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How to Develop Writing Fluency

Writing a Paragraph

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Part 2

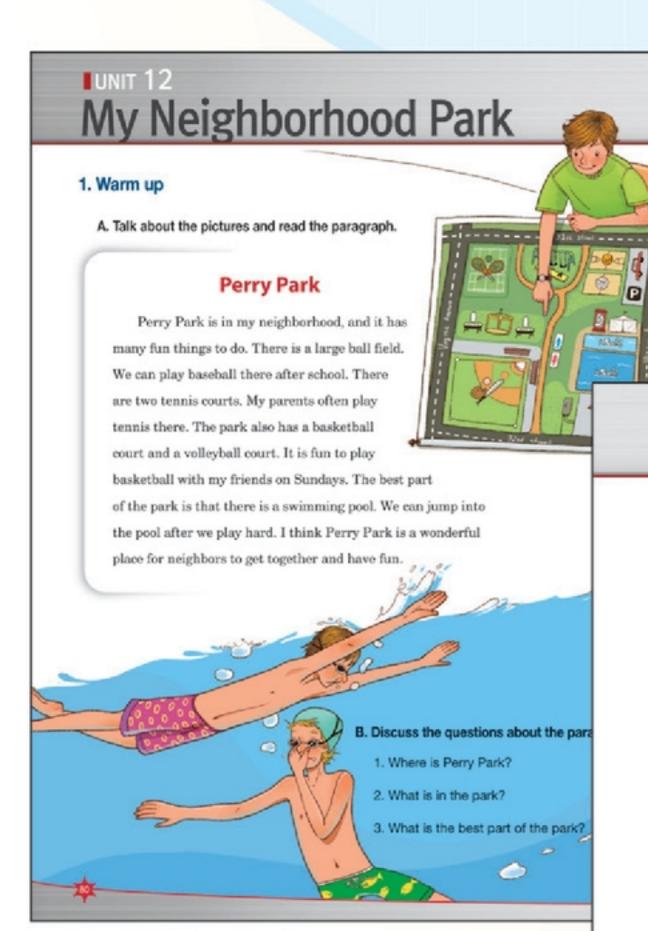
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Writing Task Form

Scope and Sequence 112



Easy-to-Follow Stello Lesson Process



Practice Vocabulary

- Students are provided with useful vocabulary and expressions.
- Students practice vocabulary in the topic based sentences.

Step Warm Up

2. Practice Vocabulary

- The model paragraph introduces a writing topic.
- Students talk about the pictures and read the paragraph.
- A comprehension activity follows the reading.

A. What is in the park? Look, choose and complete the sentence. basketball court 1. There is a 2. There is a 3. There is a water 4. There is a 5. There is a 6. There is a 7. There is a beautiful 8. There is an outdoor B. What do people do at the park? Choose and complete the sentence. at the park because there is a good joggir basketball with my friends at the park. 3. In the summer, my neighbors a picnic together at the pi ducks around the pond. 5. The park is a good place to a bike. 6. On a hot day, children into the swimming pool.

Practice Writing Longer Sentences

- Students practice writing longer sentences for more cohesive and fluent writing.
- Students practice adding various adverbial phrases to sentences.
- Students practice writing compound and complex sentences.

moved and complete and	sentence. Discuss your cho	ices.
• to go	• to do	• to eat
There are many fun this	ngs in th	e park.
2. The park is a wonderfu	I place	on Sundays.
3. There is a lot of good f	oodat t	he picnic.
to go walking	to have a picnic	to play basketball
4. It is fun	with my friends in	the park.
5. It is great	with our neighbo	ors in the summer.
6. It is relaxing	with my dog i	
	with my dog i	n the park.
	sentence using after. Discu	
choose and complete the	sentence using after. Discu • they o • we rid	ss your choices.
• we play basketball • we play hard • we eat an early dinner	sentence using after. Discu • they o • we rid	ome home from work to our bikes in my homework
hoose and complete the we play basketball we play hard we eat an early dinner	• they o	ome home from work to our bikes in my homework
- we play basketball - we play hard - we eat an early dinner 1. We can jump into the p	• they o • we rid • I finish	ome home from work te our bikes o my homework
- we play basketball - we play hard - we eat an early dinner 1. We can jump into the play 2. I usually go bike riding 3. Sometimes my mom a	• they o • we rid • I finish	ome home from work le our bikes my homework



My Next Writing 1

5. Write Your Topic Sentence

Model Topic Sentence

Your Topic Sentence

6. Write Your Body Sentences

Writing Guide Questions

What is in the park in your

What do people do there?

Write 3 things and explain.

What is the best part of the

neighborhood?

park?

A. Discuss your topic with a partner.

3. What is the best part of the park?

C. Write the topic sentence of your paragraph.

Is there a park in your neighborhood? Does it have a name?

B. Read the model paragraph on page 80 again and write the topic

A. Read the model paragraph on page 80 again and complete the chart.

2. What is in the park? What do people do there?

The topic sentence tells the main idea of

The body sentences describe the main idea.

There is a large ball field.

There are two tennis courts.

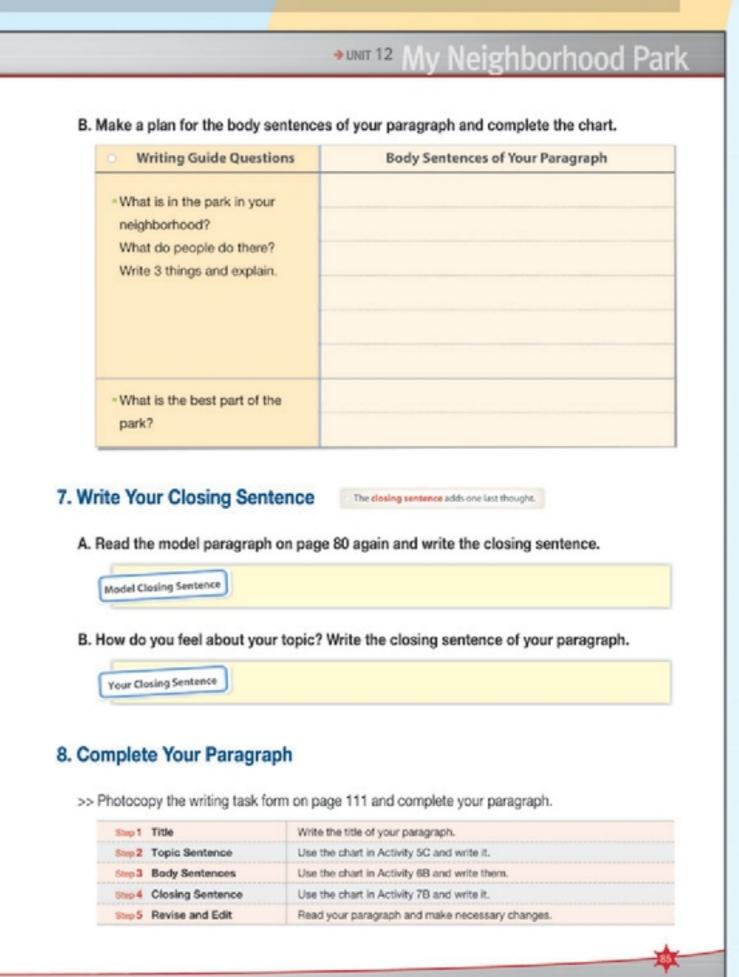
Body Sentences of the Model Paragraph

The park also has a basketball court and a volleyball court.

The best part of the park is that there is a swimming pool.



- Students compile their prewriting and produce a complete paragraph.
- Students make revisions if necessary.



4. Practice Writing Details A. Read the model paragraph on page 80 again. Match the idea with the details and w a. My parents often play tennis there. b. We can play baseball there after school. c. We can jump into the pool after we play hard. d. It is fun to play basketball with my triends on Sundays. Idea 1. There is a large ball field. 2. There are two tennis courts.

3. The park also has a basketball court and a volleyball court.

The best part of the park is that there is a swimming pool.

B. Choose and write the details of the idea. Make your own sentences for question 4.

It is my little brother's favorite place.
I often go swimming there with my friends.
There are many fun things to do in the park.
There is a high diving board.
It is a great place to go with my friends.

Idea	Details
Central Park is in my neighborhood.	1a
	1b
2. There is an outdoor	2a
swimming pool.	2b
There is a playground for little children.	3a
	3b
There is a soccer field in the park.	4a
	4b



Pre-write the Paragraph

- Students discuss their topics and ideas with a partner.
- Students follow the step-by-step guide for writing the topic sentence, the body sentences and the closing sentence.



Practice Writing Details

- Students practice identifying details in the model paragraph.
- Students practice writing details for the given ideas.

I Strategy 1: Practice Writing Longer Sentences

A key to fluent writing is using a variety of sentences. A paragraph with short sentences one after another would soon be boring and sound choppy. It is important for students to practice writing sentences of different length and structure. Students should practice adding various adverbial phrases, making compound sentences with coordinating conjunctions, and making complex sentences using subordinating conjunctions.

Choppy Paragraph

I love Sundays. I get up late.
I read comic books. I love action stories. I go to the park. I play basketball there. I jump into the swimming pool. I watch cartoons. I get ready for school. Sundays always seem so short.

Fluent Paragraph

I love Sundays because there is no school. In the morning, I usually get up late. After breakfast, I read comic books in my room. I love action stories like *Iron Man* and *Spiderman*. In the afternoon, I usually go to the park with my friends. We like to play basketball there. When the weather is hot, we jump into the swimming pool. Before dinner, I watch cartoons on TV with my brother. Then I get ready for school the next day. Sundays always seem so short, and I wish they were longer.

Activities for Writing Longer Sentences



In Activity 3A, students practice adding adverbial phrases such as prepositional phrases, to-infinitives, and present participial phrases.

In Activity 3B, students practice making compound sentences with coordinating conjunctions such as and, but, for or, nor, so, and yet. Students also practice making complex sentences with subordinating conjunctions such as after, as, because, before, if, so that, until, when, whenever, why, where, and while.

Strategy 2: Practice Writing Details

Details make writing interesting and worth reading. Readers can visualize and understand the writing better when the ideas are further described with details such as facts, examples, and personal thoughts or feelings.

Without Details

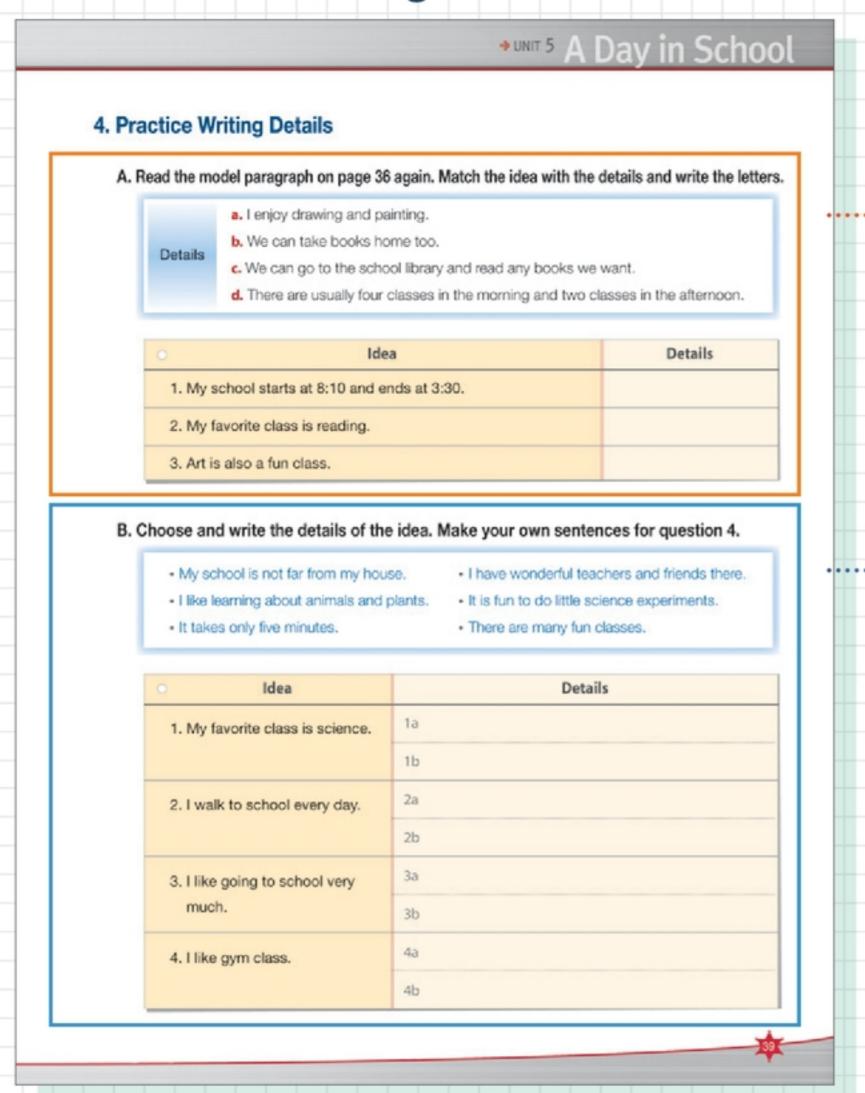
I have three goals this summer.

My first goal is to learn how to
play tennis. My second goal is to
read ten books before the
summer is over. My third goal is
to keep my desk clean.

With Details

I have three goals this summer. My first goal is to learn how to play tennis. I am going to sign up for tennis lessons at the YMCA with my friends. The lessons will be three times a week. My second goal is to read ten books before the summer is over. I am going to visit the city library and check out books every week. I have already made the list of the books I want to read. My third goal is to keep my desk clean. My desk is usually very messy with piles of things. This summer, I am going to put away my things right away.

Activities for Writing Details



In Activity 4A, students practice identifying the details that further describe the ideas in the model paragraph.

In Activity 4B, students practice writing details for the given ideas. This will prepare them for writing details for their ideas when they write their own paragraphs.

Writing a Paragraph

1. What is a Paragraph?

A paragraph is a group of sentences which tells about one main idea. There are three parts to a paragraph: the topic sentence, the body sentences and the closing sentence.

- The topic sentence tells the main idea of the paragraph.
- The body sentences describe the main idea.
- The closing sentence adds one last thought to the main idea.

2. Sample Paragraph

Topic Sentence

Body Sentences

Closing Sentence

Winter Fun

I like winter because I can do many fun things with the snow. One of my favorite activities is making a snowman with my friends. We get together in the neighborhood park whenever it snows. We make the snowman's body really big and decorate it with a hat, gloves, sticks and a carrot. I also enjoy going sledding with my friends. We go sledding down the hill in the neighborhood. Most of all, I love our family ski trip. We go skiing every winter. My parents like to ski, and I enjoy snowboarding with my brother. I hope we have a lot of snow this winter, and I can't wait.

Warming up is important in everything!

3. Main Idea, Supporting Ideas and Details

In a paragraph, the topic sentence shows what the main idea is. In the body sentences, there are several ideas that support the main idea of the paragraph. Each idea is further supported by details. Details can be facts, examples or explanations. Supporting ideas and details make a paragraph interesting to read.

► Main Idea (Topic Sentence)

Main Idea	I like winter because I can do many fun things with the snow.

► Supporting Ideas and Details (Body Sentences)

 Supporting Idea 	Details
 One of my favorite activities is making a snowman with my friends. 	1a We get together in the neighborhood park whenever it snows.
	1b We make the snowman's body really big and decorate it with a hat, gloves, sticks and a carrot.
I also enjoy going sledding with my friends.	We go sledding down the hill in the neighborhood.
3. Most of all, I love our family	3a We go skiing every winter.
ski trip.	3b My parents like to ski, and I enjoy snowboarding with my brother.

Hmmm...





I get it now.



Part 1

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