

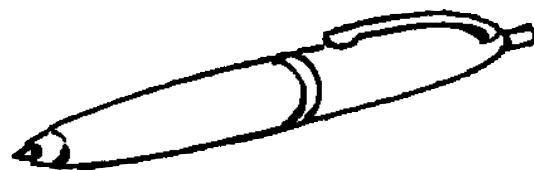
# Writing Strategies

**A STUDENT-CENTERED APPROACH**

**BOOK ONE: INTERMEDIATE**

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**TEACHER'S GUIDE**



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**PRO LINGUA  ASSOCIATES**

# About the Book and Course

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***Writing Strategies – Book One: Intermediate*** is your tool for carrying out a student-centered writing course. There are three sections in the text, described below:

## Rhetorical Modes

This is the basic section. It focuses on the types of writing that students will encounter in academic and professional settings. The careful sequence of activities leads the students from the initial step of focusing on the nature of the mode to completion of a final essay. The four modes covered in this book are:

- Description
- Exposition
- Narration
- Comparison and Contrast

In ***Writing Strategies – Book Two: Advanced***, the modes are:

- Process
- Extended Definition
- Cause and Effect
- Argumentation

## Fluency Writing

This section is a structured alternative to free or journal writing. It involves the students in cooperative speaking, listening, and reading work focused on real-world topics, and leads them to write as many details as they can in a composition. In pairs or triads, the students each read a part of an article, talk about it, and then summarize the entire article, not just their part, in their own words. These activities can be done at any time during the course, although there are suggestions for when to do fluency writings throughout the Rhetorical Modes section.

## Grammar

This section of the text features activities that focus on grammatical terminology and grammar problems that typically occur as the students work on their essays. There are two types of activities. One type has students doing exercises individually. The second type, called “Grammar Groups” requires three students to do the exercises together. Throughout the Rhetorical Modes section there are notes to the students to do a grammar activity. However, the activities can be done at any appropriate time.

As the students go back and forth from one section to another, the variety of in-class work gives the coursework an enjoyable, interesting dimension, and allows the students to engage in self-directed learning.

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This book is available for **free** at [www.ProLinguaAssociates.com](http://www.ProLinguaAssociates.com). **It is photocopyable.**

## Course Format

A typical class might include this sequence of events:

1. The students in groups of two, three, or four begin the class by checking their answers to a previous assignment that clearly has right or wrong answers.
2. The students hand in to you the exercises that do not have obviously right or wrong answers.
3. You briefly explain the directions for the assignments that the students will work on during the class time.
4. While the students are working on their assignments, you can return previous assignments and talk to students individually, if necessary. Also, during this time, you can work with individuals as they do the assignments of the day, or confer with students on any aspect of their writing that needs more attention.
5. As the class comes to a close, those students who have not finished the assignments would do them as homework.

In the back of this guide is a **sample five-day lesson plan**, starting with the first day of class.

## Special Note

For the very first class on opening day, many teachers have found it useful to begin with *Fluency Writing, Assignment 1* for these reasons:

1. Because the students are not producing original or free writing, the first writing assignment is less threatening. They don't have to think up a topic, and they work with others to understand the topic. Therefore, they have a head start toward producing a piece of writing.
2. Because the students will work in small groups in a structured format, through this collaborative effort they will also become familiar and more comfortable with some of their classmates.
3. At the end of the first day of class you will have a sample of each student's writing. Because the students are all writing about the same topic, it is easier to compare and evaluate their work.

# Suggestions, Check-Lists, and Evaluation Forms

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On the following pages are some detailed suggestions that may be helpful to you as you implement the workshop. Additionally, there are check-lists and evaluation forms that you may photocopy and use. The check-lists are to be used when the students are ready to write their final essay. The evaluation form can be used to give the students feedback on their performance.

## Mode: Description

Unlike the other three modes in the book, in which students write only one essay, in this part they will write two description essays: a description of a scene, and a description of a person.

### Essay 1: Scene Description

#### *Part 2: Preparing to write the first draft.*

##### *Exercise 1 (p. 4):*

In this first exercise, the students focus on the introduction and the conclusion. Having the body of the essay in the form of a picture helps the students distinguish between the the three parts: introduction, body and conclusion.

The format for exercise 1 is a common one for the book. To make the exercise easier, the students do not have to think of their own words for this fill-in-the-blank exercise. They are provided in the box. However, you may need to make sure the students understand the meanings of the words in the box.

##### *Strategy 1: Draw a picture of the scene before describing it. (p. 5)*

You can tell the students that the purpose of drawing their picture is to organize their ideas. Assure them that artistic ability is not the issue.

##### *Strategies 6,7, 8: Add details (pp. 10 to 12)*

The purpose of these strategies is to show the students, even those with limited vocabulary, how they can add details.

**The check list and evaluation** for for this mode are on the next two pages. These are not in the student's book. They are photocopyable.



## Scene Descriptive Essay Check-list

1. Does your introduction introduce the scene? (*See p. 6*) \_\_\_\_\_
2. Did you use “Expressions for describing a scene”? (*See p. 3*) \_\_\_\_\_
3. Does your conclusion explain why the scene was important, memorable or special for you?  
(*See p. 7*) \_\_\_\_\_

### Give me:

1. This paper
2. The picture that you drew of the scene (*See p. 5*)
3. Your typed essay

### Typing form:

- You should use “12 font”
- Your margins should be about 1 inch
- You should have about 18-20 lines on each page
- You should double space
- You should have two spaces after a period.



Name \_\_\_\_\_

## Scene Descriptive Essay Evaluation Form

### I. Content (your ideas & organization)

#### A. Introduction

- You introduced the scene clearly Yes 3  
No \_\_\_\_\_

#### B. Body

- Your description of the scene was... Clear 7  
Usually clear \_\_\_\_\_  
Sometimes confusing \_\_\_\_\_  
Not very clear \_\_\_\_\_
- The details that you described were Enough 7  
Almost enough \_\_\_\_\_  
Not enough \_\_\_\_\_

#### C. Conclusion

- You explained why the scene was important, memorable, or special Clearly 3  
Not clearly \_\_\_\_\_

**Content score /20**

### II. Style (your grammar and sentence style)

- #### A. Sentence variety
- You used a nice variety.* 5
  - You made a good effort, but grammar caused some mistakes.* \_\_\_\_\_
  - You had too many simple sentences.* \_\_\_\_\_

- #### B. Grammar
- Your grammar was very good.* 9
  - You had only a few little mistakes.* \_\_\_\_\_
  - You made a good effort, but you had some mistakes.* \_\_\_\_\_
  - You had some serious problems.* \_\_\_\_\_
  - You had many mistakes.* \_\_\_\_\_

- #### C. Vocabulary
- You made a good effort at using mature vocabulary.* 3
  - Your vocabulary was average.* \_\_\_\_\_
  - You used a lot of simple words.* \_\_\_\_\_

- #### D. Expressions (at the top, next to, on the left, etc.)
- You used enough.* 3
  - You needed more.* \_\_\_\_\_

**Style score /20**

### Grades

**Content:** \_\_\_\_\_/20 = \_\_\_\_\_%

**Style:** \_\_\_\_\_/20 = \_\_\_\_\_%

**List of ideas:** OK Not OK None

**Typing form:** OK Not OK

## Mode: Description, *continued*

### Essay 2: Person Description

#### *Part 2: Preparing to write the first draft.*

##### *Exercise 1 (p 17):*

Here the students are introduced to the concept of a working thesis statement, list of ideas, and first draft.

##### *Exercise 2 (p. 17):*

The students fill in the list of main ideas for the sample essay. One of the purposes here is to give the students an opportunity to focus on the sample essay.

##### *Strategy 1:*

Choose a topic for your essay, think of the purpose of the essay and think of some details.

##### *Exercise 2 (p. 18):*

A working thesis statement is an explicit statement (“In this essay, I will explain . . .”) that can help the students get focused and started writing. By comparing the students’ working thesis statements to their list of ideas, you may find potential organizational or content problems early in the writing process. Some students prefer to start writing their first draft without first writing a list. An option used with those students is to have them write a list after writing their first draft.

As an initial step toward beginning to write an essay, a list of main ideas can be more user-friendly for students than a formal outline. Furthermore, by having the students write a general list before beginning work on the first draft, potential problems can be circumvented.

##### *Strategy 2: Write a first draft of your essay with some details.*

In the first draft, the students need not feel pressure to write more than just a few details. This is because, after writing the first draft, subsequent strategies show them how to expand and improve on the second draft.

**A note about thesis statements:** More advanced-style thesis statements are introduced in the third mode.

##### *Strategy 10: Getting a reaction from a peer.*

The type of peer-editing introduced here is intended to be interactive, focused and user-friendly for the students. It is also less threatening than the traditional type, in which the students read and comment on their classmates’ papers.

The exercise introduces specific questions which writers can ask to get help with their essays. After doing the exercise, the students then apply the technique to their own essays by working with a peer. After experiencing this peer-editing technique with a classmate, the students also begin to use their teachers and each other more effectively on a regular basis. Instead of asking “Can you read my essay and tell me if there are any problems?” they begin to ask more focused and specific questions about their written work.

**Special Note:** When students are working on their final drafts, it is best to do a fluency writing and/or grammar exercises before beginning the next mode. This avoids confusion.

*In-Class Essay Topics:*

Many programs require the students to write essays with a time limit and with no help or advance knowledge of the topic. Below are some suggestions for an in-class description essay. These topics are not included in the students’ texts.

**In-Class Person Descriptive Essay Topics**

***Do not describe the same person that you wrote about in your out-of-class essay.***

- Describe a family member or a friend. Explain why this person is special or important to you. You may wish to describe their personality, talents, skills, habits, routines and physical characteristics.
- Describe a person that you do not like. Explain why you do not like them. You may wish to describe their personality, talents, skills, habits, routines and physical characteristics.
- Use your imagination. Describe the perfect \_\_\_\_\_ (for example, husband, wife, boyfriend, girlfriend, roommate, teacher, doctor, president, etc.) The person you describe should not be a person you know, but you can give the person a name. You may wish to describe their personality, talents, skills, habits, routines and physical characteristics.

The photocopyable check-list and evaluation form for this mode are on the next two pages.



## Person Descriptive Essay Check-list

1. Did you write an introduction that gives background information? (*See p. 23*) \_\_\_\_\_
2. Did you underline the thesis statement on your paper? \_\_\_\_\_
3. Which strategies did you use to describe the person: talent/skills, habit, personality, physical characteristics? (*See pp. 19-22*)

\_\_\_\_\_

\_\_\_\_\_

4. Did you write a conclusion that summarizes why you wrote about the person? (*See p. 24*) \_\_\_\_\_

### Give me:

1. This paper
2. Your working thesis and list of main ideas (outline)
3. Your typed essay

#### Typing form:

- You should use “12 font”
- Your margins should be about 1 inch
- You should have about 18-20 lines on each page
- You should double space
- You should have two spaces after a period.



Name \_\_\_\_\_

## Person Descriptive Essay Evaluation Form

### I. Content (your ideas & organization)

#### A. Introduction

- You have an introduction that gives background information. Yes 3  
No 0
- You have a clear thesis statement. Yes 1  
No 0

#### B. Body

- You describe the person with \_\_\_\_\_ details. Many 7  
Some \_\_\_\_  
Few \_\_\_\_
- The details & example were very helpful & specific 6  
usually helpful \_\_\_\_  
sometimes too general \_\_\_\_  
usually too general \_\_\_\_

#### C. Conclusion

- You had a conclusion that summarized why you wrote about this person. Yes 3  
No 0

**Content score**                    **/20**

### II. Style (your grammar and sentence style)

#### A. Sentence variety

- You used a nice variety.* 4
- You made a good effort, but grammar caused some mistakes.* \_\_\_\_
- You had too many simple sentences.* \_\_\_\_

#### B. Grammar

- Your grammar was very good.* 8
- You had only a few little mistakes.* \_\_\_\_
- You made a good effort, but you had some mistakes.* \_\_\_\_
- You had some serious problems.* \_\_\_\_
- You had many mistakes.* \_\_\_\_

#### C. Vocabulary

- You made a good effort at using mature vocabulary.* 3
- Your vocabulary was average.* \_\_\_\_
- You used a lot of simple words.* \_\_\_\_

**Style score**                    **/15**

### *Grades*

**Content:**    \_\_\_\_\_/20 = \_\_\_\_\_%

**Style:**        \_\_\_\_\_/20 = \_\_\_\_\_%

**List of ideas:**    OK    Not OK    None

**Typing form:**    OK    Not OK

## Mode: Narration

### *Part 2: Preparing to write the first draft.*

#### *Exercise 1 (p. 31):*

It should be noted that this sample essay is a first draft, so it is short, and the sentence style is simple.

#### *Exercise 3 (p. 33):*

A problem that some students have with a narrative is that they try to write about events that took place over a long period of time. As a result, their essays tend to skim over the details of the event. The purpose of exercise 3 is to help the students note the difference between paragraphs with many details about a short period of time and ones with few details over a long period of time.

#### *Strategy 2: Write a good thesis statement (p. 35).*

As previously noted, explicit thesis statements were introduced as a way for students to get focused and started on their essays. A more advanced-style thesis statement will be introduced in the third mode.

### **In-Class Narrative Essay Topics**

- Tell about an experience that you had but now wish you could change. Explain how you would change it. Give details.
- Tell about an experience you had but now wish had not happened. Explain why you wish it had not happened. Give details.
- Tell about a movie that had a story. Give the important details of the story and why you liked or did not like it.

The photocopyable check-list and evaluation form for this mode are on the next two pages.

## Narrative Essay Check-list

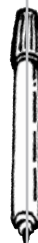
1. Does your introduction give some common knowledge about the topic without starting the story? (*See p. 36*) \_\_\_\_\_
2. Did you write a clear thesis statement? (*See p. 35*) \_\_\_\_\_
3. Did you use “Expressions for narration”? (*See p. 30*) \_\_\_\_\_
4. Does your conclusion explain what you learned from the story or why the story was important without finishing the story? (*See p. 37*) \_\_\_\_\_

### Give me:

1. This paper
2. Your working thesis and list of main ideas (outline)
3. Your typed essay

#### Typing form:

- You should use “12 font”
- Your margins should be about 1 inch
- You should have about 18-20 lines on each page
- You should double space
- You should have two spaces after a period.



## Narrative Essay Evaluation Form

### I. Content (your ideas & organization)

#### A. Introduction

- You \_\_\_\_\_ the story in your introduction. *didn't start* 2  
*started* \_\_\_\_\_
- You have a clear thesis statement. *Yes* 2  
*No* 0

#### B. Body

- You told the whole story in the body of the essay. *Yes* 3  
*No* \_\_\_\_\_
- You told the story with... *many details* 5  
*some details* \_\_\_\_\_  
*few details* \_\_\_\_\_
- You told the story... *very clearly* 4  
*quite clearly* \_\_\_\_\_  
*not very clearly* \_\_\_\_\_

#### C. Conclusion

- You finished the story before the conclusion. *Yes* 2  
*No* \_\_\_\_\_
- You told about what you learned (or some important information). *Yes* 2  
*No* 0

**Content score /20**

### II. Style (your grammar and sentence style)

#### A. Sentence variety

- You used a nice variety.* 5
- You made a good effort, but grammar caused some mistakes.* \_\_\_\_\_
- You had too many simple sentences.* \_\_\_\_\_

#### B. Grammar

- Your grammar was very good.* 9
- You had only a few little mistakes.* \_\_\_\_\_
- You made a good effort, but you had some mistakes.* \_\_\_\_\_
- You had some serious problems.* \_\_\_\_\_
- You had many mistakes.* \_\_\_\_\_

#### C. Vocabulary

- You made a good effort at using mature vocabulary.* 3
- Your vocabulary was average.* \_\_\_\_\_
- You used a lot of simple words.* \_\_\_\_\_

#### D. Expressions (soon, shortly after that, later, etc.)

- You used enough.* 3
- You needed more.* \_\_\_\_\_

**Style score /20**

<b>Grades</b>			
<b>Content:</b> _____/20 = _____%	<b>List of ideas:</b> OK	<b>Not OK</b>	<b>None</b>
<b>Style:</b> _____/20 = _____%	<b>Typing form:</b> OK	<b>Not OK</b>	

## Mode: Exposition

It may be helpful to introduce this mode by telling the students that “expository” can mean “explain the reasons why,” or “explain the characteristics, aspects, or features.”

*Strategies 4, 5: Add details by giving information about your country.*

International students have an advantage over their monolingual American counterparts because almost anything they say about their own country can be interesting to native speakers. The purpose of these strategies is to help the students tap into these resources.

*Strategy 9: Use an advanced-style thesis statement.*

Among ESL and other college instructors, opinions differ over whether, in the final draft of an essay, explicit thesis statements such as “In this essay, I will describe . . .” are acceptable. For that reason, your students should be able to use advanced-style thesis statements.

### In-Class Expository Essay Topics

- Explain the reasons why some people get divorced.
- Choose a city and explain why it is a good or bad place to live.
- Explain the good and bad points of the education system in your country.
- Explain how to have a successful marriage.
- Explain the causes of stress.
- Explain the reasons why people move to a city.
- Explain the reasons why people quit their jobs.

The photocopyable check-list and evaluation form for this mode are on the next two pages.



## Expository Essay Check-list

1. What introduction type did you use? (*See p. 68*) \_\_\_\_\_
2. Did you use an advanced-style thesis statement? (*See p. 65*) \_\_\_\_\_
3. Did you underline the thesis statement on your paper? \_\_\_\_\_
4. Did you underline the topic sentences for each paragraph? (*See p. 52*) \_\_\_\_\_
5. What strategies did you use to add details? (*See pp. 56 to 62*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What conclusion type did you use? (*See p. 70*) \_\_\_\_\_

### Give me:

1. This paper
2. Your working thesis and list of main ideas (outline)
3. Your typed essay

#### Typing form:

- You should use “12 font”
- Your margins should be about 1 inch
- You should have about 18-20 lines on each page
- You should double space
- You should have two spaces after a period.

## Expository Essay Evaluation Form

### I. Content (your ideas & organization)

#### A. Introduction

- The information in your introduction was
 

<i>Enough</i>	3
<i>Not enough</i>	___
  
- You used an advanced-style thesis statement
 

<i>Yes</i>	1
<i>No</i>	0

#### B. Body

- The information in the body was
 

<i>Enough</i>	7
<i>Almost enough</i>	___
<i>Not enough</i>	___
  
- The explanation of your ideas in the body was...
 

<i>Clear</i>	6
<i>Usually clear</i>	___
<i>Sometimes confusing</i>	___
<i>Not very clear</i>	___

#### C. Conclusion

- The information in your conclusion was
 

<i>Enough</i>	3
<i>Not enough</i>	0

**Content score    /20**

### II. Style (your grammar and sentence style)

#### A. Sentence variety

- |  |  |     |
|--|--|-----|
|  | <i>You used a nice variety.</i>                                  | 6   |
|  | <i>You made a good effort, but grammar caused some mistakes.</i> | ___ |
|  | <i>You had too many simple sentences.</i>                        | ___ |

#### B. Grammar

- |  |   |     |
|--|---|-----|
|  | <i>Your grammar was very good.</i>                        | 8   |
|  | <i>You had only a few little mistakes.</i>                | ___ |
|  | <i>You made a good effort, but you had some mistakes.</i> | ___ |
|  | <i>You had some serious problems.</i>                     | ___ |
|  | <i>You had many mistakes.</i>                             | ___ |

#### C. Vocabulary

- |  |   |     |
|--|---|-----|
|  | <i>You made a good effort at using mature vocabulary.</i> | 3   |
|  | <i>Your vocabulary was average.</i>                       | ___ |
|  | <i>You used a lot of simple words.</i>                    | ___ |

#### D. Transitional expressions (First, In addition, Finally, etc.)

- |  |                         |     |
|--|-------------------------|-----|
|  | <i>You used enough.</i> | 3   |
|  | <i>You needed more.</i> | ___ |

**Style score    /20**

### Grades

**Content:**    \_\_\_\_\_/20 = \_\_\_\_\_%

**Style:**     \_\_\_\_\_/20 = \_\_\_\_\_%

**List of ideas:**    OK    Not OK    None

**Typing form:**    OK    Not OK

## Mode: Comparison and Contrast

For some students, the terms “comparison” and “contrast” are not clearly understood. A way to explain this is:

**comparison** = describing the similarities between two people, places, or things.

**contrast** = describing the differences between two people, places, or things.

*Strategy 1: Write some interview questions about your topic.*

*Exercises 1 & 5 (p. 82 and p. 84).*

You will notice that some of the questions are labeled “specific example questions.” These types of questions are connected to strategy 2 (p. 87). Also, some questions are labeled “narrative questions.” These types are connected to strategy 3 (p. 89).

### In-Class Comparison and Contrast Essay Topics

- Compare and contrast yourself today with yourself last year (or several years ago). Explain how you are similar and different from how you were in the past. Or, explain how your life is similar and different from the way it was in the past.
- Compare and contrast how you were raised by your parents and how you will raise your child.
- Compare and contrast your life with your brother’s or sister’s.
- Compare and contrast your life now with your mother’s or father’s life when they were your age.
- Compare and contrast two educational systems and decide which is better.
- Compare and contrast two jobs and decide which one would be better for you (These can be part-time or future jobs.).
- Compare and contrast two pets and decide which one would be better for you.

The photocopyable check-list and evaluation form for this mode are on the next two pages.

## Comparison and Contrast Essay Check-list

1. Which essay pattern did you use: point-by-point or block? (*See p. 80*) \_\_\_\_\_
2. Does your introduction explain the situation? (*See examples on pages 83, 85, 107*) \_\_\_\_\_
3. Did you underline the thesis statement in your paper? \_\_\_\_\_
4. In your essay, do you have a narrative (short story) to explain your ideas? (*See p. 89*) \_\_\_\_\_
5. Does your conclusion explain your choice and the reason for your choice?  
(*See examples on pages 83, 85, 107*) \_\_\_\_\_

### Give me:

1. This paper
2. Your working thesis and list of main ideas (outline)
3. Your typed essay

#### Typing form:

- You should use “12 font”
- Your margins should be about 1 inch
- You should have about 18-20 lines on each page
- You should double space
- You should have two spaces after a period.

Name \_\_\_\_\_



## Comparison and Contrast Essay Evaluation Form

### I. Content (your ideas & organization)

#### A. Introduction

- You introduced the situation clearly. Yes 2  
No \_\_\_\_\_
- You have a clear thesis statement. Yes 1  
No 0

#### B. Body

- Your explanation of the similarities and differences was... Clear 5  
Usually clear \_\_\_\_\_  
Sometimes confusing \_\_\_\_\_  
Not very clear \_\_\_\_\_
- You included a narrative (short story) to explain your ideas. Yes 3  
No \_\_\_\_\_
- The information in your body was Enough 7  
Almost enough \_\_\_\_\_  
Not enough \_\_\_\_\_

#### C. Conclusion

- You explained the reasons for your decision Clearly 2  
Not clearly \_\_\_\_\_

**Content score /20**

### II. Style (your grammar and sentence style)

#### A. Sentence variety

- You used a nice variety.* 5
- You made a good effort, but grammar caused some mistakes.* \_\_\_\_\_
- You had too many simple sentences.* \_\_\_\_\_

#### B. Grammar

- Your grammar was very good.* 9
- You had only a few little mistakes.* \_\_\_\_\_
- You made a good effort, but you had some mistakes.* \_\_\_\_\_
- You had some serious problems.* \_\_\_\_\_
- You had many mistakes.* \_\_\_\_\_

#### C. Vocabulary

- You made a good effort at using mature vocabulary.* 3
- Your vocabulary was average.* \_\_\_\_\_
- You used a lot of simple words.* \_\_\_\_\_

#### D. Transitional expressions (First, In addition, Finally, etc.)

- You used enough.* 3
- You needed more.* \_\_\_\_\_

**Style score /20**

### Grades

**Content:** \_\_\_\_\_/20 = \_\_\_\_\_%  
**Style:** \_\_\_\_\_/20 = \_\_\_\_\_%

**List of ideas:** OK Not OK None  
**Typing form:** OK Not OK

# Sample Lesson Plan for the First Five Days

This lesson plan is designed to give the teacher the maximum amount of time to work one-on-one with the students on their exercises, drafts and revisions. The daily work usually begins with the students in pairs or small groups checking each others' individual work from the previous day. From time to time they do a Fluency Writing or Grammar Group. This is followed with the

students working individually on the exercises in the text. While the students are carrying out the work, the teacher circulates to observe, help, explain, encourage, and check the students' work. Note that Fluency Writing is always done by groups, and Grammar Units are done either by groups or individuals.

Day	Beginning of Class	During and After Class	
	<i>GROUP WORK</i>	<i>INDIVIDUALS</i>	<i>TEACHER</i>
1	<b>Fluency Writing # 1</b>	<b>Mode 1- Description</b> <ul style="list-style-type: none"> <li>• Expressions (p.3)</li> <li>• Sample Essay (p.4)</li> </ul>	Circulates Observes Checks <i>Fluency Writing # 1</i>
2	<b>Groups check</b> <ul style="list-style-type: none"> <li>• Expressions (p. 3)</li> <li>• Sample Essay (p. 4)</li> </ul>	Strategy 1 <ul style="list-style-type: none"> <li>• Draw a Scene (p.5)</li> <li>• Introduction (p.6)</li> <li>• Conclusion (p.7)</li> </ul> <i>Grammar Unit # 1</i>	Goes over Fluency Writing #1 Helps students with ideas for their scenes
3	<b>Groups Check</b> <ul style="list-style-type: none"> <li>• Introduction (p. 6)</li> <li>• Conclusion (p. 7)</li> <li>• <i>Grammar Unit #1</i></li> </ul>	First Draft <ul style="list-style-type: none"> <li>• Introduction (p.8)</li> <li>• Conclusion (p.8)</li> <li>• Body (p.9)</li> </ul> <i>Grammar Unit # 2</i>	Helps with 1st draft
4	<b>Groups Check</b> <ul style="list-style-type: none"> <li>• First draft, ex. 1 (p. 9)</li> <li>• <i>Grammar Unit # 2</i></li> </ul>	Add Details (pp. 10-11) <b>Grammar Unit # 3</b>	Checks Grammar Unit 2, ex. 3 Checks 1st draft
5	<b>Groups Check</b> <ul style="list-style-type: none"> <li>• Details exercises (pp.10-11)</li> <li>• <i>Grammar Unit # 3</i></li> </ul>	Sample 2nd draft (pp. 12-13) Final draft (p. 13) <i>Grammar Unit # 4</i>	Helps with final draft