

Expository Paragraph and Essay Writing and the Struggling Student



● What We'll Cover ●

- Basic understanding of how expository writing works; what we learn from being a reader
- Prewriting and ongoing activities to stimulate language
- Brainstorming
- Planning
- Drafting
- Revising



● **Basic Knowledge from Comprehension** ● **Valuable to the Writing Process**

- When a S can identify the different parts of a paragraph (topic sentence, supporting details...) when reading, she will more easily understand how to write one
- When a S understands the connection between the topic sentence and the relevant evidence supporting it, she will more easily distinguish whether or not certain information works in a paragraph
- When a S recognizes cohesive ties such as transition words, conjunctions and can chain a paragraph, she will have an easier time being cohesive herself
- In other words, reading expository text as a writer as well as a reader deepens a S's understanding of the structure and organization of her own written paragraph or essay

Topic Sentences/Main Idea or Classification-Conceptually the Same



- One way to introduce main idea and supporting details early on before S is reading full length paragraphs
 - Activities with images and objects (fruit bowl, box of toys, three different sports equipment)



What are all these
pictures about?
What would be
a good topic
sentence?
What would be a
good supporting
detail?



Which
picture
does
not
belong
and
why
not?





TS

O

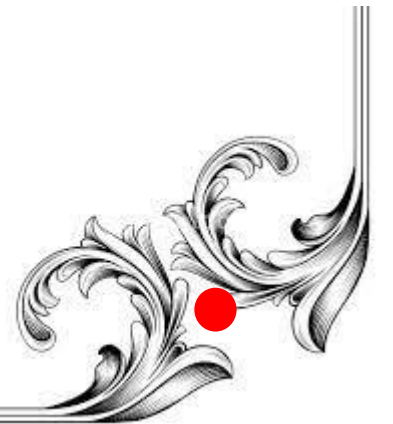
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Pre Brainstorming: Stimulating Language (Words and Phrases)

(Why is this Important?)



Quick Writes with a Twist: A Tool for Eliciting Language as an Ongoing Activity through Entire Writing Process

- Traditional use of quick writes
 - Writer captures language as it is conjured mentally, disregarding editing.
 - QW meant to draw language in an uninhibited, non-judgmental manner; however, that only works as long as language can be conjured easily
- How we adapt QW to the struggling S
 - Two/three multiple quick (1-3 minutes) writes with a 'noticing' after each quick write during brainstorming, planning, drafting and revising
 - Noticing – one reader 'shares' his quick write. S's are to only 'notice' not evaluate or emote. Ex: "I noticed Jack used the word...." or, "I noticed Harper wrote about...."
 - T quick writes too
 - Let's practice: *A Favorite Holiday*

Quick Writes Can be Used to Conjure...

- Thematic language needed for topic of essay
 - If Ss working on climate change essays, words, synonyms, phrases (for appositives)
 - It is effective to use image/s of the target topic as QW reference
 - Images support language as they do not drain the generative/expressive language component as heavily. The eye scans for details and then the language awakens



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What and Why Words/Phrases Brainstorming

Forest fires, parched earth
No rain, cracking wood
Drought, devours, blackness, ashes



Increasing temperatures
Soil moisture
Dry twigs, branches, trunks
Wildfire, easy spread, drier conditions

Temperatures rising
Bleak future, sea ice, inability to find food
Greenland, Arctic regions, US



Sea ice loss
Threat, vulnerable, extinction, ringed seals
Shorter period to hunt food, are hungrier,
population declines



More Examples



Water Pollution



T enlarges images as needed. T goes towards specificity. If S says, “dirty smoke,” T says, “polluted smoke billows into atmosphere”



Another form of
brainstorming

T reads a related
text
as images are on
smart board

T reads and stops
Ss discuss
Ss QW

Man-Made Wetlands to Help Birds Flying South During Bad Drought

By Associated Press, adapted by Newsela staff
Sept. 23, 2014

Yuba City, Calif – Here in California's Central Valley, birds flying high in the sky have spotted water. They are coming in for a landing.

Migrating birds – birds heading south for the winter – need wetlands. These areas are places for birds to rest and eat during their long journeys. Without them, birds might not have the strength to continue.

These wetlands are man-made. They are flooded rice fields. Birds need spots like this these days. The drought in California has dried out many natural wetlands in the state. Each year, about 350 kinds of migrating birds fly through central California. Millions of birds are currently heading south.

"They See Water And Come Down"

Conservationists – people who protect, or conserve, wildlife – are creating temporary wetlands to give the migrating birds places to rest and recover.

They are renting 14,000 acres from rice farmers to create wetlands.

The field here is part of the 5,000-acre Montana Farms. Birds began to appear just hours after the field was flooded.

"It was incredible," says conservationist Simon Avery. "The birds are flying high over our heads, and they see water and come down."

Things are looking bad for birds in California this year. The new man-made wetlands are one good thing

activity





Another Way to QW and Brainstorm: Zoom-Ins with Squaring It or Circling It!





Sharing Nouns

Using an image placed in plastic sleeve, students circle nouns and then share them in a group.

Teacher advances specificity of nouns by introducing a more specific noun than has already been mentioned.

Teacher collects nouns and records them. Students copy them and then write their descriptive paragraph, including specific nouns from list already generated.

Let's look at the big picture
Do we just adhere to the stages of writing
process?
Are Ss ready to take on each stage easily?
Do we prepare them?
Are there underlying skills needed for
planning, drafting and revising?

Writing is a Bottoms Up and a Tops Down Simultaneous and Recursive Process

- Bottoms up skill instruction may include:
 - Syntax instruction
 - Language stimulation activities
 - Outlining
- Tops down skill instruction may include:
 - Drafting
- Recursive
 - Revising
 - Editing



Bottom Up Skills

Direct instruction ins subskills needed to implement the writing process effectively



● Hochman, *The Writing Revolution* ●

“According to Hochman the reason that on a nationwide test only about 25% of students are able to score at the proficient level in writing is that American schools haven’t been teaching students how to write.

Teachers assign writing, but they don’t explicitly teach the careful sequence of logical steps beginning at the sentence level.” (Hochman, p.2)

“In 2012 an article appeared in the Atlantic Magazine about the Hochman method. A public school of 3000 student on Staten Island saw the article and adapted that program. On state exams which included essay questions, scores in English rose from 67% to 89%, graduation rate rose from 63% to nearly 80%.” (Hochman, page 6)

“TWR is as much a method of teaching content as it is a method of teaching writing. There is no separate writing block and no separate writing curriculum. Teachers of all subjects adapt TWR strategies and activities to their pre-existing curriculum and weave them into their content instruction.” (Hochman, p.6)

The 6WR Principles

1. Students need explicit instruction in writing, beginning in the early elementary grades.
2. Sentences are the building blocks of all writing.
3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
4. The contents of the curriculum drives the rigor of the writing activities.
5. Grammar is best taught in the context of student writing.
6. The two most important phases of the writing process are planning and revising. (Hochman, p.8)

Sentence Work



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“A writer who can’t compose a decent sentence will never produce a decent essay or even a decent paragraph.” (Hochman, p.10)

“A sentence level assignment is manageable for students who are still grappling with grammar, syntax, spelling, and punctuation. It can be overwhelming for a teacher to correct an essay full of mechanical errors. Sentence level writing shouldn’t be dismissed as something that’s too basic for older students to engage in. Producing even a single sentence can impose major cognitive demands on students, especially if it requires them to explain, paraphrase, or summarize sophisticated accounts.” (Hochman, p.10)

“The importance of spending plenty of instructional time working with sentences can’t be stressed enough. Sentence level work is the engine that will propel your students from writing the way they speak to using the structures of written language. And sentence level work will lay the groundwork for your students ability to revise and edit when they tackle long form of writing.” (Hochman, p. 24)

“And the best way to do that is through sentence activities. If you wait until they’re writing paragraphs and compositions, the number of mechanical errors can be overwhelming, for you and for students. Of course we don’t expect students to master all the conventions of written English of ones, but there’s no reason to hold off on gradually introducing the rudiments.” (Hochman, p. 25)

Expanded Sentence Work

Ss expand bare bones, brief but complete sentence called the *kernel sentence*. Ss also get a list of question words to respond to: *who, what, when, where, why, and how*. Ss provide answers in the form of notes and then convert those notes into a complete sentence. (Hochman, p. 56)
(<https://www.youtube.com/watch?v=xhFyTutR3LA>)

Sentence Combining

“An alternative technique for teaching grammar that has been shown to produce excellent results in numerous studies and that is incorporated into TWR activities is sentence combining. Rather than breaking down a pre-existing sentence, students create their own complex sentences by combining two or more simple sentences in a variety of ways.” (Hochman, p.15)

activity

If the subject of two/three sentences is the same and if sentences two or three either describe noun or provide when/where/why of the predicate, we can combine those sentences into one

Johnny played outside.

Johnny is in second grade at Clemmons Elementary.

Johnny goes outside to the playground at lunchtime.

Conjunction Work

T gives Ss sentence stems that begin the sentence and asks Ss to turn it into three separate complex sentences, using each conjunction in turn.

Seeds need light to grow because
Seeds need light to grow, but
Seeds need light to grow, so page 40



Because explains why something is true
But indicates a change of direction similar to a U-turn
So tells us what happens as a result of something else in other words a cause and its effect

<https://www.youtube.com/watch?v=lbJ0kzjR9lo>

But, because so

Following above conjunctions are: 4) when 5) even though 6) although 7) since 8) while 9) unless 10) whenever

Most students don't use subordinating conjunctions such as *although* in their spoken language, especially the beginning of a sentence ...instruction in meanings of conjunctions is necessary

What is an Appositive?

A noun appositive is a **noun** or **noun phrase** that renames another noun right beside it. It will identify, explain or give more information about that word. The appositive can be a few words or a longer combination.

Some examples:

- 1) The guard, **a new recruit**, stood next to the gate.
- 2) The guard, **a new recruit with piercing eyes**, stood next to the gate.
- 3) **A new recruit with piercing eyes**, the guard stood next to the gate.
- 4) The guard, **a new recruit with piercing eyes who was holding a machine gun**, stood next to the gate.

The guard stood next to the gate, **one of six heavily armoured entrances to the facility**.

<https://tomneedhamteach.wordpress.com/2018/01/18/teaching-phrases-2-an-overview-of-appositives/>

To help students identify the appositive in a sentence, tell them that it's a phrase that can be removed or covered up without making the entire sentence incomplete. If we omitted the phrase, "**a new recruit with piercing eyes who was holding a machine gun**", in the previous slide we would have still been left with a sentence.

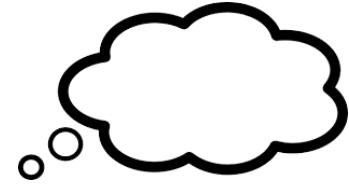


Once students have begun to grasp the concept of an appositive, T can embed activities into content. For example, T can create a matching activity based on a text class has been studying: list nouns from the text in one column and appositives on the other column. Ss match nouns with appositives (in some cases one noun can have several appositives) and then embed them into sentences. (Hochman, p. 47)

Planning



Organization



- *Planning means thinking about:*
 - *Message of each paragraph*
 - *Details supporting message or main idea*
 - *Determining which detail belongs with which sentence*
- *Outline*
 - *Can do reverse outline too after draft if S has too many difficulties other way*
- *Topic and concluding sentences*

“If you’re about to embark on a road trip, try a recipe, put together an IKEA table, develop a football play, build a Lego model or engage in just about any complex, multistep task, you need to have a plan. Without one, it is far more likely that your efforts will be disappointing at best and end in a failure at worst. Athletes, architects, artists, playwrights, chefs, physicians, lawyers, and members of countless other professionals rely on plans to accomplish their objectives. Yet when we teach our students to write in lengthier forms such as paragraphs and compositions, we really don’t help them come up with a kind of plan that they need to produce an effective piece of writing. I’ve heard people say that planning, or outlining, will constrain students’ creativity. I disagree. We found that teaching students to plan can actually enhance their creativity. If students are working from a plan, they are liberated from the need to figure out the overall structure of what they are writing as they go along. As a result, they have the mental space they need to conjure up vivid imagery or tell details.” (Hochman, p.70)

“The problem with the spider brainstorming pre-planning is that it’s very difficult to convert that sprawling web of information into a linear logically sequence paragraphs. They don’t provide an effective template for transferring those ideas into a coherent piece of writing. A crucial step is missing taking the material in the bubbles or boxes and figuring out what is most important, which is least important or irrelevant, and how to put the ideas and points in a logical order page.” (Hochman, p. 83)

The single paragraph outline however has a format that’s linear and simple. It provide students with a roadmap they can follow in the beginning, middle and end of a unified, coherent paragraph.

Planning is important:



Writing places demands on executive functions.

The abilities associated with executive functions begin to develop in early childhood, but they don't reach their peak until people are in their mid-20s.

That means that virtually all students in kindergarten through 12th grade are working with executive function abilities that are still a work in progress. (Hochman, p.71)

Working memory can hold only a limited number of items simultaneously, which means that the complex task of writing places heavy demands on the aspect of cognition.

What are the implications?

Mini quick writes throughout writing process

Word/phrase/sentence bank

Spending a long time on planning and conferencing individually and with group over plans, not just drafts

T makes sure she's seen outline before S begins to write



“The lions share the work of writing occurs at the planning stage, the students identify the main idea theme of their writing, the points they will make, and the order they will make them in.” (Hochman, p.16)

There are two basic outline templates:
one for planning paragraphs
One for planning multi paragraph writing



Note Taking

- A sub skill needed in order to plan and outline
- TWR provides templates for notetaking (dotted lines)
- Ss answer 5+1 questions in note form



I. Single-Paragraph Outline

Name: _____

Date: _____

T.S.

1.
.....
2.
.....
3.
.....



The Battle at Trenton was a game changer

When

Where.....

How.....

Why.....

What.....

Planning and Outlining include:

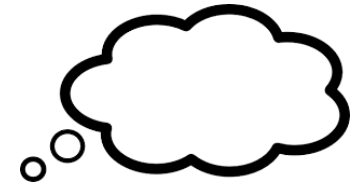
- 1) Gathering information
- 2) Distinguishing between essential and irrelevant material
- 3) Putting ideas and supporting details into categories
- 4) Arranging the ideas and details in an appropriate order
- 5) Developing a topic sentence for paragraph or an introductory paragraph for an essay (Hochman, p. 74)

Having Ss outline before they write does the following:

- 1) Enables students to visualize the beginning, middle and end of a paragraph or an essay
- 2) Helps Ss distinguish between essential and unessential material
- 3) Guides Ss to place their ideas in a logical order
- 4) Prevents repetition
- 5) Improves Ss abilities to stick with a topic (Hochman, p. 80)

When a S sticks too closely to an outline everything becomes kind of very stiff

One recommendation is to do a reverse outline.



First, the writer finishes his rough draft. Then, he creates an outline of main topics and events based on what he's already written. He uses this not to cut information, but to provide a conceptual snapshot of the entire manuscript. The teacher can laminate a file folder and give the students either index cards or scraps of paper or post it's so they can move around easily on the space of the file folder for the outline. The reverse outline is valuable for kids who have to work from bottoms up. reverse outline.

The Outline Consists of....

- Ss writing a topic sentence (as kernel in outline form)
- Note taking involving Ss writing phrases and placed on dotted lines of outline template
- Notes are reviewed to determine if support topic sentence
- Concluding sentence (as kernel in outline form)

Once students have a well organized outline, it's fairly simple to translated into a rudimentary draft.

To help students understand the concept of a topic sentence, have them distinguish topic sentences from supporting details, generate detail sentences much details with the appropriate topic sentence, and illuminate the least relevant details Sentences

Write a topic sentence based on the list of details



You can eat more healthily when you cook at home.
You can save money by eating at home.
You can make dishes at home that you can't buy locally.

(Matthews, p.19)

Drafting



During Drafting

- Ss convert notes into paragraph
- SS do Read/Freeze/Ask Activity
- Ss do paragraph sub skills to monitor their own writing to determine if supporting details support message
- It's all about getting the right content down in logically sequenced manner
- Topic and concluding sentences are included in draft
- Ss refer to the sentence skills they learned (expanding the kernel, appositives, conjunctions)



Drafting

Once an outline is complete, the S is ready to draft

The S remains faithful to content and organization of SPO, while using her sentence building knowledge to draft rich sentences

Ss do **Read/Freeze/Ask Activity** as a way to stimulate the drafting process

Ss stand up with draft in hand.

Ss walk around the room until T says, “Freeze, turn to a partner and take turns reading your drafts. The listener listens and then asks a question or tells the reader what else he would like learn about the topic.”

Ss do two or three rounds like this, then go their seats and draft information on listeners’ questions.



A Lesson in Chaining

T shows Ss that besides conjunctions, referents keeps a paragraph on topic. With a model paragraph as the one below, T shows that a subject can be referred in various ways: pronoun, synonym and a phrase.

- In the sentence, “Rebels fought the British for independence.”
 - Pronoun: **They** fought the British for Independence.
 - Synonym: **Revolutionaries** fought the British for independence.
 - One Word Substitutions: **Patriots** fought the British for independence.
 - Phrase: **Those who protested injustices and authority** fought the British for independence.

noun: dog

pronoun

**synonym or one
word substitute**

phrase

he

Sam

pet

My loving pet

Brown and black
speckled furry
friend

Chaining Example: Mystery of the Tattooed Mummy

mummy

tomb

archeologist

“Deep inside an ancient pyramid in Peru, a **mummy** lay hidden in a gold-filled **tomb**. The **underground chamber** remained a **secret** for nearly 1,600 years, until an **archaeologist** noticed rectangular patches of soft clay in the pyramid's floor—a telltale sign of a **grave**. His heartbeat quickened. **He** suspected that someone powerful would be buried **here**.”

<http://mrspetlak.weebly.com/cruisin-through-class-in-class/mystery-of-the-tattooed-mummy>



T gives one of the S's written paragraphs to class and Ss do the following:

- 1) Underline the topic and concluding sentences
- 2) Number the details sentences
- 3) Underline keywords and phrases in each sentence
- 4) Convert it to an SPO (Hochman, p. 99)



Subskill for Paragraph Writing

T provides sentences of two paragraphs, with each sentence on separate line.

Ss cut sentences into different strips

Ss categorize sentences into two different paragraphs.

Within each paragraph, Ss order sentences; T keeps in mind that Ss discussion of their rationale is most important



Paragraph Writing Subskill

Ss determine which detail sentence go with which topic sentence and which do not belong with any topic sentence

T provides several topic sentences, listing them on sheet atop each column

T provides another sheet with sentences, each on a separate line.

Ss cut sentences into strips and place under appropriate topic sentences or in separate pile if sentences do not belong anywhere (Hochman, p. 92)



Topic Sentence

The idea of using scenes from the movie to help students understand what the topic sentence is....The teacher shows a scene from the film, something that the kids know, and then asks Ss what the point of that scene was.

Topic Sentence

Developing topic and concluding sentences can be difficult tasks. Both require students to consider a collection of facts and information and decide what fundamental characteristics unite them – in other words, to develop the ability to make abstractions. (Hochman, p. 87)



One effective way to help students understand the concept of a topic sentences to present them with a series of sentences and ask them to identify the one that is the topic sentence and the ones that provide supporting details. T can start with just two sentences, and ask Ss to mark one with T. S. for topic sentence, and the other with S. D. for supporting detail. For example, Thanksgiving is a popular American holiday/Our meal is very traditional. (Hochman p. 88)



Topic Sentence

Build on Ss knowledge of sentences to introduce the three strategies for constructing topic and concluding sentences: sentence types, appositive, and subordinating conjunctions

Have Ss practice writing a topic sentences from notes practicing three topic sentences using the three different above strategies.

Revising



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Revising

T gives all Ss a barebone paragraph to revise. In this way all Ss are revising the same paragraph

These paragraphs should have no spelling, capitalization, punctuation, grammatical errors so that students can focus on revision not editing.

Because students have no sense of ownership over the simple paragraphs, they are likely to be more objective and more willing to revise them.

Ss use their TWR tools such as expanding sentences using 'wh + h' elements, varying different sentences, transition words and others they have learned.

Ss clarify and organize/sequence content to add clarity(Hochman, p.114)

Zoom In's



- Remember the quick writes? The quartered images?
- Have Ss find a snapshot sentence in their draft(ex: Ss writing about water pollution) and then like a camera zoom in on it, so the reader can see the pollutants wrapped around sea plants, or rusted beer can with its saw-toothed sharp rimmed edges floating the water



Revising

The Titanic was a big ship. It sank. Many passengers died. There are new regulations.

Expand the topic sentence telling when and where

Use an appositive in the topic sentence

Combine the first two sentences

Answer why the ship sank in your second sentence

Use examples after the fourth sentence in the paragraph starting with an illustration transition

Write a concluding sentence beginning with a conclusion transition word after revising the paragraph according to these directions

One group's final product looked like this: On April 14, 1912 the Titanic, a huge ocean liner sank in the North Atlantic. 1500 passengers died when the ship hit an iceberg. After the tragedy, many new safety regulations had to be followed by passenger ships. For example, more lifeboats, safety drills, intensive training of the crew are required. In the end, the sinking of the Titanic led to a new improvements in safety for future travelers. (Hochman, p. 116)



What if a student doesn't even realize he has competing subjects? One thing my editors have done with me is simply to count up the number of sentences, paragraphs, or pages devoted to various topics and write down the totals for each one. You can have your students perform similar accounting. Tell them OK write down all the subjects you have in your draft now go through and count the lines you have devoted to each subject. (Sneed and Spandel, p. 31)

Introductory Paragraph

GST is a strategy for introduction of an essay;

First sentence - general statement

Second sentence - specific statement

Third sentence - the thesis statement

Ex: Penguins are among the most popular animals. However, they have become an endangered species as sea ice disappears from their habitats. Rising sea levels are among the most dangerous effects of climate change and should be viewed as an urgent issue. (Hochman, p.170)

Conclusion



“I feel compelled to take a stand. The philosophy that endings should simply regurgitate introductions is bad, bad. We know some of you are going to say, “Giving students this kind of structure at least helps provide a framework for learning how to write an essay.” No, it doesn’t. Instead it gives young writers a false perception about the purpose of endings and cripples their ability to write good ones.” (Killgallon, p. 55)

“Have students get their ideas for the endings from the contents of the essay itself; have them ask what’s the most important thing I want a reader to remember? What do I hope that readers have learned? Do I want the reader to see the world in a different way now? In which way is that, or how does this information affect the reader personally? Does it make you think if something else that you want to look into?” (Killgallon, p.56)

Unlike talking, written words can be kept, cherished.

And while writing them presents its challenges, the fact that they can be preserved helps make the past the present. The words gift us with a legacy.



sold our livingroom furniture, and are now trying to sell the remaining rooms of furniture. People come and look and claim that it is either too large, too old, or too expensive. It will be quite difficult to find a satisfied buyer. Other than that, we have have still not gotten any further with our emigration. We can not acquire our passports, since we must first pay all our taxes.

Walter has been writing very diligently. He offered us several options: Chile and Bolivia - but that costs a great deal of money up front, (before the trip) and this must be given to us as a gift by Lotti F. I still do not see us getting away from here. Yesterday we received a long letter from Cabi's - they will try everything possible for us. Peranders have sold the brick works and hope to be in Sweden in 3-4 months and then to go to U.S.A.

Mein geliebtes Kleinkind, ²⁰ wie ich dich so gerne mag.
Tausend Dank für deinen ausführlichen und langweiligen Schilderung vom Huberman Konvent. Ich kann mir nur vorstellen, wie sie in das Kloster von St. Anna gesteckt ist. Da die Hauptkirche ist, und darüber sind wir auch glücklich, dir geht es gut. Ich muss dich Marianna mehr und mehr, ich bin nur abgibt sich immer mehr, da es eine ganz besondere Falle herankommen. Du kannst dir ungefähr Marianna vorstellen. Es wird wohl doch so kommen. Das ist, was ich fürchten. Und zwar am 9. Es ist keine Sache leicht! Besonders dass es. Aber ich muss, wenn sie erst bei dir sind, nicht du es ja auch erleben. Jedenfalls kosten die Berden uns ein bisschen. Ich habe mir haben gekündigt, Dr. Rosenthal ist vom Tisch gekündigt worden. Wir haben den Rest der Wohnung für sofort an dem gegeben, wir haben schon unser Wohnraum verkauft, wir haben schon jetzt die übrigen Zimmer zu verkaufen. Es sehen nicht schlecht die Schlüssel an, aber entweder sind sie zu groß, oder zu alt, oder zu klein. Es wird sehr schwer werden, einen passenden Käufer, dann zu finden. Sonst sind wir mit unserer Auswanderung noch nicht weiter gekommen. Die Pässe sind neu mit uns noch nicht abholen, da wir nur alle Pässe (neblisch) betrachten müssen. Walter schreibt jetzt sehr fleißig, er macht uns auch verschiedene Vorschläge, Chile, Bolivien, aber das kostet alles viel Vorzeigegeld, u. das müßte uns Lotti F. schenken. Ich sehe uns noch nicht heraus kommen. Von Cabi's kam gestern ein langer Brief, sie werden auch alles für uns versuchen. Daraus haben die Liegkeiten verkauft und hoffen auch in 3-4 Monaten nach Schweden zu kommen, um dann nach U.S.A. zu kommen. Leo Danko u. Frau haben ein Zertifikat bekommen, und fahren bald nach Palastina, das sind wenigstens nützliche Diener. Ein paar ein paar mehr du dich aussuchen wirst. Gestern kam eine junge Frau u. wollte Bilder kaufen, am besten gefiel ihr Deine Lastschale. Vater sagte ihr aber, sie wäre unverkäuflich, weil sie ein Original sei! Was sagst du nun! Ich mein Güter, für heute. Du glaubst man darf nach

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Thank you very much!

jshapiro377@gmail.com