

## Process Approach to Writing Part 2: Communicating “What is Important to You” in Paragraph Form

<b>Class level:</b>	This lesson is designed for a multi-level Adult ESOL class that includes intermediate through advanced language learners. The lesson activities are flexible and should be adjusted to accommodate the needs of the students.
<b>Goal:</b>	To introduce the process of paragraph construction as a means to effectively organize and communicate thoughts and ideas in writing
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>• Students will understand and be able to identify the components of a paragraph.</li> <li>• Students will work cooperatively in small and large groups in order to practice speaking, listening, and reading skills, utilizing those skills to meet goals as well as to enhance the interactive language experience of the group.</li> <li>• Students will begin the process of organizing thoughts and ideas into paragraphs in order to clearly communicate those thoughts and ideas to readers as they express their “voices” in writing.</li> </ul>
<b>VDOE Adult ESOL Standards (DRAFT)</b>	<p>S5.4 – Express and support ideas with some organization and cohesiveness using examples, explanations, and descriptions; use strategies to monitor and enhance communication.</p> <p>L5.2 – Identify topic and purpose in simple conversations and short connected oral discourse in familiar situations.</p> <p>R5.2 – Interpret simplified connected text employing some higher-order rhetorical structures on familiar topics.</p> <p>W5.2 – With support, organize and develop writing to address a range of written tasks.</p>
<b>Estimated time:</b>	2-4 hours
<b>Resources and materials needed:</b>	<ul style="list-style-type: none"> <li>• Large chart paper</li> <li>• <i>A Process Approach to Writing</i> handout</li> <li>• Statements for topic sentences written by students in a previous lesson</li> <li>• A fast food hamburger or a hamburger image</li> <li>• <i>Parts of a Paragraph</i> handout cut into strips</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Sample Paragraph</i> handout</li> <li>• Sample paragraphs 1-3 cut up and whole</li> <li>• <i>My Little Girl</i> handout</li> <li>• Copies of <i>Our Voices</i> Sample Paragraphs (November 2008) PWCS Adult ESOL publication</li> <li>• <i>What I Want to Tell You</i> graphic organizer</li> </ul>
<b>Warm-up/Review:</b>	Review writing as a <i>process</i> using <b><i>A Process Approach to Writing</i></b> handout. Discuss what writing is. Talk about the need to organize thoughts and ideas in writing for it to be strong.
<b>Introduction to the lesson:</b>	<ul style="list-style-type: none"> <li>• Take out a real hamburger or a picture and ask the class these questions such as:             <ol style="list-style-type: none"> <li>1. What is a hamburger?</li> <li>2. What belongs on a hamburger?</li> </ol> </li> <li>• Ask for a hungry volunteer to come forward to eat the hamburger or use the hamburger image. Point out how the sandwich is held together by the bun. Ask the volunteer to describe specifically what is inside the bun that makes it a hamburger sandwich. Ask the eater to describe how delicious the hamburger is to a hungry student. Tell students that you will use the image of a hamburger to help them organize their writing.</li> <li>• Distribute the handout, <b><i>What Is in a Paragraph?</i></b> Tell students that indeed a paragraph can be compared to a hamburger.</li> </ul>
<b>Presentation:</b>	<ul style="list-style-type: none"> <li>• As a whole class, read and discuss <b><i>What Is in a Paragraph?</i></b></li> <li>• Distribute the cut up copies of the <b><i>Parts of a Paragraph</i></b> handout to groups of 3-4. Direct students to organize the parts of the paragraph sentences into the correct sequence. Starting with <i>Topic Sentence</i>, have each group read to the class what their arrangement says to verify the correct order.</li> <li>• Distribute cut up copies of the <b><i>Sample Paragraph</i></b> handout to various students and a whole copy to all students. Ask students to come forward and organize the cut up sentences into a paragraph. Let students know that some of the sentences on the paper do not stick to the topic and will not belong in the paragraph. Read the paragraph and identify its parts.</li> </ul>
<b>Practice activities:</b>	<ul style="list-style-type: none"> <li>• Distribute <b><i>Sample Paragraphs 1-3</i></b> (written by ESOL students) to small groups. Tell the students that one extra sentence has been added to each paragraph. Have students arrange the sentences in good order</li> </ul>

	<p>leaving out the sentence that does not stick to the topic. Have each group present the paragraph to the class and discuss its parts. Students will follow along using their whole paragraph handout, crossing out the sentence that does not belong.</p> <ul style="list-style-type: none"> <li>• Distribute copies of <b><i>Our Voices Sample Paragraphs</i></b> (November 2008) PWCS Adult ESOL. In small groups students will read and discuss the parts of each paragraph, whether the author stuck to the topic, and what they like about each paragraph.       <ol style="list-style-type: none"> <li>1. What is the topic? Circle the topic sentence and the concluding sentence in this paragraph.</li> <li>2. Do you think the supporting details stick to the topic? Explain your answers.</li> <li>3. Discuss what you like about this paragraph.</li> <li>4. Discuss what questions you would like to ask the author.</li> </ol> </li> <li>• Distribute the <b><i>My Little Girl</i></b> handout to each student. As a whole group examine this paragraph written by an ESOL student. Read and discuss the paragraph aloud using the guide.</li> </ul>
<p><b>Application:</b></p>	<ul style="list-style-type: none"> <li>• Tell students that now they are going to have an opportunity to practice building a paragraph to communicate their own thoughts and ideas on a topic.</li> <li>• Write this Topic Sentence on chart paper: <i>Expressing your “voice” in the United States is very important for immigrants.</i></li> <li>• Talk about what it means to have a “voice” in this country. Ask students to come up with a number of details to support that statement. Help them get started if necessary. Here are some ideas you could use as examples:       <ol style="list-style-type: none"> <li>1. <b>Detail:</b> <i>Without a “voice,” it’s hard to participate in this culture.</i></li> <li>2. <b>Detail:</b> <i>If a person is not heard, people might not pay attention.</i></li> <li>3. <b>Detail:</b> <i>When a person is able to communicate with others, he or she can achieve more.</i></li> </ol> </li> <li>• Now, distribute the statements that students recorded in a previous lesson as well as the paragraph graphic organizer, <b><i>What I Want to Tell You.</i></b></li> <li>• Using one of their topic sentence statements from the previous Process Writing Lesson, ask students to construct a topic sentence in the main idea box of the graphic organizer. In the next three boxes students will generate supporting details. In the last box they will write a concluding sentence.</li> <li>• When students complete the graphic organizer, they will use the ideas</li> </ul>

	<p>they have generated to compose a rough draft of a paragraph. Emphasize that at this point they are organizing their thoughts and ideas. Correcting all of the spelling and grammar errors will come later. The big idea now is getting the ideas organized on paper.</p>
<b>Evaluation activity:</b>	<ul style="list-style-type: none"><li>• Collect completed work to evaluate for understanding of ideas and clarity. Write positive comments on the papers referring to particular ideas that were expressed. Do not write “negative comments” or make prescriptive corrections yet unless it is on something that is vital to meaning. Save this paragraph to use for peer review, revision and editing.</li></ul>
<b>Reflection activity:</b>	<ul style="list-style-type: none"><li>• Ask students to reflect on why clear organization is so important in writing.</li></ul>
<b>Extension activities for the classroom and beyond:</b>	<ul style="list-style-type: none"><li>• Encourage students to practice writing paragraphs on other topics in their writing journals and to be sure to bring their drafts to class to share.</li></ul>

Reference:

Sandwich idea retrieved from <http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf>

# The writing process is like construction work.

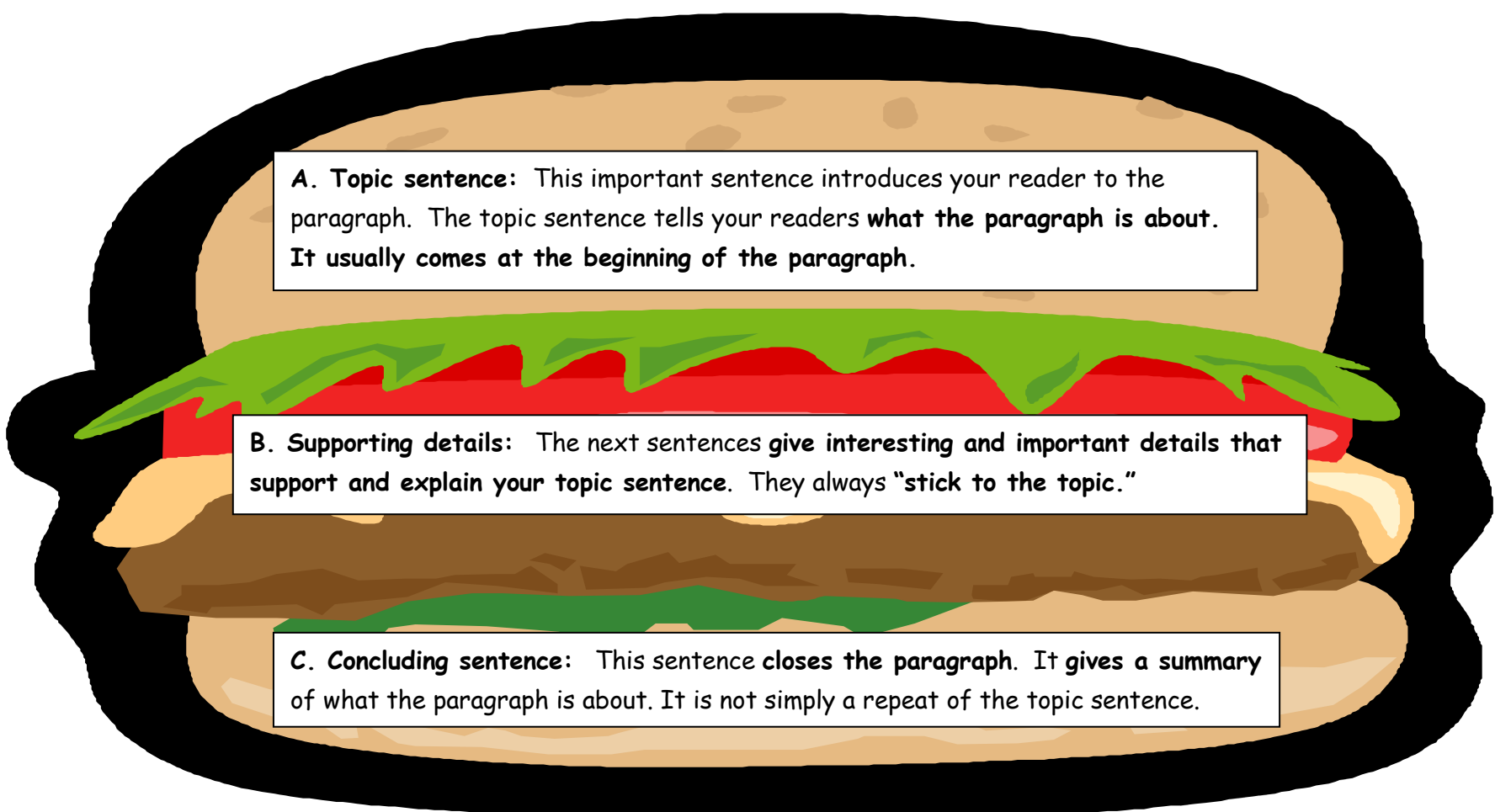
1. It takes ideas.
2. It takes planning.
3. It takes hard work.
4. It takes cooperation.
5. It isn't always right the first time.

6. It takes steps.
7. It takes finishing and cleaning up.
8. It's worth the effort.
9. It has a good purpose for the community.
10. Construction workers can be proud of what they accomplish.



## What is in a paragraph?

A paragraph is a group of sentences that all “talk about” the same topic. Think of a paragraph as a delicious hamburger that you want your readers to enjoy “eating.” Like a hamburger, your paragraph will have different parts. All the parts are very important if the hamburger is going to hold together and be “delicious”! In the same way, all the sentences are important in a paragraph.



**A. Topic sentence:** This important sentence introduces your reader to the paragraph. The topic sentence tells your readers **what the paragraph is about**. It usually comes at the **beginning of the paragraph**.

**B. Supporting details:** The next sentences **give interesting and important details that support and explain your topic sentence**. They always “stick to the topic.”

**C. Concluding sentence:** This sentence **closes the paragraph**. It gives a **summary of what the paragraph is about**. It is not simply a repeat of the topic sentence.

## A Paragraph

**A paragraph is a group of sentences that stick to one topic.**

The topic sentence usually comes first and tells what the sentence is about.

The next sentences give supporting details that support and explain the topic.

The concluding sentence closes the paragraph with a brief summary.

All these parts go together to make a strong paragraph that communicates one main idea.

Don't add peanut butter to the paragraph.

My cat ran away from home.

I saw a man once who reminded me of a paragraph.

**Topic sentence:**

This important sentence introduces your reader to the paragraph.

This sentence tells your readers **what the paragraph is about**.

This sentence **usually comes at the beginning of the paragraph**.

**Supporting details:**

These sentences **give interesting and important details that support and explain your topic sentence**.

These sentences always **"stick to the topic."**

**Concluding sentence:**

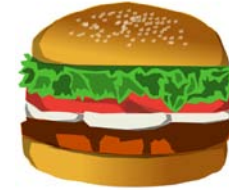
This sentence **closes the paragraph**.

This sentence **gives a summary** of what the paragraph is about.

This sentence is not simply a repeat of the topic sentence.

## Sample Paragraph

1. Underline the topic sentence.
2. Number the supporting details.
3. Cross out sentences that do not belong.
4. Underline the concluding sentence.



### America, The Land of Opportunity

The United States is a country that offers many opportunities. I went to visit my Aunt Bertha last January. In this country we can get good jobs and support our families. Did you watch TV last night? We can send our children to good schools. There are a lot of cars in the parking lot. We can have comfortable homes and live in safe communities. Yesterday my dog ran away. Have you seen him? Here in the U.S. people can work hard to make their dreams come true. I like to sing.

## **Paragraph 1: I Want a Job**

I want to work because I need to earn money for my family. I want to get a good job because we need to pay our bills every month. My kids need to go to school and sometimes it is expensive. I want them to learn so they can one day become good citizens of this country. I won the lottery last month and bought a new car. I want to work hard now to help my family get prepared for the future.

## **Paragraph 2: I Like Improving My English**

I love to study English continuously. I want to make myself comfortable in America.

Sometimes I feel shame when people hear that I don't speak perfect English. I studied French in school and speak it perfectly. I will feel proud of myself when I begin to communicate with others in fluent English. That's why I always study and attend my English classes.

## Paragraph 3:           **My Pillow**

My pillow is the most important thing I own. My mother gave it to me as a birthday gift, so it has sentimental value. Also, it has the perfect shape and the perfect smoothness for me. My husband and my child debate every night about who is going to take my pillow. I also have a king-size bed with a lovely blue bedspread that I bought on sale at Target. I won't find any object that has the same value in my life as my pillow.

1. Underline the **topic sentence**. Circle the **concluding sentence**.
2. Do you think the supporting details **stick to the topic**? Explain your answers.
3. Discuss **what you like** about this paragraph.
4. Discuss what **questions** you would like to **ask the author**.

## My Little Girl

My little girl changed my life because she changed my heart. I was a person who did not have feelings. My heart was hard. When my little girl was born, something happened inside me, something very unusual and strange for me. I cried for the first time in my life. There was something turning around, something that burns your body and clears your voice. For the first time in a long time, I started to feel again. I felt like I had been born with her. I didn't care if I lived or died until I met my little girl.



## Sample Paragraphs by PWCS Adult ESOL Students

### Directions:

- Take turns reading the paragraphs below in your group.
- Identify the topic sentence, the supporting details, and the closing sentence of each paragraph.
- Decide if the author stuck to the topic.
- Share with your group what you like about each paragraph.

### **That's a Good English Class**

Our English class is very interesting and active. We have a wonderful English teacher. She is very patient and responsible in class. She makes the best way for teaching. For example, we write journals to practice writing; we watch DVD's to practice listening; and we discuss in groups to practice speaking. We have an amazing teacher who makes learning perfect. We enjoy class very much and we are gaining a lot of ways to learn English. So, we will improve our English skills soon.

### **A Good Mother**

To be a good mother is very hard work, yet it has many advantages. All of us know that to be a good mother it is not easy because a mother plays a big role inside her house. She gives all of her time, her love, and sometimes her life to let her family live in a good condition and in happiness. But, she finds that everybody praises and respects her for her great job. That lets her feel good and encourages her to continue her job. Moreover, she finds that her family loves her and they can't live without her. In my opinion, we should love and respect our mothers for all that they do for us.

### **Health**

More and more young people in the world don't take care of their health. Their lives are increasingly sedentary and full of stress. Children prefer to eat fast food with fat and carbohydrates as well as snacks like chips and sodas. Furthermore, they don't get exercise by practicing sports because their entertainments are mainly video games and TV. Today diseases like obesity, diabetes, cardiovascular problems, high blood pressure, and kidney failure are appearing in young people. This health problem needs to be solved before it gets worse.

### **Care for Planet Earth**

We need to care for the earth, to protect it, and to love the place where we live and where our children and grandchildren will live. These days the lack of care for the planet earth is shocking. Pollution is really bad. The water in the rivers, lakes, and oceans is polluted. Our trees are cut and not replaced. We need to be conscientious and start doing something. Teach the culture to recycle, especially teach the children. It is a good idea to begin to care for water, plants and trees. Don't use aerosol. Check out emissions on cars. Look for alternative options for going short distances. These are only some ideas to begin to care for our planet earth and to continue to have a beautiful place for humanity.



# What I Want to Tell You

