



BUILDING WRITING SKILLS FOR ENGLISH LANGUAGE LEARNERS

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GIVE THEM A REASON TO WRITE

Connect writing assignments to their lives

If it's seen as a "needless chore," they will treat it as such

FIND HIGH INTEREST WRITING PROMPTS

General Topics

- Favorite holidays
- Favorite foods
- Favorite places

Explanatory Topics

- How to cook your favorite meal
- How to get from work to school

Argumentative Topics

- What is the best flavor of ice cream?
- Which is better: the book or the movie?

Hypothetical Topics

- What do you do if you're running late for an appointment?
- What would you do if you won the lottery?

SETTING THEM UP FOR SUCCESS

- Review verb tenses they are likely to use:
 - Narratives in the past? Past simple, Past progressive, Past perfect
 - Opinion pieces? Look at modals like *should*, *would*, *could*
- Fiction stories?
 - Review plot, setting, characters, conflict

BUILD THE SKILLS

Frames

Starters

Templates

SENTENCE FRAMES

In the picture, I see _____. They are
_____ soccer. One is wearing a _____
shirt and _____ shorts. The other is wearing a
_____ shirt and _____ shorts. The one in the
_____ shirt is _____ the ball.



SENTENCE STARTERS

Autobiography starter

1. My name is _____
2. I am _____ years old.
3. I live in _____.
4. I was born in _____.
5. I've lived in the US for _____ years.
6. I am/am not married.
7. I have _____ children.
7. My favorite food is _____
because _____.
8. My favorite color is _____
because _____.
9. My season is _____
because _____.
10. My favorite holiday is _____
because _____.

FIVE SENSES

- Bring the class individually wrapped chocolates (or something like that)
- Write the five senses on the board (Sight, Smell, Taste, Touch, Sound)
- Ask the students to give you a description of the sight. Write one of their suggestions on the board
- Have them write sentences for the other 4 senses.
- Advanced students can turn that into a paragraph or essay

TELL ME ABOUT THIS PICTURE

- Ask students what they see in the picture
- Write all the responses on the board
- Have the students use 4-6 of those responses to write a paragraph about the picture



TELL ME ABOUT THIS PICTURE

- Use pictures with a variety of emotions
 - How do the people feel?
 - What caused that to happen?



TELL ME ABOUT THIS PICTURE

- Choose pictures that allow for story telling
 - What happened just before this picture was taken?
 - What happens next?



TEAM WRITING

- Divide your class into groups of 2-4
- Write a set of recently learned vocabulary on the board (at least 10 or so words)
- Have one student from each group write a sentence on their paper using one of the vocabulary words, then passes the paper to their left
- The next student chooses a different word and writes the next sentence in the paragraph (it must be cohesive to the first sentence), then passes the paper to their left
- This continues until everyone in the group has written 2 or 3 sentences (depending on the size of the group)

TEMPLATE

I. Introduction

- A. Introductory statement
- B. Thesis statement

II. Body

A. First supporting Idea

- 1. Topic sentence
- 2. Detail sentence
- 3. Detail sentence
- 4. Paragraph conclusion

B. Second supporting Idea*

- 1. Topic sentence
- 2. Detail sentence
- 3. Detail sentence
- 4. Paragraph conclusion

C. Third supporting Idea*

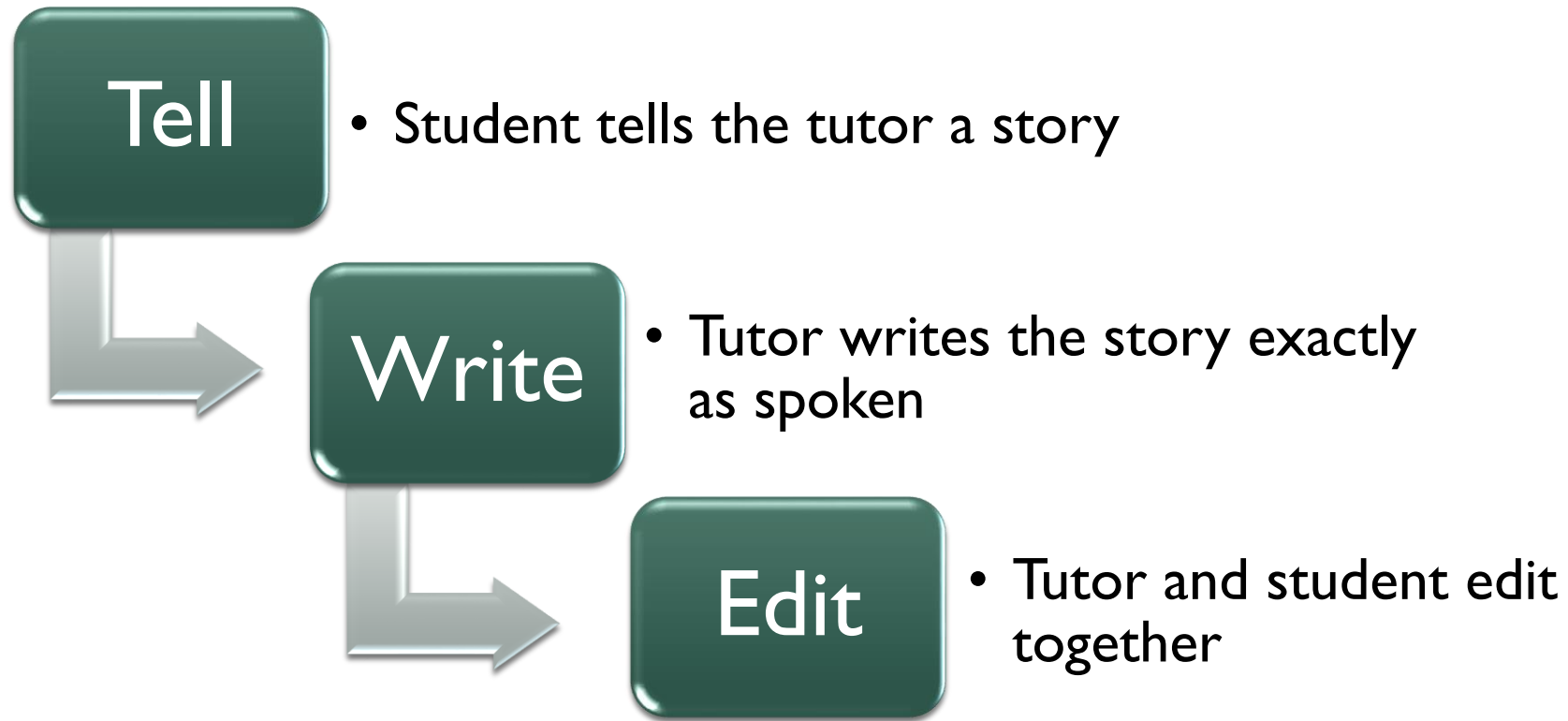
- 1. Topic sentence
- 2. Detail sentence
- 3. Detail sentence
- 4. Paragraph conclusion

III. Conclusion

- A. Closing statement
- B. Rewording thesis

*Add as needed

EXPERIENCE STORIES



EXPERIENCE PICTURE BOOK

Student takes pictures of themselves doing a task

Student (or teacher) takes the pictures and inserts them into a Publisher document

Student writes a caption for each picture

Student and teacher edit the caption

Print out a copy of the book!

EXPERIENCE PICTURE BOOK



Mix wet ingredients



Mix dry ingredients



Combine



Bake



Cool



Frost

FIVE WHYS

- Teacher writes a statement on the board, then the students answer *why*
 - That response is followed by *why?*
 - Repeat that until there are five *whys*
 - Use those six sentences to build a story
- My cat is driving me crazy.
 - Why?
 - The minute I get home he demands all my attention.
 - Why?
 - He makes me sit down and pet him even before I take my shoes off.
 - Why?
 - He has been home alone all day.
 - Why?
 - I am at work all day, and he stays by himself. He doesn't like it.
 - Why?
 - I used to work from home all the time, and now I am back in my office.

RETELLING & SUMMARIZING

Allows the student
to write while not
having to “create”

RETELLING A STORY

Tutor reads a short story (folk tale, fairy tale)

Student the must write what they remember using their own words

Correct for mechanics, but don't stress of accuracy of retelling

SUMMARY WRITING

Student reads a level-appropriate text, then summarizes what was read

- Identify the Main Idea
- Identify the Main Supporting Details
- Paraphrase the Main Idea and Key Details

USE GRAPHIC ORGANIZERS

Brainstorm

Visualize and
Construct Ideas

Show
Relationships

Organize
Thoughts

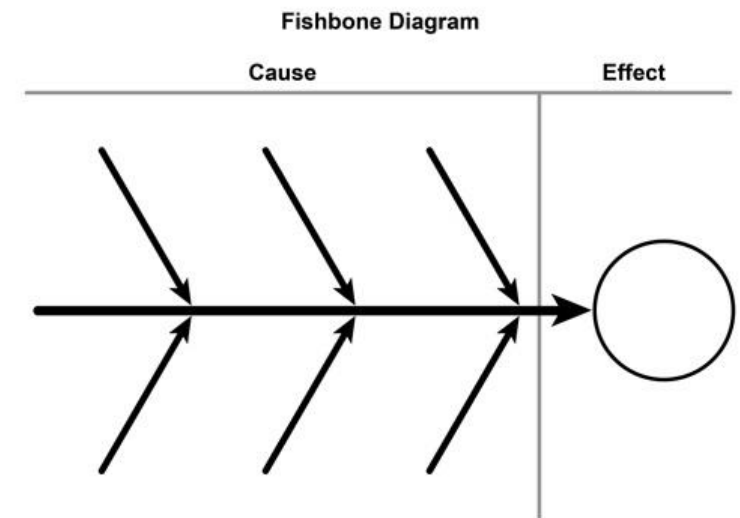
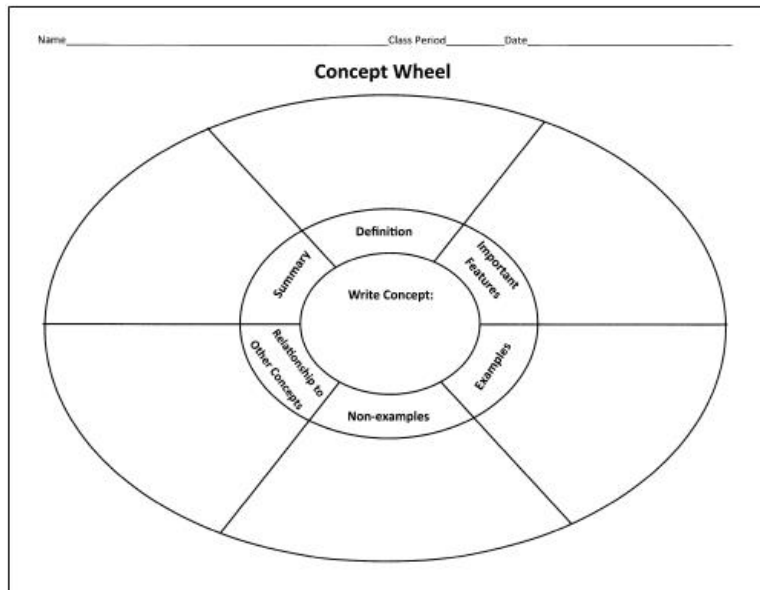
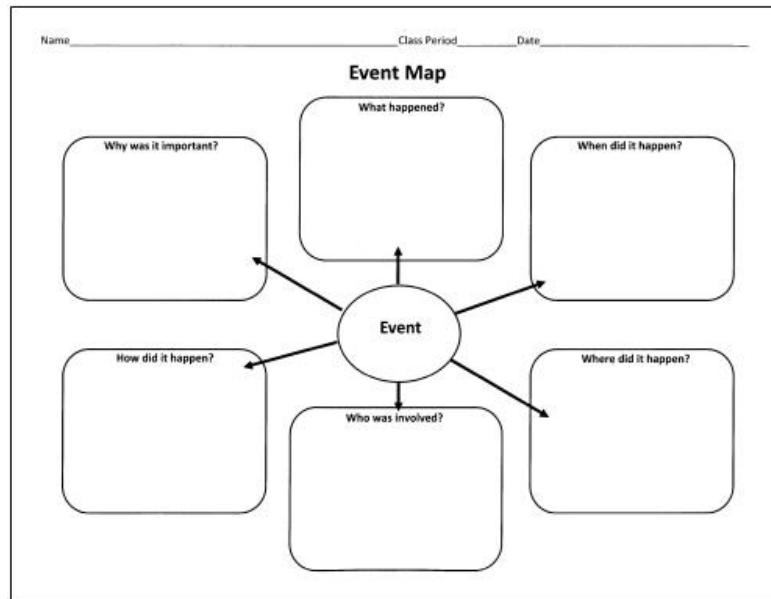
Graphic
Organizers

Compare &
Contrast

Sequence
Information

Plan what to write

USE GRAPHIC ORGANIZERS



EDITING AND REVISING

When you've finished your first draft, you're halfway done.

EDIT AND REVISE

Does this say
what you wanted
to say?

Is this the best
way you can say
it?

Is it as technically
correct as you
can make it?



OPPORTUNITIES FOR WRITING



LVCA WRITING CLASS

- A new writing class will start soon. We are still working on setting the day and time, so watch the newsletters for more information.
- The previous class's student really enjoyed their time focusing on writing with Caren.

GET PUBLISHED!



- *SPOTLIGHT* is an exciting, statewide annual online publication that seeks to shine a light on adult education learners, their experiences, and their learning through the creative process.
- Competitive, not all submissions accepted
- Accepts fiction, non-fiction, poetry, and art
- Fiction and non-fiction pieces should be 200-500 words
- **Submissions due April 8**

GET PUBLISHED!



- Joy of Writing is our annual publication of learner stories for writers at every level of their writing journey.
- All submissions are accepted into the publication.
- Accepts fiction, non-fiction, and poetry
- No word limits
- **Submissions due June 1**