

Writing Strategies

A STUDENT-CENTERED APPROACH

BOOK ONE: INTERMEDIATE

TEACHER'S GUIDE



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PRO LINGUA ASSOCIATES

About the Book and Course

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

Essays

This section provides the foundation for students' writing. Each of the first four units feature a rhetorical mode. Why focus on rhetorical modes? A substantial amount of research has shown that ESL students organize and connect ideas differently from the way native English speakers do. The modes (not only the organizational varieties that they represent but also the expressions that are particularly suited to each mode) provide tools that students can draw from in the future.

In addition, research has shown that what arouses a greater negative reaction among English speakers toward writing done by ESL students is not a student's level of fluency but rather inappropriate patterns of organization. Students who are unfamiliar with the culturally accepted conventions of academic prose could be at a disadvantage when enrolled in regular college courses—not only in English Composition but in other academic courses as well.

The focus of the final unit is on using a source in an essay.

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
- Expository Essay with a Source

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

- Process
- Extended Definition
- Cause and Effect
- Argumentation
- Essay with a Source

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 Essays section.

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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 Essays 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.

Writing Workshop Format

Many writing instructors would like to have more time to conference individually with students about their writing. Because of the inductive nature of the exercises, Writing Strategies makes this possible during class time through a “writing workshop” format. In brief, this format allows for a balance of small group/pair activities, individual work and teacher-student conferences. A typical class might include this sequence:

- Step 1:** The students, in groups of two, three or four, begin the class by checking their answers to previous assignments that clearly have right or wrong answers. Examples of this type of assignment would be in Unit 1, Exercises 1 and 2.
- Step 2:** The students hand in to you the exercises that do not have obvious right or wrong answers. In other words, each student’s answers might be different from the others’. Examples of this type of assignment would be in Unit 1, Exercise 6 and 10.
- Step 3:** You introduce the assignment(s) that the student will work on during the class. Because of the inductive nature of the exercises in the book, you won’t need to give long lectures. For example, to introduce Unit 1, Exercise 9, you could briefly explain the importance of adding details and perhaps do a PowerPoint juxtaposing a sentence identifying an object with weak details versus details that are explained more clearly. Then you could assign Exercise 9, do one item as a whole class, and then assign Exercise 10 do be written on a different piece of paper. However, students would not start doing these assignments until you have explained all the exercises for that day and completed any pair/group work, as explained in Step 4 below.
- Step 4:** On some days, your students are likely to be doing a pair/group activity, for example, peer-editing, a Fluency Writing exercise (as in Section 2 of the book), or a grammar group-work exercise (as can be found in Section 3 of the book). If so, they would do those types of interactive activities in this step and then, as each pair/group finishes, students would transition into the individual work assigned in Step 3 above.

Step 5: While students are working on the individualized assignments from Step 3, you can use this time to conference with individual students about corrections/revisions that they have on previous assignments/essays that you have marked or on any other aspect of their writing that needs more attention.

Step 6: Those students who have not finished the assignments from Step 3 would finish 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

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.

Essay: 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: Writing the first draft

Exercise 2 (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 2 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 this mode are on the next two pages. These are not in the student's book. They are photocopyable.



Scene Descriptive Essay Check-list

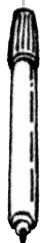
1. Does your introduction introduce the scene? (*See p. 6*) _____
2. Did you use “Expressions for describing a scene”? (*See p. 3*) _____
3. Does your conclusion explain why the scene was important, memorable or special for you?
(*See p. 7*) _____

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.



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.* 12
- 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. Expressions (at the top, next to, on the left, etc.)

- You used enough.* 3
- You needed more.* _____

Style score /20

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

Essay: Description, *continued*

Essay 2: Person Description

Part 2: Writing the first draft

Exercise 17 (p. 17):

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

Exercise 18 (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 (p. 18).

Exercise 19 (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 (p. 19).

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 essay.

Strategy 10: Get a reaction from a peer (p. 27).

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 essay. 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.



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.* 5
- You made a good effort, but grammar caused some mistakes.* ____
- You had too many simple sentences.* ____

B. Grammar

- Your grammar was very good.* 10
- 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.* ____

Style score /15

Grades			
Content: _____/20 = _____%	List of ideas: OK	Not OK	None
Style: _____/15 = _____%	Typing form: OK	Not OK	

Essay: Narration

Part 1: Focusing on the unique features

Exercise 1 (p. 30):

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. 31):

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. 34).

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 that you now wish you could change. Explain how you would change it. Give details.
- Tell about an experience that you had but that you 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.

Name _____



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.* 12
- 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. Expressions (soon, shortly after that, later, 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

Essay: Exposition

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

Strategy 5: Add details from your own experiences (p. 55)

Strategy 6: Add details by giving information about your country (p. 57)

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

Strategy 10: Use an advanced-style thesis statement. (p. 64)

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.
- There are reasons why I like to play _____. (Fill in the blank with the name of a sport or video game or computer game.)
- A good smartphone should have several features.
- Using a smartphone can cause some problems for the user.

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. 67) _____
2. Did you use an advanced-style thesis statement? (See p. 64-66) _____
3. Did you underline the thesis statement on your paper? _____
4. Did you underline the topic sentences for each paragraph? (See p. 51) _____
What strategies did you use to add details? (See pp. 50 to 60) _____

5. 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.



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> | 5 |
| | <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> | 12 |
| | <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. Transitional expressions (First, In addition, Finally, etc.)

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

Style score /20

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

Essay: 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 9 & 14 (p. 82 and p. 85).

You will notice that some of the questions are labeled “specific example questions.” These types of questions are connected to Strategy 2 (p. 89). 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, 86, 106) _____
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. 91) _____
5. Does your conclusion explain your choice and the reason for your choice?
(See examples on page 111) _____

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.

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.* _____

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

- You used enough.* 3
- You needed more.* _____

Style score /17

Grades

Content: _____/20 = _____%

Style: _____/20 = _____%

List of ideas: OK Not OK None

Typing form: OK Not OK

Essay: Expository Essay with a Source

Before doing this unit, it is suggested that students do the Essay 3: Exposition.

An option would be to do the Essay 3 exercises but skip Exercises 5 & 6 and 7 on p. 49-50, in which they choose a topic from the book and Exercise 23 on p. 63 and Exercises 35-36 on p. 74-75, in which they write drafts and peer edit. Instead of writing an expository essay using the strategies in Essay 3, they would use those same strategies in the essay that they would write for Essay 5: Expository Essay with a Source.

This unit includes three parts:

Part 1: Focusing on the unique features (p. 112)

Part 2: Working with a sample source and essay (p. 113)

- a) Students read the article “Crime Awareness for College Students” (on p. 113-15).
- b) They complete the Study Guide (on p.116-17).
- c) They do the exercises in which they analyze a model essay, “What They Should Know” on p. 118-21). This model essay shows students how to incorporate information from the article along with the strategies that were introduced in Unit 3: Exposition.

Part 3: Writing the essay with a fluency source (p. 122)

Please note: Instructors should feel free to use a different article for this essay assignment.

Expository Essay with a Source Check-list

1. What introduction type did you use? (See p. 67.) _____
2. Did you write a thesis statement? (See p. 64.) _____
3. What strategies did you use to add details? (See p. 55 to 60.)
4. Did you use expressions for introducing the source information? (See p. 122.) _____
5. Did you use source information in at least one paragraph? _____
6. What conclusion type did you use? (See p. 70.) _____
7. Did you write "Source Cited" at the end (in order to explain about the source that you used)? (See p. 121.) _____

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.

Name _____



Expository Essay with a Source 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

Enough details	5
<i>Almost enough</i>	___
Not enough	___
- You explained your ideas in the body

<i>Clearly</i>	5
Usually clearly	___
Sometimes confusing	___
Not very clearly	___
- You included source information

<i>Clearly</i>	3
Usually clearly	___
Sometimes confusing	___
Not very clearly	___

C. Conclusion

- The information in your conclusion was

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

Content score /20

II. Style (your grammar and sentence style)

- A. Sentence variety

<i>You used a nice variety.</i>	5
<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>	12
<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>	___

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

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

Style score /20

Content: _____/20 = _____%

Grades

Style: _____/20 = _____%

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	<i>Fluency Writing # 1</i>	Essay 1- Description <ul style="list-style-type: none"> • Expressions (p.3) • Sample Essay (p.4) 	Circulates Observes Check and marks grammar mistakes on <i>Fluency Writing # 1</i>
2	Groups check <ul style="list-style-type: none"> • Expressions (p. 3) • Sample Essay (p. 4) 	Strategy 1 <ul style="list-style-type: none"> • Draw a Scene (p.5) • Introduction (p.6) • Conclusion (p.7) <i>Grammar Unit # 1</i>	Conferences individually with students about their Fluency grammar corrections and helps students with the ideas for their scene. Helps students with ideas for their scenes
3	Groups Check <ul style="list-style-type: none"> • Introduction (p. 6) • Conclusion (p. 7) • <i>Grammar Unit #1</i> 	First Draft <ul style="list-style-type: none"> • Introduction (p.8) • Conclusion (p.8) • Body (p.9) <i>Grammar Unit # 2</i>	Helps with 1st draft
4	Groups Check <ul style="list-style-type: none"> • First draft, ex. 7 (p. 9) • <i>Grammar Unit # 2</i> 	Add Details (pp. 10-11) Grammar Unit # 3	Checks Grammar Unit 2, ex. 3 Looks at first drafts but doesn't mark grammar mistakes. May give suggestions for where to add more details.
5	Groups Check <ul style="list-style-type: none"> • Details exercises (pp.10-11) • <i>Grammar Unit # 3</i> 	Sample 2nd draft (pp. 12-13) Final draft (p. 13) <i>Grammar Unit # 4</i>	Helps with final draft