

WORKING ON WRITING

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Literacy Volunteers Charlottesville/Albemarle
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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?

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 _____.

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

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

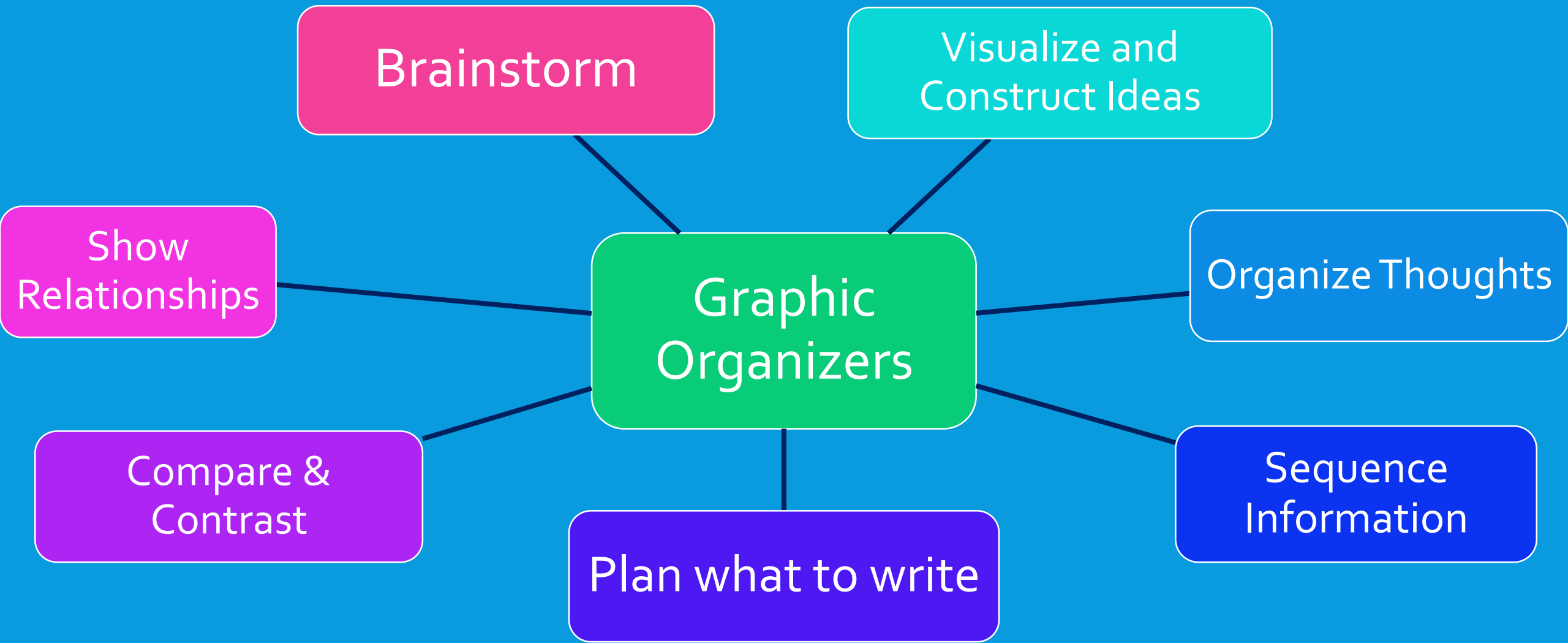
Correct for mechanics, but don't stress of accuracy of retelling

SUMMARY WRITING

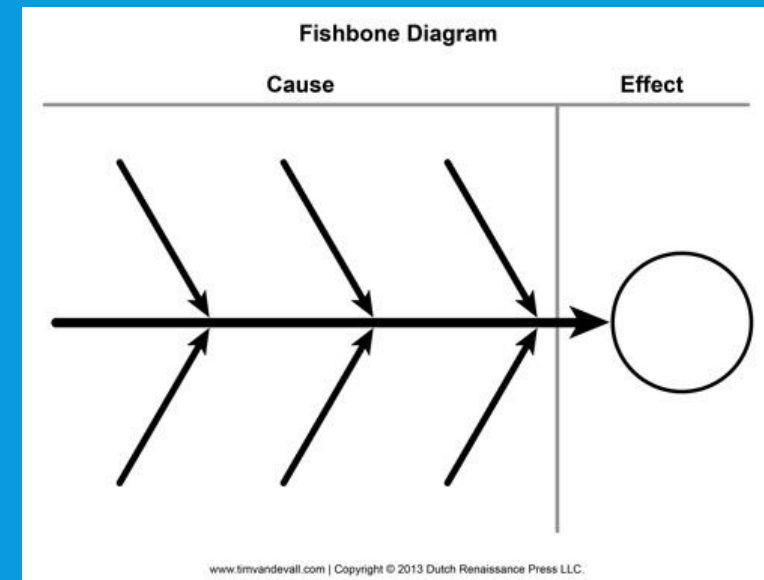
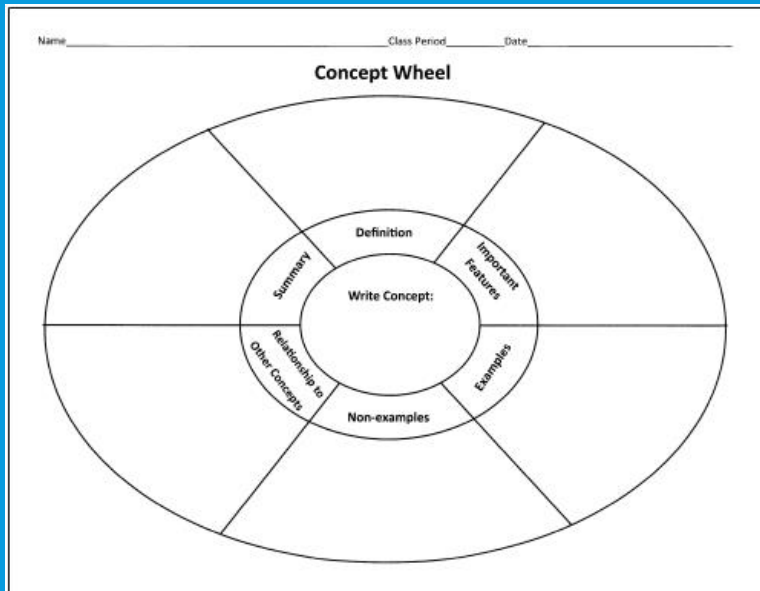
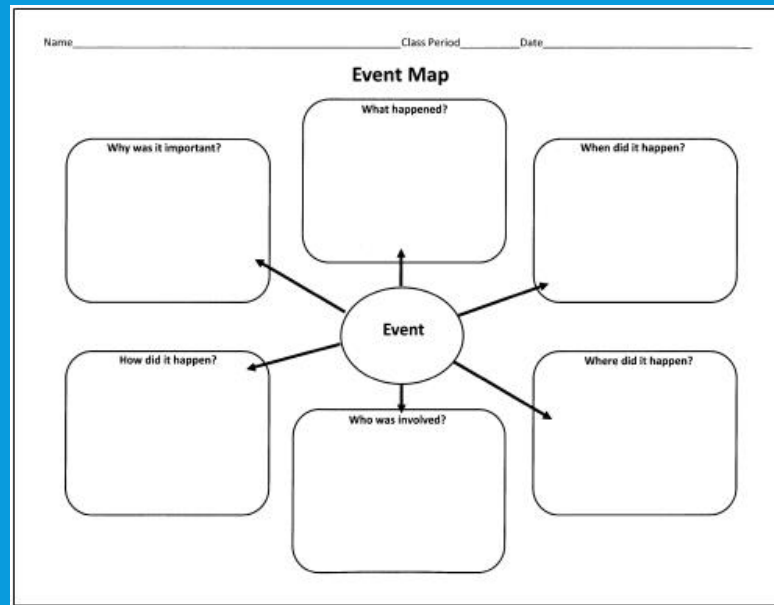
Student reads a level-appropriate text, then summarizes what was read

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

USE GRAPHIC ORGANIZERS



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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?

SHARING YOUR STUDENT'S WORK



In *SPOTLIGHT*'s first issue, contributors expressed thanks for family, traditions, safety after dangerous journeys, communities, education, and educators. There are powerful, funny, and informative stories, poems, illustrations, and essays.

At this time of year, we are especially thankful for the learners who have shared their voices through the *SPOTLIGHT* publication and for all the educators who support adult learners in reaching their goals for learning and life.

***SPOTLIGHT* IS NOW ACCEPTING STUDENT WORK FOR OUR SECOND ISSUE!**