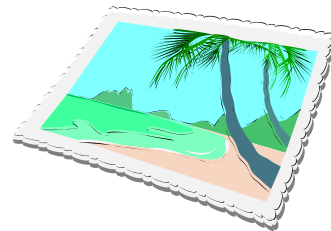


# Beginning-Intermediate ESL Writing Lessons Incorporating the Writing Process

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## 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 at the beginning level?



## College and Career Readiness Standards Brief Explanation

The College and Career Readiness (CCR) Standards are the Office of Career, Technical and Adult Education's (OCTAE) response to the Common Core State Standards (CCSS), a K-12 Initiative. OCTAE's mission is to transition students to postsecondary and career readiness programs. The CCR Standards consist of ten reading anchor standards, nine writing standards, six standards for speaking and listening and six for language skills (a total of 31 anchor standards). Also included are reading and language foundation anchor standards. The CCR anchor standards are broad answers to the question: What skills do our students need to be college and career ready?

The complete College and Career Readiness Standards can be accessed at:  
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

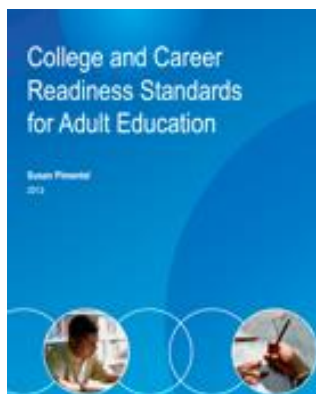
### College and Career Readiness Writing Standards Covered in this Workshop

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

**CCR Writing Anchor 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.

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

**CCR Writing Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [writing process]



# Research

## **A) Difficulties of teaching writing:**

- 1) There has been an emphasis on the AL method.
- 2) Open entry (building, continuity)
- 3) Different levels of education
- 4) Different goals (general, vocational, academic)
- 5) Errors are overwhelming.

## **B) Why do we have to teach writing?**

- 1) Students are stuck in entry-level jobs.
- 2) Students can't help their children.
- 3) Students fail in academic classes.
- 4) Students need writing skills for common tasks.

## **C) The bottom line:**

- 1) Be sure students are ready to write (pre-writing)
- 2) Make lessons relevant.
- 3) Have real audiences.
- 4) To sell students on the technique, you must believe in it yourself.
- 5) Be consistent.

## **D) Benefits of peer response:**

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

## **E) From Keys to Effective Peer Response:**

"To help students focus on the ideas rather than the surface features of a text, I ask them to read their own papers out loud to their classmates rather than having their classmates read the writer's paper silently. Hearing the text rather than reading it enables peers to respond more effectively because they get a holistic view and are not distracted by surface features. Reading their own texts out loud benefits the writers as well. Zamel notes that proficient ESL writers often find a lot of their own errors and confusing spots simply by reading their own papers out loud.

For nonnative speakers, there are certainly problems with listening to classmates' papers, such as coping with accents. Students generally complain the first time we do peer response that their room is too noisy and that they can't understand each other. But with practice, they learn to listen carefully and to ask the writer to stop and repeat something if they can't hear or don't understand.

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 do allow students to look over each other's shoulders to see the paper as the writer reads, but I don't want classmates to just read the writer's paper silently. Problems associated with oral reading are easily overcome and are far outweighed by the benefits".

## Summary: Pre-writing purpose and activity

PURPOSE	ACTIVITY
Use appropriate vocabulary.	Use pictures to identify key words.
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.
Analyze a model.	Read and put key events in chronological order.
Practice grammatical structures.	Fill in the blanks.
Practice grammatical structures.	Ask and answer questions (conversation mixer)
Practice sentence structure.	Change word order in sentences.
Organize events, thoughts, examples.	Mind map, idea map, clustering, outline

**Useful phrases:** These phrases are important for students to use during peer revision.

### Starting a conversation

Hi, my name is \_\_\_\_\_

Excuse me, can I sit here?

### Advice/Suggestions during peer revision

I think you need a \_\_\_\_\_ (period, comma, new sentence, title....)

I think you should \_\_\_\_\_ (add a detail, explain more, use periods...)

Why don't you \_\_\_\_\_ (give more examples, add another sentence....)

I agree.

I disagree.

Let's ask the teacher.

### Ending a conversation

Thanks for your help.

It was nice talking to you.

See you later.

Useful phrases adapted from Kinsella

# Lesson **A** *Listening*

## 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?



## Reflection and Commitment

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

1) reinforced good practice that I already do

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2) reminded me of something I had forgotten and I will revisit

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3) gave me a new idea that I plan to try

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