A Thematic Syllabus: Basic Academic Process Writing for
Adult English Language Learners
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Colorado State University
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Course Description

Student population: The class comprises of eight to ten immigrants from various countries, language backgrounds and ages. The students are intermediate level (Level 3-4 on TABE Reading Test) Adult English Language Learners (AELLs) who have some communicative ability in English, but have differing levels of L1 literacy. While some are familiar with academic writing in their native language, none have experience in academic writing in English. Many of the learners wish to earn their GED or be admitted to community college for further education. Other learners wish to improve their English skills for better employment. The target population predominantly consists of women between the ages of 25 to 50 years of age and of mothers, all of whom have immigrated to the U.S. as adults or young adults. Spanish is the primary L1, with Portuguese and Chinese as other L1s.

Course title: Basic Academic Process Writing

Course goals:
- Students will learn, practice and apply concepts relevant to basic academic writing (e.g.: focus, purpose and audience, organization, development, supporting evidence, mechanics and conventions).
- Students will learn the stages of academic process writing, including brainstorming and organizing, drafting, revising and editing.
- Students will be able to interpret and attend to the instructions, the features of the rhetorical hierarchy (e.g. focus, purpose and audience, and organization) and prompts given on the essay section of community college placement exams Accuplacer WritePlacer, Community College Placement Exam (CCPT)) and the new GED.
- Students will be able to identify and apply the main and sub-rhetorical-moves relevant to the essay genres (position statements and argument analyses) practiced on the Accuplacer WritePlacer, CCPT and the new GED.
- Students will develop successful strategies used for the distinct stages of basic academic process writing and be able to apply them in response to timed and untimed essay prompts.
- Students will be able to complete timed and untimed prompted essays on the computer.

Focus: This course provides specific scaffolded preparation for AELLs to successfully pass the essay portion of the Accuplacer WritePlacer, CCPT and the new GED. The full course will be divided into eight thematic units:
• Unit 1: Understanding Essay Instructions
• Unit 2: Identifying and Applying the Main and Sub-Moves of Position Statements and Argument Analyses
• Unit 3: Academic Process Writing: Brainstorming and Organizing, Drafting, Revising and Editing
• Unit 4: Expanding on and Applying Brainstorming and Drafting
• Unit 5: Expanding on and Applying Revisions
• Unit 6: Editing, Syntax and Word Choice for Academic Essays
• Unit 7: Understanding Beginning Computer and Keyboarding
• Unit 8: Practicing Placement Exams: Computer based, timed and un-timed Basic Academic Essays.

Length: 16 weeks, 2 hr 30 minute classes, Tuesdays and Thursdays 9:30AM - 12PM

Organization: The organization is a non-profit Adult ESL program which supports immigrants in the community wanting to learn English. The program is connected to local workforce agencies and community colleges in order to further support students in their transition from the AESL program into academic programs or employment opportunities.

Theoretical foundations: This program primarily employs Task-Based Language Instruction: the tasks are specific to basic academic process writing. Using an analytic syllabus, the course is organized around the concept of basic academic writing and academic process writing, and will engage students in both learning and performing the relevant concepts, inclusive of focus, purpose and audience, organization, development, supporting evidence and mechanics and conventions (Larsen-Freeman & Anderson, 2011). The intended outcome is that students will be able to successfully perform in the target language use domain (Accuplacer WritePlacer, CCPT, and the new GED). The course will incorporate essay instructions, prompts and student samples authentic to the TLU domain, and engage learners in scaffolded and collaborative application of the concepts, strategies and language functions. The goal in scaffolding the tasks is to support students in transitioning and applying previously learned “understandings and skills to new tasks in new learning contexts…” (Hammond & Gibbons, 2005). The instructor’s role will be to construct activities that overlap previous concepts with new concepts; and to engage learners collaboratively in negotiating the meaning of and applying the concepts presented. Additionally, the instructor’s role will be to engage learners in task-based learning relevant to the TLU domain that allows them to practice and integrate the concepts presented. Learners will engage with the material individually, in pairs and groups, and as a class, in order to scaffold the presentation of and interaction with the material.
Description of Thematic Units

Thematic Unit 1: Understanding Essay Instructions and Prompts

**Description:** This unit, based on the results of a corpus analysis, will help students understand the expectations in relation to basic academic writing that are communicated in essay instructions and prompts on community college placement tests and on the GED. The unit is based on the results from a corpus analysis highlighting keywords and relevant collocations in essay instructions and prompts; verbs and verb collocations were identified using computer-based tools: Compleat Lexical Tutor V.8 and Antconc version 3.4 (Anthony, 2016). The unit will support students in being able to recognize key words and relevant collocations/chunks; verbs and verb collocations; the rhetorical features included in the rhetorical hierarchies; and word requirements as they appear in essay instructions.

**Unit objectives:** Students will be able to…

- Identify and define the keywords in essay instructions, prompts and scoring criteria provided to students on the Accuplacer WritePlacer, CCPT and the New GED.
- Recognize the meaning of verbs and verb collocations in essay instructions, prompts and scoring criteria provided to students on placement tests.
- Identify the meaning and basic function of key transitional words and phrases used in sample placement essays and distinguish between effective and ineffective use of them.

Thematic Unit 2: Identifying and Applying the Main and Sub-Moves of Position Statements and Argument Analyses

**Description:** This unit, based on the results of a genre analysis of the essay portion of the Accuplacer WritePlacer, CCPT and GED, will help students understand the rhetorical concepts (focus, organization, use of supporting evidence, purpose and awareness of audience) relevant to basic academic writing as they are applicable to the placement exams. For students to perform successfully on the essay portion of the placement exams, they need to be able to both recognize the rhetorical concepts communicated in the essay instructions and prompts, and realize the concepts in writing. Likewise, they also need to know the function of the main moves and the supporting sub-moves of position statements and argument analyses. For the same reason, students will practice identifying both the concepts, and the main and sub moves, in sample position statements and argument analyses. Through analyses of sample passages, prompts and essays, students will match essay genres to instruction prompts, sequence both the main and sub-moves according to the specified genre, and identify the rhetorical features as they are developed in sample essays. Students will engage in frequent task-based exercises that build on Unit 1 and while learning and practicing the concepts of the present Unit.
Unit Objectives: Students will be able to…

- Recognize in sample essays the rhetorical features of focus, organization, use of supporting evidence, and purpose and audience as they are employed on the essay portion of the Accuplacer WritePlacer, the CCPT and the new GED.
- Distinguish between position statements and argument analyses by the sequence of their corresponding components (the main rhetorical moves) and to identify the common transitional phrases used to communicate the sequence of the main moves.
- Identify the sequence of sub-moves for both position statements and argument analyses.
- Apply their knowledge of the main moves and sub-moves of position statements and argument analyses by differentiating among and ordering essay components in a logical sequence both in pairs and independently.

Thematic Unit 3: Academic Process Writing: Brainstorming and Organizing, Drafting, Revising and Editing

Description: This unit is based on the concept of academic process writing as it is presented in The CAELA Guide for Adult ESL Trainers, III-E-1, Teaching Writing to Adult English Language Learners (2007). The concept functions both as an integral process, and as a series of strategies that allow writers to perform academic genres successfully. This unit scaffolds the overall process based on the steps set out in the CAELA Guide (2007) (brainstorming and organizing, drafting, revising and editing) in order to mirror the recommendations made to students in some prompts to plan, draft, revise and proofread their essays. This unit will help students develop an overall understanding of the stages of basic academic process writing as foundational for developing focus, organization, effective use of supporting details, purpose and awareness of audience, as they are relevant to basic academic writing.

Unit Objectives: Students will be able to…

- Apply strategies for the brainstorming stage of basic academic process writing.
- Brainstorm ideas in response to prompts for position statements and argument analyses.
- Brainstorm and organize ideas for position statements.
- Sequence their ideas by locating them within the main and sub-moves of a position statement.
- Write a main claim, and identify three supporting reasons to support their main claim.
- Draft basic introductions, develop topic sentences, and identify and sequence the supporting details for each topic sentence.
- Learn the uses of the revising stage of process writing in developing focus, organization, purpose and awareness of audience.
- Learn the use of the editing stage in noticing grammatical, lexical and mechanical errors.
Thematic Unit 4: Expanding on and Applying Brainstorming and Drafting

**Description:** This unit is designed to scaffold the specific components of brainstorming and drafting by providing practice exercises and templates relevant to position statements and argument analyses for the learners to begin the essay writing process. Additionally, because the argument analysis prompts on the new GED require reading a longer passage and developing the argument in response to that passage, the unit also aims to transition students from responding to shorter prompts to prompts with longer reading passages. The activities in this unit incorporate methods for brainstorming and organizing, such as the Wh-question method and Cluster and Venn-diagramming, outlines and flowcharts; and for developing main effective main claims for both positions statements and argument analyses. The activities also include discussion, evidence and interpretation adapted to the main and sub-moves of position statements and argument analyses, for drafting. Additionally, students will be able to adopt the methods employed in the brainstorming and organizing, and drafting stages as strategies to employ in the TLU domain. The tasks will be practiced under both un-timed and timed conditions.

**Unit Objectives:** Students will be able to...
- Identify and apply appropriate brainstorming techniques (using Wh-questions, Cluster and Venn-diagrams) in response to both position statement and argument analysis prompts, in order to “develop a point of view” (Accuplacer WritePlacer, 2008) in un-timed and timed tasks.
- Organize their ideas using a graphic organizer, choose a point of view, and select supporting reasons.
- Outlines and flowcharts specific to the main and sub-moves of both position statements and argument analyses, in order to sequence their point of view and supporting reasons, in un-timed and timed tasks.
- Develop a cohesive main claim and topic sentences for both position statements and argument analyses, will be able to select supporting details for position statements and supporting details and evidence from a reading for argument analyses.
- Draft introductions, body paragraphs and conclusions.

Thematic Unit 5: Expanding on and Applying Revisions

**Description:** This unit aims to build on students’ experience of revising a sample position statement to develop greater focus, organization, purpose and awareness of audience, specific to both position statements and argument analyses. It also aims to develop students’ ability to use the revising stage to ensure the cohesion and coherence of supporting reasons and evidence used to defend their claim for both genres. For the same reason, students will also be guided in identifying missing or inappropriate transitional phrases and words. This unit also aims to further support students in developing personalized strategies for noticing and revising problems in
focus, development and transitions in their own drafts. Students will workshop with authentic sample position statements and argument analyses, peer drafts and their own drafts.

**Unit Objectives:** Students will be able to…
- Further develop their knowledge of the revision process in revising both sample position statements and argument analyses.
- Further develop their ability to notice and provide feedback during the revision stage through peer workshop.
- Develop a checklist using the instructions and prompt, and their knowledge of the moves of position statements and argument analyses, as a strategy for identifying problems in their own writing.
- Use their checklist to identify problems specific to focus, development and transitions in their own writing.
- Successfully correct the gaps identified in focus, development and transitions in their own writing.

**Thematic Unit 6:** Editing, Syntax and Word Choice for Basic Academic Essays

**Description:** This unit aims to teach students to edit their drafts for grammatical, lexical and mechanical errors. The focus of this unit includes editing complex sentence structures, word choice, and mechanical errors such as spelling and punctuation. Instructors will provide students with sample position statements and argument analyses and guide students in noticing errors. The practice in noticing errors will be scaffolded by first focusing on noticing grammatical errors, and then on lexical and mechanical errors. It will also be scaffolded by engaging them in noticing errors first in sample essays, next in peer writing, and then in their own writing. The practice will aim at providing students with noticing strategies that they can apply in the TLU domain.

**Unit Objectives:** Students will be able to…
- Notice grammatical, lexical and mechanical errors on sample position statements and argument analyses, and in peer drafts and on their own drafts.
- Correct the grammatical, lexical and mechanical errors they identify in the sample essays, and in their own drafts.

**Thematic Unit 7:** Beginning Computer and Keyboarding Skills: Basic Keyboarding Instruction and Process Writing on the Computer

**Description:** This unit is designed to bridge the gap between students’ ability to produce handwritten essays and typed essays in English. Because the new GED test, and the college placement exams relevant to the target population, are all computerized, it is imperative the target population is comfortable using a computer to type an essay. Since there is a wide
spectrum of computer literacy and keyboarding experience among AELLs, this unit begins with instruction on simple computer functions and keyboarding practice using Mavis Beacon Teaches Typing Version 15. Following, learners will transition to using word processing tools, such as Microsoft Word, and will engage them in practice exercises that allow learners to navigate the word processing tool while integrating the stages of basic academic process writing from the prior Unit. Finally, students will be able to respond to an untimed essay prompt relevant to the TLU domain of the GED and college placement essay exams.

**Unit Objectives:** Students will be able to…

- Demonstrate basic computer literacy and keyboarding skills needed to type efficiently.
- Navigate word processing tools (i.e., Microsoft Word); use the home hand position; the ‘shift’ key to capitalize letters; the ‘tab’ key to indent; and spell check.
- Demonstrate confidence and efficiency in using a computer to complete writing exercises that integrate the stages of academic process writing.
- Free-write on the computer prompted responses that meet the minimum word requirements of placement exam essays.

**Thematic Unit 8: Practice Exams: Computer-based, Timed and Un-timed.**

**Description:** This unit is designed to incorporate all previous units of instruction. It aims to provide practice in developing position statements and argument analyses in response to prompts and using reading passages authentic to the TLU domain (on the computer), under un-timed and timed conditions, and meeting word count minimums. In the first practice exercises, the learners will be guided through the steps explicitly and provided with graphic organizers and checklists they developed during the revising and editing stages. Following, students will transition to practicing responding to the essay prompts without support, under un-timed and timed conditions. This unit scaffolds students practice until it meets the parameters of the TLU domain of the Accuplacer WritePlacer, CCPT and the new GED.

**Overall Unit Objective:**

- Students will able respond to position statement and argument analysis prompts on a computer and independently under un-timed and timed conditions, meeting the parameters set (300 word minimum) in the TLU domain.
Syllabus Scope and Sequence

The following table presents the Scope and Sequence of the Basic Academic Process Writing Syllabus. The table is organized by units, and includes all eight units of the Syllabus. The Scope and Sequence table includes specific concepts and linguistic features, as well as the strategies that are covered in each unit. Additionally, it highlights the main activities of each unit.

| Unit 1 | Concepts | 1. Rhetorical concepts in essay instructions and prompts  
2. Cohesion and coherence  
3. Developing a perspective |
|--------|----------|--------------------------------------------------|
|        | Main Activities | 1. Understanding unfamiliar vocabulary in daily contexts  
2. Matching keywords and collocations to their meanings  
3. Matching verbs in essay instructions to written responses |
|        | Strategies | 1. Using daily contexts to infer the meaning of words in essay instructions  
2. Using textual clues to infer the meaning of unfamiliar words in essay instructions |
|        | Linguistic Features | 1. Key words and collocations (your essay, your ideas, your writing, your assigned topic, your personal observations, experience and knowledge, passage)  
2. Verbs and verb collocations: (Develop, infer, support, extend, position, evaluate, argue a position, incorporate relevant and specific evidence)  
3. Transitions (of contrast, addition, conclusion, cause, examples, and opinions)  
4. Point of view |
| Unit 2 | Concepts | 1. Rhetorical features and main and sub-moves of position statements and argument analyses  
2. The development of rhetorical features.  
3. Rhetorical main and sub-moves; sequencing ideas; genre  
4. Cohesion and coherence |
|        | Main Activities | 1. Comparing and contrasting two texts in order to notice differences in focus, organization and use of details  
2. Matching main moves to the parts of position statements and argument analyses  
3. Unscrambling and sequencing the main moves of position statements and argument analyses |
<p>|        | Strategies | 1. Using a graphic organizer (outlines and/or flowcharts) to sequence the main and sub-moves of position statements and argument analyses |</p>
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| **Linguistic Features** | 1. Rhetorical features (focus, organization, details and evidence, purpose, audience, development)  
2. Transitional phrases and verbs (of contrast, addition, conclusion, cause, examples, and opinions)  
3. Type of text; flowchart; outlines  
4. Position statement and argument analysis | 1. Using Wh-questions, Cluster and Venn-diagrams to brainstorm in response to position statement prompts  
2. Sequencing claims, reasons and evidence following the main and sub-moves of position statements  
3. Drafting introductions, body paragraphs and conclusions  
4. Revising sample essays  
5. Peer-revision workshop  
6. Editing sample essays  
7. Peer-editing (noticing patterns of grammatical, lexical and mechanical errors in peer drafts) | 1. Using diagrams and templates to brainstorm ideas  
2. Using outlines and flowcharts as organizational strategies  
3. Identifying and sequencing supporting details  
4. Using checklists to correct problems in text focus, organization and development  
5. Using checklists to notice grammatical, lexical and mechanical errors | 1. Brainstorming and organizing, drafting, revising and editing.  
2. Topic and central opinion; main claim, hook, audience, introduction, body paragraphs, conclusion  
3. Focus; organization; supporting details; purpose and audience  
4. Transition words and phrases (of contrast, addition, conclusion, cause, examples, and opinions) |
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| **Linguistic Features** | 1. Planning and drafting strategies  
2. Thesis, main claim, details, evidence, conclusion, rhetorical hierarchy  
3. Awareness of audience and development | | | |
| Main Activities | 4. Process writing  
5. Cohesion and coherence.  
1. Cluster diagrams versus Venn-diagrams and position statements versus argument analyses (Using genre purpose to identify appropriate brainstorming techniques)  
2. Using text purpose to develop outlines and/or flowcharts specific to the genre  
3. Comparing and contrasting the main claims, reasons and evidence/details in position statements and argument analyses  
4. Drafting position statements and argument analyses: comparing and contrasting the development  

| Strategies | 1. Matching brainstorming strategies to the text genre  
2. Matching organizational tactics to purpose and genre  
3. Techniques for developing position statements and argument analysis drafts from outlines and/or flowcharts  

| Linguistic Features | 1. Common collocations (as used in sample position statements and argument analyses)  
2. Transitional phrases and verbs (of contrast, addition, conclusion, cause, examples, and opinions)  
3. Main claim, topic, central opinion, conclusion  
4. Focus, organization, supporting details and evidence, purpose and audience  
5. Brainstorming, organizing ideas, drafting  

| Unit 5 Concepts | 1. Revising strategies  
2. Peer- and self-revision  
3. Rhetorical hierarchy and features (focus and development features)  
4. Awareness of audience.  
5. Cohesion and coherence  

| Main Activities | 1. Developing a checklist for revision of own writing using essay instructions and prompts  
2. Using checklists to identify problems in focus and developments in personal drafts  
3. Applying revisions  

| Strategies | 1. Using essay instructions and prompts to support the revision process  
2. How to detect problems in focus and development in drafts  
3. Tactics for attending to problems in focus and development  

<p>| Linguistic Features | 1. Transition phrases and verbs (of contrast, addition, conclusion, cause, examples, and opinions) |</p>
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| **6** | 1. Editing strategies  
2. Patterns of error; precise word choice  
3. Cohesion and coherence | 1. Noticing patterns of error in personal drafts  
2. Developing a checklist for editing personal drafts using patterns of error in students own writing  
3. Using a checklist to identify grammatical, lexical and mechanical problems in personal drafts  
4. Editing and correcting errors | 1. How to detect patterns of grammatical, lexical and mechanical errors in personal drafts  
2. How to use patterns of error to develop a personal checklist for editing personal drafts | 1. Syntactical constructions: complex and compound sentences; subject-verb agreement; verb tense; pronoun agreement  
2. Spelling  
3. Errors and mistakes  
4. Grammar, word choice and punctuation |
| **7** | 1. Computer and keyboarding skills  
2. Computer literacy: using passwords to log in to software; using home position on keyboard; knowing basic functions of word processing tools (saving, fonts, tab and shift keys) | 1. Using basic computer functions (logging on/off computers, recognizing parts of computers, navigating to and within software programs (Microsoft Word, Keyboarding Program), using a search engine  
2. Practice basic keyboarding skills using software program (Mavis Bacon)  
3. Create a Microsoft Word document and know how to use some basic tools in MS Word (Spell check, grammar check, thesaurus) | 1. Using home position on a keyboard to improve typing speed and accuracy  
2. Accessing online tutorials for using Microsoft Word | 1. Specialized vocabulary: mouse, monitor, keyboard, screen, icon, word processing, internet, search engine, website, click, log on/off, |
taskbar, username, password, shift, font, tab, spell check, thesaurus, etc.

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Authors’ note: Due to the nature and time commitment of developing an entire writing curriculum, we have only included one complete unit (Unit 3: Academic Process Writing: Brainstorming and Organizing, Drafting, Revising and Editing). Below, we provide six sample lessons. We will continue to develop further units after the end of the semester and hope to complete the entire course by the end of the summer.

Thematic Unit 3: Academic Process Writing: Brainstorming and Organizing, Drafting, Revising and Editing.

Unit 3 includes the following six lessons, which introduce the stages of Process Writing:

- Lesson 1: Brainstorming strategies
- Lesson 2: Outlining, Establishing Main Claims and Reasons, and Sequencing Strategies
- Lesson 3: Drafting Introductions, Topic Sentences and Identifying Evidence
- Lesson 4: Writing a First Draft
- Lesson 5: Revising
- Lesson 6: Editing
LESSON 1: Brainstorming Strategies

Pre-lesson inventory

Overview of lesson objectives:
- Students will learn brainstorming strategies by using templates for organizing ideas
- Students will use brainstorming techniques to respond to prompts for position statements and/or argument analyses
- Students will be able to identify the most appropriate brainstorming strategy to respond to prompts for positions statements and argument analyses

Materials to take to class: dry-erase markers, wh-question brainstorm samples, 12 brainstorm templates for each method (Wh-questions, Cluster-Diagram, Venn-Diagram)

Equipment needed for class: None

Assignments to collect: None

Special room arrangements: None

Warm-up: Relating brainstorming to real life contexts (15 min.)

Purpose: Students will be able to bridge the gap of brainstorming in real-life to brainstorming for writing.

Procedures:
1. Ask the class to think of a situation in real-life in which they need to brainstorm. Provide an example (e.g., planning what you intend to make for dinner, when you haven’t been grocery shopping and you must work with what you already have in the pantry and refrigerator). What do I have? How do I make it? What goes well together? How long will it take?
2. Ask students to talk with a partner about other times they have to brainstorm in everyday situations. Other examples: brainstorming about a bully at your child’s school or dealing with a difficult situation at work.
3. Ask partners to share with the class what they came up with.
4. Now, discuss as a whole class about how to organize your thoughts about a topic you want to write about.
5. Ask the class, “What are some questions you can ask yourself or a partner to plan your ideas? Think about what you discussed with a partner about brainstorming earlier. What kinds of questions did you ask?”
6. As students provide sample questions (who do you think..., what is your opinion..., why do you believe..., where do you get your information...), write them down on the whiteboard.
7. Once you have a list of 4-5 questions, place students in pairs and tell them to ask each other the questions on the board about their opinion about the impacts of watching TV.
8. After 5 min., have the pairs report to the class the ideas they came up with using the wh-questions.

Transition: Now that we have practiced using wh-questions in discussion, we will try using them in our writing. Here is a template to get you started on your writing” (pass out Wh-Question template, Appendix A.1).

Activity 1: Brainstorming about a topic using the Wh-Question template (Appendix A.1) (35 min.)

Purpose: For students to apply what they learned in the warm-up regarding the brainstorm strategy of using Wh-Questions to organize ideas about a topic. They will also begin learning how to synthesize their ideas into a topic sentence.

Procedures:
1. Using the Wh-Question template, brainstorm about “the person you admire the most.” You have been chosen to introduce this person to an audience. Who will that person be, and what will you say about that person? (This is a practice essay prompt from the CCPT Study Workbook, n. d., p. 33).
2. Answer as many questions as you can from the template, but if one doesn’t apply (e.g., Where does the topic take place?), don’t answer it.
3. Once you have answered the Wh-Questions, chat with a neighbor about your answers (5 min). Talking about your topic also helps you plan ideas about what you want to write about.

Transition: Here is another way to organize and plan your topic. This technique is called a Cluster Diagram (Pass out template of Cluster Diagram, Appendix A.2).

Activity 2: Using a Cluster diagram (Appendix A.2) (35 min.)

Purpose: To provide students with an additional organizing technique for brainstorming and planning to write a position statement.

Procedures:
1. Modeling: On the whiteboard, draw a cluster diagram and write your topic in the large middle circle (New topic: Reasons to improve the environment)
2. Elicit ideas from the class about some reasons for improving the environment. Write each idea in a smaller circle. Explain that this is a visual way to see details about a topic. You may add other circles for each main detail to provide further examples for each.

3. Pass out the Cluster Diagram template (Appendix A.2), for students to now try writing three ways they can improve the environment. Make sure to explain that you are asking them to come up with specific examples of ways they can improve the environment (not reasons, like in the example). Let them talk to a partner for ideas as they complete their diagrams.

4. Once every student has at least three detail circles filled, ask the class to share their ideas.

Transition: A third method to organize and plan your writing, especially when comparing two ideas with each other is using a Venn-Diagram (Pass out template of Venn-Diagram, Appendix A.3).

Activity 3: Using a Venn-diagram to compare two topics (35 min.)

Purpose: To prepare learners to brainstorm about two opposing positions, which will support developing an Argument Analysis essay in Unit 4.

Procedures:
1. First discuss as a class about Daylight Savings Time (this is a prompt on the new GED Practice test for Reasoning through Language Arts, 2014). Ask the class, “Do you like having to change the time back and forth twice per year?” Ask, “Does anyone know why we started changing the time in the U.S.?” If no one knows explain that it was to conserve electricity during World War I for war production.

2. Explain to the class that a great way to organize opposing views is by using a Venn Diagram. Draw the graphic on the whiteboard. On one side, write “Reasons For” and on the other write “Reasons Against”. The middle section shows where the topics overlap.

3. Ask the class for some other possible reasons for moving the time in the Fall backward and Spring forward, and write the answers on the board in a Venn Diagram. Next, ask them for reasons against Daylight Savings Time. Only write one or two examples for each side.

4. Pass out the Venn Diagram template and ask students to work with a partner to come up with three reasons for each side of the diagram. Under Topic 1, they should list reasons for continuing Daylight Savings Time, and under Topic 2 they should list reasons against Daylight Savings Time.

5. Check with each pair to see if they need ideas or help in completing the diagram. Once all students have three reasons for each, ask the class to share their answers with the class. Write their answers on the board Venn Diagram.

Transition: Now that we have learned about three new techniques to plan and brainstorm a topic to write about, we will practice one of them for homework.
**Closing:** Reflection and Discussion in pairs (5 min). Ask students to think about the three strategies they used to brainstorm about a topic and identify which one they think would be best to use if they’re writing a position statement, where they will explain their point of view. Next, ask them to select one of the topics to practice on their own for homework, and to bring their ideas that they brainstormed to the next class. The students can choose from among the following topics to brainstorm about using a Cluster Diagram: their opinion on why education is important; the importance of public libraries; or the positive or negative influence of watching television. Once they have selected a topic, ask them to share with a classmate what they are going to brainstorm about.

**Homework:** Brainstorm about one of the topics listed in the closing. Bring the template you complete to the next class.
LESSON 2: Organizing Ideas and Establishing Claims and Reasons

Pre-lesson inventory

Overview of lesson objectives:
- Students will learn how to use outlines and flowcharts relevant to the main moves of position statements
- Students will learn to make a claim and identify effective supporting reasons
- Students will demonstrate how to sequence their main claim and supporting reasons

Materials to take to class: dry-erase markers; templates for making a claim (10 copies); graphic organizers to identify supporting reasons (12 copies); outlines and flowcharts (12 copies)

Equipment needed for class: a computer to show PowerPoint slides of class material

Assignments to collect: Position statement brainstorming ideas from last class

Special room arrangements: none

Warm-up: How busy is your day? (15 min.)

Purpose: The purpose of this activity is to illustrate for students that they already engage in establishing claims and reasons in their daily lives.

Procedures:
1. Students engage in a conversation with their peer responding to three questions: How busy is your day? Why are you busy or not busy? List what you have to do.
2. Next, ask volunteers to share with the class, in that order, their responses.
3. The instructor will then model on the board writing an opinion statement out, and listing the reasons below the opinion: “My day is really busy because I have something to do every hour of the day. I have to go to school, help my kids with their homework, do my homework, take the car to the auto-shop, take the kids to school, go to the grocery store, pay the bills, pick the kids up from school and go to work.”
4. Ask students what problems they see with the order of the things to do. “If I wanted to tell someone about everything I have to do, and listed everything in this order, what might cause some problems with what they understand about my day?”
5. If students are unsure of the expected response, guide students in identifying the order of the ‘things to do’ as problematic, and why.
6. Ask students to then list their own ‘things to do’ in chronological order. And then share with their peer their opinion statement of whether they are busy or not and the reasons explaining why.
Transition: Now that we’ve created an opinion statement and given reasons to support it, about our day, we’re going to practice doing the same with the topic you chose and brainstormed for homework last night.

Activity 1: Establishing a claim (35 min.)

Purpose: To transition students from expressing an opinion to making claim (a central opinion statement) in response to their chosen prompt. Students will develop their claim using the template “topic + why” (see Appendix B.1)

Procedures:
1. Ask students to take out their homework from the previous lesson and their ideas from brainstorming, to share with a classmate. Ask student to tell their classmate why they chose their topic.
2. Provide the students with a template to guide them in changing the topic question into a statement, which will then be the ‘topic’ of their opinion statement (claim) (see Appendix B.1). Model the example that is provided on the handout for the students.
3. Explain to students that by joining their ‘topic’ with their main opinion about it is a ‘claim’. Explain that when you refer to their ‘claim’ you are talking about their opinion statement.
4. Ask students to write down the topic of their ‘claim’ in a complete sentence using the model provided.
5. Refer back to the warm-up exercise, and the brief explanation of ‘why my day was busy’ that students provided. Then refer them to the example on the template. Highlight how it is joined to the subject of the claim using the word ‘because’.
6. Ask students to write down their ‘because’ statement that explains their topic sentence, and then share it with a classmate for feedback, and to then make any adjustments.
7. Ask students to write their claim on the whiteboard to receive feedback from the class in response to the questions: “Does your claim explain your topic?”; “Will you be able to support or defend your claim with reasons?”
8. Allow students time to make any adjustments to their claim.

Transition: How do you decide which reasons to use to support your claim when you are having a discussion or an argument? Who or what do you think about in deciding which reasons will be the most important ones to say?

Activity 2: Identifying effective reasons (paired practice). (25 min.)

Purpose: To engage the students interactively in selecting effective reasons to support a claim using a given topic.
Procedures:
1. Working in pairs, each pair receives a claim, and slips of paper with multiple reasons provided to support it. They are also given an audience to whom they will make their claim and defend it (see Appendix B.2).
2. Ask students to discuss who their audience is, and what might be important to that audience.
3. Following, ask students to choose three reasons from the list of reasons that they think would be best to use if they are supporting their claim to the given audience.
4. Students will then share their claim and the reasons they chose with a second pair, and give each other feedback on if the reasons they chose are the best ones for their audience.
5. Each pair will then share their claim and the reasons they chose with the class.

Transition: Now that you’ve practiced identifying the best reasons to support a claim, and what or who to consider when you choose them, you’ll practice choosing the best reasons from your brainstorming to support the claim you wrote in class today.

Activity 3: Developing effective reasons (independent and paired work). (20 min.)

Purpose: To practice selecting the most effective reasons to support their own claim.

Procedures:
1. Working individually, each student uses their list from brainstorming to identify possible reasons to support their claim, and discusses the possible reasons with their classmate. Using the question: “What are the strongest, most believable reasons to support my claim?”
2. Students then choose three reasons to support their claim, and find a new classmate with whom to share their claim and supporting reasons. Students will provide feedback to each other using the question: “Are these the strongest reasons? Are there any reasons that might be better?”
3. Students then decide which final three reasons are the strongest reasons to support their claim to share with the class.
4. Each student will then share their claim and the reasons they chose with the class to receive feedback from the class.

Transition: Now that you’ve decided which reasons are the strongest reasons to support your claim, it will be important to decide how to sequence (or order) the claim and reasons. What should we think about when we decide what order to give our reasons? (5 min.)

Activity 4: Ordering a claim and reasons (30 min.)
Purpose: The purpose of this activity is to engage students in thinking about the importance of the order in which the reasons are presented, and then engage them in deciding the best sequence for their own reasons.

Procedures:
1. Refer students to the warm-up exercise, and the order in which the reasons were presented. Ask students what problems they might encounter trying to proceed with their day in that order.
2. Provide students (in pairs) with a process to follow in the classroom, and ask them to follow the steps provided in the given instructions. (Tying your shoe; sharpening a pencil; sending a classmate a text message; making a peanut butter sandwich; washing their hands) (see Appendix B.3).
3. Ask students to identify what was wrong with the instructions, and what changes would need to be made.
4. Following, provide students (in pairs) with a claim and a list of three sequenced reasons not in any logical order (see Appendix B.4). Ask students to decide what problems they might have if they defend their claim with the reasons in that order.
5. Following, present students with two possible templates (a graphic organizer and flow-chart) that they can use to sequence their reasons (see Appendix B.5). Using the claim from before, write on the board “most important to less important”/ “less important to most important”, and model listing the reasons in order of importance (from ‘most to less’ then from ‘less to most’).
6. Ask students to write their claim in the space provided, and then decide which order is best for their reasons and claim, and to list their reasons on the template in the order of importance that they decided.
7. Students will then share their outline with a classmate, and then with the class.

Closing: Today, we practiced establishing a claim about a topic, and you developed a claim on your own for your essay prompt. Following, we looked at all the ideas from our brainstorming homework, to identify three main reasons, and made sure they are the strongest reasons to support our claim. Finally, we sequenced the main moves based on order of importance. Next time, we’ll brainstorm what kinds of details you would need to include for each reason. (5 min.)

Homework: none
LESSON 3: Drafting Introductions, Topic Sentences and Identifying Evidence

Pre-lesson inventory

Overview of lesson objectives:
- Students will know how to develop introductions (hook, background information and main claim)
- Students will be able to develop a topic sentence for each of the reasons they chose for their prompt in the prior class
- Students will recognize and sequence effective details to support their reasons

Materials to take to class: dry-erase markers; topic sentences exercise (6 copies); graphic organizer from prior class (Appendix B.5); graphic organizer (Appendix C.2) (10 copies); videos downloaded; internet connection.

Equipment needed for class: a computer to show PowerPoint slides of class material and videos

Assignments to collect: none

Special room arrangements: none

Warm-up: Debate: Using reasons to make your claim (15 min.)

Purpose: To recap the lesson from the last class on identifying stance on a topic to make a claim and providing strong reasons to support the claim, in preparation for developing a position statement.

Procedures:
1. Tell students that we all have strong opinions on certain subjects. Usually we use logic to defend our opinions. Say, “Think about the last time you argued about a topic you felt strongly for or against? What was it? (Maybe use example topics for warm-up) We are going to play a game in which I will provide a topic, and you have to go to the side of the room (Agree/Disagree labeled on a paper on each side of the front of the room) to show your opinion on the issue.
2. Once students have moved to the side of the room of their choice, ask one representative from each side to provide an argument to support their opinion.
3. Debate topics: Agree/Disagree
   a. People spend too much money on their pets.
   b. TV is good for children.
   c. Playing video games causes more violent behavior in young people.
Transition: Now that you have experienced making a claim about a topic, we are going to learn how to introduce the claim to your reader.

Activity 1: Developing introductions (30 min.)

Purpose: To support students in developing and drafting an introduction that includes a hook, background information, and the claim.

Procedures:
1. Ask students what usually makes them decide what posts to read or open that their friends might share on social media.
2. Highlight how often times it’s the initial first impression that catches our attention and leads us to continue reading, or to move on to another post. Share with students the Facebook page from “Upworthy” (2012) found at: https://www.facebook.com/Upworthy, and skim through multiple video subtitles, asking students to say ‘stop!’ when they see one that catches their attention, and to then explain why it caught their attention.
3. Following, tell students that this is what a ‘hook’ does in writing. It catches our attention, so that we’ll keep reading. Show students the following video “Writing a Hook” (Rheingans, 2014), on hooks: https://www.youtube.com/watch?v=K1-nt5_bRlQ.
4. Work with the students to collaboratively develop a hook for the prompt “Who is the person you admire most?”
5. Next, ask students to jot down their ideas for hooks for their introduction to share with a classmate, and then to decide which is the strongest hook that will interest the audience to read more about their position on the topic.
6. Following, ask students to write down their ‘hook’ on a piece of paper, as well as their claim, and then pass their paper to the right three times. “First, you’ll pass your paper to your classmate to your right, and she’ll read your hook and claim, and write down ideas on how to improve the hook. Then she’ll pass it to the classmate to her right, and that classmate will write down their ideas. Then that classmate will pass it one last time to the write, will read the claim and hook, and write down their ideas.”
7. Each student will then be asked to write down their ideas in response to the following questions to highlight what can be included in between the hook and the main claim: What information about the topic is important for you to know in order to understand the main claim? Who is affected by the topic? Why is this information about the topic important to know?
8. “Now that you have ideas from your classmates about what is important for the target audience to know about the topic, decide what would be the best answer to the following questions to connect the hook to the main claim: What information about the topic is important for you to know in order to understand the main claim? Who is affected by the topic? Why is this information about the topic important to know?”
9. Following, “Rewrite your hook, your answers to the questions and your claim, and pair up with a classmate with whom you haven’t worked yet. Exchange your introductions to read, and make suggestions using the following ‘suggestion starters’ to each other on how to improve your introduction. Be sure to write down any suggestions using the following your classmate might make on how to improve the introduction.” Suggestion starters:
   - “I like how you say this.”
   - “This sentence/information/idea is very clear to me.”
   - “I don’t understand this sentence/information/idea. What do you mean by ______________?”
   - “I want to know more about __________________.”
   - “I think your hook is _________________. Is that right?”
   - “I think the background information you include is_____________________. Is that right?”
   - “I think your claim is that ______________. Is that right?”

10. Finally, ask students to make any changes they think are important based on the feedback from their classmate. Be sure to collect the introduction at the end of the lesson.

**Transition:** Clarify for students that they are transitioning from the planning stage to the drafting stage. Note that they have developed a claim and an introduction that clarifies what the topic is. Explain why it’s important to state an overall position or opinion. Next, they’ll write out each of the supporting reasons into sentences that will be used to introduce each of their subsequent paragraphs.

**Activity 2: Developing topic sentences (40 min.)**

**Purpose:** To make sure student topics can be developed into topic sentences.

**Procedures:**

1. Introduce topic sentences by engaging students in identifying the topic, and the best topic sentence using the handout “Topic Sentences” taken from ESLflow.com (see Appendix C.1).
2. After pairing students up, instruct students to work together to identify during the first countdown (from ten), the topic of the three different claims. During the second countdown (from ten), students will identify the best topic sentence. The pair who identifies the topic and topic sentence first the most times wins.
3. Following, group the pairs of students together to discuss/debate why their choice of topic sentence is the best.
4. Next, using the claim (written on the whiteboard) from the last lesson (see Appendix B.4 from Lesson 2, Activity 4) stating why the day was busy, identify with the students three strong reasons, and sequence them under the main claim. Engage students in turning the supporting reasons into complete sentences.
5. Sequence each of the topic sentences in the graphic organizer used in the last class (either projected using the smartboard, or by drawing the template on the board), to illustrate how the topic sentences are placed as the first sentence for each paragraph.

6. Following, provide students with their graphic organizer (Appendix B.5) from the previous class, and ask students to transfer the claim and reasons to the new organizer (see Appendix C.2).

7. Ask students to write each of their reasons in a complete sentence in the box labeled ‘Topic Sentence’. Once they have finished writing out each reason as a sentence, ask them to then share their topic sentences with a classmate and offer each other suggestions on how to improve the topic sentences. Students can use the following ‘suggestion starters’ to make suggestions:
   - “I like how you say this.”
   - “This topic sentence is very clear to me.”
   - “I don’t understand this topic sentence. What do you mean by ______________?”
   - “I think your topic sentence is ______________________. Is that right?”

8. Students will then move to an additional classmate to share their main claim and topic sentences and receive further suggestions. Students will continue moving to the next classmate until they’ve shared their claim and topic sentences with each classmate.

9. Students will then revise their topic sentences before sharing their final topic sentences with the class and instructor.

Activity 3: Identifying supporting details (40 min.)

Purpose: The purpose of this activity is to provide students with an opportunity to identify supporting details and evidence for each of their topic sentences. The claim and topic sentences on ‘my busy day’ from the prior activity functions as an outline and provides students with space for their supporting details.

Procedures:
1. Engage students in considering the importance of supporting details by providing students with story starters (see Appendix C.3).
2. Students are paired to plan how to open the story starter, but leave their classmates waiting for the details.
3. After students act out their story starter, ask students to explain why details are important.
4. Using the sandwich analogy (draw on the board if necessary), explain how a paragraph is like a sandwich. The topic and concluding sentences are like the bread on a sandwich. The details are like the meat, cheese, lettuce, tomato, etc. on your sandwich and provide more flavor.
5. Tell students, “After establishing your topic sentence of each paragraph or reason, it’s important to decide what details best support the reason of the topic sentence. What details or examples can you provide your reader?”
6. Following, using the topic sentences brainstormed by the class and written on the whiteboard for the claim and topic sentences for ‘My Busy Day’, ask students to think of three details that illustrate ‘Topic Sentence 1’. Write their responses on the board under ‘Topic Sentence 1’. Next, ask students to work in groups of three to brainstorm three details for ‘Topic Sentence 2’ and ‘Topic Sentence 3’.

7. Once students have finished, invite them to share the supporting details that they decided on for the remaining two topic sentences.

8. Invite students to give each other feedback on the details they included.

9. Next, ask students to look at the spaces identified as ‘supporting details’ on their graphic organizer (Appendix C.2) for their own claim. Explain to students that they are going to brainstorm three supporting details to give more information for each of their own topic sentences. Ask them to write their details in the spaces provided following each topic sentence. Students will work individually for 10-15 minutes to fill in the graphic organizer and come up with supporting details that illustrate their topic sentences.

10. After time has been called, ask students to share their chosen details.

**Closing:** You did a great job in coming up with introductions, topic sentences, and supporting details. In the next class, when you draft your position statement, you’ll develop concluding sentences for each of your body paragraphs, as well as a concluding paragraph. You’ll also learn about different transitional phrases that can be used to link your details to each other, or clarify what you just said, and what you’ll say next. (5 min.)
LESSON 4: Writing a First Draft

Pre-lesson inventory

Overview of lesson objectives:
- Students will know how to transition their ideas from a graphic organizer to a first full draft.

Materials to take to class: dry-erase markers; graphic organizer (Appendix C.2) from prior class; sample position statement (Appendix D.1); Concluding Sentences handout (Appendix D.2)

Equipment needed for class: computer to project class material and video

Assignments to collect: None

Special room arrangements: None

Warm-up: Writing paragraphs: the ‘sandwich’ analogy (10 min.)

Purpose: To introduce (body) paragraph writing to the students by introducing the analogy of making a sandwich.

Procedures:
1. State that in today’s class, they’ll be working on writing the body paragraphs, and the conclusion, for their essay. Following, draw a sandwich on the whiteboard to highlight that writing a paragraph can be compared to making a sandwich.
2. Show how the introduction that they wrote in the prior class can be compared to a sandwich--the upper bread is the ‘hook’, the ‘middle stuff’ is the background information, and the claim is the lower bread.
3. Draw a second sandwich, and clarify that this next sandwich represents the paragraph that they began in the last class, but that he/she wants the students to identify what parts of the sandwich they’ve made so far. Then, give students two to three minutes to discuss the following questions with a partner.
   - What parts of a sandwich did you make in the last class?
   - What do you still need to add to it to finish it?
4. Following, ask for volunteers to share their answers. Encourage students to make the connection that the upper bread is the topic sentence for each of their reasons, and the ‘middle stuff’ represents specific supporting details that they identified, and need to write as complete sentences, and that the missing ‘lower bread’ is the concluding sentence of the paragraph.
5. Ask students whether they have any questions about what they’ve learned so far about drafting.
6. After all the questions have been answered, move on to the next activity.

**Transition:** Now that we have reviewed what we accomplished in the last class, but before we actually draft the body paragraphs, we’re going to review the importance of what is called ‘cohesion’ in writing. ‘Cohesion’ is when all your ideas--your topic sentence, your details and your concluding sentence, all stick together. So let’s practice making sure our ideas ‘stick together’.

**Activity 1: Review and paragraph cohesion (15 min.)**

**Purpose:** To review the relationship between the topic sentence and the supporting details, in order to reiterate the idea of cohesion among the ideas used to develop a paragraph. This will support the students’ engagement with the concept of cohesion, or unity, in developing the rest of their draft in the lesson.

**Procedures:**
1. Ask the students to work in pairs, and will provide them with a copy of a paragraph from a sample position statement (see Appendix D.1). The students will be asked to identify the topic sentence and three supporting details in the paragraph.
2. Following, each pair will read their paragraph, and tell the class what the topic and three supporting details are, and state if they think the topic sentence and details ‘stick together’, and are cohesive.
3. Following, ask the students if it was easy to identify the topic sentence and details, and if the details help them understand the topic sentence more.

**Transition:** You guys did a great job on identifying cohesive body paragraphs where the topic sentences and ideas ‘stick together’. Now let’s review your own topic sentences and supporting details so you can begin drafting your three body paragraphs.

**Activity 2: Draft your body paragraphs (35 min.)**

**Purpose:** To use the graphic organizer to come up with three body paragraphs to support the claim in introduction.

**Procedures:**
1. Distribute the graphic organizer handouts (Appendix C.2) to read their own topic sentence and supporting details. Ask students to look closely at whether the supporting details they identified in the prior class ‘stick’ to the topic sentence; if all of the details
‘stick’ together; or if they think another detail might ‘stick’ better than one they already have.

2. Following, model writing (on the whiteboard) the supporting details identified for ‘My Busy Day’, from the prior class, as complete sentences. Construct two versions of a complete sentence for each supporting detail, and then ask students if one might work better than the other.

3. Ask students to look at their own supporting details, and write out two versions of a complete sentence for each.

4. Following, the students will choose two classmates with whom to share their sentences and ask which version they like more, then share with the class the version they chose for each supporting detail.

5. Next, ask students to write out their topic sentences and the supporting detail sentences in the order that they had sequenced their supporting details in the last class.

**Transition**: Great job on transitioning your supporting details! Next, we’ll look at the purpose of the concluding sentence in a paragraph, and then develop you’ll develop your own.

**Activity 3: Developing a concluding sentence (40 min.)**

**Purpose**: The purpose of this activity is for students to consider how to maintain cohesion in their paragraphs by creating a concluding sentence that restates what their topic sentence says.

**Procedures**:

1. Review with students the purpose of the topic sentence and supporting details.
   - Topic sentence: to present the main reason or idea of the paragraph;
   - Supporting details: to provide more information, details or examples of the topic sentence.

2. Ask students what they think the purpose of the concluding sentence most likely is? For example, “What do you think you will most likely restate in the concluding sentence?”

3. Pass out the handout “Concluding Sentences” taken from ESLflow.com (see Appendix D.2) and ask a student to volunteer to read the definition of a concluding sentence, and the example. Then, draw students’ attention to the graph comparing the topic sentences with the concluding sentences, and following, engage students to work in pairs to identify the concluding sentences that best match the given topic sentences in Exercise A.

4. Following, ask students to look at their own topic sentences and supporting details, and brainstorm two versions of a concluding sentence for each of their paragraphs, or a restatement of their topic sentences, like what they saw in the handout.

5. Students can then share the two versions of their concluding sentences with two classmates, to ask which might ‘stick’ better to the supporting details and topic sentence, to create cohesion. Following, students can share with the class which one they chose for each paragraph.
6. Next, the instructor will provide the students with paper to transfer their introductions and body paragraphs onto the same page, to prepare them for writing their conclusion.

7. While the students are working on writing the introduction and body paragraphs, the teacher can clarify that they can ask each other, or the teacher, for help.

**Transition:** When students finish their body paragraph, the teacher will clarify that they will now transition to looking at how to develop the conclusion paragraph.

**Activity 4:** Writing the conclusion (30 min.)

**Purpose:** For students to know what the purpose of the concluding paragraph is, as well as what to include when they develop one.

**Procedures:**

1. Next, highlight how just as the paragraph is like a sandwich, with the introduction being the upper bread, the supporting details being the middle stuff, and the concluding sentence being the lower bread, that the essay itself is also like a sandwich, but just bigger.

2. Ask students what part of the essay would be the upper bread, what parts of the essay would be the middle stuff, and what part of the essay (that they still have to develop) would be the lower bread. The teacher can guide the students to identify the conclusion as the lower bread, and what they still need to develop.

3. After showing the youtube video “Writing a Killer Conclusion” (Seminoff & Tennen, 2013) found at: ([https://www.youtube.com/watch?v=2L7aeO9fBzE](https://www.youtube.com/watch?v=2L7aeO9fBzE)), engage the students in making analogies for an essay without a conclusion, following the model of the video. For example: a race without a finish line.

4. Show students an example of a good conclusion paragraph in response to the prompt “How can obstacles in our daily lives benefit us?”:
   
   In conclusion, any obstacle can be overcome into something good. Tests can be studied for, traffic jams can be [voided] by detours, and wars can be won against impossible odds. Since obstacles confront us every day of our lives, we need to be able to overcome them. If we could not, then life would not be enjoyable.
   
   (Accuplacer WritePlacer, 2008)

5. Walk the students through this example of a concluding paragraph sentence by sentence: “First you need to let the readers know that you are going to conclude the essay. That is how the transition phrase “In conclusion” works. Next, you need to state your claim again: “any obstacles can be overcome into something good.” Then summarize, or tie together, all the examples or reasons you used in your body paragraphs to support the claim again.

6. Ask students if they have any questions about the conclusion paragraph.
7. Students will work on their own conclusion paragraph. The teacher will be around to help and check students’ writing.
8. At the end of the class, collect students’ essays, which will be used for the next class: revising.

Transition: You guys did a great job on the drafting! We will work on learning how to revise your first draft in the next class.

Closing: Briefly review the drafting process that they engaged in in class today. Lead an informal conversation with students prompting students to summarize and reflect on the drafting process and their experience. For example, ask:

- The first activity we did in class is review the introductions and topic sentences you wrote and the details you identified yesterday.
- Did any of you decide to make any changes to what you wrote yesterday?
- In the second activity, was it easy to write your supporting details out as complete sentences?
- What was easy or difficult about restating the topic sentence when you developed your concluding sentence for each paragraph?
- What were the parts to include in the conclusion paragraph?

Be sure to collect the students’ first drafts. (10 min.)

Homework: None
LEsson 5: Revising

Pre-lesson inventory

Overview of lesson objectives:
- Students will know the purpose of revising a first draft.
- Students will be able to apply their knowledge of the revision stage of process writing in revising a sample essay.

Materials to take to class: flowchart from Unit 2; 1 recipe (with instructions in order) to project and 1 recipe (6 copies) with the directions out of order (6 copies) (Appendix E.1); checklist for revision of sample and peer essay (16 copies); samples essays (6 copies); students’ rough drafts from the previous lesson

Equipment needed for class: computer to project materials on the smartboard

Assignments to collect: none

Special room arrangements: none

Warm-up: Recipe directions (awareness of audience) (20 min.)

Purpose: To engage students in considering the importance of focus, organization and the use of details in developing an awareness of audience, in preparation for the revision stage of process writing.

Procedures:
1. Share with students a recipe (see Appendix E.1) on the smartboard; briefly review with students the steps involved to make the dish.
2. Ask the students to qualify the easiness of following the steps of the recipe:
   - “Is it focused? Organized?”
   - “Do you understand the purpose of the recipe?”
   - “Does it communicate awareness of the audience?”
3. Ask students to work in pairs, and provide each pair with a recipe (see Appendix E.2) for which the instructions contradict the expected order and focus, and organization for a recipe.
4. Ask students to write in the margin where they notice that a step is out of order, or where an instruction is not focused on the task at hand, and to underline the specific part of the text that they are referring to.
5. Following, ask students to share their findings with another group, and discuss what suggestions they would make.
6. The groups share their suggestions with the class.

Transition: Highlight to students that they’ve just engaged in the basics of the revision stage of the writing process. Ask the students what would happen if they had tried to follow the recipe without revising it first? How could they apply that to revising an essay within the genre (position statements) that they’ve written their first draft? (Write their ideas on the board). (5 min.)

Activity 1: Preparing for the revision process (30 min.).

Purpose: To recap the main and sub-moves of the position statement, and to scaffold the introduction to the revising stage by first modeling the revision stage.

Procedures:
1. Provide students with the flowchart for position statements used in Unit 2, and the prompt of the sample essay “How can obstacles in our daily lives benefit us?”, and ask them to highlight how they would expect the author to respond to the prompt based on the flowchart.
   
   Questions:
   - What would you expect them to include in the introduction?
   - Where would you expect to find the main claim?
   - What are the parts of the main claim that you would expect to see?
   - How many reasons would you ask them to discuss?
   - Would you expect them to discuss the reasons all in one paragraph, or one reason per paragraph?
   - How many details/much evidence would you expect to find in each paragraph?
   - Does the order in which the details occur matter?
   - What would you expect to find at the end of each paragraph discussion of the reasons?
   - What would you expect to find at the end of the statement?

2. Provide students with a checklist for peer feedback responses (see Appendix E.2), and ask them to read through the checklist in pairs.

3. Ask the students to read through the sample essay (see Appendix E.3) closely on their own, then read the sample essay aloud to the students.

4. Using the questions on the checklist, engage the students in considering the part or characteristic of the essay in question. Have students discuss in pairs their response, then ask students what they could say to either highlight that the rhetorical feature named on the checklist is developed successfully, or needs improvement.

5. Continue through each item on the checklist.
Transition: Recap with students how genres create expectations in us about how the writing will be organized and developed, and what the focus and purpose will be: they saw this with the recipe, and now with a sample position statement. Following, clarify that the purpose of peer revision is to point out what we see, or the questions we might have on the text we’re reading, and for the same reason, they will be practicing now in groups, what they did as a class.

Activity 2: Collaborative revision of a sample essay (30 min.)

Purpose: To familiarize students with the revision process and demonstrate how to use the templates for peer feedback, in conjunction with what they might notice about the sample essay.

Procedures:
1. Provide students (in pairs or groups of three) with a new sample essay (see Appendix E.4) in response to the same prompt.
2. Ask students to read the essay independently, and then aloud. Following, ask students to point-by-point, review the essay for the rhetorical features and elements listed on the checklist.
3. Encourage students to engage in conversation with their peer about their perception of the student’s use of those features.
4. Ask students to write in the margins what they notice and where they notice it.
5. Finally, ask students to choose one positive remark, and three main concerns to list at the end.

Transition: Now that you’ve engaged as a group in revising a student sample, you’ll be practicing the same with your classmate’s first draft that you all completed in the last class.

Activity 3: Peer-revision (40 min.)

Purpose: For students to apply what they practiced and observed with their instructor, in noticing errors in focus.

Procedures:
1. Pair students up, and provide each with their first draft from the prior class.
2. Ask students to take 3 minutes to explain to each other the prompt, the claim, the 3 main reasons, and their concluding point, and to name two rhetorical features listed on the checklist that they want their peer to look at closely (in addition to all the other points on the checklist).
3. Ask students to exchange their essays, and read the essay independently two times.
4. Following, ask students to point-by-point, review the essay for the rhetorical features and elements listed on the checklist.
5. Encourage students to ask their peer (the author) any questions for clarification.
6. Ask students to write in the margins what they notice and where they notice it.
7. Finally, ask students to choose one (or more) positive remark, and three main concerns to list at the end.

**Closing**: Today, you engaged in your first peer review for this class. YOU were able to practice on a sample essay, and then apply your practice to your classmate’s essay. So tomorrow, we’ll do a peer editing workshop, where you’ll learn to highlight specific kinds of errors related to grammar, word choice, and spelling and punctuation, for your classmate to correct. (5 min.)

**Homework**: To make revisions to their peer-revised first draft, and bring the draft to the next class.
LESSON 6: Editing

Pre-lesson inventory

Overview of lesson objectives:
- Students will know how to recognize grammatical, lexical and mechanical errors.
- Students will know how to use a checklist to identify grammatical, lexical and mechanical errors in a sample essay and peer draft.
- Students will be able communicate the errors to their peer.

Materials to take to class: editing checklist (Appendix F.1) (10 copies), dry-erase markers, previously edited sample essay for modeling editing; sample essays for modifying checklist (Appendix F.2) (6 copies), sample sentences for modifying checklist

Equipment needed for class: None

Assignments to collect: Revised draft from peer-revision

Special room arrangements: None

Warm-up: What do you do before you send an email or message? (20 min.)

Purpose: To raise students’ awareness of editing writings in daily life so they can make connections to editing essays.

Procedures:
1. Engage students in an informal discussion with students at the beginning of class. For example, ask: What do you write every day on the computer to communicate with family and friends? Lead students to name ‘emails’ or ‘online messages’.
2. After eliciting ideas (emails and messages), pair students and ask them to talk about the topic: What do you do, after your write the email or message, but before you hit ‘send’? Do you check grammar or spelling mistakes before sending it out? How do you notice the mistakes? (These can be written on the whiteboard)
3. Then, ask volunteers to talk about their ideas.
4. After students share their ideas, make a short summary about your evening the day before and connect email and message editing with essay editing. The teacher will say: “We need to check grammar and spelling mistakes before sending out emails and messages. We call this process “editing”. It’s the same as with essays. We need to edit grammar, word choice, spelling and punctuation mistakes to make our essay perfect.”
5. Then, the teacher can introduce the class topic “editing”. Give students the definition of editing and explain the main mistakes: grammatical, word choice and word form, and mechanical mistakes. Explain that:

- Grammatical mistakes are about grammar such as verb tense, subject-verb agreement, and word order. For example, we cannot say: *he are happy. *
- Word choice and word form mistakes are when you either use the wrong word, or not the best word, or when you use an adverb form of a word instead of an adjective form. For example, ‘She is quickly’, or in: *I have to summary (summarize) the story.
- Mechanical mistakes are spelling, punctuation (periods, commas) and capitalization such as america (America).
- We are going to learn editing skills by using an editing checklist today.

**Transition:** We have talked about email and message editing in the warm-up. Now, I will provide you a checklist you can use when identifying errors. We will use a checklist to edit a sample essay. Are you ready?

**Activity 1:** Modeling the editing process using a checklist (40 mins)

**Purpose:** To model for and with students how to edit a sample essay using a checklist.

**Procedures:**

1. Distribute the checklist handouts and briefly explain how to use the checklist (see Appendix F.1): “This is a checklist we can use when identifying errors in writing. We will explain more of each type of errors when editing sample writing.”
2. Show students the sample essay (1) (see Appendix F.2) by projecting it on the whiteboard. Grammatical will be marked in green, lexical errors in blue, and mechanical errors were marked in red. Model grammatical errors, lexical and mechanical errors and in order.
3. Go through the sample writing and first identify grammatical errors sentence by sentence. Read the first sentence, then identify the errors. For example: I you think so, you succeed in your life. also in a bad situation, you must think a good and be a good. Explain the errors to students: it is ungrammatical to use both I and you in a sentence, we need to choose one. As for the two a good, a noun is missing.
4. After identifying all grammatical errors, the teacher can move on to lexical errors
5. After identifying all the grammatical errors, move back to the beginning of the sample writing to identify mechanical errors. For example, something also in a bed situation. The teacher will say: bed does not make sense here. it should be another word has the same pronunciation but different spelling. We can identify this from the context here.
6. After looking for errors, the teacher can divide students into pairs to try to correct the errors.
7. Ask volunteers to write correct answers on the whiteboard.
8. Finally, check the answers together with the whole class.

**Transition:** You have learned the skills of identifying errors with a checklist. Now, you need to work with a partner to underline the mistake and mark the type of error at the end of each sentence.

**Activity 2:** Collaborative editing of a sample essay (2) (see Appendix F.3 for sample essay) (30mins)

**Purpose:** This activity gives students an opportunity to use the checklist to identify errors and cooperate with classmates

**Procedures:**
1. Divide students into pairs and give each pair a sample writing. Tell students that with their checklist, they will need to underline the errors and mark the type of errors at the end of each sentence, just as what they did in last activity.
2. Clarify that they should first focus on identifying grammatical mistakes, following, word choice or word form mistakes, and finally, mechanical mistakes.
3. The students have 20 minutes to identify and mark the errors. Be sure to support and guide students individually as they work on identifying errors with the checklist.
4. About 20 minutes later, ask volunteers to mark the mistakes with different colors on the whiteboard.
5. Finally, as a class activity, check each students’ mistakes to make sure whether the mistakes are correctly marked. Then correct the answers as a whole class. The ideal mistake correction is done by the teacher asking and students answer answering.

**Transition:** We have practiced how to identify errors in last two activities with sample essays, and have also engaged in trying to correct them. Now let’s do peer-editing. The only difference will is that you will receive your draft after your classmate notices the mistakes to make the changes yourself on your own draft.

**Activity 3:** Peer-editing (30 mins)

**Purpose:** This activity gives students an opportunity to edit each other’s essay. Students can be assessed informally.

**Procedures:**
1. Students will be arranged in pairs, and then exchange their revised drafts. Then, using the checklist, they will be asked to identify each kind of mistakes with the checklist, in order.
2. Encourage students to ask their classmate (the author of the draft) any questions for clarification.
3. Students have 20 minutes to edit. Encourage students to ask each other their questions for clarification, and to ask for help (from you as the instructor) as a secondary resource.
4. After 20 minutes later, ask students to exchange their drafts again. Allow students have 10 minutes to look at their mistakes that their classmate marked. Encourage students to try to make the corrections first independently, following, asking a classmate, and asking you (as the instructor) as a last resort.

**Transition:** Now that you have identified and corrected the mistakes with your partners, let’s briefly discuss the editing skills we learned today.

**Closing:** The teacher will lead a brief discussion about the errors they met in sample essay. For example, the teacher can ask: among all the errors, which type of error is more common than others? How can we avoid making spelling/subject-verb agreement errors? (10 min.).

**Homework:** As your classmates have already helped you marked the errors, please go home and correct the errors. Be sure to bring your essay back to the next class.
References


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http://www.eslflow.com/academicwritng.html


https://www.facebook.com/Upworthy
Appendices

Appendix A.1
Wh-Question Template (Lesson 1, Activity 1)

Who is the topic about?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What is the topic about?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Where is the topic located?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

When is/did the topic take place?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Why is the topic important?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How is the topic effected?:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix A.2

Cluster Diagram Template (Lesson 1, Activity 2)
Appendix A.3

Venn Diagram Template (Lesson 1, Activity 3)
Appendix B.1

Developing a Claim (Lesson 2, Activity 1)

Steps to developing a claim:

1. Check and see if all the items on the brainstorm list are relevant to the question you chose. If some are not, make a note of items that are unrelated and brainstorm new ideas.

2. If the brainstorming list matches the question you chose, next, consider your main opinion about the topic.

3. Give each idea a number and put them in order.

A claim includes: a topic + a main opinion statement about the subject.

Example 1: My day is busy + because I have something to do every hour of the day.

Example 2: Daylight savings + is ineffective at saving electricity.

<table>
<thead>
<tr>
<th>Topic</th>
<th>+ Opinion statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B.2
Choosing Strong Reasons (Lesson 2, Activity 2)

**Main Claim 1**: Students should be required to volunteer in their communities in order to receive their high school diploma.

**Reasons**: Because….
- They will learn compassion
- They will learn to be less selfish
- It will help the community
- Organizations won’t have to pay anyone to do the job
- They will learn to appreciate all people in a community
- It’s a good thing to do

**Main Claim 2**: Working toward a goal is more important than being rewarded for achieving it.

**Reasons**: Because….
- You learn more from working toward the goal than the reward.
- The reward only makes people act self-centered.
- You won’t appreciate the reward if don’t work for it.
- The fun part is in working toward a goal.
- People only think about the reward.
- You’ll remember your hard work more than the recognition.

**Main Claim 3**: Using a cell phone when you’re driving should be against the law.

**Reasons**: Because….
- Cell phone use distracts people from driving
- Using a cell phone while driving increases the possibility of an accident
- Using a cell phone while driving is just stupid
- Most people who have accidents were using their cell phone while driving
- People will use their cell phones unless there is a law that says not to.
- All car accidents are caused by using a cell phone

**Main Claim 4**: Success requires more than a positive attitude.

**Reasons**: Because….
- Success requires a lot of hard work.
- Success is easier for some people than for others.
- Success requires more patience than a positive attitude.
The fear of failing also motivates success.  
A lot of people with a positive attitude aren’t successful.  
There are always a lot of obstacles that can prevent success.

**Main Claim 5:** All schools should offer music, art and dance classes to build students’ creativity.  
**Reasons:** Because...  
Being creative is as important as reading and math.  
It’s important for students to express themselves.  
Students should be able to have fun.  
Dance, music and art improves concentration.  
Art, music and dance is a good way to manage stress.  
Science and math are boring anyway.

Appendix B.3

Processes (Lesson 2, Activity 4)

**Making a peanut butter sandwich.**
1. Take out two pieces of bread.
2. Put the two pieces of bread together.
3. Take the top off the peanut butter jar.
4. Put peanut butter on one piece of bread.

**Sharpening your pencil.**
1. Put the pencil in the pencil sharpener.
2. Take your pencil out of your pencil case.
3. Turn the handle of the sharpener.
4. Take your pencil out of the sharpener.

**Sending a text message.**
1. Send the message.
2. Turn on your phone.
3. Write your message.
4. Choose your contact.

**Making coffee.**
1. Pour the hot water into the cup.
2. Put the pot on the stove and turn the stove on.
3. Put a spoon of Nescafé in your cup.
4. Put the water in the pot.

**Washing your hands.**
1. Dry your hands.
2. Put soap on your hands and rub them.
3. Turn the water on.
4. Rinse the soap off your hands.
Main Claim: My day is busy because I have something to do all day long.

Reasons:
I have to go to school.
I have to help my kids with their homework.
I have to take the car to the auto-shop.
I have to take the kids to school.
I have to pick the kids up from school and I have to go to work.
Appendix B.5

Graphic Organizer 1 Main Claims and Sequencing Reasons (Lesson 2, Activity 4)

Main Claim

Reason 1

Reason 2

Reason 3
Graphic Organizer 2 Main Claims and Sequencing Reasons (Lesson 2, Activity 4)

Main Claim

Reason 1

Reason 2

Reason 3
Appendix C.1

Identifying the Topic and Topic Sentences (Lesson 3, Activity 2)

Taken from ESLflow.com.

Read each set of sentences. Write the topic and choose the best topic sentence.

1. Topic:_____________________
   a) The rainy season is good.
   b) In the rainy season, there are floods.
   c) The best season for relaxing is the rainy season.

2. Topic:_____________________
   a) Swimming is popular for many reasons.
   b) You need a good swimming pool to go swimming.
   c) Swimming is fun.

3. Topic:_____________________
   a) Bangkok is crowded.
   b) People from many different cultures live in Bangkok.
   c) Bangkok is a very hot city.

4. Topic:_____________________
   a) Smartphones have many functions.
   b) There are many ways to use a smartphone in the classroom.
   c) Smartphones can be used for translation.

5. Topic:_____________________
   a) French wines are popular for a number of reasons.
   b) My father drinks French wine.
   c) You can buy French wine at good supermarkets.

6. Topic:_____________________
   a) An Education is an English movie.
   b) A young woman discovers the real world in An Education.
   c) An Education is an excellent movie with many lessons for young adults.

All of the following topic sentences are too general. Rewrite them to be proper topic sentences.

Example: Pets are nice. = too general
Answer: Pets help lonely people to be happier.
Or There are four kinds of popular pet in modern society.
1. My hometown is good.

2. Email is useful.

3. Tokyo is the biggest city in Japan.

4. Badminton is fun.
Appendix C.2

Claim, Reasons, Writing Topic Sentences and Supporting Details 1 (Lesson 3, Activity 2)

**MAIN CLAIM**

**REASON 1**

**REASON 2**

**REASON 3**

**TOPIC SENTENCE 1**

**TOPIC SENTENCE 2**

**TOPIC SENTENCE 3**

**SUPPORTING DETAILS 1**

**SUPPORTING DETAILS 2**

**SUPPORTING DETAILS 3**
Appendix C.3

Story Starters (Lesson 3, Activity 3)

Taken from ESL Activities.

1. "Get that thing away from me!" the girl yelled.

2. "That will show them," I thought as I hammered the last nail into place.

3. Everyone had a partner but me. What was I supposed to do now?

4. For the most part, Grandpa was a nice man who liked best of all to…

5. Goats, sheep and chickens belong on the farm, not in the middle of...

6. "Get out of there as fast as you can!", I yelled to my brother as...
Appendix D.1

Sample Position Statement Paragraph (Lesson 4, Activity 1)

Adapted from Accuplacer WritePlacer (2008)

Small obstacles, like the big test in school, can be overcome with hard work and determination. If you spend enough time studying beforehand, and doing practice questions to build your confidence, chances are you will do very well. Also, if you study over multiple days, you will also be more familiar with the material. On the other hand, if you procrastinate and do not prepare for the test until the night before it, chances are you will do poorly.
Appendix D.2

Concluding Sentences (Lesson 4, Activity 3)

Taken from ESLflow.com

The concluding sentence is the final sentence in a paragraph. The sentence is usually general, and it signals the reader that the paragraph is finished. It may be a restatement of the topic sentence, and it may summarize the information in the paragraph.

Let’s review a paragraph from the lesson on Supporting Sentences. The concluding sentence is a good example of a restatement of the topic sentence.

*My Aunt Marie’s recipe for Disappearing Cookies is easy for anyone to follow.* First, gather all the ingredients onto the counter and turn the oven on. *Second,* mix the ingredients in a large bowl. *Next* spoon the batter onto cookie sheets in small mounds. *After that,* bake the cookies in the oven. *Finally,* after the cookies have cooled, call in the family and watch them disappear. *Following the recipe is easy, and eating them is even easier.*

It’s helpful to visualize the topic sentence and the concluding sentence together to understand the close relationship they have:

*My Aunt Marie’s recipe for Disappearing Cookies is easy for anyone to follow.* Following the recipe is easy, and eating them is even easier.

Concluding paragraphs restate the topic sentence, remind the reader of the general nature of the paragraph, and may contain synonyms of words used in the topic sentence.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Concluding Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>…is easy for anyone to follow</td>
<td>Following the recipe is easy…</td>
</tr>
<tr>
<td>My family likes to take short vacations every weekend.</td>
<td>These short vacations are happy days that we enjoy together over the weekend.</td>
</tr>
<tr>
<td>You can learn to make egg rolls by following these easy steps.</td>
<td>Making egg rolls is easy if you follow these steps and practice often.</td>
</tr>
<tr>
<td>Dogs make the best house pets for most Americans.</td>
<td>For a great house pet and loving companion, Americans can’t beat having a dog.</td>
</tr>
</tbody>
</table>
A. Choose the best **concluding sentence** for the topic sentences below.

1. Choosing a car can be tricky unless you follow these guidelines.
   a. Choosing a car is a lot like choosing a horse.
   b. It depends on the features that you feel are most important.
   c. Following these information guides can lead you to a satisfying purchase.

2. Education is the best thing you can do to advance your career.
   a. Careers are built on experience, skill and education.
   b. Education is necessary for professionals but not for laborers.
   c. English is a skill you can learn to advance your career.

3. The horseless carriage was the single most important achievement of the 20th Century.
   a. Cars have made our spheres larger, our wallets thinner, and our world much more attainable.
   b. The wide-range of influence that the horseless carriage has made on all our lives began in the 20th Century, and is felt still today.
   c. The horseless carriage, the industrial revolution and lowering the voting age were great achievements of the 20th Century.

4. When my family comes to visit, the back yard is transformed into a park with picnic tables, barbecue and, of course, the volleyball net.
   a. Some say it’s the family circus in our back yard, but I like to think of it as our family picnic in our own little park.
   b. The relatives come from twenty different states to meet for two or three days, once a year.
   c. We play volleyball, rain or shine, and barbecue everything – steak, fish, vegetables, even slices of bread.
Appendix E.1.

Recipe for Horchata (Lesson 5, Warm-up)

Taken from Indian Recipes (n.d.)

How to make Horchata:

- Grind rice in the blender, until it is smooth.
- Toss with cinnamon stick and lime zest.
- Let it rest overnight.
- In the morning, put rice mixture into blender and blend until smooth.
- Add in 2 cups of water to the mixture and soak for 2 hours.
- Strain the liquid through a fine sieve.
- Add in the rest of the water and stir in sugar, until dissolved.

Recipe for Pancakes (Lesson 5, Warm-up)

Mix in the sugar.

In a large bowl, sift together the flour, baking powder and salt.

Pour or scoop the batter onto the pan. Make sure there isn’t any cat hair on the frying pan.

Mix until smooth. Don’t forget to turn off the hot water for the coffee.

Brown on both sides and serve hot.

Make a well in the center and pour in the milk, egg and melted butter;

Heat a frying pan over medium high heat. Don’t forget to call your mom for Mother’s Day, and remind me to tell you about what happened at work yesterday.
Appendix E.2

Optional Template for Peer Feedback (Lesson 3, Warm-up)

Positive Comments:

You did a great job with_________________________________________________________.

I like the way you______________________________________________________________.

Ideas for Revision:

Did you say everything you want to say about________________________________________?

Can you tell me more about________________________________________________________?

Do you think this sentence should go somewhere else________________________?________________________?

Who/What/Where/When/Why/How________________________________________________?

Who/What/Where/When/Why/How________________________________________________?

Peer Revision Checklist (Lesson 5, Activity 1)

Introduction
1. Does the introduction include a ‘hook’?
2. Does it catch your attention?
3. Does the introduction include enough background information? Or does it need more?
4. Is the background information about the topic?
5. Does the introduction include a claim?
6. What do you think about the claim?

Body Paragraphs (Repeat for each reason)
1. Does the paragraph begin with a topic sentence?
2. Is the focus of the paragraph clear to you after you read the topic sentence?
3. Does the paragraph include enough supporting details or examples?
4. If it needs more, what kind of details would you suggest?
5. Does the body paragraph include a concluding sentence? Does it restate the topic sentence?
6. Do the topic sentence, the details and the concluding sentence ‘stick’ together?

Conclusion
1. Does the conclusion begin with ‘In conclusion’?
2. Does the conclusion restate the claim?
3. Does the conclusion summarize the details from all three reasons?
Appendix E.3

Sample Essay for Class Revision (Lesson 5, Activity 1)

Taken from Accuplacer WritePlacer (2008)

There are many things in life that may seem to have a difficult or depressing outlook but if you try some of those things can be turned into something outstanding. For example there may be certain people you may run into on a day to day basis that may seem to carry themselves in a bad way but you have to try to get to know them because you never know that can turn out to be one of the best people in the world.

Many people in our society look at things such as driving a car, to be a very hard obstacle because they feel that it’s something that is hard to do, but until they try they will never know. If we’d learn to look at the bright side of things instead of the negative then many things that we face in our life would turn out for the better. When you think you may have down all that is in your power to do to try to get the good out of something, believe me there is always someone who will be able to help you. I know that there are things that may seem too hard or difficult but if you put your mind to it everything will come out for the better. I know there have been some times in my life when I have been in some difficult situations such as the time I lost money out of my wallet and I didn’t know what I was going to do. But I stopped worrying about it and it wasn’t long before I had my money back. Whenever you come up on something in your life that you may think that there is no way of accomplishing
Appendix E.4

Sample Essay for Collaborative Revision (Lesson 5, Activity 2)

Taken from Accuplacer WritePlacer (2008)

I think that most of life’s obstacles or disadvantages can be turned into something good. The way you look at situations determines the outcome of a situation because if you look at the situation negatively you don’t have any hope that the outcome would be positive; but if you look at the situation positively you would have a better chance at being successful at what you do.

The writer in the passage saw the chair in his way as an obstruction to his performance but the producer had a broader perspective saying that he could use the chair according to what the genre of the play was. For bad things to work out we need to stop being so narrow minded and broaden our perspective on life.

If you committed a crime and got caught don’t just concentrate on the bad that happened in your life, use that experience to share with others showing them the hardship that goes with that type of lifestyle discouraging them not to do it. The outcome of a situation is determined by how you look at it.
Appendix F.1
Editing checklist (Lesson 6, Activity 1)

<table>
<thead>
<tr>
<th>Grammatical Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Subject verb agreement</td>
</tr>
<tr>
<td>• Complex sentence structure</td>
</tr>
<tr>
<td>• Verb tense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanical errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Punctuation</td>
</tr>
<tr>
<td>• Spelling</td>
</tr>
<tr>
<td>• Capitalization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lexical Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Part of speech</td>
</tr>
<tr>
<td>• Word choice</td>
</tr>
</tbody>
</table>
Appendix F.2

Sample Essay 1 (Lesson 6, Activity 2)

Taken from Accuplacer WritePlacer (2008)

Color Key:
- Red = Mechanical Errors (spelling, punctuation, capitalization)
- Green = Grammatical Errors (verb tense, subject-verb agreement, missing part of speech)
- Blue = Lexical Errors (wrong part of speech, wrong word choice)

This sentence is very good and right because you must believe that have a good and positive something also in a bed situation. I you think so, you succeed in your life. also in a bad situation, you must think a good and be a good.

I have 3, examples from my life:

1 I basketball player I have alot of games and tugh games. I want a great player. I am alaways think good befor every game and also befor every practice. this thinking help me to succeed. If I lose a game I don’t cry I try to take the good things from the bad game. this is not help me if I cry all the time.

2. I had a important text befor 3 years I remember this text all the time beacuse that I got a high score because I learned alot before this text, this text all the time in my memory because the way was very dificulte. I thought good befor the text, and I succeeded all the time thought good and positive.

3. I didn’t succeed in the first text driving. I didn’t cry I tried to learn from my mistakes. In the second text driving I succeeded beacuse I thought positive and I said to myself that I good driver and I will succeed.

From this examples I can to learn that I you think good and positive you succeed all the time. Also if you mistake or don’t succeed you must to take the good and the positive from your mistakes. I can to say to the end that if you thought good and positive and you learn to take all the positive things you be enjoy and you will be fun and you succeed all the time. you need to learn from the mistakes. Thare arnet perfect people! Bielive yourself!
Can any disadvantage turn into something good? Every person answers this question differently, and that is his way to live. Some are optimistic, some are pasimistic, either way, the way we answer this question is, in a way, our way of life.

Some people can look on something that to me it is wonderful and find it terrible, and other can cheer me up when something sad happens, and show me a nicer and cheerful way of looking on it.

A good example is what happened today, this morning. I came to take this test from my home which is a few drive from the test center for different reasons I came in late in about ten minutes, but instead of being stressed because of it, I was (and still am) quite calm, and actually in very happy and satisfied with my approach to this in compare to my father who took it very hard.

I believe that the ability to look on the bright side, in both better and worse cases, is a recipe for a better and calmer life.

Teacher Copy with Answers
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