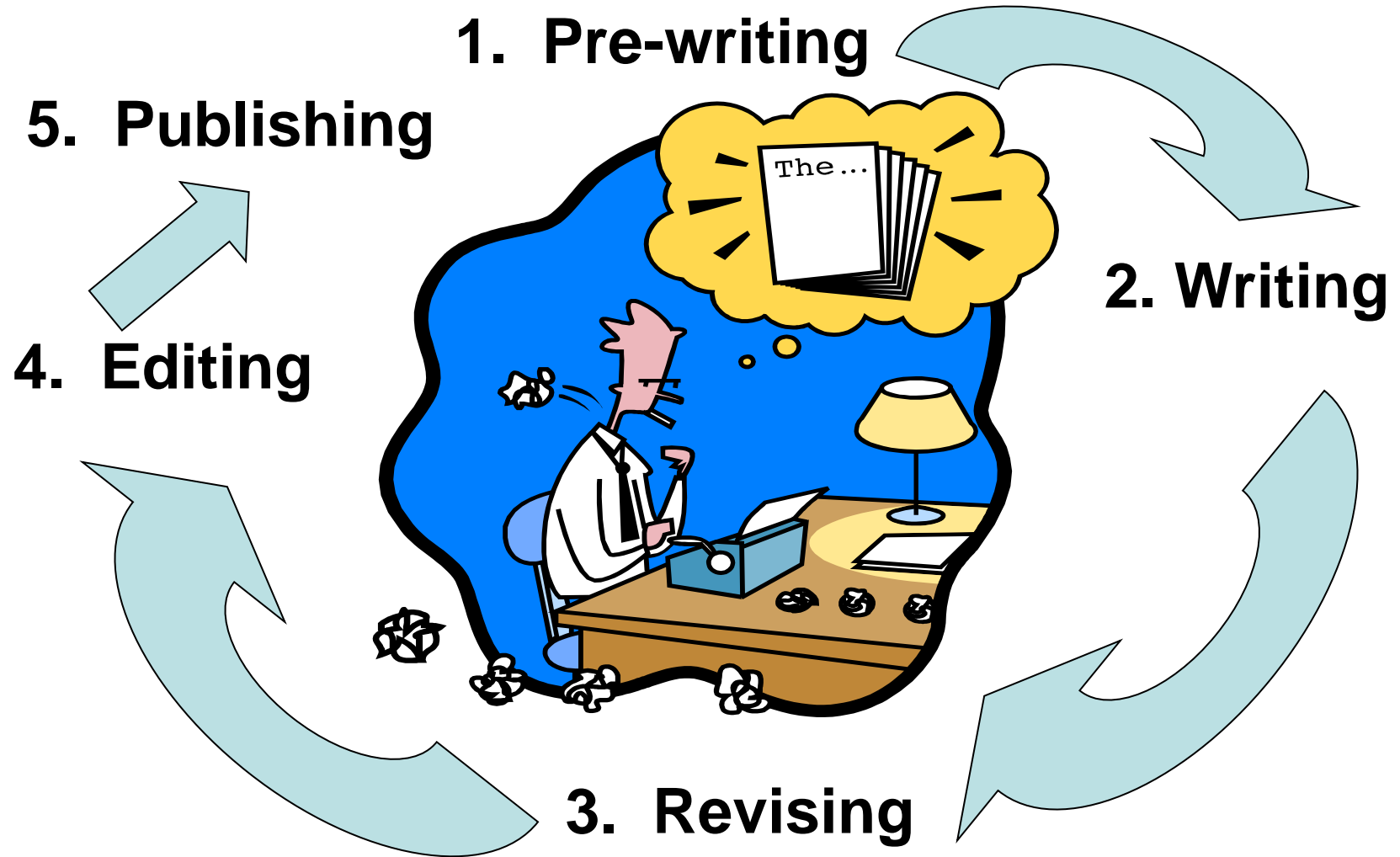
CCR Writing Anchor 5:
Develop and strengthen writing
as needed by planning, revising,
editing, rewriting . . .

CCRS used in this workshop
are on p. 2 in handout

College and Career Readiness (CCR) Writing Anchor Standard 5 (the writing process)

*Develop and strengthen writing
as needed by planning, revising,
editing, rewriting, or trying a new
approach*

Steps in the Writing Process



The Writing Process

Pre-Writing Stage

Purpose: to ensure that students have the skills required for the writing

- To develop vocabulary
- To get and give information
- To practice grammar
- To use punctuation correctly
- To recognize and use appropriate text structure

CCR Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing outcome for beginning high level class:
Write a narrative paragraph about important life events.

A New Employee: Bo-hai Cheng

I was born in 1994 in Beijing. I started university in 2012. I studied civil engineering. In 2015, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!

Ventures B2

How do your students achieve this outcome?

1) Brainstorm: What skills do students need to succeed in writing this narrative paragraph?

A New Employee: Bo-hai Cheng

I was born in 1994 in Beijing. I started university in 2012. I studied civil engineering. In 2015, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!

Skills students need to write this narrative

- 1) Writing (spelling, punctuation, capitalization)
- 2) Organization (chronological)
- 3) Grammar (past tense, prepositions)
- 3) Reading (read a model)
- 4) Other skills?

A New Employee: Bo-hai Cheng

I was born in 1994 in Beijing. I started university in 2012. I studied civil engineering. In 2015, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!

How do your students achieve this outcome?

2) Work with a partner: What pre-writing activities can you do to help students succeed in writing a narrative paragraph?

A New Employee: Bo-hai Cheng

I was born in 1994 in Beijing. I started university in 2012. I studied civil engineering. In 2015, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!

Pre-writing Activities

- 1) Pictures to teach vocabulary
- 2) Student interviews to find out the information
- 2) Fill in the blanks to practice grammar
- 3) Graphic organizers (time lines, clustering, outlines) for organization
- 4) Read and analyze a model
- 6) Others?

Pre-writing Activities

Purpose:
Develop
vocabulary

Strategy:
pictures &
words

4 Picture dictionary Life events



1. retired



2. _____



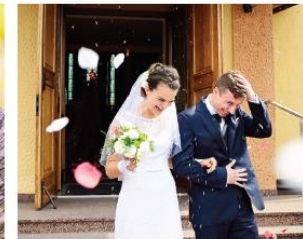
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

A Write the words in the Picture dictionary. Then listen and repeat.

fell in love got divorced got engaged got married got promoted
had a baby immigrated retired started a business

B Talk with a partner. Which life events happened to you? When did they happen? What happened after that?

I retired two years ago. After I retired, I started English classes.

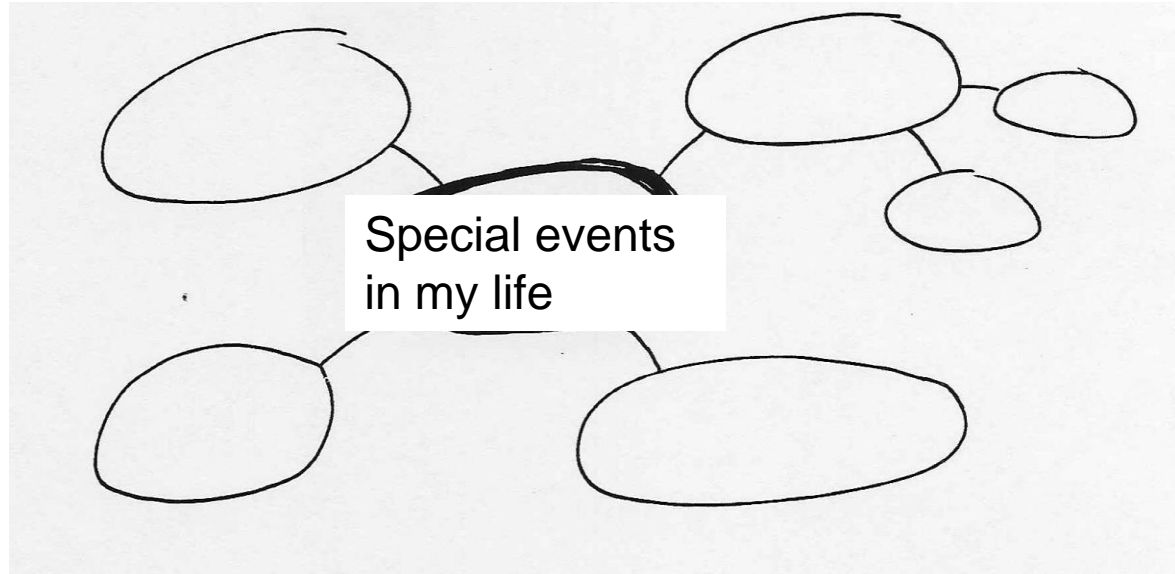


CD 2, Track 6

Ventures B2

Pre-writing Activities

Purpose:
get ideas down



Strategy:
Graphic organizer

Adapted from Basic Composition in ESL

Pre-writing Activities

Purpose:
practice
grammar
(time phrases
& past tense)

Strategy: chart
for taking notes
on an interview

3 Communicate

Talk with a partner. Complete the chart.



A Ali, when did you start English classes?

B I started English classes in 2017.

start English classes

in 2017

move to this country

start your first job

Pre-writing Activities

B Read about Bo-hai in his company newsletter.

COMPUTER SYSTEMS INC.

A New Employee: Bo-hai Cheng
I was born in 1994 in Beijing. I started university in 2012. I studied civil engineering. In 2015, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!



Purpose:

Put events from a reading in chronological order

C Write. Complete Bo-hai's time line.

bought a car
moved to Miami

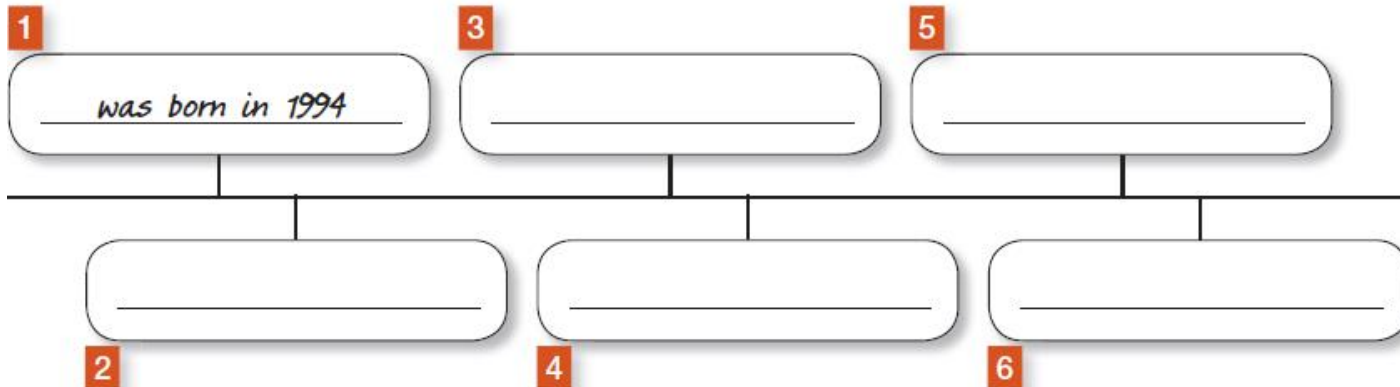
found a job
started university

graduated from vocational school
was born in 1994

Strategy:

Timeline

Bo-hai's time line



Pre-writing Activities

E Write. Complete the time line about yourself.

My time line

A horizontal timeline with seven numbered boxes (1-7) for writing events in chronological order. The boxes are arranged in two rows: the top row contains boxes 1, 3, 5, and 7; the bottom row contains boxes 2, 4, and 6. Each box is a rounded rectangle with a horizontal line for writing. Box 1 contains the text "was born in ____".

1 was born in ____

2

3

4

5

6

7

Purpose:

Put events in
chronological
order

Strategy:

Timeline

Pre-writing Activities

Purpose:
Practice
grammatical
structure

Strategy:
Fill in the
blanks

Ventures B2

1 Grammar focus: *When* questions and simple past

Use *when* to ask about time. Use *did* + the base form of the verb to make a simple past question.

QUESTIONS

When *did* you
he she *move* here?
they

ANSWERS

I
He she *moved* here in July.
They

Regular verbs

finish → finished
graduate → graduated
start → started
study → studied

Irregular verbs

begin → began have → had
find → found leave → left
get → got meet → met



2 Practice

A Write. Complete the conversations. Use the simple past.

- A** When did Min leave South Korea?
B She left South Korea in 2014.
A When _____ she move to New York?
B She _____ to New York in 2016.
- A** When _____ Carlos start school?
B He _____ school in September.
A When _____ he graduate?
B He _____ in June.
- A** When _____ Paul and Amy meet?
B They _____ in 2014.
A When _____ they get married?
B They _____ married in 2017.



Pre-writing Activities

Purpose:
Practice
grammatical
structure

Strategy:
Conversation
mixer

Ventures B2
Online
collaborative
activity

p. 5 in
handout

Lesson **A** *Listening*

Collaborative Worksheets • UNIT 6

Conversation cards

- A** Everyone takes a card.
B Find a classmate. Ask your question. Your classmate answers. Change cards.
C Find another classmate. Ask your new question. Your classmate answers. Change cards again.

When did you move to this city?	When did you start to study English?	Are you married? When did you get married?	When did you move into your house or apartment?
When did you start this class?	When did you start your first job?	When did you first meet the teacher?	Do you have children? When did you have your first child?
Do you have a car? When did you buy it?	Do you use a computer? When did you first use it?	When did you get up this morning?	When were you born?
Do you have a cell phone? When did you get it?	Do you have a best friend? When did you meet her or him?	Do you have a pet? When did you get your pet?	When did you go to sleep last night?

Summary: Prewriting purpose and activity

PURPOSE	ACTIVITY [STRATEGY]
Use appropriate vocabulary	Use pictures to identify key events
List ideas	Mind map (cluster)
Use time phrases	Complete a chart based on an interview
Communicate key events and put in chronological order	Complete a time line based on student interview
Write key events in chronological order	Complete a time line based on student interview
Analyze a model	Read and put key events in chronological order
Practice grammatical structure	Fill in the blanks
Practice grammatical structure	Ask and answer questions: Conversation mixer
Practice sentence structure	Change word order in sentences

The Drafting Stage of the Writing Process



Ways to Guide Student Writing: Sentence “Stems”

1) I came to this country _____

2) I started this class _____

3) _____ I got my first job here in the US.

4) _____ I bought a car.

5) I _____ a citizen in 2016.

6) I _____ married in 2018.

Ways to Guide Student Writing: Paragraph frames

I want to describe three important events in my life.

First, _____

Second, _____

Next, _____

Next year I'm going to _____

Adapted from Zwiers

Ways to Guide Student Writing: Questions to Answer

1. When did you move to the US?

2. When did you start this class?

3. When did you get a job?

4. When did you become a citizen?

Ways to Guide Student Writing: pictures and sentence frames

Draw pictures of three important events in your life.

Write about your pictures.

Three Important Events

My name is _____ .These are my important events.

First, _____

Second, _____

Third, _____

Guiding Student Writing

Cloze (fill in the blanks)

C Write about Rosa. She is sick, too. Complete the note.

daughter Dear home May 20, 2008 stomachache

May 20, 2008

_____ Mr. O'Hara,

Rosa Martinez is my _____. She is
at _____ today. She is sick. She has
a _____.

Please excuse her. Thank you.

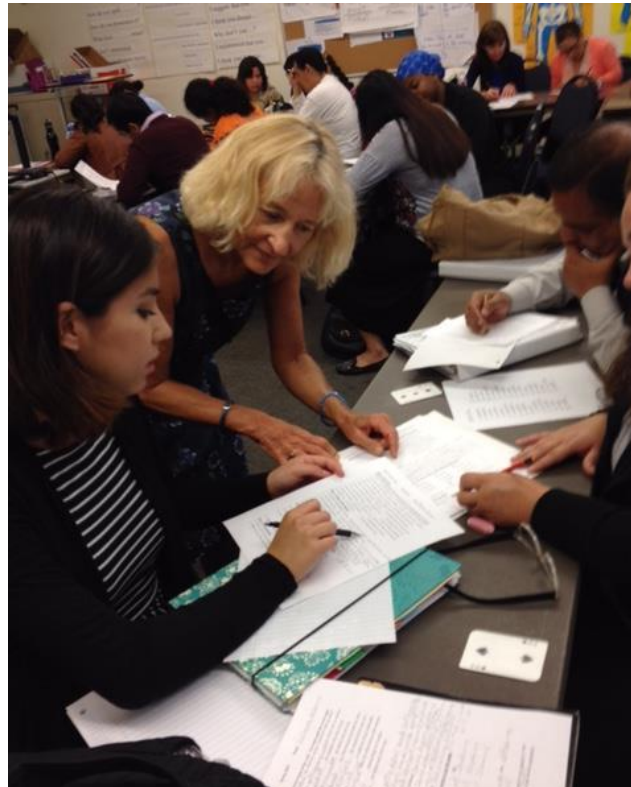
Sincerely,
Maria Martinez

Summary: Drafting purpose and activity

PURPOSE	ACTIVITY [Strategy]
Write grammatically correct sentences	Sentence stems
Develop a cohesive paragraph	Paragraph frames
Identify ideas / information to include	Questions to answer
Connect content and language	Pictures and sentence frames
Provide model of text structure (organization)	Cloze

The final stages of the writing process: Editing, Revising, & Publishing

What do you do after students have completed a writing task?



Editing: mechanics

C Write. Add capital letters.



STUDENT NEWS

P
~~p~~edro is a new student. He is single.

He is from colombia. His last name is ramirez. His address is 285 pacheco street, houston, texas. His zip code is 77057. His telephone number is 555-7878. His area code is 713.



Editing: Grammar

Correct the sentences. There is one error in each sentence. The sentences are from students' paragraphs.

1. I move here three years ago.
2. After I graduated, I get a job.
3. I retired on 2016.
4. I started at this school in September 3rd.

Revising: Writing Checklists:

3 After you write

A Read your paragraph to a partner.

B Check your partner's paragraph.

- What are the important events?
- What time phrases are in the paragraph?
- Are there commas after time phrases at the beginning of sentences?

Focus on Content

The diagram consists of two red-bordered boxes. The top box, labeled 'Focus on Content', has two red arrows pointing to the first two checklist items: 'What are the important events?' and 'What time phrases are in the paragraph?'. The bottom box, labeled 'Focus on Mechanics', has a red arrow pointing to the third checklist item: 'Are there commas after time phrases at the beginning of sentences?'.

Focus on Mechanics

Revising: Read Aloud

Why do you think students are told to read to a partner?

What benefits and challenges do you see to reading out loud?

Revising: Read Aloud

What research says about purpose:

- Students focus on ideas, not surface features
- “Reader” isn’t distracted by surface features
- Writer finds own errors

Vivian Zamel (1985)

“Responding to Student writing”
TESOL Quarterly (163 – 174)

Revising: Read aloud

What research says about concerns:

“Another concern with listening to a text rather than reading it is that some students need more visual support than others. For this reason, I allow students to look over each other's shoulders to see the paper as the writer reads, but I don't want students to read the writer's paper silently. Problems associated with oral reading are easily overcome and are far outweighed by the benefits”.

Keys to effective peer response

Revising: peer review

What research says about benefits of peer response:

- 1) Makes writer aware of audience.
- 2) Promotes a sense of community in the classroom.
- 3) Encourages revision.

Beginning Level Useful Phrases during Peer Revision

Starting a conversation

- Hi, my name is _____
- Excuse me, can I sit here?

Ending a conversation

- Thanks for your help.
- It was nice talking to you.
- See you later.

Revising: Peer review

Giving Feedback: useful phrases during peer review

Advice/Suggestions

- I think you need a _____
- I think you should _____
- Why don't you _____
- Let's ask the teacher.

Adapted from Kinsella

Revising: Student perceptions:

Did you enjoy reading and correcting your peer's papers? Why or why not?

Yes, because I learned new ideas.

Yes, I need to learn from my peer's papers how they make mistakes. Also, I'd like to learn about their ideas and their opinions.

No, because I get confused when I read. Yes, because I learn new vocabulary.

Yes, because I can learn my mistakes and learn new vocabulary.

No, I don't like correcting my peer's paper because it's confusing and it gives me a headache.

Publishing

- Put students' writing up on a bulletin board for all to read and as a source of student-generated reading material.
- Post on a website.
- Post on Padlet.
- If appropriate, send (such as a thank you note, post card, etc.)
- Other?

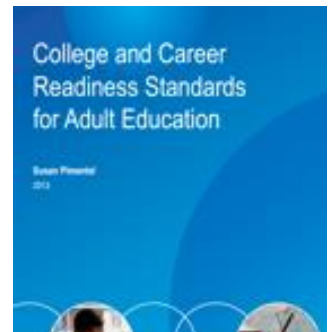
Editing, Revising and Publishing

PURPOSE	ACTIVITY [Strategy]
Editing: Grammar	Correct the errors (in verb forms)
Editing: punctuation	Capitalize the proper nouns
Revising	Writing checklist: <ul style="list-style-type: none">• Questions that focus on content One question about mechanics (if a related pre-writing exercise or has been previously taught)
Revising	Read aloud
Revising	Peer review: giving feedback
Publishing	Classmates read each other's work

RECAP

CCR Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- **Write a narrative paragraph about important life events.**
- **Other topics for a narrative paragraph?
Discuss with a partner.**



Narrative Topics

CCR Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- **Write a narrative paragraph about important life events.**

Other topics for a narrative paragraph:

- **Weekend**
- **Vacation**
- **An unforgettable experience**

CCR Writing Standards

The Writing Standards cultivate the development of three mutually reinforcing writing capacities:

- Writing narratives about real or imagined experiences
- **Writing to inform and explain**
- “Crafting” arguments

CCR Writing Standard 2:

Write informative/explanatory texts to examine and convey **complex ideas and information clearly** and **accurately** through the effective selection, **organization** and analysis of content.

Writing outcome for beginning high level class:

Write a note to inform and explain an absence.

May 20, 2019

Dear Mrs. Jackson,

Luis Martinez is my son. He is at home today.

He is sick. He has a sore throat. Please excuse him.

Thank you.

Sincerely,

Maria Martinez

How do your students achieve this outcome?

What pre-writing activities can you do to help students succeed in writing to inform or explain?

Work with a partner or small group. Discuss different pre-writing activities that would help students write their final paragraphs.

May 20, 2019

Dear Mrs. Jackson,

Luis Martinez is my son. He is at home today.

He is sick. He has a sore throat. Please excuse him.

Thank you.

Sincerely,

Maria Martinez

Reminder: Pre-writing Activities

- 1) Pictures to teach vocabulary
- 2) Student interviews to find out the information
- 2) Fill in the blanks to practice grammar
- 3) Graphic organizers (time lines, clustering, outlines) for organization
- 4) Read and analyze a model
- 5) Others?

Pre-writing Activities

Pictures/vocabulary

 1. Mr. Jones a backache	 2. Diana a cold	 3. Carl a broken leg
 4. Mrs. Leeds a stomachache	 5. Eva a broken arm	 6. Ben a fever
 7. Henry a sore throat	 8. John and Jose sprained ankles	 9. Dick and Jane earaches

Writing: fill in the blanks

_____ Mr. O'Hara,
Rosa Martinez is my _____. She is at _____ today.
She is sick. She has a _____. Please excuse her.
Thank you.
Sincerely,
Maria Martinez

Reading and writing (analyze a model)

New Message

Write dates like this:
month day year
May 20, 2019
5 / 20 / 19

From: Maria Martinez
To: Mrs. Jackson
Subject: Luis Martinez

May 20, 2019
Dear Mrs. Jackson,
Luis Martinez is my son. He is at home today.
He is sick. He has a sore throat. Please excuse him.
Thank you.
Sincerely,
Maria Martinez

Read the email again. Circle the information.

1. the date
2. the teacher's name
3. the name of the sick child
4. what's wrong
5. the sender's name

Write. Answer the questions.

1. What is the date? _____
2. What is the teacher's name? _____
3. Who is sick? _____
4. What's the matter? _____
5. Who is the email from? _____

Ventures B1

The Drafting/Writing Stage



Ways to Guide Student Writing

Cloze (fill in the blanks)

C Write about Rosa. She is sick, too. Complete the note.

daughter Dear home May 20, 2008 stomachache

May 20, 2008

_____ Mr. O'Hara,

Rosa Martinez is my _____. She is
at _____ today. She is sick. She has
a _____.

Please excuse her. Thank you.

Sincerely,
Maria Martinez

Ventures B1

Post-writing Activities: Revising

3 After you write

A Read your email to a partner.

B Check your partner's email.

- Who is sick? What's the matter?
- Is the date correct?

RECAP

CCR Writing Standard 2:

Write informative/explanatory texts to examine and convey **complex ideas and information clearly** and **accurately** through the effective selection, **organization** and analysis of content.

- **Write a letter to inform and explain about an absence.**
- **Other topics for an informative/explanatory paragraph? Discuss with a partner.**

CCR Writing Standard 2:

Write informative/explanatory texts to examine and convey **complex ideas and information clearly** and **accurately** through the effective selection, **organization** and analysis of content.

- **Write a letter to inform and explain about an absence.**

Other topics for an informative/explanatory paragraph:

- **Inform and explain housing problems to landlord.**
- **Inform and explain goals to a counselor.**

CCR Writing Standards

The Writing Standards cultivate the development of three mutually reinforcing writing capacities:

- Writing narratives about real or imagined experiences
- Writing to inform and explain
- **“Crafting” arguments**

CCR Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing outcome for intermediate level class:
Write a persuasive paragraph about shopping online.

Reasons You Shouldn't Shop Online

There are some good reasons you shouldn't shop online. First, it's hard to choose merchandise that you can't touch. For example, a piece of jewelry might look very good on the computer screen, but after you buy it and look at it closely, you may find that it's very ugly and poorly made. Furthermore, shopping online is slow. It may take several days to receive the merchandise. If you are not satisfied, it may take weeks to exchange the merchandise or get your money back. Finally, shopping online can be dangerous. People can steal your credit card number and use it to buy expensive items. An irresponsible seller can take your money and never send you the merchandise. I'm going to do my shopping in stores!



Use transition words such as *first*, *second*, *next*, *furthermore*, *moreover*, and *finally* to signal a list of reasons in a paragraph.

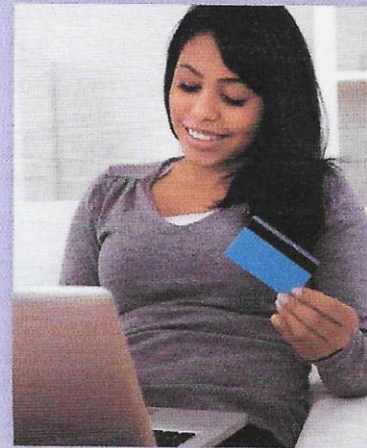
How do your students achieve this outcome?

What pre-writing activities can you do to help students succeed in writing a persuasive/argumentative paragraph?

Work with a partner or small group. Discuss different pre-writing activities that would help students write their final paragraphs.

Reasons You Shouldn't Shop Online

There are some good reasons you shouldn't shop online. First, it's hard to choose merchandise that you can't touch. For example, a piece of jewelry might look very good on the computer screen, but after you buy it and look at it closely, you may find that it's very ugly and poorly made. Furthermore, shopping online is slow. It may take several days to receive the merchandise. If you are not satisfied, it may take weeks to exchange the merchandise or get your money back. Finally, shopping online can be dangerous. People can steal your credit card number and use it to buy expensive items. An irresponsible seller can take your money and never send you the merchandise. I'm going to do my shopping in stores!



Ventures B4

Pre-writing Activities: student interview

1 Before you write

A Talk with a partner. List some reasons people should or shouldn't shop online.

Reasons people should shop online

It's convenient.

Reasons people shouldn't shop online

It's hard to choose merchandise you can't touch.

Pre-writing Activities: write an outline with information from model paragraph

C Complete the outline with information from the model paragraph.

Transition words

First

Reasons and supporting details

First reason: hard to choose merchandise you can't touch

Supporting detail: _____

Second reason: _____

Supporting detail: _____

Supporting detail: _____

Third reason: _____

Supporting detail: _____

Supporting detail: _____

D Plan a paragraph about why you *should* shop online. Think of two or more reasons and one or more supporting details for each reason. Make notes about your ideas in an outline like the one in Exercise 1C. Use your own paper.

Post-writing: revising

3 After you write

A Check your writing.

	Yes	No
1. I wrote two or more reasons to shop online.	<input type="checkbox"/>	<input type="checkbox"/>
2. I gave one or more supporting details for each reason.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used transition words like <i>first</i> , <i>furthermore</i> , and <i>finally</i> to signal my list of reasons.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your paragraph to a partner.
2. Comment on your partner's paragraph. Ask your partner a question about the paragraph. Tell your partner one thing you learned.

RECAP

CCR Writing Standard 1:

Write **arguments** to **support claims** in an analysis of substantive topics or texts, using valid **reasoning** and relevant and sufficient **evidence**.

- **Write a persuasive paragraph about shopping online.**
- **Other topics for a persuasive paragraph?
Discuss with a partner.**

CCR Writing Standard 1:

Write **arguments** to **support claims** in an analysis of substantive topics or texts, using valid **reasoning** and relevant and sufficient **evidence**.

- **Write a persuasive paragraph about shopping online.**

Other topics for a persuasive paragraph:

- **Ride sharing vs taxi**
- **Comparing different types of social media**

Closing

Ways to Overcome Writing Fears

- Have students write to communicate
- Provide pre-writing activities that focus on content: students need to know they have something to say
- Provide a model and framework to guide writing
- Provide a focus for student sharing

Reflection and Commitment

Write (or talk about) one principle or practice for each of the following:

Something that. . .

1. reinforced good practice I already do
2. reminded me of something I had forgotten and I will revisit
3. gave me a new idea that I plan to try