

# Beginning-Intermediate ESL Writing Lessons Incorporating the Writing Process



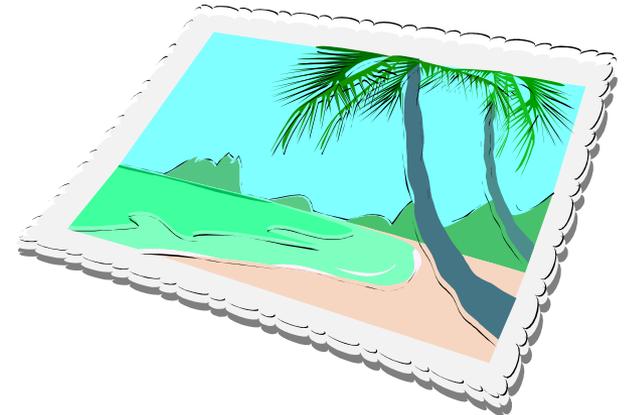
**Presented by Donna Price**

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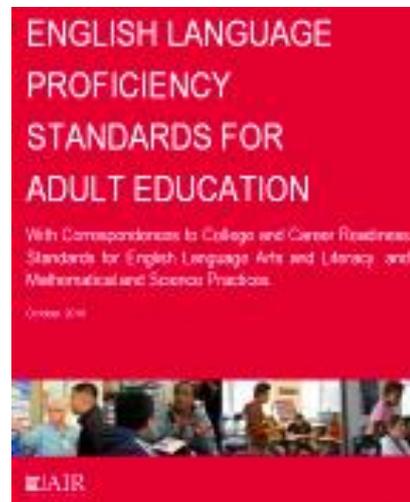
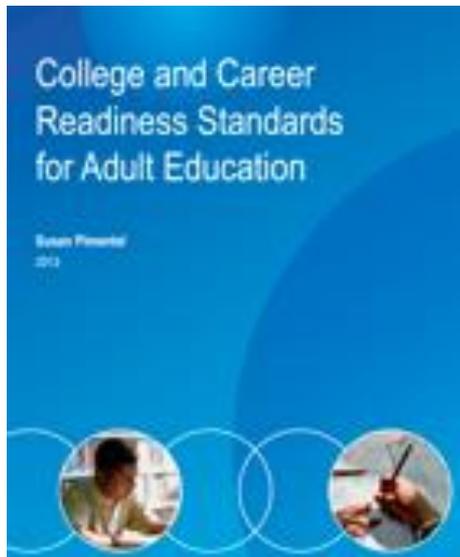
**San Diego Community College Continuing Education Program**

# 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



# The current landscape of adult education



# Brainstorm

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



# Research

## A) Difficulties of teaching writing:

- 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

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

- 1) Students need writing skills for common tasks (forms, messages, notes).
- 2) Students are stuck in entry-level jobs.
- 2) Students can't help their children.
- 3) Students fail in academic classes (importance of incorporating standards).

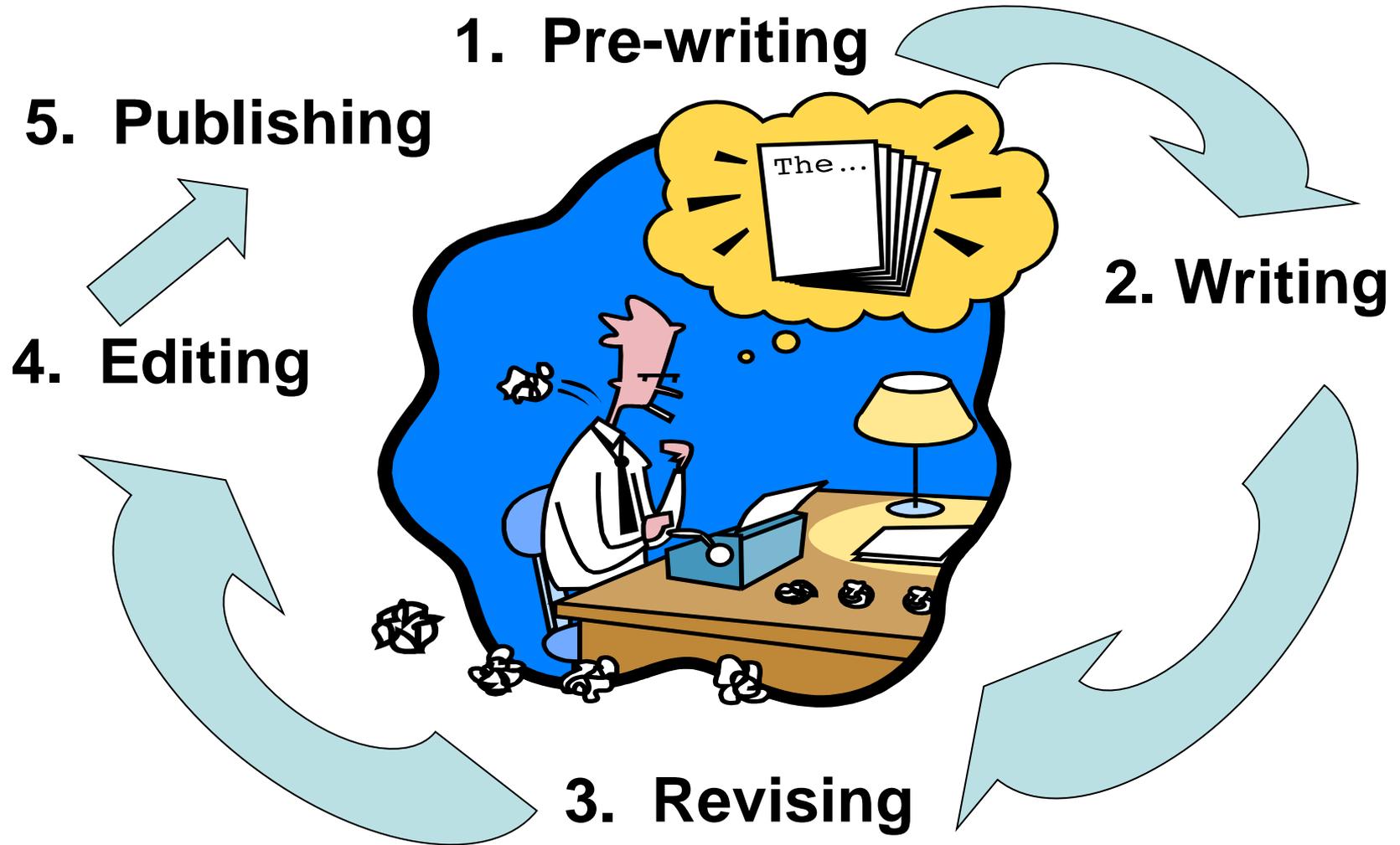
# Research

## 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 (writing process), you must believe in it yourself.
- 5) Be consistent.

\*many pre-writing activities will be shared today

# Steps in the Writing Process



# **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*

## 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 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?

# Examples of Pre-writing Activities: Vocabulary (pictures to identify key events)

## 4 Picture dictionary Life events



1. retired



2. \_\_\_\_\_



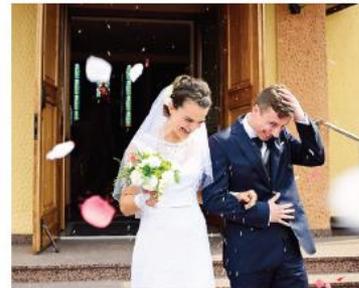
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

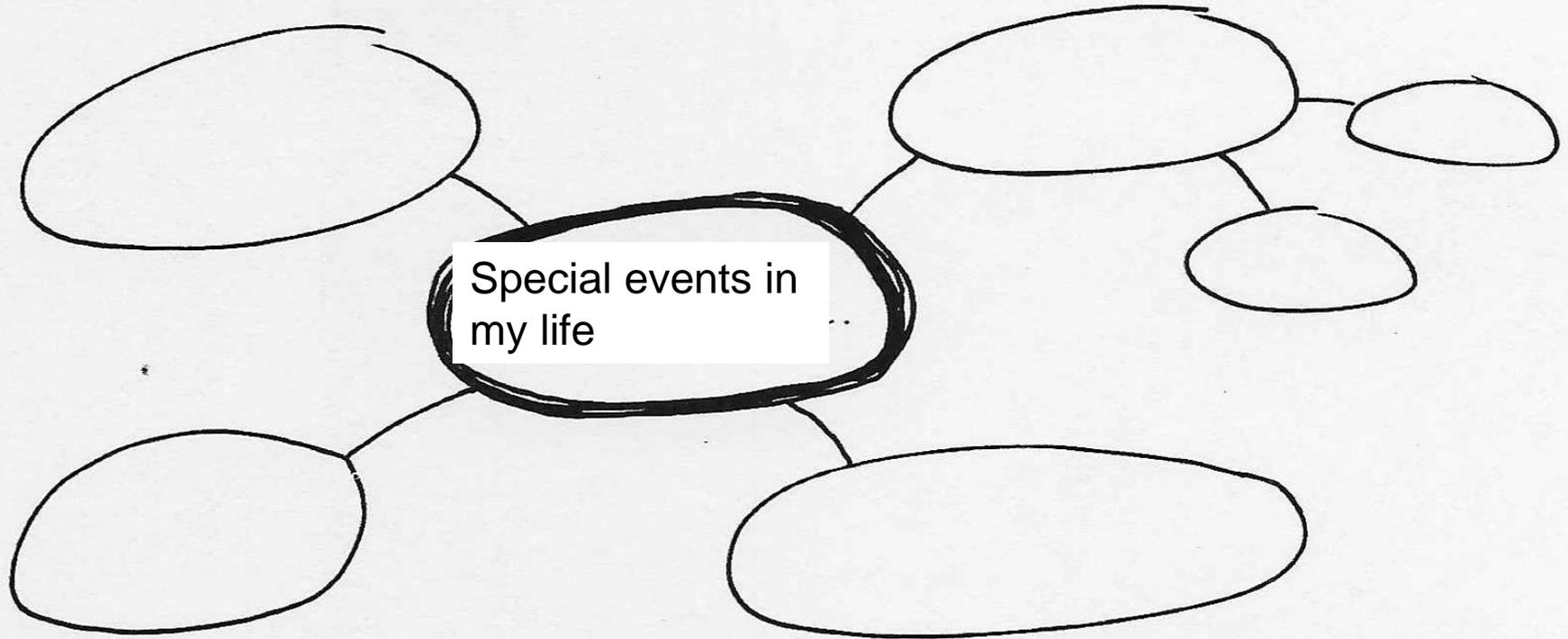
**A** Write the words in the Picture dictionary. Then listen and repeat.

fell in love   got divorced   got engaged   got married   got promoted



Ventures B2

**Examples of Pre-writing Activities:  
Graphic organizer: (mind map, cluster) to get ideas down**



Adapted from Basic Composition in ESL

# Examples of Pre-writing Activities:

## Graphic organizer (chart) based on an interview to practice time phrases and past tense

### 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

\_\_\_\_\_

# Examples of Pre-writing Activities: Graphic organizer (time line) to communicate key events based on student interview

## 1 Before you write

**A** Talk with a partner. Ask and answer the questions.

1. What three events were important in your life?
2. When was each event?

**Write.** Make a time line. Use your partner's information.

My partner's time line

1

2

3

# Examples of Pre-writing Activities: Graphic organizers (time line) to put key events in chronological order

**E Write.** Complete the time line about yourself.

My time line

A horizontal timeline with seven numbered boxes (1-7) for writing events. Box 1 is pre-filled with the text "was born in \_\_\_\_". Boxes 2, 3, 4, 5, 6, and 7 are empty. The boxes are arranged in two rows: boxes 1, 3, 5, and 7 are in the top row, and boxes 2, 4, and 6 are in the bottom row. A horizontal line runs through the middle of the boxes, with vertical lines connecting each box to the line.

1 was born in \_\_\_\_

2

3

4

5

6

7

# Examples of Pre-writing Activities: Read and put key events in chronological order

**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!



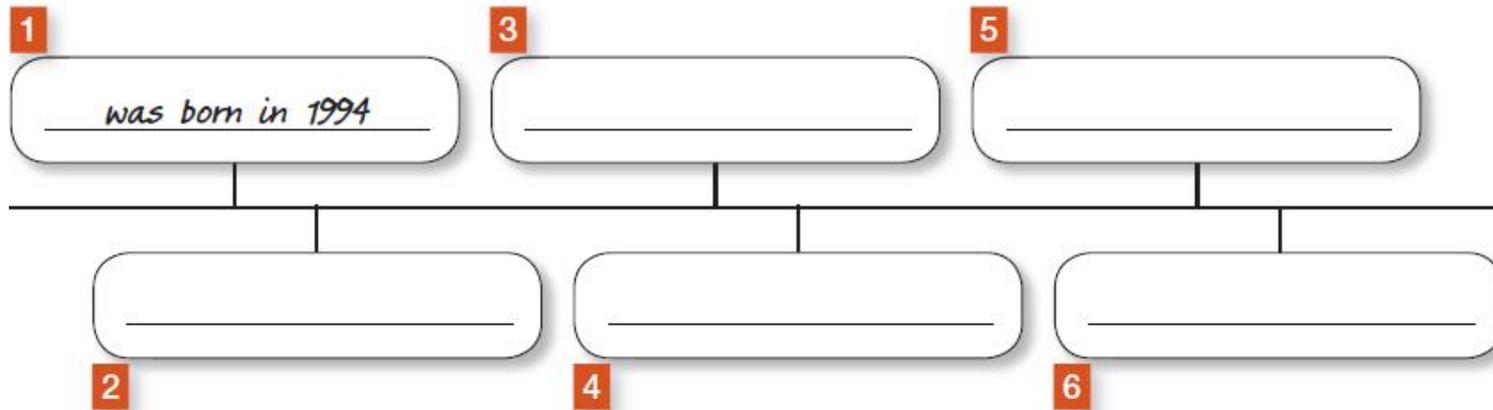
**C** Write. Complete Bo-hai's time line.

bought a car  
moved to Miami

found a job  
started university

graduated from vocational school  
was born in 1994

## Bo-hai's time line



# Examples of Pre-writing Activities:

## Grammar: practice the structure; fill in the blanks

### 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

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

#### ANSWERS

I  
 He **moved** here in July.  
 she  
 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



Watch

### 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.



Ventures B2

# Examples of Pre-writing Activities:

## Grammar: conversation mixer to practice the structure

Collaborative Worksheets • UNIT 6

### 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?

Ventures B2  
Online  
collaborative  
activity

# Examples of Pre-writing Activities:

## Write—change word order in sentences

**D Write** each sentence a different way.

1. I started change college to university in 2012.

*In 2012, I started change college to university.*

2. In 2015, I moved to Miami.

---

3. I graduated on July 3rd.

---

4. Three weeks ago, I found a computer job.

---

5. In October, I'm going to get married.

---



Use a comma (,) after time phrases like *In 2012* or *On July 3rd* at the beginning of a sentence.

# Summary: Prewriting purpose and activity

<b>PURPOSE</b>	<b>ACTIVITY</b>
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.**

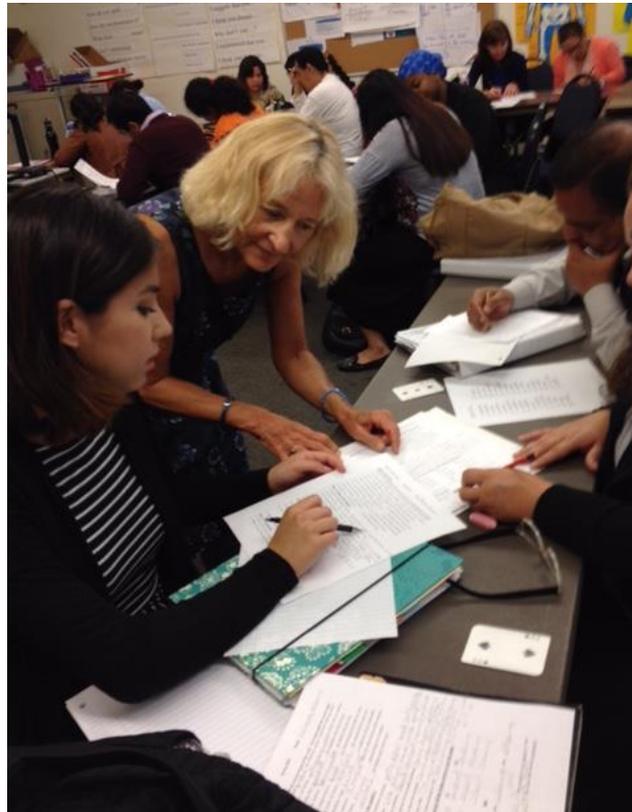
**First, \_\_\_\_\_**

**Second, \_\_\_\_\_**

**Third, \_\_\_\_\_**

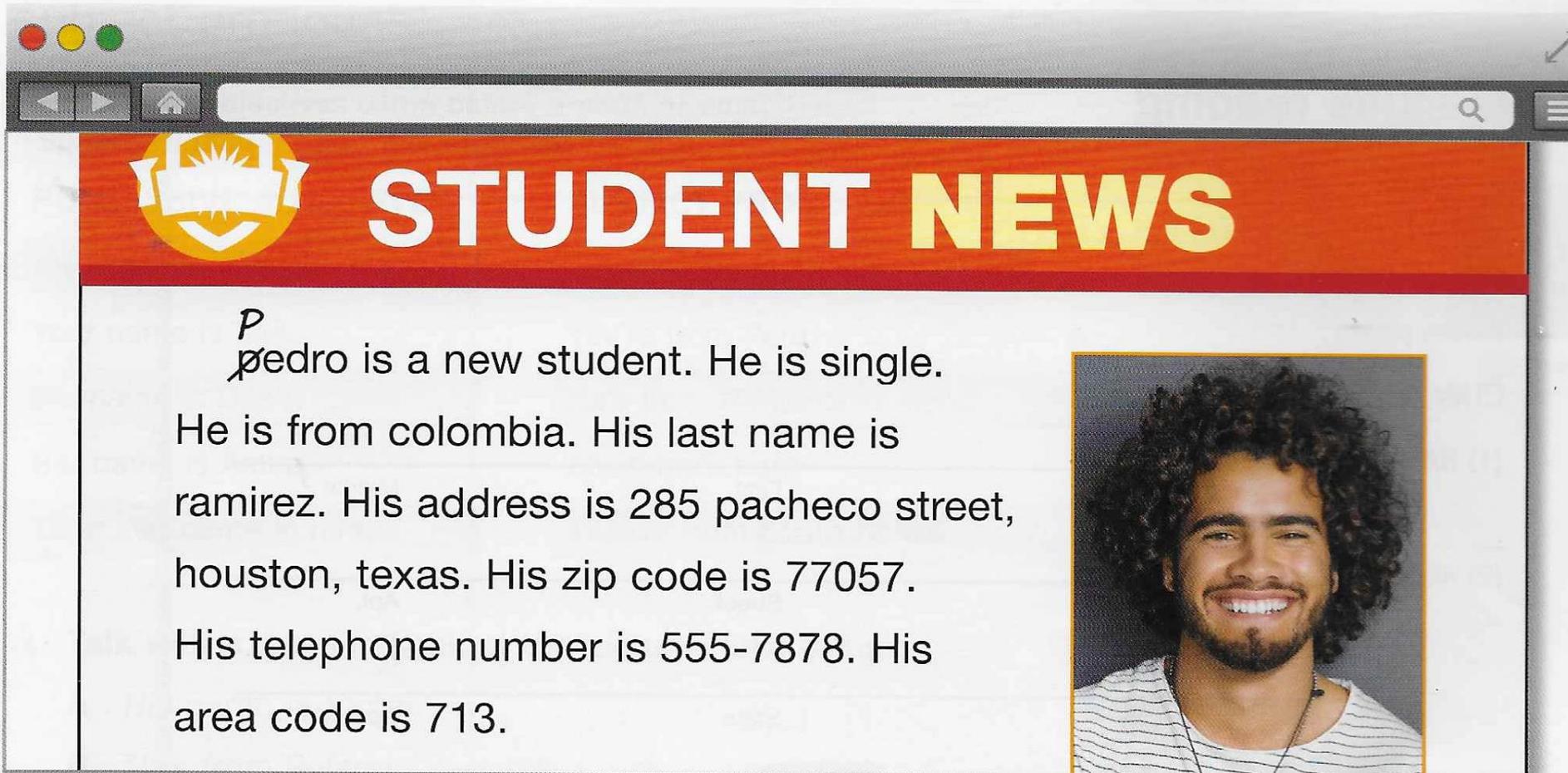
# A Closer Look at Editing, Revising, and Publishing

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



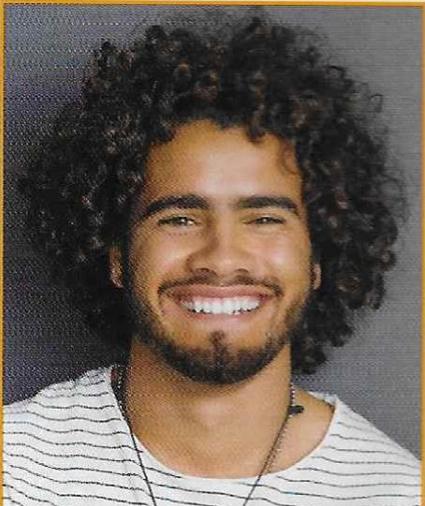
# Editing

**C Write.** Add capital letters.



The image shows a web browser window with a red header bar containing a logo and the text "STUDENT NEWS". The logo is a yellow shield with a sunburst and a book. The article text is as follows:

*P*  
pedro 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: Correct the errors

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 3<sup>rd</sup>.

# 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 three red arrows pointing to the first three checklist items. The bottom box, labeled 'Focus on Mechanics', has one red arrow pointing to the third checklist item.

Focus on Mechanics

# Reading Aloud

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

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

# Reading Aloud: What Research Says

- 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)

# Research

## From Keys to Effective Peer Response:

“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

# Research

## Benefits of peer response:

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

# **Comments from Students: 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.**

# **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.

# Beginning Level Useful Phrases during Peer Revision

## Advice/Suggestions

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

# 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?**

# 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.**

**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)

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

New Message

**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.

- the date
- the teacher's name
- the name of the sick child
- what's wrong
- the sender's name

**Write.** Answer the questions.

- What is the date? \_\_\_\_\_
- What is the teacher's name? \_\_\_\_\_
- Who is sick? \_\_\_\_\_
- What's the matter? \_\_\_\_\_
- 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**

# 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