

Bridging the ESOL Student to the Writing Process

Grade Level: ESL

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Length of Unit: Six Lessons

I. ABSTRACT

In this unit, ESOL students will plan, draft, revise, edit, and publish a piece of writing with the cooperation of both general education and ESOL teachers. Students will participate in teacher guided and peer group writing conferences, and progress will be monitored through graphic organizers and various assessment rubrics created for each stage of the writing process. Throughout these lessons teachers are provided with concrete strategies that empower ESOL students to become active participants in writers' workshops. Although it was designed to match the second grade Core writing objectives, this unit can be easily adapted for any elementary classroom.

II. OVERVIEW

A. Concept Objectives:

1. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
2. The students will participate in various assessment activities to guide them towards a completed project.
3. The students will publish a story to share with others.

B. Content from the *Core Knowledge Sequence*:

1. Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written work based on the purpose and type of composition.
2. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. With assistance revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

C. Skill Objectives:

(Taken from Virginia English Language Proficiency Standards of Learning for Kindergarten through Grade Five)

1. The student will write to communicate ideas. (LEP 1.6, 2.10, 3.9, 4.8)
2. The student will use English grammatical constructions. (LEP 1.7)
3. The student will use English punctuation and spelling conventions (LEP1.8, 2.11)
4. The student will print legibly. (LEP 2.12)
5. The student will write narratives, explanations and short reports across all content areas. (LEP 4.8)
6. The student will use English mechanics and usage. (LEP 4.9)

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. The teacher should be familiar with the stages of the 6-step writing process: plan, draft, confer, revise, edit, publish. The teacher needs to establish a system for monitoring each student's progress as they work through the stages of

the writing process. The following resources will help teachers establish writing workshops:

- a. Fletcher, Ralph & Portalupi, JoAnn. *Writing Workshop*. Portsmouth, NH: Heinemann Publishing, 2001, 0-325-00362-9.
 - b. Boyle, Owen F. & Peregoy, Suzanne F. *Reading and Learning in ESL: A Resource Book for K-12 Teachers*. New York: Longman Publishers, 1997, 0-8013-1628-6.
- B. For Students:
1. Kindergarten Core Writing Objectives (p. 8)
 - a. Write all uppercase and lowercase letters of the alphabet.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”)
 2. First Grade Core Writing Objectives (p.24)
 - a. Produce a variety of writings – for example, brief stories, descriptions, journal entries – with spelling sufficient to be able to read the words himself or herself.
 3. First Grade Core Spelling, Grammar, and Usage Objectives (p.24)
 - a. Correctly spell three-and four-letter short vowel words (for example, cat, pig, tent)
 - b. Use knowledge of letter-sound correspondence to spell independently.
 - c. Use correct end punctuation: period, question mark, exclamation point.
 - d. Use capitalization for the first word of a sentence, for names of people, and for the pronoun *I*.

IV. RESOURCES

- A. *Writing Workshop*
- B. *Reading and Learning in ESL: A Resource Book for K-12 Teachers*
- C. Primary Purposes: Writing
- D. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*
- E. *Writing: Teachers and children at Work*
- F. *Graphic Organizers for Language Arts Classes*
- G. *Guiding Readers and Writers: Grades 3-6*
- H. “Promoting Language Development Through the Graves Writing Workshop”
- I. “Improving ESL Learners’ Writing Skills”
- J. “Writers’ Workshop and Children Acquiring English as a Non-Native Language”

V. LESSONS

Lesson One: Assist Students With Planning for Writing

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.

2. Lesson Content
 - a. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
 3. Skill Objectives
 - a. Use planning strategies and organize information before writing. (LEP3.10.a, 4.8.a)
- B. Materials*
1. Chart paper and marker for listing student ideas
 2. Planning Sheet for each student (Appendix B)
 3. Several pieces of writing paper and pencils for each student
 5. Writing Portfolio for each child
 6. Class Record Chart (Appendix C)
 7. One large Writing Process Chart (Appendix A) and one for each student
- C. Key Vocabulary*
1. planning – organizing your ideas before writing
 2. web – a method for organizing ideas
 3. list – a method for organizing ideas
- D. Procedures/Activities*
1. Read aloud a story to the students.
 2. Explain that the students will be following the same process that authors complete when publishing a book like the one just read to the class.
 3. Review the Writing Process Chart (Appendix A)
 4. Tell students that writers write about things they know. Ask them to think about things they know about (i.e. hobbies, sports, places they've been, special days)
 5. Make a class chart listing "Things We Know About."
 6. Give students time to write their own list. They can include ideas from the class chart.
 7. Hold up a book and explain that the first step of the writing process is to plan what you are going to write. Authors choose a topic and organize their ideas before beginning their story.
 8. Model how to complete the Planning Sheet (Appendix B) using the topic "I am in second grade", with subtopics "I learn many things" and "I like many things." Write ideas generated from the class onto chart paper.
 9. Explain to students that they will list their ideas onto their own planning sheet. Remind them to use resources available to help them spell, including the class plan and the alphabet chart in their writing folders.
 10. Circulate and assist students with listing their ideas onto the planning sheet.
 11. Summarize what stage of the writing process was completed. This can be done by a student volunteer.
 12. Ask students to put their plan into their writing folders.
 13. On the Class Record Chart (Appendix C), record that all students present worked on the planning stage.
- E. Assessment/Evaluation*
1. Review and evaluate planning sheets to see that students have listed pertinent details under each subtopic.

Lesson Two: The Drafting Stage

A. Daily Objectives

1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.
2. Lesson Content
 - a. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. Skill Objectives
 - a. The student will write to communicate ideas. (LEP 1.6, 2.10, 3.9a)
 - b. The student will use English punctuation and spelling conventions (LEP 1.8c, 2.11)
The student will use English grammatical constructions. (LEP 1.7,
 - c. The student will print legibly. (LEP 2.12)

B. Materials

1. Writing portfolios including the planning sheet that students completed during the planning stage.
2. Paper and pencils for each student.
3. Chart paper and marker for teacher.
4. Class Record Chart (Appendix C)

C. Key Vocabulary

1. draft – making your ideas into a story
2. paragraph – a group of sentences/ideas that go together

D. Procedures/Activities

1. Read aloud a story to the students.
2. Display the story plan that the class made as a group in previous lesson.
3. Model putting the ideas from this plan into a story. Write story on chart paper.
4. Allow students time to write their draft using their Planning Sheet. Remind them to use available resources to spell words.
5. Circulate around the room as students write their drafts.
6. Summarize the two stages of the writing process that have been completed (plan and draft). This can be done by a student.
7. Return plans and drafts to writing portfolios.
8. Record on Class Record Chart that each student was working on the drafting stage.

E. Assessment/Evaluation

1. Self-assessment: Instruct students to look at their Planning Sheet and their draft to ensure that they included the ideas they had planned to include.
2. Review drafts to ensure that ideas from the Planning Sheet were included.
3. Make note of students who did not appropriately group sentences together while writing their draft, and provide a focus lesson for these students.

Lesson Three: Conferring With Others

A. Daily Objectives

1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.
2. Lesson Content
 - a. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
 - b. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. Skill Objectives
 - a. The student will write to communicate ideas. (LEP 2.10b, 2.10d, 3.10b)

B. Materials

1. Story the class wrote together on chart paper
2. Conferring cards (Appendix D)
3. Conference Forms (Appendix E)
4. Conference form on transparency paper
5. Writing portfolios including plan and draft made during previous lessons.

C. Key Vocabulary

1. conferring – meeting with a group to get ideas for your story

D. Procedures/Activities

1. Read aloud a story to the students.
2. Explain that before publishing a book, author's make changes and rewrite their story many times.
3. Explain that, while they have a good story, they are going to meet with a group to receives ideas that will help make their good story even better.
4. Show the Writing Process Chart and learn the term *confer*.
5. Organize the students together in pairs or groups of three. Pass out a conferring card to each group of students.
6. Explain that, as you read the story the class wrote as a group aloud, each student will listen for what they like about the story and think about questions that start with the question word on the other side of their card.
5. Read the group story aloud. Have volunteers from each group tell what they liked about the story.
6. Record responses on an overhead transparency of the Conference Form.
7. Have students ask questions about the story beginning with the question word on their card. Record these responses on an overhead transparency of the Conference Form as well.
8. Put students in groups with revising cards. Depending on the ability of the students, have one group work with the teacher as scribe while the others continue planning and drafting or have each group work independently as the teacher circulates to monitor progress.

9. The teacher may also have a group doing a focus lesson on grouping ideas together while drafting.
 10. Students should sign the bottom of the Conference Form for which they were a participant.
 11. Summarize the stage of the writing process practiced that day and review previous stages learned.
 12. Ask each student to tell the teacher what stage they were completing that day. (Some may have been finishing their draft while others were conferring.) Record this information on the Class Record Chart.
 13. Have students put all work in their writing portfolios.
- E. Assessment/Evaluation*
1. Review individual writing folders to ensure that each student has a Conference Form for their story.
 2. Make a list of students who still need to meet with a conferring group.

Lesson Four: Revising to Clarify Meaning

A. Daily Objectives

1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.
2. Lesson Content
 - a. With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.
 - b. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. Skill Objectives
 - a. The student will write to communicate ideas. (LEP 2.10b, 2.10d, 3.10b)

B. Materials

1. Individual writing portfolios including plan, draft, and Conferring Sheet completed in previous lessons
2. Class Record Chart
3. Transparency of conferring questions generated in previous lesson
3. Pencils or pens for each student

C. Key Vocabulary

1. revising – Use ideas from conferring to add, change, or move ideas in your story

D. Procedures/Activities

1. Read aloud a story to the students.
2. Using the class story, model how to answer the questions generated during the conferring stage, and include that information in the story.
3. Model how to add or move information into stories using insertion symbols and remove ideas by crossing out or writing over unwanted information.
4. Allow individual students time to revise their stories

5. The teacher may circulate around the room to monitor individual progress or continue meeting with other students in conferring groups while individuals work at their desks to revise their stories.
 6. Summarize this new stage of the writing process and review previous stages learned.
 7. Ask each student to tell the teacher what stage of the writing process they were working in that day. Record this information on the Class Record Chart.
 8. Have students place all work in their writing portfolios.
- E. Assessment/Evaluation*
1. A review of the writing portfolio will demonstrate that students made changes to the content of their story.
 2. The teacher should review the Class Record Chart to ensure that students are not spending too much time on one stage.

Lesson Five: Editing Stories

A. Daily Objectives

1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.
2. Lesson Content
 - a. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. Skill Objectives
 - a. The student will use English punctuation and spelling conventions (LEP 1.8c, 2.11)
 - b. The student will write stories, letters, simple explanations, and short reports across all content areas. (LEP 3.10b)

B. Materials

1. Editing Checklist (Appendix F)
2. Overhead transparency of the Editing Checklist
3. Individual writing portfolios with all completed work from previous stages.

C. Key Vocabulary

1. editing – correcting the spelling and punctuation in your story

D. Procedures/Activities

1. Read aloud a story to the students.
2. Remind students that, during the conferring and revising stages of writing, they added, removed, or changed ideas in their story to make it even better.
3. Explain that it is now time to edit their stories, which means that they will check the spelling and punctuation.
4. Review the class story and model how to check for end marks and capitalization, circle possible misspelled words, and, if necessary, review use of commas and other punctuation marks.
5. Hand out editing checklists for each student and allow time to work on individual stories.

6. Pair less proficient students with more proficient students for peer editing. Students can also work with the teacher in small groups based on need.
 7. The teacher can circulate to monitor individual progress, revise or edit with individuals on a one-on-one basis, or continue working with conferring groups.
 8. Students who need individual teacher assistance may begin working on another plan or draft while waiting.
 9. Summarize this new stage of the writing process and review previous stages.
 10. Ask each student to tell the teacher what stage of the writing process they were working in that day. Record this information on the Class Record Chart.
 11. Have students place all work in their writing portfolios.
- E. Assessment/Evaluation*
1. A review of student drafts should demonstrate that they used the editing checklist to edit their stories.
 2. Make note of any students who are having difficulty with certain editing skills in order to provide appropriate instruction during a focus lesson.

Lesson Six: Publishing: The Final Frontier

A. Daily Objectives

1. Concept Objectives
 - a. The students will work through each stage of the 6-step writing process. They will plan, draft, revise, edit, and publish a piece of writing.
 - b. The students will participate in various assessment activities to guide them towards a completed project.
 - c. The students will publish a story to share with others.
2. Lesson Content
 - a. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material into paragraphs.
3. Skill Objectives
 - a. The student will write to communicate ideas. (LEP 1.6a, LEP 1.6d LEP 2.10e)
 - b. The student will print legibly. (LEP 2.12)
 - c. The student will write stories, letters, simple explanations, and short reports across all content areas. (LEP 3.10c)

B. Materials

1. Construction paper or other material for making book covers.
2. Crayons or markers
3. Notebook paper or other lined paper for each student.
4. White 8 ½ x 11 paper for illustrations
5. Individual writing portfolios including completed work from previous stages.
6. Access to computers and word processing programs (optional)

C. Key Vocabulary

1. recopy – copying your story neatly and correctly
2. publish – making your story ready to share with others
3. illustrate – make pictures for your story

4. cover – the front of your story. Includes title, author, and an illustration

D. Procedures/Activities

1. Read aloud a story to the students.
2. Hold up a published story from your school or class library. Ask students to identify how they think this final copy looks different from the author's original draft.
3. Note that the published story has a cover that includes the title, author, and an illustration.
4. Explain that the students should show the teacher their draft before recopying. Then they will recopy by hand, or use a computer, if available.
5. Allow students time to recopy their stories and use the available materials to make illustrations and a cover.
6. The teacher may still be working with students on the other stages of the writing process while others are in the publishing stage.
7. Students who complete this stage, should use the Writing Process checklist as self-assessment. After turning in this project, and if there is time, they may begin planning and drafting other writing projects.
8. Ask each student to tell the teacher what stage of the writing process they were working in that day. Record this information on the Class Record Sheet.

E. Assessment/Evaluation

1. Students may take the Writing Process Test (Appendix G).
2. Self-evaluation: Each student will complete the Writing Process Checklist
3. Each story will be evaluated by the teacher using the Writing Process Rubric.

VI. CULMINATING ACTIVITY

- A. The students will participate daily in writing workshop, moving through each stage individually. Planning sheets (Appendices I-M), conference forms, revising cards, editing checklists, and material for publishing should be readily available. Students should also be provided with resources to help them spell words such as word walls, pictionaries, personal dictionaries, and alphabet charts.
- B. A system to manage student progress should also be put in place. One method is to have bin for each stage of the writing process available. Students place their folders in a bin with the name of the stage of the they will be working on during the next writing workshop. Another idea is to place plastic cups, each displaying the name of a stage of the writing process, onto a bulletin board. Students move a clothespin with their name on it to the cup with the name of the stage that they will be ready for during the next session. Other ideas can be found in the resources listed in this unit.

VII. HANDOUTS/STUDENT WORKSHEETS

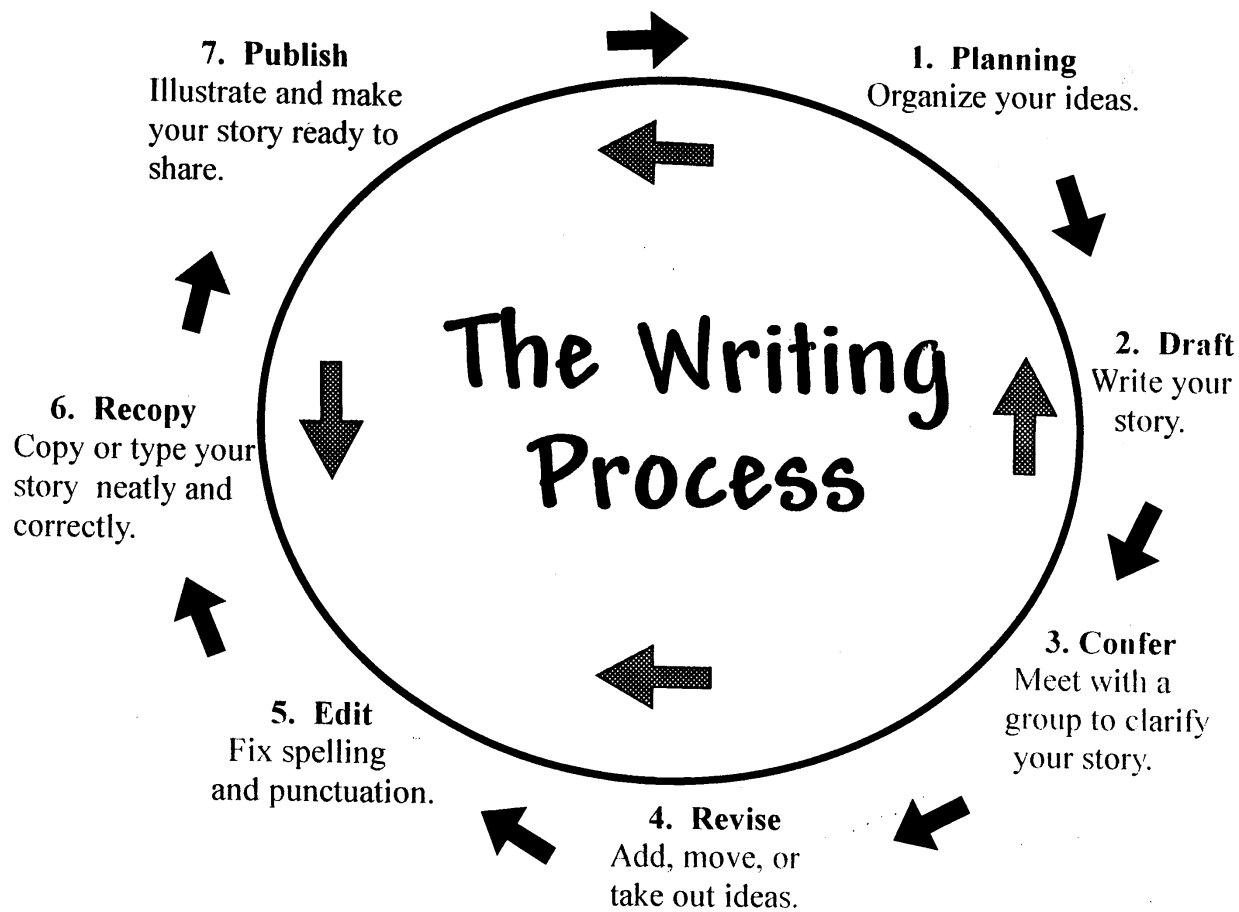
- A. Writing Process Chart
- B. Planning Sheet
- C. Class Record Chart
- D. Conferring Cards
- E. Conference Form

- F. Editing Checklist
- G. Writing Process Test
- H. Writing Process Story Checklist
- I. Writing Process Story Rubric
- J. Story Map
- K. Story Elements
- L. Venn Diagram
- M. Three Paragraph Web

VIII. BIBLIOGRAPHY

- A. Fletcher, Ralph & Portalupi, JoAnn. *Writing Workshop*. Portsmouth, NH: Heinemann Publishing, 2001, 0-325-00362-9.
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Appendix A

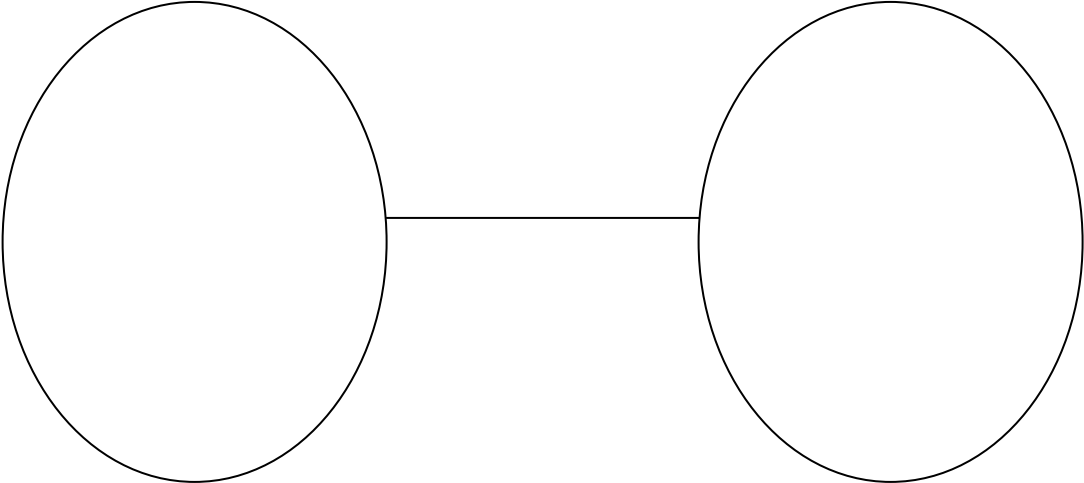


Appendix B

Name :

Planning Sheet

Topic



1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Appendix D
Conferring Cards (Side One)

I Like

I Like

I Like

I Like

I Like

I Like

Appendix D , continued
Conferring Cards (Side Two)

Who

What

When

Where

Why

How

Appendix E

Conference Form

Author _____

Title _____

Things We Liked:

What We Need to Know More About:

Signed:

Appendix F

Editing Checklist

I checked my writing for:

_____ Words that I need to spell correctly

_____ Periods at the ends of sentences

_____ Capital letters at the beginning of sentences

_____ Question marks at the end of questions (?)

_____ Exclamation marks at the end of exciting sentences (!)

Appendix G

Writing Process Test

Name: _____

A. Match the two lists.

confer	organizing your ideas for a story
revise	meeting with a group to get ideas for your story
draft	writing your story for the first time
publish	put ideas from the group to into your story
edit	fix spelling and punctuation
plan	make a cover and illustrations for your story

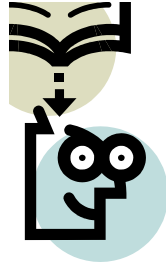
B. Write the stages of the writing process in order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

draft confer edit
revise plan publish

Appendix H

Writing Process Story Checklist

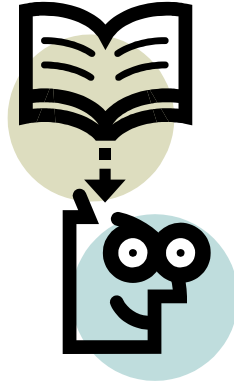


Did you follow the writing process
when writing your story?

- _ My plan is organized so that I can tell what my paragraph will be.
- _ I used my plan to write my draft.
- _ I worked with at least one other person to complete the Conference Form.
- _ I put the answers to the questions asked during my conferring into my story.
- _ I conferred with someone else, and I asked questions to help them add, remove, or change ideas in their story.
- _ I fixed spelling and punctuation.
- _ I recopied my story neatly.
- _ I illustrated my story and made a cover.

Staple your plan, draft, and conference form together and turn them in with your final copy.

Appendix I
Writing Process Story Rubric



How well did you follow the writing process
when writing your story?

___ Plan is well organized. (3pts.)

___ The plan was used to write the draft.
(3pts.)

___ The Conference Form is complete. (3pts.)

___ The answers to the questions asked
during conferring are in the story. (3pts.)

___ Asked questions that helped someone else
add, remove, or change idea in their story.
(3pts.)

___ The story was recopied neatly. (3pts.)

___ The plan, draft, and revising sheet are
stapled together and were turned in with the
final copy. (3pts.)

___ TOTAL

Appendix J
Story Map

Name:

Briefly write what happened in the beginning of the story:

Briefly write what happened in the middle of the story:

Briefly write about what happened at the end of the story:

Appendix K
Story Elements

Name:

Characters

Who or what is in the story?

Setting

Where did the story take place?
(city? forest? school?)

Problem

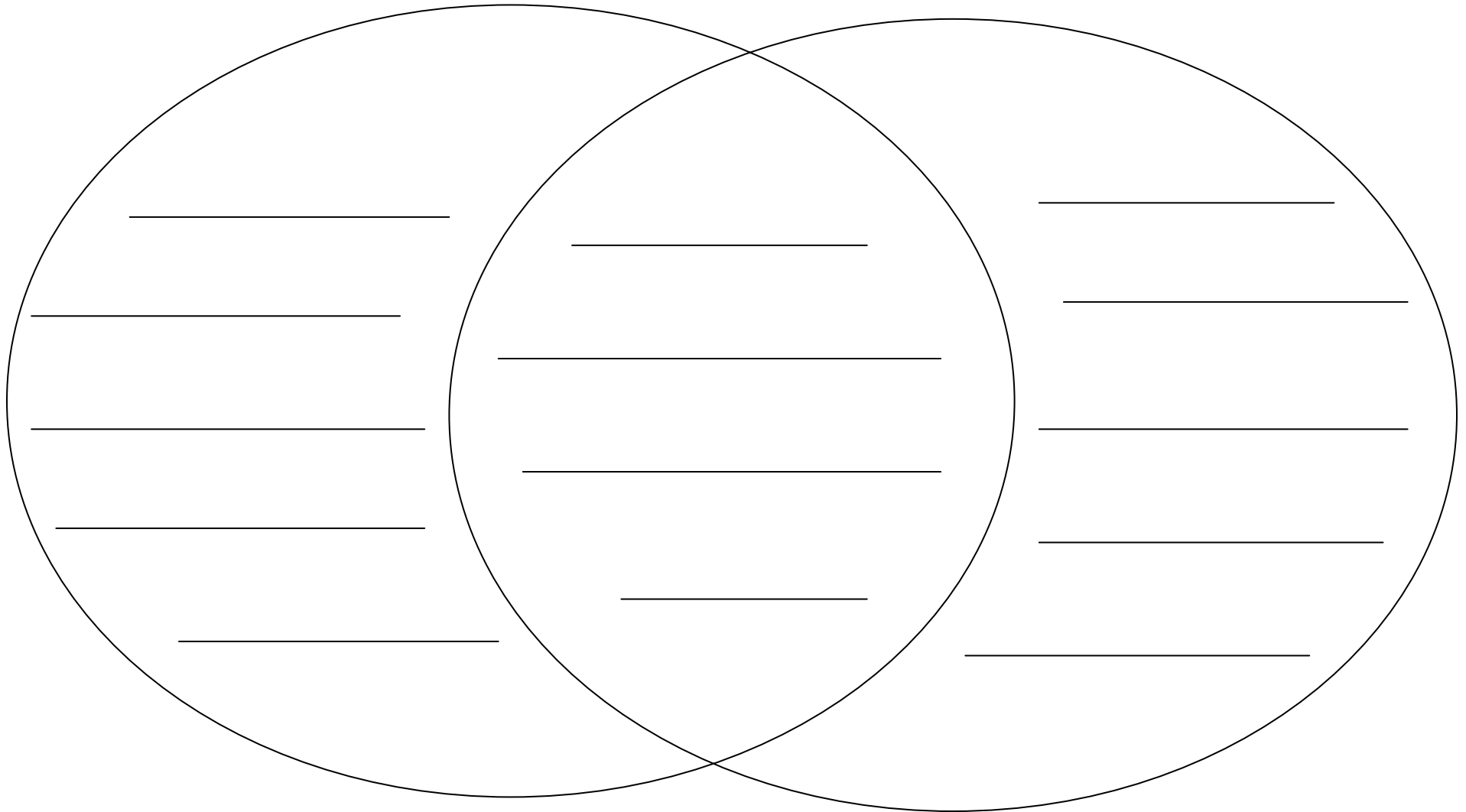
Did something bad happen in the
story?

Solution

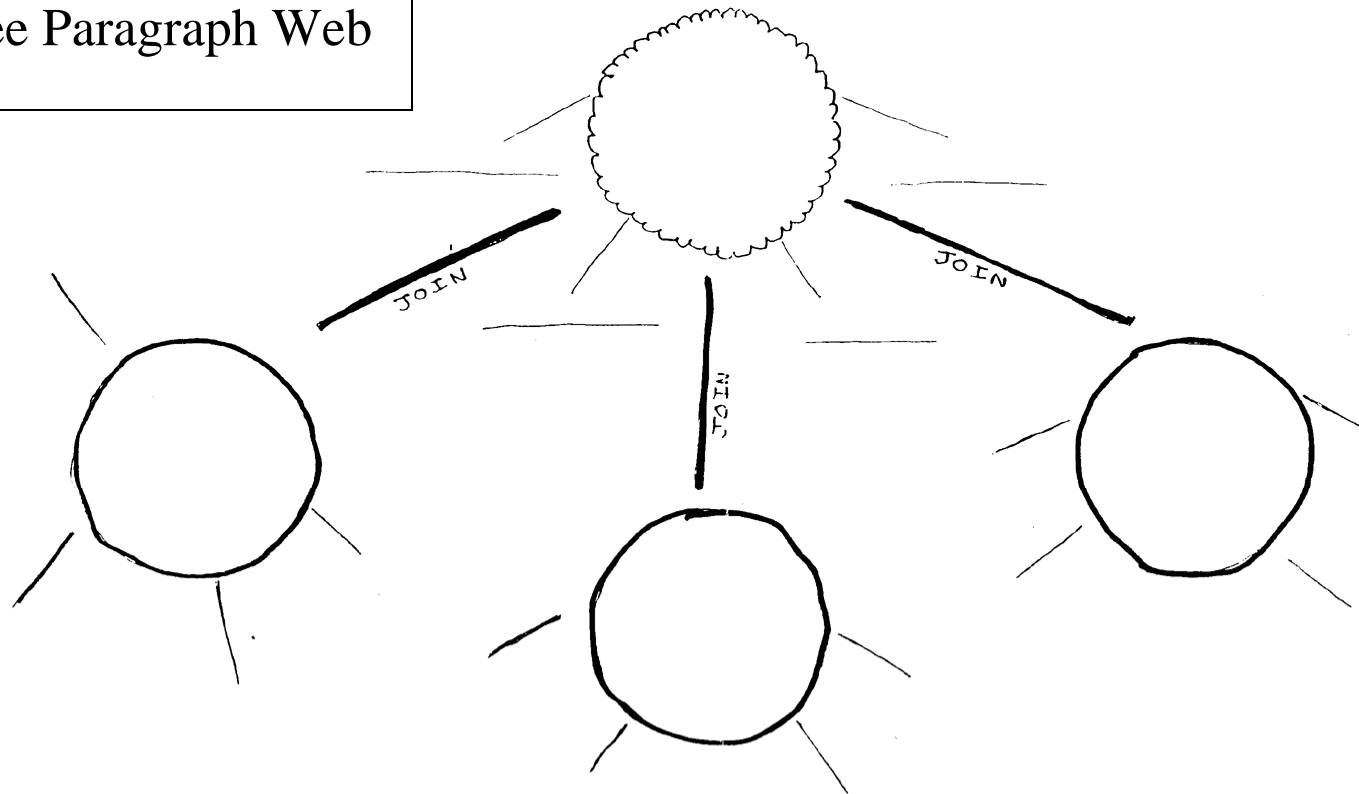
How was the problem fixed?

Appendix L

Name :



Appendix M
Three Paragraph Web



Saratyn Aylor
FCPS