

B.Ed 4 Years / 2.5 Years

ENGLISH-II (CONTENT MAJOR)

Course Code 6469



Department of Early Childhood Education and
Elementary Teacher Education

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

ENGLISH-II (CONTENT MAJOR)

B. Ed (4 Years/2.5 Years)

Course Code: 6469

Units: 1–9



**EARLY CHILDHOOD EDUCATION & ELEMENTARY
TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD**

(All Rights Reserved with the Publisher)

All rights reserved. No part of this publication may be reproduced, stored in retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying Recording, scanning or otherwise, except as permitted under AIOU copyright ACT.

First Printing 2017
Quantity 1000
Typed by Zahid Javed Bajwa
Composed by Muhammad Hameed
Printer..... AIOU-Printing Press, H-8, Islamabad
Publisher Islamabad..... Allama Iqbal Open University, Islamabad.

COURSE TEAM

Chairman: Prof. Dr. Nasir Mahmood

Course Development Coordinator: Dr. Rahmat Ullah Bhatti

Writers:

1. Dr. Zafar Iqbal
Senior Research Officer, Planning Division
Ministry of Capital Administration and
Development Division, Islamabad.
2. Dr. Muhammad Ismail Abbasi
Assistant Professor, Govt. Gordon College,
Rawalpindi
3. Zafar Ullah Shaheen
Lectuer, Govt. Gordon College, Rawalpindi
4. Mr. Adnan Ashraf
Lecturer, Govt. Gordon College, Rawalpindi
5. Mr. Khurram Dad
Assistant Professor, Govt. Postgraduate
College for Boys, Satellite Town,
Rawalpindi

Reviewer:

1. Dr. Zafar Iqbal
Senior Research Officer, Planning Division
Ministry of Capital Administration and
Development Division, Islamabad.
2. Mr. Khurram Dad
Assistant Professor, Govt. Postgraduate
College for Boys, Satellite Town,
Rawalpindi

Layout Design: Mr. Muhammad Hameed
W.P.O. AIOU-Printing Press, Islamabad.

Editor: Fazal Karim

Course Coordinator: Dr. Rahmat Ullah Bhatti

ACKNOWLEDGEMENT

The significance of English as a language is undeniable in this age. English enjoys a pivotal position and standard among the languages of the world. The teaching of English to the non-native speakers is a challenging tasks. In teaching a language there are certain skills that linguists have observed to be applicable in smooth teaching of a language. The Department of Early Childhood Education and Elementary Teacher Education stresses upon the need of teaching such essential skills to the prospective teachers of English language. In this regard the book titled English-II contains such updated information and techniques regarding skills that can be utilized by the teachers in teachings the students. This book reflects the efforts of many people. The Department of Early Childhood Education and Elementary Teacher Education is thankful to all the members of the course team for writing units and giving comments and feedback to improve the materials.

It is significant in stating that course coordinator, Dr. Rahmat Ullah Bhatti, has very competently facilitated the whole process of course development. He engaged and updated the course team according to the demands and objective of the course. All the communication is done effectively and timely. He personally assisted the team in many concerning areas. Mr. Zahid Bajwa and Mr. Muhammad Hameed have very professionally completed the task of typing/composing the contents of this book in short time.

Special gratitude to our Vice-Chancellor Prof. Dr. Shahid Siddiqui for his visionary insight, professional support, mentorship and inspirational work environment for all of us to achieve academic excellence at university.

Prof. Dr. Nasir Mahmood
Chairman/Dean Faculty of Education

INTRODUCTION

In this contemporary age world has assumed the shape of the global village where communication among people of distinct languages and culture is possible via use of English language. English as a mode of communication has superseded the other languages therefore people of various backgrounds use this language as an easy mode of expression. This book also contributes in the development of English as a language to teachers of non-native origin. This book provides different techniques to be efficient in language skills like reading and writing. It explains the nature of reading skill and developing reading habit. The students will acquire different strategies that is going to improve their reading skills. The book also describes various barriers in reading and techniques to overcome them. The process of writing has been discussed in detail so that the students would be able to communicate effectively through different writing forms like letters, memorandums, application, reports and essays.

For Pakistani students, English language has assumed the status of greater significance in their academic as well as professional life. As it is not only official language but also is the academic language. Educational institutes use this as a compulsory subject at various levels including: primary, elementary, secondary, higher secondary, gradation and post graduate levels. It is the language of communication in official matters. In business and commerce English language also plays a significant role in terms of communication.

OBJECTIVES

After completion of the course, you will be able to:

1. Explain the nature of reading skill and developing reading habit.
2. Get acquainted with strategies to improve reading.
3. Understand barriers in reading and to overcome them.
4. Build their vocabulary.
5. Use writing process effectively.
6. Know about different strategies of writing.
7. Differentiate between authentic and inauthentic writing.
8. Communicate through letter and memorandum.
9. Get expertise in academic writing.

CONTENTS

	<i>Page No.</i>
Unit-1: Reading	1
Unit-2: Strategies to Teach Reading.....	27
Unit-3: Barriers to Effective Reading and Developing Reading Fluency	51
Unit-4: Vocabulary Building.....	71
Unit-5: Writing Process	93
Unit-6: Strategies of Writing.....	111
Unit-7: Authentic Writing	129
Unit-8: Academic Writing-I.....	149
Unit-9: Academic Writing-II.....	173

Unit-1

READING

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	3
Objectives	4
1.1 Nature of Language processes	5
1.2 Developing Reading Habit.....	6
1.3 Techniques of Reading.....	8
1.3.1 Intensive Reading.....	8
1.3.2 Extensive Reading.....	10
1.3.3 Intensive and Extensive Reading Together	14
1.3.4 Scanning.....	14
1.3.5 Skimming	15
1.3.6 Skimming and Scanning Together	17
1.4 Shared Reading and Guided Reading.....	17
1.4.1 Shared Reading	18
1.4.2 Guided Reading.....	22
1.5 Conclusion	25
1.6 Activities	25
1.7 Self-Assessment Questions	25
1.8 Bibliography.....	26

INTRODUCTION

Traditionally in classroom, the emphasis tends to be on the reading and writing skills, probably because it seems to be mostly used in classroom. These skills keep the students quiet and it is easier to organize class. Similarly most teachers involve in the talking and students mostly listening to the teacher. In real life, it is not so easy to separate the four language skills i.e. Reading, Writing, Listening and Speaking. These skills are preceded or followed by each other or interconnected. When people are learning a new language they first hear it as spoken. Eventually, they try to repeat what they hear. Later, they see the spoken language depicted symbolically in print. Finally, they reproduce these symbols on paper.

Reading is constantly a developing skill and like any other skill, students get better at reading by practicing. And conversely, if they do not practice, they will not get better and their skills may get deteriorated.

Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in readers head to create meaning. In that way, what is in their head is just as important as what is on the page in the process of creating meaning.

Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. For example if a student reads a paragraph and there is a word, cosmogony. He does not know the meaning of the word cosmogony. Even then he keeps on reading anyway with absolutely no inclination to look the word up in a dictionary. He keeps on going because, even though he does not know the exact definition of the word, he is still creating meaning with this text. One idea is being linked to another, and thus, there is no need to stop. Also, he mostly likely gets a general sense of the word by seeing it in the context of the sentence and paragraph. He may also have recognized a part of the word, cosmos, and linked it to related words that he knows such as cosmos or cosmic (this is called word analysis, analogies, or looking for word families). He may have guessed that this word has something to do with space, universes, and physics (and it does).

Stopping to look it up in a dictionary would have disrupted the meaning-making, idea-linking process and made comprehension more difficult. Thus, it is not always important that readers know the meaning and pronunciation of every single word they read as long as they are putting ideas together to create meaning. Good readers use minimal word and letter cues. By the way, cosmogony is a subfield of cosmology that is devoted to studying the birth of the universe.

OBJECTIVES

After reading this unit, you will be able to:

1. Explain the nature of reading skill.
2. Identify that languages processes reinforce each other.
3. Develop the reading habit in student.
4. Evaluate the teaching of reading.

1.1 Nature of Language Processes

Listening to other people enhances children's ability to speak. Young children first learn to speak by hearing others around them. They grow in their ability to speak as they experiment and have others respond to their initial attempts at language. As older children hear other people use words and grammar, they increase their vocabulary. Majority of words that enter into vocabulary come from hearing other people use them. Then they hear different ways of expressing themselves. Words are the tools used for reading and writing. This auditory exposure to words and language also enhances students' ability to read and write. Reading helps students to become better writers. Through reading students have an incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency. Young children listen for sounds as they attempt to use letters to record their ideas on paper. Writing for older children and adults exposes them to more words and sentences and enhances our ability to quickly perceive and process these when we are in a receptive mode.

All of these processes affect the way students think, just as thinking affects their ability to perform all of them. Language is also a tool of thought. Students think in words. Words are used to interact with the thoughts of others. Reading enables students to have these interactions and form their own thoughts. Writing helps in gathering and organizing the thoughts in order to clearly communicate them.

The language-learning system involved in learning how to talk and listen is also involved in learning how to read and write. How do young children learn to talk? They are not asked to work in ability groups. They do not have to go hours of drill and practice. They are practiced meaningless sounds before they are allowed to talk. They are not asked to talk about things that are not important to them or a part of their lives or experiences.

Children learn to speak because they naturally want to learn the language (Chomsky, 1968). They are immersed in actual, real-life speaking experiences. Then they are encouraged to talk about things that are of interest to them. They use language for real-life purposes. People around them encourage and expect from them to learn differently and at different rates. They respond to them instead of correct them. They encourage creativity and humor, and language is involved in social interactions. Creative teachers can apply the same characteristics to classroom learning situations. When teachers tap into students' natural interests and inclination, teaching becomes much easier and more enjoyable.

Children learn to read and write in the same way they learn to speak and listen. That is, they learn best by being engaged in authentic reading and writing situations. They also need to read books they enjoy or find interesting as adults do. And just like adults, beginning readers need to be able to talk about the books they love instead of just doing book reports or comprehension worksheets.

Children learn to write by putting their ideas on paper, writing about things that they're interested in. They like to get responses to their ideas from other students and teachers. As well, letting children write for real purposes and getting responses to their ideas from real human beings is the best way for them to develop their writing ability.

1.2 Developing Reading Habit

Teachers should help children fall in love with books. Reading should be a pleasurable act not a disgusting thing. Student should think: When I do it, I want to do more of it. There are wonderful stories and interesting characters found in books. I can experience magic, adventure, romance, moral dilemmas, comedy, tragedy, triumph, failure, or success. I can learn about interesting things, roam back and forth through time, and travel to the farthest reaches of the galaxy. A teacher's or tutor's number one job is to help students fall in love with books.

Teacher should create a space every day for sustained, silent reading. Just like any other skill, children learn to read, get better by practicing it more and more. However, if they never practice, they would never go beyond the initial stage. They should be given ample time for "practice" their reading.

Students should be given ten to sixty minutes of silent uninterrupted reading time is one of the best things teachers can do for students of all ages and stages. Likewise, one of the surest ways to retard children's reading progress and limit their intellectual development is to deprive them of opportunities to engage in real reading experiences. Recent studies show that primary age children spend as little as ten minutes a day engaged in authentic reading experiences (Allington, 2006).

Children should be allowed to make choices about their reading material. Choice is important in helping readers grow. Reading is more pleasurable when they are able to make choices about what they read. Most of the time adults are allowed to choose their own reading material. They can go to the library and select any book they want. At the bookstore, nobody assigns them to groups, makes them find books at a certain level, or yells at them for reading ahead. If they become

enthralled with an author, they can read as many of that author's books as they want. Likewise, if they find a book to be boring or uninteresting they can also choose not to read it. Children need to be able to make the same kinds of choices about their reading material, not all the time, but much of the time. But it does not mean total choice at all the time.

Reading pleasure should be connected to reading practice. A simple behaviorist principle is that if students find something to be enjoyable (a positive reinforcement), they are more likely to do that thing again and again. If they find something to be boring, frustrating, or meaningless (an aversive conditioner), they are less likely to do that thing again. Now, if reading is a behaviour that leads to improve reading ability, then teachers should try to make reading instruction as pleasurable as possible.

In the same way, if the act of reading is linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behaviour. If a student cannot read, it is because teacher gives him very little time in school to actually practice reading.

The reading program should always be simple. In all areas, rigor is not the same as complexity. Just because a literacy program is complicated, uses a lot of big words and contains flashy graphs and pictures. It has a detailed scope and sequence, includes an elaborate assessment plan and costs a lot of money. It does not mean it is of any worth. The three most effective literacy instructional devices ever invented are very simple things: good books, paper with lines on it, and no. 2 pencils. The only other thing to add to this list is a teacher who understands children, learning, and literacy.

Teacher should keep the instructions simple. Good teachers make things seem as simple as possible. In this way they are like gymnasts. Gymnasts are able to perform complicated moves and make them look simple. Circus performers make simple moves look difficult. As teachers we want to be gymnasts, not circus performers.

The reading should be real life like. The kind of reading and writing in school should be very much like the kind that adults do in real-life situations. An adult reads for pleasure or to understand ideas and information. He organizes his thoughts, to express ideas, and to convey important information to others. He has never had to separate words into syllables; identify plot, conflict, and resolution in a story; describe an author's purpose; identify diphthongs, diagraphs, initial

clusters, medial clusters, and schwa sounds; identify CVC (consonant-vowel-consonant) letter patterns; or find topic sentences in paragraphs.

There is no research to indicate that having children do these things improves their ability to read and process text or to express their ideas on paper. So why do students continue to spend precious time in their class-rooms doing these things? It is not that some of these activities may not have value; rather, they should be put in perspective or kept to a minimum.

Talks and other forms of social interaction should be included in teaching. Talking and social interaction enhances learning of any kind (Kauchak & Eggen, 1998). Children need to talk to each other about what they are reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

1.3 Techniques of Reading

1.3.1 Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", as it involves students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the principle that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.

Characteristics:

- It is usually classroom based.
- The readers are intensely involved in looking inside the text.
- The students focus on linguistic or semantic details of a reading.
- The students focus on surface structure details such as grammar and discourse markers.
- The students are keen to identify key vocabulary.
- The students may draw pictures to aid them.
- Texts are read carefully and thoroughly, again and again.

- The aim is to build more language knowledge rather than simply practice the skill of reading.
- It is more commonly used in classroom than extensive reading.

Materials:

- Teacher should recommend very short texts, not more than 500 words in length according to students' level of difficulty and the types of reading skills that teacher wants to cover in the course.

Activities:

Intensive reading exercises may include:

- looking at main ideas versus details
- understanding what is implied versus stated
- making inferences
- looking at the order of information and how it effects the message
- identifying words that connect one idea to another
- identifying words that indicate change from one section to another

Assessment:

Assessment of intensive reading will take the form of reading tests and quizzes. The most common systems of questioning are multiple-choice and free-response. Mackay (1968) , in his book *Reading in a Second Language*, reminds teachers that the most important objective in the reading class should NOT be the testing of the student to see if they have understood. Teachers should, instead, be spending most of the time training the student to understand what they read.

When it is used:

When the objective of reading is to achieve full understanding of:

- logical argument
- rhetorical pattern of text
- emotional, symbolic or social attitudes and purposes of the author
- linguistic means to an end
- for study of content material that are difficult.

Role of the teacher:

Teachers should choose suitable text and activities for students to develop skills. They should give direction before, during and after reading. They should prepare students to work on their own. They should encourage students through prompts, without giving answers. Often the most difficult part is for the teachers to get out of the way.

Advantages:

It provides a base to study structure, vocabulary and idioms. It helps students to develop a greater control of language. It checks the degree of comprehension for individual students.

Disadvantages:

- There is little actual practice of reading because of the small amount of text.
- In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
- The text may or may not interest the reader because it was chosen by the teacher.
- There is little chance to learn language patterns due to the small amount of text.
- Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

1.3.2 Extensive Reading

Extensive reading is carried out to achieve a general understanding of a text. It has been identified that in extensive reading the students read large amounts of high interest material, usually out of class, not concentrating on meaning but reading for gist and skipping unknown words. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

Students are to read in the second language without a conscious effort to translate. Emphasis is placed on developing independent silent reading and increasing reading rate of individual students. Frequency word counts were developed and used as a basis for graded readers. Nut tall (1982) wrote that the idea of Extensive Reading should be "standard practice" in second language learning. She suggested that the best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively.

Characteristics:

Day and Bamford (2002) put forward ten characteristics identified in successful Extensive Reading Programs. These are:

1. Students read as much as possible.
2. A variety of materials on a range of topics is available.
3. Students select what they want to read.
4. The purposes of reading are usually related to pleasure, information and general understanding.

5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
7. Reading is individual and silent.
8. Reading speed is usually faster than slower.
9. Teachers orient students to the goals of the program.
10. The teacher is a role model of a reader for the students.

Materials:

With demands for both simplicity and authenticity, the teacher must choose from the following:

Texts on the same topic:

Reading more than one text on the same topic allows students to bring more background knowledge to each new text read.

Authentic materials:

These include newspapers, magazines that are related to the second language culture.

Stories and articles with the following guidelines:

1. The style should include repetition, without being monotonous.
2. New vocabulary should not occur at the same place as difficulties of structure.
3. The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.
4. Authors should be chosen with less complex structure and less extensive vocabulary range.
5. The subject matter should be of real interest to the students and suitable for their age level.
6. It is also suggested that the subject matter should be as close as possible to the type of material the students would read in their first language.
7. Materials should be chosen that are at or below the reading ability of the student. It builds automatic recognition of words. It allows the reader to see words in chunks of language, allowing for faster reading.

Activities:

Some thought may be given to socio-cultural issues. Should there be an attempt to match materials to students' cultural background? Students bring different knowledge of text types from their first language. Is it feasible to include these in the materials?

- Reading may be combined with a speaking component. For example, they may interview each other about their reading.
- Reading may be combined with a writing component. For example, after reading the newspaper, students may be asked to write a newspaper report.
- Class time may be included for book exchange, if there is an in-class library.
- Students may set their own goals for their next session.
- Students may progress from reading graded reading material to authentic text. It should be expected that students will slow down in their reading then, it becomes more challenging.
- In some Extensive Reading Programs, teachers will allow their students to report on their reading in their native language so as not to make the proof of reading more difficult than the reading itself. This, of course, only works if the teacher understands the student's first language.
- Extensive reading programs are often cited as being more pleasurable because there are no boring exercises to complete.

Role of Teacher:

- The teacher gives recommendations on reading materials, based on student's interests.
- The teacher guides students in choosing appropriate levels of material, beginning with easy books.
- The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over.
- The teacher guides students in setting specific goals for amounts read.
- The teacher provides modeling. If class time is given for reading, the teacher reads at the same time.
- The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain.
- The teacher leads pre-reading activities to build interest in the text, such as in the characters, places, themes, and actions. The teacher must be careful to provide just enough to stimulate curiosity but not so much that the need to read is removed.

Role of Student:

- The student assumes total responsibility for developing reading ability.
- The student reads without the use of a dictionary.
- The student usually chooses their own material and moves along at their own pace but must push themselves in order to show greater progress.

Advantages:

The students may develop a reading habit and gain more confidence in reading. It improves their attitude towards reading and they become more motivated to read. They feel more autonomous over their own learning and likely to take initiative to become independent readers. They become able to read for different purposes and also to change reading strategies for different kinds of texts. They become more aware of what is available to them to read and how to access materials. It expands sight vocabulary; acquire incidental grammatical competence even though it was not directly taught. It builds students background knowledge, increase reading comprehension and also overall language competence. Students are prepared for further academic courses because they have read large quantities.

Activity:

- An Extensive Reading program may be combined with writing or combined with speaking practice in a meaningful way such as when students discuss with each other the books they have been reading.

Challenges:

An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from Administration. Students need to have easy access to texts within their language proficiency level. An Extensive Reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels; students require a specialized library within their language proficiency range. They need texts that they can read without great use of a dictionary. It may be difficult to keep students challenged to read more difficult texts as the program continues.

Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged. Reading each student's journals and reports can be very time-consuming for teachers. Students who come from a culture in which literacy is not valued may be unwilling to participate in pleasure reading or may not get support at home. Some teachers prefer skills based program and do not feel comfortable with Extensive Reading. Some teachers are unaware of how to use Graded Readers and so, provide a limited range of activities for students, limiting their responses. Some teachers feel that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

Some people feel that if graded readers are used, they can give a false impression of the level of reading that has been achieved. They feel that some students may try "ungraded" materials too soon and may revert to using a dictionary to translate. Some people feel that students may place too much emphasis on the number of pages read instead of on the understanding achieved. Students that have only been exposed to Intensive Reading programs may not believe that Extensive Reading is a proper way to learn. Aeberscold (1997) reported that feedback from students in an Extensive Reading program indicated that they liked the choice but not the load.

1.3.3 Intensive and Extensive Reading Together

It is common for both approaches to reading to be used in the same class. For example, where extensive reading is encouraged, the teacher may have all the students read the same text so they can discuss the topic together or learn a specific skill such as writing an outline. In a class where intensive reading is mostly used, students may be asked to read texts of their own choosing to report back on, in either an oral or written format. In both approaches, it is not the nature of the skills that are of most interest but rather, the results.

1.3.4 Scanning

Scanning is a quick reading, focusing on locating specific information. It involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. It is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

When it is Used:

- Scanning is used often with technical, scientific or professional materials to locate specific information.
- Scanning is a valuable skill for second language learners to develop because often they do not require a detailed read of a text.
- There are many everyday uses for scanning, relevant to a purpose, such as reading a schedule.

Role of Teacher:

- The teacher selects passages that do include specific information.
- The teacher may use authentic materials that are commonly scanned in real life, such as the telephone directory, menus, and bus schedules.

- The teacher may ask students before they scan a text to note how the information is organized in the text.
- The teacher needs to remind students that as they read carefully to find the required information, they should pay particular attention to titles and keywords.

Role of the Students:

The students form questions before reading. What specific information are they looking for? They look for contextual clues. They try to anticipate what the answer might look like and what sorts of clues would be useful. They are aware of the graphic form that the answer may take, such as a numeral, a written number, a capitalized word or a short phrase that includes key words.

Activities:

- Activities may include exercises that are devised by the teacher in which students scan for a single word or specific text.
- Activities may include exercises that are often carried on as a competition so students will work quickly.
- Students use skills of prediction and anticipation. Students may use titles and tables of contents to get an idea of what a passage is about. They may activate prior knowledge about the topic of the passage by answering some questions or performing a quiz. They anticipate what they want to learn about by using titles, pictures, and prior knowledge. They also anticipate the contents of the text by using key words that may have been given to them by the teacher.
- It is an accepted view today that efficient readers are not passive. They react with a text by having expectations and ideas about the purposes of the text as well as possible outcomes. They reflect on expectations as they read, anticipate what will come next. In other words, they interact with the text.

1.3.5 Skimming

Skimming is a quick reading to know the general meaning of a passage. It is to know how the passage is organized, that is, the structure of the text and to get an idea of the intention of the writer.

Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after.

When it is used:

- Skimming is used when reading some general question in mind.
- Skimming is used in making decisions on how to approach a text such as when determining if a careful reading is desired.
- Skimming is used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.
- Skimming is used as part of the SQ3R method of reading, often for speed reading. This method involves the student in surveying, questioning, reading, reviewing and reciting.
- Skimming is used for the initial survey and for review.
- Skimming is a skill that a student may want to develop if they are planning to continue with academic studies. It is often used in reviewing for a test.

Role of the Teacher:

Before the students start reading, the teacher should guide students to ask themselves the following questions:

- What kind of audience was the text written for? Was it, for example, the general public, technical readers, or academic students?
- What type of text is it? Is it, for example, a formal letter, an advertisement, or a set of instructions?
- What was the author's purpose? Was it, for example, to persuade, to inform or to instruct?
- The teacher should make the following clear to students before assigning a skimming exercise:
 1. The purpose of the exercise
 2. How deeply the text is to be read.

Role of the Student:

- Students read through the text in the following manner:
 1. Read the title if any.
 2. Read the introduction or the first paragraph.
 3. Read the first sentence of each of the following paragraphs.
 4. Read any headings or sub-headings.
 5. Look at any pictures or phrases that are in boldface or italics
 6. Read the summary or last paragraph.

Activities:

- Students must locate facts that are expressed in sentences, not single words.
- Although speed is essential and the teacher often sets a time limit to the activity, skimming should not be done competitively. Students should be encouraged individually to better themselves.

- To improve skimming, readers should read more and more rapidly, to form appropriate questions and predictions and then read quickly
- To assess skimming, after the students have read and completed the assigned questions, further questions may be asked. If students can answer these questions correctly, it indicates they have read the text too closely.

1.3.6 Skimming and Scanning Together

Skimming and scanning are sometimes referred to as types of reading and at other times, as skills or techniques. Skimming involves a thorough overview of a text and implies a reading competence. Scanning is more a limited activity, only retrieving information relevant to a purpose.

Brown (1994) suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning."

Pugh (1978) suggested that since scanning is a less complex style of reading it can be introduced first. Skimming requires greater fluency and more practice is required, so it should be introduced later.

Often skimming and scanning are used together when reading a text. For example, the reader may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note.

Students need to learn that they need to adapt their reading and techniques to the purpose of the reading. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning.

1.4 Shared Reading and Guided Reading

Although they share similar elements, shared reading and guided reading are technically two different strategies used for different purposes (see figure 1.1). Shared reading is done with a large group of students of varying reading ability levels. The purpose here is to interact with the ideas found in the text or story. Guided reading is done with a small group of students of similar reading levels, students who have a similar skill deficit, or with one student. The purpose here is to work on specific reading strategies or skills. Both are valuable tools that can be used to enhance literacy instruction; however, like any tool, they should not be used all the time. Put another way, reading or guided reading should not be the sole means of reading instruction.

1.4.1 Shared Reading

Shared reading enables the whole class to share insights or enter into a common discussion around a book or text. Here students of all ability levels interact with new concepts, see new vocabulary words in authentic contexts, and engage in high level thinking and creative activities. Having a reading disability does not mean that students have a thinking disability. Students at all reading levels need to have opportunities to engage in these types of activities. In shared reading, students read along with the teacher; however, it is not round robin reading. (Round robin reading is where you go around the class and each student is asked to read a paragraph.)

Shared Reading – Interact with Ideas	Similarities	Guided Reading – Teach and Reinforce Skills
1. Whole class reads the same text.	1. Students share the same story or text.	1. A small flexible groups read the same text.
2. The goal is to interact with ideas; however, it can involve work on word identification, comprehension, and thinking strategies	2. Can be done with narrative or expository text.	2. The goal is to work on word identification, comprehension, and thinking strategies; however, it can involve interacting with ideas.
3. <i>Can</i> involve some amount of silent reading.	3. With younger students, use big books or picture books.	3. <i>Should</i> involve silent reading or whisper reading.
4. Interact with ideas first; teach skills second.	4. With older students, use (a) textbooks, (b) photocopied articles, (c) articles or text passages on an overhead, (d) articles or text passages on power point, or (e) articles or text passages on a computer or website.	4. Teach skills first, interact with ideas second.
5. Reading material is at or beyond students' instruction reading level.	5. Social interaction is important (one a whole class, small group, or pairs)	5. Reading material is at students' instructional level.
	6. Not the sole means of reading instruction.	
↑ differences		↑ differences

Figure 1.1 Compare-O-Graph: Shared Reading and Guided Reading

Primary grades:

In the primary grades shared reading is usually done using a picture book or a big book with students sitting together on a carpet in the front of the room. Here teacher reads while students simply listen. With big books use choral reading, echo reading, or have students read along silently as teacher points to individual words.

Intermediate grades and above:

In the intermediate grades and above, shared reading is usually done with a novel, textbook, magazine article, newspaper article, or even a website. And yes, shared reading is a strategy that is appropriate for middle school and high school. Text can be photocopied, put on an overhead projector, or displayed using PowerPoint. The important thing is that all students need to be able to see and read the text. Students then follow along as the teacher reads or they read the text silently to themselves. Choral and echo reading should not be used at this level.

Everybody-read-to (ERT):

Reading a large amount of text may be overwhelming for some students in a mixed ability shared reading experience. This silent reading strategy can be used with intermediate grades and above to alleviate this. Students are told to read to a particular point, usually one to four paragraphs at a time depending on the level. Examples:

- “Everybody read to the second paragraph on page 23. I’ll be asking you to identify one interesting or important idea. Look up when you have finished.”
- “Bilal seems to be angry. I wonder what will happen next. Read to the bottom of page 7 to find out. Raise your thumb when you finish so that I know.”

Students read silently to that spot and wait for your question or activity. Slower readers are usually able to get enough of the information to participate in the discussion. What they don’t read, however, they are able to assimilate through the discussion that takes place.

Planning a Shared Reading Experience:

The steps for planning a shared reading experience are as follows:

1. **Select and preview text to be read:**
Initially, the piece of text chosen should be relatively short. As you and your students become more comfortable with this process, longer texts can be used. For older students, look for text that’s related to a unit being studied or a book currently being read in a literature class.
2. **Decide on the type of reading material:**
Decide whether you will read a big book, picture book, photocopied text, text on overhead, text on PowerPoint, or website.
3. **Decide on the mode of reading:**
Listen silently, ERT, or a combination. For younger students there may be times to use choral reading or echo reading.
4. **Design a pre-reading activity:**
Use any of the pre-reading strategies described in this book to provide an overview and to engage students’ interest.
5. **Create structure and design questions and activities:**
Look for appropriate places within the text to stop (use ERT for older students). Design text-related questions or activities for use here. Students eventually learn to ask these kinds of questions themselves as they are reading.
6. **Design a post reading activity:**
Use the post reading activities to get students to interact with the text and with each other.

Questions for Shared Reading: Narrative Text

These questions are designed for shared reading experiences with narrative text.

To Preview:

- What do you think this story is about?
- What clues do you see in the title or cover of the book?
- What does the title tell us?
- What are some interesting things you see on the cover of the book?
- What do you know about _____?

To Check for Understanding:

- What is the story about?
- What is the problem?
- What do I want to know more about?
- What do I know about . . . ?
- What doesn't make sense to you?

To Associate:

- What are you thinking about right now? Why?
- What does this story remind you of? Are there events that are similar to another story or to events in your life?
- Who does this character remind you of? Is this character similar to another character you know in another story or in real life?

To Notice:

- What is an interesting description that you noticed?
- What new or interesting word did you notice?
- What important story clue did you notice?

To Elaborate:

- How might you make that sentence more interesting?
- What kind of character would you add to the story?

To Predict-Verify-Decide:

- What's going to happen next?
- What are some important clues? (Use the predict-o-graph)
- How do you think this story will end?

To Infer:

- What does this tell us about that character?
- Based on story clues, what happened before/next?
- How does _____ feel about _____?

To Imagine or Visualize:

- What do you image this (person, place, or thing) looks like?
- What does this scene look like to you? What are some things you would see if you were there? What picture is painted in your mind?

To Summarize:

- What are the important events that have happened so far?
- What's happened so far? Who did what?

To Decide:

- What do you think _____ should do?
- How might _____ solve this problem?
- What would you do if you were _____?

Questions for Shared Reading: Expository Text

These questions are designed for shared reading experiences with expository text.

To Preview:

- What do you think this chapter/article is about? What clues do you see in the title or cover of the book?
- What does the title tell us?
- What are some interesting things you see on the cover of the book?

To Check for Understanding:

- What is this chapter about?
- What are three important ideas?
- What do you want to know more about?
- What do I know about . . . ?
- Should we reread the paragraph?

To Elaborate and Connect:

- How might you restate that sentence?
- How could it be stated more clearly?
- How might you make that sentence more interesting?

Questions for during Reading:

- What things are a little fuzzy?
- How else do you think _____ could be applied?
- How could _____ be changed, modified, or elaborated?
- What are the main parts of _____?
- How would you compare this to _____?
- What's the main idea in this paragraph?

To Summarize:

- What are the important ideas so far?
- What do you hope to learn more about?
- How would you explain _____?
- How would you define _____?

1.4.2 Guided Reading

Although there are differing interpretations of guided reading, most would agree that it is a strategy used to help individuals or small groups of students work on a particular skill or skills. These skills include word identification, comprehension, and thinking strategies.

Planning a Guided Reading Experience:

The steps are as follows:

1. **Identify students and instructional needs:**

The groups used for guided reading are formed based on a skill deficit the teacher has observed during reading conferences or at other times. Thus, the students in each group vary from session to session based on need. Guided reading groups are small and flexible, and comprise one to eight students (although smaller is better). Keep the sessions focused and purposeful by identifying a specific skill or skills to learn or practice. Do not try to teach too many skills in one guided reading session.

2. **Identify suitable text at approximate instructional level:**

The text used should be as close to students' instructional reading levels as possible. This means they can read approximately 90 percent of the words.

3. **Decide on the type of reading material:**

Liked shared reading above, you could use big book, picture book, photocopied text, text on overhead, text on PowerPoint, or text found on a web-site (if everyone has access to a computer). However, most of-ten students have a physical copy of the text in front of them (an actual book or photocopy of a book or article).

4. **Design pre-reading activities:**

Pre-reading activities are de-signed to get students ready to read the upcoming selection. The goal is to model and teach the types of strategies that efficient readers use before they read. Below are pre-reading activities that can be used for expository text and narrative text.

Pre-reading Activities for Expository Text:

Paragraphs

- Read the first and last paragraph.
- Students identify what they know about the topic.

Title and Headings

- Examine the title and heading.
- Students identify what they know about the topic.
- Students whisper read or read silently.
- Create an outline of chapter content.

- Review.
- Students identify what they know about the topic.
- Students whisper read or read silently.

Pre-teach

- Pre-teach important concepts that students will read.
- Students whisper read or read silently.

KWL

- Students list what they know (K) about topic.
- Students list what they want (W) to know about topic.
- Students whisper read or read silently.
- After reading, students list what they have learned (L).
- Students make necessary connections to what they know (K).

Activate Background Knowledge

- Students identify what they know about the topic.
- Ideas are listed on the board.
- Students whisper read or read silently.

Pre-reading Activities for Narrative Text:

Preview/Overview

- Provide a general overview of the story (like a movie preview).
- Set the hook (“Read to find out what happens when.”).
- Students whisper read or read silently.

Outline

- Create an outline of story events.
- Review.
- Students make predictions.
- Students whisper read or read silently.

Story Map

- Create a story map of important events.
- Review.
- Students whisper read or read silently.

Introduce Characters

- Identify important characters.
- Provide brief description.
- Students whisper read or read silently.

Story Grammar

- Identify important characters.
- Identify problem or issue.
- Identify setting.
- Set the hook (“Read to find out how they solve this problem”).
- Students whisper read or read silently.

Predicting

- Provide general overview.
- Teacher reads to important event.
- Ask students to predict what will happen next.
- Students whisper read or read silently.

5. Create structure and design instruction:

Look for appropriate places within the text to stop for instruction and modeling of specific skills. Instruction should be designed to teach word identification skills, comprehension skills, or thinking strategies (shown below). Focus on one to three skills or strategies in each guided reading session.

Comprehension Skills

Pre-reading Comprehension Skills

- Preview/Overview
- Web and Brainstorm
- Outline and Brainstorm

During-Reading Comprehension Skills

- Paragraph Reread
- Read and Pause

Post-reading Comprehension Skills

- Article Reread
- Webbing and Outlining

Thinking Strategies

- Predicting (predict-o-graph)
- Inferring (infer-o-graph, character map, person chart, head chart)
- Comparing (compare-o-graph, comparing T-chart, comparison chart, attribute chart)
- Summarizing (story maps, story grammar)
- Analyzing (story analysis, plot profile, orderizer)
- Determining cause-effect relationships (cause-effect-o-graph)
- Finding supporting ideas (support-a-statement, web)
- Making connections or associations (double journal entry, head connector, adjective fun, CPS, MEA)
- Evaluating (evaluation/critique)

Decide on the Mode of Reading:

Usually, students will read the text in one of three ways: (a) follow along silently as the teacher reads aloud, (b) read the text silently to themselves, or (c) whisper read allows you to listen in. There may be times with younger students when it is appropriate to use the following: (a) buddy reading where students pair up with a partner and read sections out loud to each other, (b) choral reading, and (c) echo reading. Choral and echo reading can be used to develop reading fluency. As always, adopt and adapt to meet the needs.

1.5 Conclusion

In this introductory unit an overview of the reading skill was discussed. It has been pointed out that in language learning processes all four skill i.e. reading, writing, speaking and listening are involved. It is necessary to develop reading habit in students for better reading. Reading technique like intensive extensive skimming and scanning were described in detail. Shared reading is arranged with a large group of students having varying reading ability levels. The purpose of shared reading is to interact with the ideas of text or story. Guided reading is for a small group of students with similar reading levels. The students having similar skill deficit, are engaged in guided reading. The purpose this reading is to work on specific reading strategies or skills.

1.6 Activities

1. Discuss the definition and relation of reading skill with a English teacher and write what you understand.
2. Prepare a chart comparing reading Techniques.
3. Ask some students about their reading habit and compare them.

1.7 Self-Assessment Questions

1. What is language learning processes with respect to four skills?
2. How can reading habit be developed, discusses in detail?
3. What is intensive reading its characteristics and role of teacher?
4. What is extensive reading, discuss in detail?
5. Define skimming and scanning also compare their two reading techniques?

1.8 Bibliography

- Aebersold, Jo Ann & Field M. L. (1997) "From Reader to Reading Teacher", Cambridge: Cambridge University Press.
- Allington, R. (2006) "What Really Matters for Struggling Readers: Designing Research-based Programs" (second ed.). Boston: Allyn and Bacon.
- Brown, Douglas (1994) "Teaching by Principles: an Interactive Approach to Language Pedagogy", Upper Saddle River, Prentice Hall Regents.
- Chomsky, N. (1968). "Language and Mind" Orlando", Fla: Harcourt, Brace & World.
- Day, R.R. & Bamford, J. (2002) "Top Ten Principles for Teaching Extensive Reading", Reading in a Foreign Language, Vol. 14, No. 2, <http://nflrc.hawaii.edu/rfl/October2002/day/day.html>
- Kauchak, D., & Eggen, P. (1998) "Learning and Teaching: Research-based Methods" (third ed.). Needham Heights, Mass.: Allyn and Bacon.
- Nuttall, Christine (1982) "Teaching Reading Skills in a Foreign Language", London: Heinemann Educational Books. (new edition available 1998)
- Pugh, A.K. (1978) "Silent Reading - An Introduction to its Study and Teaching", London: Heinemann Educational Books.

Unit-2

STRATEGIES TO TEACH READING

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	29
Objectives	29
2.1 A Balanced Reading Program.....	30
2.2 Recognizing New Words	30
2.3 Graded Word Lists.....	32
2.4 Fry Readability Formula and Graph	34
2.5 Developing Love for Reading.....	35
2.6 Language Experience Approach	37
2.7 Reading Attitude Surveys	38
2.8 Context Clues.....	39
2.9 Word Walls	43
2.10 Orderizer	44
2.11 Using Familiar Words, Experiences and Concepts.....	45
2.12 Last Word.....	45
2.13 Morphemic Analysis	46
2.14 Group Reading.....	48
2.15 Conclusion	50
2.15 Self-Assessment Questions	50
2.17 Bibliography	50

INTRODUCTION

Reading is to decode, interpret and identify the words in printing form or text. It is to articulate, speak or pronounce the words. Students learn differently, in different ways, and at different rates in the same class. Thus, in learning to read, some students need a little more of one thing while others need a bit more of an-other thing. Trying to push all students through the same reading program will result in the slowing down growth of some and the frustration of others. This practice is called teaching the program and not students. Effective teachers always try to teach students not like factory workers who teach the program. Whenever and how much is possible, strive to be a teacher, not a factory worker.

OBJECTIVES

After reading this unit, you will be able to:

1. Recognize new words.
2. Establish a base line for reading.
3. Develop love for reading.
4. Evaluate reading attitude.
5. Morphemic analysis.

2.1 A Balanced Reading Program

In a balanced reading program the number one priority is to help children fall in love with books. After this, reading instructions are easy to convey to the students. Conditions are created to enable students to learn to read. Teachers do not teach the students to read as much as they create the conditions for reading. However, the students can learn to read in these conditions according their style. Some students learn to read in spite of what the teachers want to them. Instead of calling it reading class, it is reading practice. Reading is not just sounding out letters rather it is creating meaning with print. It is not just pronouncing words.

2.2 Recognizing New Words

There are multiple ways to recognize new words. Phonics is just one of six ways to recognize new words. These six word recognition strategies are:

- **Context clues.** Figuring out what the word is by looking at what makes sense in the sentence.
- **PSR/morphemic analysis.** Figuring out what the word is by looking at the prefix, suffix, or root word.
- **Word analysis/word families.** Figuring out what the word is by looking at word families or parts of the word you recognize.
- **Ask a friend.** Turn to a friend and say, “What is this word?”
- **Skip the word.** If you are still creating meaning, why stop the process to figure out a word?
- **Phonics.** Using minimal letter cues in combination with context clues to figure out what the word is.

There are lots of reading practices to improve reading skill. No one would expect to get better at playing without practicing. In the same way, all students get better at reading by practicing it. Time set aside for silent reading is one of the best things you can do to promote and enhance reading (Cunningham & Allington, 2007). A student might start with the following generally guidelines: fifteen to thirty minutes a day in primary grades; thirty to sixty minutes in intermediate grades, forty to ninety minutes in middle school and high school. Younger children might only be able to focus for ten to fifteen minutes. Once they learn that reading is something they will do every day and that it is a pleasurable experience, they will be able to read for longer periods of time.

Students should be guided to choose easy books for reading at earlier stage. As adults, they should not choose challenging material to read rather pleasurable one. Inviting students to sometimes read easier material reinforces the pleasurable aspects and enhances reading fluency. Children need to be able to practice reading by choosing easy books to read (Zemelman, Daniles, & Hyde, 2005).

Students are allowed to make choices about reading material. Can you imagine, as an adult, if you could only read what people assigned you to read? What would it be like if you couldn't go into a library and look for a book that interested you? Choice is one of the most powerful motivators for reading and needs to be included in any reading program (Zemelman, Daniles, & Hyde, 2005). However, this doesn't mean total choice all the time. Rather, there are three continuums of choice: First, a choice within a sample. Example: "We've got five books we're going to read this week. You can choose the one that you wish to read." Second, choice within a category. Example: "This month we're looking at historical fiction and historical nonfiction. You can select any book related to the Civil War." Third, total choice. Example: "Find a book that you would enjoy reading." Authentic literacy activities should be used most often—instead of contrived skills worksheets. There is nothing wrong with worksheets, as long as these aren't the only thing you use. If you look through a basal teacher's manual you'll notice that a lot of the worksheets have absolutely nothing to do with enjoying the story or helping students to create meaning with text. Part of your responsibility as an intelligent and creative teacher of reading is to save your students from these contrived sorts of activities.

Teachers are allowed to make choices about their students. They know what the students want to read, how to read, when to read and how long to read. For this purpose schools need creative and intelligent teachers. Teachers are often denied the ability to use their creativity and intelligence in designing learning experiences. When teachers are allowed to make decisions related to teaching and learning, student achievement is enhanced (Sweetland & Hoy, 2002). However, with freedom comes responsibility. Teachers must then be responsible for making effective decisions in relation to teaching and learning.

Seat work should not be used to simply keep students busy. In past students were given seat work to keep them busy while the teacher worked with a small group. This sort of busywork was often meaningless and had more to do with measuring students and keeping them silent (passive) than helping them enjoy good books or create meaning with text. In an effective literacy environment students spend most of their time reading, writing, and talking about literacy.

Voluntary reading should be promoted in the class. Voluntary reading is the reading children do at home or on their own when they are not required to do so. This is related to helping students fall in love with reading and to providing lots of reading practice and opportunities for sustained silent reading. The amount of reading children do is related to fluency, comprehension, and achievement (Allington, 2006).

Round robin reading is avoided. Round robin reading is the practice of going around a circle or room and calling on children to read sections out loud. This is a silly practice that does more to discourage and humiliate nonreaders than to help them. Also, it slows down the reading process and decreases comprehension. But most important, this is not what real-life readers do.

2.3 Graded Word Lists

Graded word lists are lists of words used to indicate the approximate grade level at which a student is reading. Common types of word lists are Dolch word lists and Fry word lists. Graded word lists are to be read orally, and thus, can be used with only one student at a time.

To use them:

1. Give students a list that is slightly below their grade level teacher thinks they may be at.
2. Students read the list out loud (see figure 2.1). You should have a duplicate of the list used to keep track of words read correctly and to note decoding errors.
3. Do nothing to the words that students recognize immediately. These are sight words or words they recognize without having to use letter cues or needing to sound them out. Students receive one point for these words.
4. Put a ✓ mark next to the words that students must decode or sound out, or words that they read correctly at first but immediately fix. They receive half a point for these words.
5. Circle the words that students cannot read or that are decoded incorrectly. They receive zero points for these words.

In figure 2.1 the points shown at the bottom are used to determine the student's reading level. There are three levels:

<p>(Grade 1)</p> <ol style="list-style-type: none"> 1. here ____ 2. down ____ 3. then ____ 4. how ____ 5. saw ____ 6. pocket ____ 7. hello ____ 8. aunt ____ 9. never ____ 10. puppy ____ 11. could ____ 12. after ____ 13. hill ____ 14. men ____ 15. gone ____ 16. ran ____ 17. gave ____ 18. or ____ 19. way ____ 20. coat ____ <p>Number Correct _____</p> <p>Total: _____</p>	<p>(Grade 2)</p> <ol style="list-style-type: none"> 1. ten ____ 2. poor ____ 3. city ____ 4. teacher ____ 5. turn ____ 6. fight ____ 7. because ____ 8. soft ____ 9. open ____ 10. winter ____ 11. joke ____ 12. different ____ 13. say ____ 14. quiet ____ 15. sister ____ 16. above ____ 17. seed ____ 18. thought ____ 19. such ____ 20. chase ____ <p>Number Correct _____</p> <p>Total: _____</p>	<p>(Grade 3)</p> <ol style="list-style-type: none"> 1. trail ____ 2. stream ____ 3. beach ____ 4. snake ____ 5. lift ____ 6. cabin ____ 7. bless ____ 8. rooster ____ 9. journey ____ 10. treasure ____ 11. hero ____ 12. beyond ____ 13. moan ____ 14. glitter ____ 15. impossible ____ 16. shot ____ 17. island ____ 18. manage ____ 19. receive ____ 20. automobile ____ <p>Number Correct _____</p> <p>Total: _____</p>	<p>(Grade 4)</p> <ol style="list-style-type: none"> 1. stove ____ 2. government ____ 3. program ____ 4. grape ____ 5. favorite ____ 6. blizzard ____ 7. noon ____ 8. greet ____ 9. sport ____ 10. rumble ____ 11. tropical ____ 12. language ____ 13. expert ____ 14. nervous ____ 15. starve ____ 16. voyage ____ 17. silence ____ 18. scamper ____ 19. prairie ____ 20. moccasin ____ <p>Number Correct _____</p> <p>Total: _____</p>
---	---	--	--

Scoring Guide for Graded Word Lists		
Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

Figure 2.1 Graded Word Lists for Grades 1–4

Establishing a Baseline for Reading

Independent level:

At this level the students can read unassisted. They are generally able to read 98 percent or more of these words. You want to find books at this level for the student to use in pleasure reading or reading independently.

Instructional level:

At this level the students can read with some assistance. They are generally able to read 90 to 97 percent of these words. This is the level of reading material you want to use for reading instruction. Here you will need to provide some assistance such as a story map, vocabulary help, or a story preview.

Frustration level:

At this level the students cannot be successful even with a lot of teacher help. They are able to read less than 90 percent of these words. Avoid this level. Some people mistakenly think that challenging students will help them progress faster. Instead, you end up with frustrated learners who learn that they can't learn to read.

2.4 Fry Readability Formula and Graph

The most widely used formula to determine grade level of reading material is the Fry Readability formula. To determine the grade level of a piece of reading, use the following steps:

1. Randomly select three hundred-word passages from a book or an article. Count exactly hundred words. Don't count numbers in the text, but do count proper nouns.
2. Find the number of syllables in each hundred-word selection. Figure the average number of syllables per hundred words for all three passages. Add the three totals and divide by three.
3. Find the number of sentences in each hundred-word selection. If the hundred-word count ends in the middle of a sentence (it most likely will), estimate the length of the sentence to the nearest tenth (1/10). (Example: 7.3 sentences per hundred words.) Figure the average number of sentences per hundred words for all three passages. Add the three totals and divide by three.
4. Look at the results of your three samples and figure the average syllable and sentence count.
5. Use the graph to find the approximate reading level.

As described above, once you find the approximate reading level, have the student read a fifty to one-hundred-word sample. Divide the number of words pronounced correctly by the total number of words. Use the percentages described above (independent, instructional, and frustration levels) to determine the approximate reading level.

2.5 Developing Love for Reading

A teacher's or tutor's number one job is to help children fall in love with books. Once this is done 98 percent of reading instruction is complete. However, to do this, you must have good books for them to read. What's a good book? A good book is any book that a student enjoys and wants to read. Here are few very simple ways to help children develop a love of reading.

Selecting a Book:

Often, younger students will pick out a book they like, but get frustrated when they find it is too hard for them to read. Tell students that it is okay to choose a book that seems easy. They read for fun, so they want to find easy books. To see if a book is at about the right level, teach students to read the first paragraph and the last paragraph of the book. If they can read these paragraphs and they seem to make sense, then the book is at about the right level.

High/Low Books:

High/low books are high interest/low vocabulary level books. These are good for students in fourth grade onward to middle grade level but don't want to be seen reading baby books.

Comic Books:

Comic books and cartoons are other great sources of reading material for young, reluctant readers. With comic books, students can use the pictures to carry the story. Also, use newspaper comic strips and cartoons. Again, these are highly visual, enabling the student to use picture cues as well as word cues to read.

Graphic Novels:

Graphic novels are a cross between stories and comic books. They are essentially comic strips in book form or chapter books in comic strip form. Because of the visual emphasis, these can be highly motivating for some students.

Share Interests in Books

There are many very well-written picture books, chapter books, and young adult literature. Teachers should be encouraged to discover this world so that they are able to share with their students what they find funny or interesting.

Share your Reading Interests:

When appropriate, share your reading interests and experiences with students. Let them know the types of books you like to read. Tell them what you are reading and why you like it or don't. Let them know that it is okay not to like a book and it is

perfectly acceptable to abandon it in favor of something more enjoyable. Students need to see adult models interacting with and talking about books.

Book Talks:

Book talks work best in a classroom or small tutoring group. Here a student simply stands up and tells about a book he or she has read. However, these are not book reports. They're also not quizzes designed to see if students have read or comprehend the book. Instead, they're just talks about books and should last anywhere from fifteen seconds to two minutes.

The two rules for book talks are that students must have read the book and they must have and hold the book while they are talking. Book talks are a simple yet highly motivating way for students to hear what others are reading. In this way, students get ideas for what they might like to read next.

In your classrooms, do no more than three book talks a day. Keep a calendar of some sort for students to sign up. Make it a requirement for every student to do at least one book talk every month or once during the quarter. If you want to make this a part of your grading system, give students full points for simply doing the book talk.

Book Posters:

Just like movie posters, encourage students to create book posters for books they like.

Evaluation/Critique:

This is a strategy where students evaluate a book very much like a movie critique evaluates and rates a movie. Student evaluations and recommendation lists should be placed on a bulletin board or wall where everybody can see them.

Recommended Book Lists:

There are many organizations that publish lists of children's and young adult books that have been recommended by teachers, students, and librarians. A teacher can create his own top 10 to 20 book list. The conversation that takes place as children discuss the merits of each book is much more important than the actual list. These lists can be used to give you and your students a sense of what others have found to be good books.

Teacher Read-Aloud:

Read a book out loud to your students every day. This is another simple yet effective way to draw children into books. It can also be effective in helping

children settle down so that they are able to concentrate after a recess or at the beginning of a reading class. The read-aloud need not be more than five to ten minutes a day. Use chapter books to enable students to follow a character or storyline over time.

Regular Trips to the Library:

Whether at home or at school, weekly trips to the library bring children into regular contact with good books.

Create Books using Students' Stories:

As part of being a literacy teacher, you are also involving your students in the act of writing on a regular basis. Students should be writing about their experiences. They should be expressing their thoughts, feelings, and observations. Students love to read the stories written by students their age. After these stories have been edited, collect them and create books for the classroom. You can create books by individual students, by theme or subject, or simply create random collections of students' writing. Encourage students to create pictures to accompany their stories or look for pictures from the Internet to download and paste into their stories. As well, encourage them to tell their stories by creating graphic novels or comic strips.

2.6 Language Experience Approach

The language experience approach to reading instruction helps students to make personal connections to what they read. This is because it is built directly on their personal experiences. This can be done as a class, in small groups, or individually. The steps are as follows:

1. After having an experience, ask students to tell you about the experience.
2. Capture their words on an overhead, front board (white or chalk), a computer, PowerPoint screen, or, for individual students, on a sheet of paper. For example, if a teacher is working with an individual student, he may ask the student to tell him about something that he/she did over the week-end. Teacher will then write down his/her words (as close as possible to her telling of the story), including idioms and slang. When working with a group or a whole class, ask students for ideas about a common experience and then record them using their words. This common story becomes the basis of their reading instruction. This common story could then be used as the basis for reading practice or for choral or echo reading in order to develop fluency.
3. Create books by collecting the stories and experiences of many students. Again, students love to read the stories written by students their age. You can save these stories from year to year. You can also put these stories in PowerPoint and include pictures.

2.7 Reading Attitude Surveys

You can become a better reading teacher by understanding what and how your students like to read. Do this by designing your own reading attitude survey. Use any of the questions below for your survey (include your own questions or adopt and adapt the ones below).

Interest Inventory

- Always-5, Often-4, Sometimes-3, Seldom-2, Never-1
- I borrow books from the library or school. ____
- I read things on the Internet. ____
- I read before I go to bed. ____
- My parents read to me. ____
- I read parts of a newspaper. ____
- I enjoy reading class. ____
- I read magazines. ____
- I read for enjoyment. ____
- I read because I have to. ____
- I read outside of school. ____

Open-Ended Reading Questionnaire

- Reading books at home is . . .
- The best book I ever read was . . .
- Reading is hard when . . .
- Most books are . . .
- When I see a library I . . .
- Reading class is . . .
- I think reading . . .
- When my teacher reads a book to us I . . .
- I think the newspaper is . . .
- My favorite magazine is . . .
- Some of my favorite books are . . .

Reading Survey

- Reading is my favorite subject in school. Yes ____ No ____ Sometimes ____
- I usually understand what I read in books.
Yes ____ No ____ Sometimes ____

Develop a Love of Reading

- I have read some very enjoyable books.
Yes ___ No ___ Sometimes ___
- I like hearing about what other students are reading.
Yes ___ No ___ Sometimes ___
- I like to hear my teacher read stories out loud.
Yes ___ No ___ Sometimes ___
- I like to borrow books from the library.
Yes ___ No ___ Sometimes ___

Open-Ended Survey

- In reading class I'd like to . . .
- I read because . . .
- The kind of book I'd really like to read would be . . .
- Reading in school would be more interesting if . . .
- Reading is sometimes difficult because . . .
- I would like to read about . . .
- I'd like to read more . . .
- I'd like to read less . . .
- When I read I have to . . .
- Reading class is interesting when . . .
- When reading, I am successful when . . .

School Attitude

- School is . . .
- I wish teachers would . . .
- Going to school is . . .
- To me, homework is . . .
- When I finish high school I will . . .
- When I take my report card home . . .

Reading Process

- When I have to read . . .
- When I read math problems . . .
- I like to read when . . .
- For me, studying is . . .
- Reading science . . .
- I'd read more if . . .
- When I read out loud . . .
- Reading is . . .
- I cannot read when . . .
- When reading new words I . . .
- I read better when . . .

Reading Interests

- To me, books . . .
- I like to read about . . .
- I'd rather read than . . .
- Comic books are . . .
- I like reading about . . .
- I don't want to read about . . .
- The best thing about reading . . .
- I laugh when I read about . . .
- I want to read more . . .
- One of the best books I've ever read is . . .

Reading Class

- In reading class I like . . .
- In reading class I don't like . . .
- In reading class I wish we would do more . . .
- This helps me learn to read . . .
- I like reading these kinds of books . . .
- I like reading these kinds of things . . .

Writing/Language Arts

- In our writing (language arts) class I like . . .
- In our writing (language arts) class I don't like . . .
- In our writing (language arts) class I wish we would do more . . .
- In our writing (language arts) class I wish we would do less . . .
- In our writing (language arts) class I would like to write more . . .
- In our writing (language arts) class I would like to write fewer . . .

Use no more than four to six questions for an open-ended survey or ten questions for a close-response survey. Give the survey and then organize and tally the results. This will help you understand your students and design more appropriate reading experiences. You might also organize and display the results in a way that students can see and assimilate. For example, when looking at the open-ended questions, look for categories or top responses for each. And finally, students always appreciate being asked. A survey like this demonstrates to them that you are interested in their ideas and that you want to create a successful and interesting reading experience.

2.8 Context Clues

Most mature readers use context clues to recognize unknown..... in a sentence. Most of you automatically filled in “words” in the blank in the previous sentence. This is a cloze activity. It is a sentence with one word missing. For very low level readers, provide one letter clue. It could also be a paragraph with one or more words missing in each sentence. Students use the context of the sentence or paragraph to identify the missing or unknown word. Here is an example of a cloze sentence:

- **At school I sit in my _____.**
or
- **At school I sit in my d_____.**

Cloze Activities:

Cloze activities help students learn to use context clues to identify un-known words as they read. These activities can be done individually or with groups of students. Keep it fun and relatively brief. Tell students that they are playing detective and looking for clues to figure out the missing word.

It is most effective to create sentences that are about or directly related to students. Teacher can also create sentences related to what students are reading or studying about. This produces a more meaningful reading experience and makes learning to read easier and more interesting.

1. Present the sentence with the word covered up (or missing) on a whiteboard or a piece of paper. If teachers are using a big book, charts, or paper for your sentences, cover the word with a 3x5 card and a piece of tape or sticky notes.

On the way to school Jahazeb fell in the _____.

3. Ask students, “What word would make sense in this sentence?” Write two or three of their ideas on the board or paper. It is okay to get a little silly with this. (Jahanzeb fell in the lake. Jahanzeb fell in the pudding. Jahanzeb fell in the hole. Jahanzeb fell in the ice cream.)
4. Uncover the first letter and ask, “Do you want to change your mind?”
5. Uncover the second letter and again ask, “Do you want to change your mind now?” By this time most students will have figured out the word.
6. Reread the complete sentence and ask students if the sentence makes sense. Remember, this should be a simple activity using one to four sentences and lasting no more than eight to ten minutes. Its purpose is to develop students’ ability to use context clues. Real practice and development of this skill comes from their independent reading of books that they have chosen.

Word Box

You can vary the cloze activity by creating a paragraph with a word box:

Jahanzeb ran upstairs to his _____ to look for his shoes. He couldn't _____ them anywhere. Next, he _____ in the closet. This is where he saw the big, horrible _____. He ran out of there as _____ as he could.

Word Box: monster, find, looked, fast, bedroom

The benefit of the paragraph is that it provides a more authentic reading context. Students are more apt to read paragraphs than single sentences in the real world. Also, the student is able to use the context of the entire paragraph to help find the right word.

Maze

A maze is a sentence with two or three alternative words. The student must circle the word that makes the most sense in the sentence:

Jahanzeb loves to [plan-play-put] basketball. Every day after [school-scoop-skip] he goes right to the basketball [can't-coop-court].

Like cloze sentences, a teacher can create a more meaningful experience by designing his own sentences around students' interests and experiences. These usually result in a more powerful learning experience. Within a school setting, a teacher can also use maze and cloze activities to reinforce words and concepts found in students' reading material or used in other curriculum areas. For example, he could design them to reinforce vocabulary and concepts from science, social studies, health, math, or other subject area classes.

Context Clues while Reading

On those occasions when students read out loud, encourage them to use context clues instead of phonetic or letter cues. For example, if they get stuck on a word don't automatically say, "Sound it out." This actually makes reading harder because students must now try to hold all the letters and sounds in their limited short-term memory instead of holding a few ideas. Instead say, "What word makes sense in this sentence?"

Keep it simple. Keep it short. Keep it fun. Doing cloze activities is a means to an end (reading); it is not an end in and of itself.

Word analysis is a skill that helps students to identify unknown words by looking for familiar word parts. For example, let's say you encountered the following sentence:

Sam's met cognitive skills helped him read and understand his text-books.

Let us pretend also that student is not familiar with the word meta cognitive. Are there any parts of this word that do recognize? He/she might recognize meta, and cognitive. He can probably pronounce the word, but what does it mean? The sentence itself gives us a clue. It tells us that meta cognitive skills are ones that help you comprehend textbooks. Cognition means thinking. Meta means above or about. Meta cognition means thinking about thinking. In this sense, it means stopping and checking to see if you understand. Let us read the sentence to see if that makes sense.

Sam's meta cognitive skills (stopping to check for understanding) helped him read and understand his textbooks.

Yes, it does make sense. So, students were able to use both context clues and word analysis to recognize and then figure out what that word might mean. This is the same process teachers should use to guide young readers if they are stuck on a word while reading:

1. Ask what word would make sense in the sentence (context clues).
2. Ask if there are parts of the word that are recognized. For ex-ample, if Jahanzeb got stuck on the word flip when reading, teacher would ask him, "Is there any part of this word that you do recognize? Do you see any word parts or word families?" Teacher would then help him see the fl beginning blend and also the ip word family.
3. Using the word parts to make the word.
4. Reread the sentence using the new word.
5. Check to see if it makes sense.

In the old days when children encountered a word they did not recognize teachers would demand that they sound it out. However, this should be the last option. Using context clues and looking for familiar word parts are both more efficient than sounding out every individual letter. These strategies enable the reader to focus on the context or on parts of the word.

2.9 Word Walls

As the name implies, word walls are words that are displayed on a wall or bulletin board. More specifically, these are words on butcher paper, poster, or on a bulletin board that are somewhat permanent. The words are grouped by word family, letter pattern, or subject and can be referred to word analysis and used in a variety of ways (Cunningham & Allington, 2007). Below are some of the many different types of groupings that can be used with word walls:

1. Phonograms or word families.

ou - about - doubt - pout - route – stout

in - tin - bin - kin - fin - pin - win

2. **Vowel sounds.**
Short a - hat - ant - apple
Short i - tin - tip - igloo
Short u - up - fun – us
3. **Words we confuse.** their –
there - they're too - two – to
4. **Words we often misspell.**
separate - necessary - about - tomatoes - potato - model
5. **Subject-related words.**
Space words - rocket - asteroid - planet - universe - moon –
comet - Mars - atmosphere
6. **Words from a book students are reading.**
Harry Potter words - magic - castle - wand - gown - castle –
angry - friends - game - study
7. **Big, interesting, or astonishing words.**
compliment - plethora - accomplishment - recognize –
incredible - down-loading – sortie

2.10 Orderizer

This post reading activity asks students to put things in order based on a variety of criteria (not simply chronological order). Below are some of the criteria that can be used for putting events, characters, or things found in stories in order (you're limited only by your imagination):

- Most important to least
- Chronologically
- Most like you to least like you
- Funny to not funny
- Real to unreal
- Expensive to cheap
- Interesting to boring
- Happy to sad
- Good to evil
- Wise to silly
- Healthy to unhealthy
- Magical to ordinary
- Friendly to mean

- Practical to impractical
- Dangerous to safe
- Imaginative to unimaginative
- Innovative to ordinary
- Dark to light
- Near to far
- Old to new
- Most expensive to least expensive
- Big to little
- Good decision to poor decision
- Pragmatic to nonsensical
- Nice to not nice
- Wide to skinny

2.11 Using Familiar Words, Experiences, and Concepts

Using word analysis or word families is much more effective if the word is in students' vocabularies. In this way they are encountering words they know but don't immediately recognize.

It is much easier for children to read if they're encountering words in text that are also in their vocabulary and if they're reading about something they know about or have experienced.

It is hard to create meaning when the text you are reading is filled with meaningless words and concepts. It is much harder to learn to create meaning with meaningless words and concepts. And if you are not creating meaning, you're not reading.

What this means for low level readers is that the reading material we choose to use for their reading instruction or tutoring experiences should contain words with which they are familiar and concepts that they have experienced. At the very least, the words they read should be within their Listening vocabulary.

2.12 Last Word

There are several strategies that can be used to develop students' ability to use word parts as a strategy to recognize unfamiliar words. Again, these are all means to the greater end, which is reading and enjoying good books. When students are reading orally and get stuck on a word, teacher can do the following:

1. Ask the student what word makes sense within the sentence.

2. Ask the student if he or she recognizes any parts of the word.
3. Ask the student to use the first letter of the word to give him or her clue.
4. Ask the student to sound out the word (using phonics to un-lock the word).
Using phonics for each individual letter should be the last option

2.13 Morphemic Analysis

Prefixes, Suffixes, and Root Words

Morphemic analysis is a fancy way of saying that you recognize unknown words by looking for familiar prefixes, suffixes, or root words (PSR) in them.

Prefixes and Suffixes

Harp and Brewer (2005) suggest that formal instruction with prefixes and suffixes should begin when students are reading at the third-grade level. But this instruction should be rather limited since we don't encounter many different prefixes when we read. White and colleagues found that the four most common prefixes are used in about 65 percent of all the words used in school (White, Sowell, & Yanagihara, 1989). Likewise, the three most common suffixes appear in approximately 64 percent of all the words used in school. The lists below show the rank and approximate number of prefix and suffix words that children will encounter in their reading.

Prefix Words

un – 782, re – 401, in, im, ir, il, not – 313, dis – 216, en, em – 132, non – 126, in, im, in, or into – 105, over (too much) – 98, mis – 83, sub – 80, pre – 79, inter – 77, fore – 76, de – 71, tran – 47, super – 43, semi – 39, anti – 33, under (too little) – 25, All others – 100

Suffix Words

s, es – 673, ed – 435, ing – 303, ly – 144, or – 95, ion, tion, ation, ition – 76, ible, able – 33, al, ial – 30, y – 27, ness – 26, ity, ty – 23, ment – 21, ic – 18, ous, eous, ious – 18, en – 15, er (comparative) – 15, ive, ative, itive – 15, ful – 14, less – 14, est – 12, All others – 160.

For teachers and tutors, it makes sense then that only the top four pre-fixes and the top three suffixes be the initial focus for instruction. Also, keep in mind that prefixes and suffixes are often not very reliable in terms of their meaning and spelling. For example, reload has a “re” prefix but re-peat does not. Immature has an “im” prefix but important does not. Thus, prefixes and suffixes should take some, but not a great deal, of your instruction time. Most of your instructional

time and practice should focus on sight words, context clues, word families, phonics, language experience approaches, writing, and reading good books.

Teaching about Prefixes

Explain to students that a prefix is a word part added to the front of a real word to change its meaning. The original word has to be a real word or it's not a prefix. For example, in the word recess, "re" is not a prefix because "cess" is not a real word by itself; however, in the word rewind, "re" is a prefix because wind is a real word by itself.

Again, the unreliability of prefixes and suffixes tells us that it's not pragmatic to spend a lot of time memorizing and drilling definitions. Instead, focus on helping students to recognize or perceive common prefixes. Here, you can treat prefixes very much like the word families described in chapter 8. Create a word wall list of words that start with the prefix "re." This list can be referred to in the context of teaching and used for a variety of activities.

When introducing a new prefix show students (a) the regular form of the word in the context of a sentence, (b) the new prefix by itself, and (c) the new word with the prefix attached. Then, try to define the prefix. For example:

- I was **clean**. I fell in the mud and I was not clean, or **unclean**.
(**clean – unclean**) **un + clean = unclean**
- I was **happy**. Then I dropped my cake and I was not happy, or **unhappy**.
(**happy – unhappy**) **un + happy = unhappy**
- To put my shoes on I had to **tie** them. To take them off I had to **untie** them.
(**tie – untie**) **un + tie = untie**

The hardest part of teaching prefixes is defining them using kid language. Below are the most common prefixes along with some simple definitions and examples. Show or say both words in the context of a sentence then use lots of examples and lots of pictures.

- **un = not:** unclean, unsafe, unhappy, unable
un = do it over, do it backwards, or do it in reverse: untie, undo, unwrap, unhook, unfasten
- **re = again or repeat:** reread, reboot, recheck
- **il, im, ir, in = not:** (il) illegal, illiterate; (im) immature, imperfect, im-polite, impossible; (ir) irresponsible, irregular, irrational; (in) invisible, inexpensive, inaccurate
- **dis = not:** disable, disapprove, dishonest, disorder also, **reverse or Opposite:** disassemble, disarm, and disappear

Teaching about Suffixes

Suffixes should be taught in the same way as prefixes. Make sure students see the word initially without the suffix and then with the suffix. In your initial teaching of suffixes (and prefixes) try not to include or call attention to any of the spelling anomalies. Look for words (when possible) that change meaning by simply adding the prefix or suffix. Example, in looking at the “est” suffix I would not make mention of instances of changing the “y” to an “i” as in happiest.

Below are three examples of how you might go about introducing new suffixes:

- I have one **dog**. Maria has two **dogs**. (**dog – dogs**) **dog + s = dogs**
- Today I will **stop**. Yesterday I **stopped**. (**stop – stopped**) **stop + ed = stopped**
- I like to jump. Right now I am **jumping**. (**jump – jumping**) **jump + ing = jumping**

Below are the three most common suffixes along with some simple definitions and examples.

- **s, es= more than one:** dogs, trees, balls, clouds, dishes, glasses, boxes

Also, **is doing it right now:** runs, plays, washes, fixes, sleeps

- **ed= happened before, in the past:** washed, dropped, played, jumped
- **ing= doing it right now:** jumping, running, sleeping, playing, washing

2.14 Group Reading

Group read is a cooperative learning activity that enables low ability readers to interact with concepts from assigned chapters or text. It can be used to keep low ability readers from falling behind conceptually in a mixed ability classroom.

1. **Put Students in Mixed Ability Groups of Three to Six Students.** Younger students need smaller groups (three), older students can handle larger groups (four or five). Groups should be created by the teacher and listed on the board. Never put students in the socially awkward position of finding students for their group. Strive to have balance in terms of high ability and low ability readers in each group. A word of caution: Do not put your high ability readers in the role of tutor. This is unfair to them.
2. **Assign Roles.** Each student should have a chance to be the leader or the president. The president makes all final decisions and, most important, assigns the roles. To determine the president, use some sort of question in which students must talk with each other to find the answer. For example: “Who in your group last ate vegetables? Who last sang a song? Who is the youngest? This person is the president today.” This gets students talking with each other, which serves to improve trust among the group.

Ideally, you'd like students who are comfortable reading out loud to be the readers. Two ideas you might try: First, you could identify the readers in each group ahead of time. Simply put a check mark next to their name as you write the groups on the board. Second, allow the president to make the selection with the rule that readers can tag team (like in professional wrestling) or pass to another when they get tired. Below are some of the other roles you might consider for group read.

Roles for Group Read:

- President: makes all final decisions, assigns roles.
- Reader/s: one or two people who read the text out loud.
- Note taker/s: one or two people who record the important ideas.
- Idea pointer: points out the important ideas.
- Artist: demonstrates one or more of the important ideas visually using a diagram or pictures.
- Speaker: presents ideas to the rest of the class.

Mime: makes a nonverbal display to illustrate the ideas the speaker is presenting.

3. **Students Read.** Everyone should have a copy of the text to be read so they can read along. Idea pointers point out important ideas as the text is being read. To do this, allow one or two students to make a pencil dot next to the sentence in the book that has an important idea. In this way, the flow of the reading is not interrupted.

Idea Pointers Point and Note Takers Note. At the end of the chapter or article, idea pointers refer back to their pencil dots in order to share what they thought to be interesting or important ideas. The group then decides if they want the note taker to record it. Ideally, there are two note takers so that as one idea is being recorded you can discuss the next one.

5. **Students Engage in some Post Reading Performance.** At the end of group read students must create some product or performance that relies on them having read the chapter or text. This product or performance should be such that you could point to it and answer yes or no as to whether students were successful. What particular products or performance might you use? Pick any that have been.

2.15 Conclusion

Reading, like all other skills, needs constant practice and a teacher can help his students to increase their capacity of reading efficiently by using modern gadgets. Wide reading is the cure for almost everything related to literacy. Make sure there are many good books around the students to read.

2.16 Self-Assessment Questions

1. What is a balanced reading program?
2. How can love for reading be developed in students?
3. What are the contexts clues explain in detail?
4. Discuss group reading in detail?

2.17 Bibliography

Allington, R. L. (2006) "What Really Matters for Struggling Readers": Designing Research-based Programs (second ed.). Boston: Allyn and Bacon.

Cunningham, P. M., & Allington, R. L. (2007) "Classrooms that Work": They Can all Read and Write. Boston: Allyn and Bacon.

Harp, B., & Brewer J. (2005) "The Informed Reading Teacher": Research-based Practice. Upper Saddle River, N.J.: Pearson.

White, T. G., Sowell, J., & Yanagihara, A. (1989) "Teaching Elementary Students to use Word-Part Clues". *The Reading Teacher*, 42, 302–8.

Zemelman, S., Daniles, H., & Hyde, A. (2005) "Best Practice: Today's standards for Teaching and Learning in America's Schools" (third ed.). Portsmouth, N.H.: Heine-mann.

Unit-3

**BARRIERS TO EFFECTIVE READING AND
DEVELOPING READING FLUENCY**

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	54
Objectives	54
3.1 Reading Barriers	55
3.1.1 Lack of Grammatical and Linguistic Competence	55
3.1.2 Lack of Motivation	55
3.1.3 Lack of Concentration.....	55
3.1.4 Proper Light and Ventilation	55
3.1.5 Size of the Book.....	55
3.1.6 Articulating the Words and Sentences Loudly	55
3.1.7 Putting Finger, Pen or any Project on the Words and Sentences while Reading	55
3.1.8 Narrow Eye Span	56
3.1.9 Lack of Time.....	56
3.1.10 Reluctant Reader.....	56
3.1.11 Poor Comprehension.....	56
3.2 Techniques for Good Comprehension	56
3.3 Essence of Bad Reading Habits	57
3.4 Developing Reading Fluency.....	58
3.4.1 Repeated Reading	59
3.4.2 Reread to Meet Goal	61
3.4.3 Timed Reading.....	62

3.4.4	Replay Analysis	63
	a) Choral Reading	64
	b) Echo Reading	67
	c) Reader's Theater – Radio Drama.....	67
	d) Repeated Reading for Small or Large Groups	67
3.5	Conclusion	69
3.6	Self-Assessment Questions	69
3.7	Bibliography	70

INTRODUCTION

An effective communication skill is always essential in academic as well as professional career. It is more vital in these days amidst the phenomenal advancements in technology, globalization, increasing cultural diversity and also the adoption of team – based structures in work place. When we talk about the time generally spent by professional on communication activities, see that the time they spend on receiving information (Listening and reading) is more than what they spend on sending (speaking and writing) information.

Actually, reading is one of the most important academic tasks faced by students. It is equally important in the commercial working world. The purpose of reading is to connect the ideas on the page to what you already know. If you like any other your favorite, then reading page is easy.

Barriers of effective reading can range from the environment to suffering from any disabilities. The environment you are in, can affect your reading. If there is constant background noise or activity, and other external distractions which mainly take place near the classroom or built up public area, reading is disturbed. Even libraries can provoke mild distractions. Reading may be difficult for a student who suffers some neurological defects. These are often referred to as miscues or decoding errors. Sometime, because of the vision problem, a student is not able to read and interpret a text.

This unit also guides the students about overcoming the reading barriers and developing reading fluency.

OBJECTIVES

After reading this unit, you will be able to:

1. Understand the concept of reading barriers.
2. Identify different reading barriers explain them.
3. Explain reading fluency.
4. Plan repeated reading for fluency.
5. State rereading and timed reading strategies.
6. Evaluate the replay analysis of reading.
7. Differentiate between choral and echo reading.

3.1 Reading Barriers

Communication via written medium is not always successful. There are certain hurdles that may hinder the communication. These hurdles are called barriers of communication. Some of the common reading barriers are:

3.1.1 Lack of Grammatical and Linguistic Competence

Many students cannot read effectively because they fail to decrypt grammatical and lexical units of language in the text. They lack the ability to differentiate and recognize the words, sentences, expressions, used in the text. It hampers the process of reading. The reader may stop reading further if he fails to understand the text grammatically.

3.1.2 Lack of Motivation

Reading for information and knowledge requires motivation and discipline. Many people think reading as boring and time consuming task. Lack of proper motivation and goal may create barrier to reading.

3.1.3 Lack of Concentration

If the reader lacks concentration while reading, he just will turn pages after pages without much comprehension. Reading is psycholinguistic process. It requires careful attention of the reader.

3.1.4 Proper Light and Ventilation

A reader has to struggle a lot to read in dim light or dark rooms. If proper ventilation is not there in the reading room, reader may feel suffocated or tired.

3.1.5 Size of the Book

Normally, people prefer reading small size articles and texts. If the book contains volumes of pages, it decreases the interest of the reader.

3.1.6 Articulating the Words and Sentences Loudly

Many readers have habit to articulate loudly or murmur the words in the text. They buzz each word which creates a barrier to speed reading.

3.1.7 Putting Finger, Pen or any Project on the Words and Sentences while Reading

Many people put their finger or pen on the text while reading. They move the finger or object from word to word which lowers down the process of reading.

3.1.8 Narrow eye Span

Many readers read the text into independent eye shift between every word. They have narrow eye span. It not only decreases the speed of reading but also affects the comprehension. Shorter the eye span, slower the speed and comprehension. Readers require proper training and techniques to expand their eye span.

3.1.9 Lack of Time

Many students feel there is just not enough time in the day to devote to the reading. They are wrong as reading is too important not to be done regularly. However in case of busy schedule they should spare some time for reading

3.1.10 Reluctant Reader

If a student is a reluctant reader, it does not mean he/she's poor one. Rather, reluctant readers are often average to above average students. They should be encouraged to read more and more.

3.1.11 Poor Comprehension

The main reasons for poor reading comprehension are:

- (i) Inability to understand a sentence.
- (ii) Inability to understand how sentences relate to one another.
- (iii) Inability to understand how the information fits together in a meaningful way. (Organization)
- (iv) Lack of interest or concentration.

Improving Comprehension skills can be improved by reading a variety of materials. Do not limit the students to textbooks only. Teacher should make reading a more active process, promote critical thinking, evaluation of reading materials, enhance and recall text information in students' memory.

3.2 Techniques for Good Comprehension

- (i) Skimming and scanning.
- (ii) Non-verbal signals.
- (iii) Structure of the text.
- (iv) Structure of paragraphs.
- (v) Punctuation.
- (vi) Author's viewpoint (Inference)
- (vii) Reader anticipation; determining the meaning, of words.
- (viii) Summarizing.

Most of the students can become naturally fast readers, without even having to sign up for speed reading courses, if only we understand the real causes to their problems in reading:

- they are not physically engaged and intellectually stimulated when they are reading;
- they are still using outdated reading strategies of the past;
- they are not familiar with the proven efficient and effective techniques often used by fast and versatile readers;

So in a nut shell, they just need to get rid of bad habits, and start practicing the application of novel reading techniques.

3.3 Essence of Bad Reading Habits

Mind is not Prepared

There are so many distractions in students thoughts that they are not prepared for reading.

Regression

It is re-reading the same information many times over.

Sub-vocalization

It is to say the words silently in head while reading.

Lack of Concentration

Student mind wanders often while reading; most often due to some environmental factors.

Reading Word by Word

It is to focus eyes on one word at a time, moving one space and focusing on the next word.

Skimming

Skipping words because students feel they are running out of reading time.

Mind is not Actively Engaged

As there are many thoughts flashing in our mind during reading so mind is not actively engaged in text.

Some vital research findings pertaining to high performance reading:

- The mind moves by bounds;

- The mind uses peripheral vision to anticipate what is coming next;
- The mind is faster than the eye;
- The mind can grasp up to fifteen words at a glance;
- It's OK to sift and select as well as read at different speeds;
- Reading faster means better understanding;
- Understanding takes less time than reading;
- The mind moves spontaneously from synthesis to analysis;
- Reading is personal - our past history determines our reading habits;
- Context gives meaning to words;
- The meaning might lie ahead;
- The mind needs a purpose - and precise commands;
- The printed word is not sacred - it's there to be challenged!

Preparing the Mind

First and foremost, practice some relaxation sequences, with slow but deep diaphragmatic breathing routines, so as to help center your mind from distracting thoughts, but more importantly, to help create a resourceful and superior state of mind, with a physiologically relaxed body to go along with it.

Beginning with the End in Mind

Decide on your ultimate application, and whether you want a global overview or detailed information from your reading, as well as how much time you are prepared to invest, as your decision will determine your reading pace.

Having an Attack Strategy

Learn and apply the seemingly popular **SQ5R** reading strategy.

With an SQ5R, a quick scan of the tapestry of contents, preface, index and appendix, and even the bibliography, all at the back, and also the end-of-book summary, if available, will often give you some inkling about the book's contents. That's why, to me, the **SQ5R** helps immeasurably in this respect.

Knowing the Patterns

Learn to recognize all the **Text Organizational Patterns** and their **Signal Words**, often used by authors in the more intellectually intensive reading materials. With pattern recognition, your mind moves at warp speeds, since it knows where - and what - to focus on within the book terrain.

3.4 Developing Reading Fluency

Reading fluency is the ability to recognize words automatically during the reading. Automatic word recognition improves comprehension by allowing the

reader to use more thinking space focusing on the meaning of the message instead of letters and individual words (Kuder & Hasit, 2002).

Reading fluency also means reading quickly. Why is rate important? A homework assignment that would take average readers about twenty minutes to read and comprehend might take a struggling reader forty to sixty minutes (Ellington, 2006). This means that low ability readers might have to spend twice as long completing homework and other assignments. This makes it far less likely that they will be completed or completed very well.

This Section describes strategies that can be used to enhance reading fluency. Many are based on strategies found in Richard Ellington's (2006) book, *What Really Matters for Struggling Readers: Designing Research-Based Programs*.

The fluency activities described in this section are designed for individual tutoring or teaching sessions. However, after some practice students can work with others, thereby enabling them to do these activities with small groups. They should be done no more than once a day in sessions lasting no more than five to ten minutes.

3.4.1 Repeated Reading

Why do musicians spend hours practicing scales? It is to develop fluency. Their goal is to be able to see notes of music on the page and automatically process and play them. Repeated reading is a strategy based on this same concept whereby students improve their ability to recognize and process letter patterns through reoccurring practice (Samuels, 2002). It can be done with a tutor in a one-on-one or small group setting, or with a buddy in a whole class group setting.

Start by finding a piece of text that is within students' independent reading levels. The text should be a minimum of 120 to 150 words. On a starting command, students start reading as fast as they can for one minute (you may want to use thirty to forty-five seconds for primary age students). The goal is for them to pronounce as many words as they can in that time period. We're not concerned with comprehension here, simply pronouncing each word. Then, follow along as the student reads to make sure every word is pronounced. Give hints or cues when necessary. Use a stopwatch to keep time. Call "stop" at the end of the allotted time. The number of words the student read per minute is then counted and recorded. (Hint: Use reading samples with every ten words marked off for easy counting.) This process is repeated twice more. Finally, students record their three WPM scores (words per minute) on a line graph (see figure 3.1).

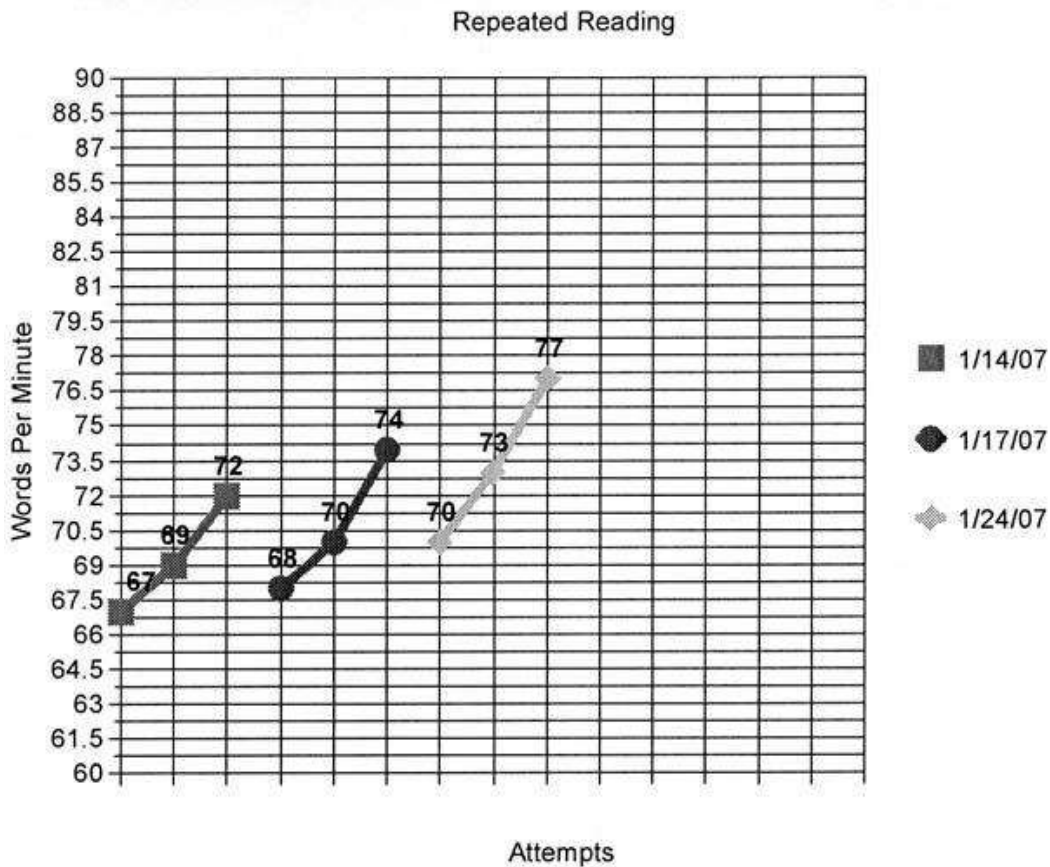


Figure 3.1 Repeated Reading Graph

Some like to record the number of errors per minute (EPM) as well as the words per minute (WPM); however, I find this not in keeping with the overall aim of repeated reading, which is to develop reading fluency and to find a positive way for students to demonstrate growth and progress in reading. Indeed, one of the strengths of this research-based strategy is that students are able to experience success. They're able to see progress as their scores go up from their first to their third attempt. This serves to improve their sense of self-efficacy (believing they can accomplish things with effort), which in turn has a positive effect on academic achievement (Eggen & Kauchak, 2007).

This question is often asked: Do teachers use the same piece of graded reading every session? Or do they change? Let answer this way: Some students desperately need to experience success. They come to school and because of learning difficulties, find themselves failing for six hours straight. Could you

imagine how you'd feel if you were forced to experience failure day after day? Is it any wonder that students with learning difficulties often seem not to be motivated? And does not it make sense that disruptive behavior (acting out) is perhaps the healthiest response to an unhealthy situation? If you have a student who needs to experience success, meet that need. Use the same piece of writing over several consecutive sessions. Below are the steps for repeated reading:

- Find a piece of text at students' independent level.
- Students read as fast as they can for one minute.
- Teacher checks to make sure no words were skipped. Gives hints when necessary.
- Stop and record number of words read (have renumbered pieces of text).
- Repeat the process two more times. Record the number of words read in one minute.
- Students record their scores on a line graph in a portfolio.

3.4.2 Reread to Meet Goal

This strategy invites students to work to meet a goal, thereby helping to develop both fluency and a sense of self-efficacy. Start by finding students' approximate WPM scores when reading at their independent reading level. Then set goals for students that are slightly above this level. For example, if a student's average WPM are 75, set a goal for the student to read 78 WPM. Then, using a piece of text that is at that student's independent reading level, see how many attempts it takes the student to read the text in order to reach the WPM goal. Record the number of attempts:

Date: 1/12/17	Date: 1/21/17
Goal: 75 WPM	Goal: 78 WPM
Number of tries: 5	Number of tries: 6
Date: 1/14/17	Date: 1/26/17
Goal: 75 WPM	Goal: 78 WPM
Number of tries: 3	Number of tries: 5
Date: 1/18/17	Date: 1/29/17
Goal: 75 WPM	Goal: 78 WPM
Number of tries: 2	Number of tries: 3

It has found that graphs, being more visually oriented, are generally more motivating for students to use to record their progress in these types of activities (figure 3.2).

Below are the specific steps for rereading to meet a goal:

- Determined approximate WPM on graded writing.
- Set a goal slightly above approximate WPM.
- Students read selected (at independent reading level) text for one minute.
- Stop and record number of words read (use renumbered pieces of text).
- Repeat the process until student has met WPM goal.
- Students record their number of attempts using a table or bar graph in a portfolio.

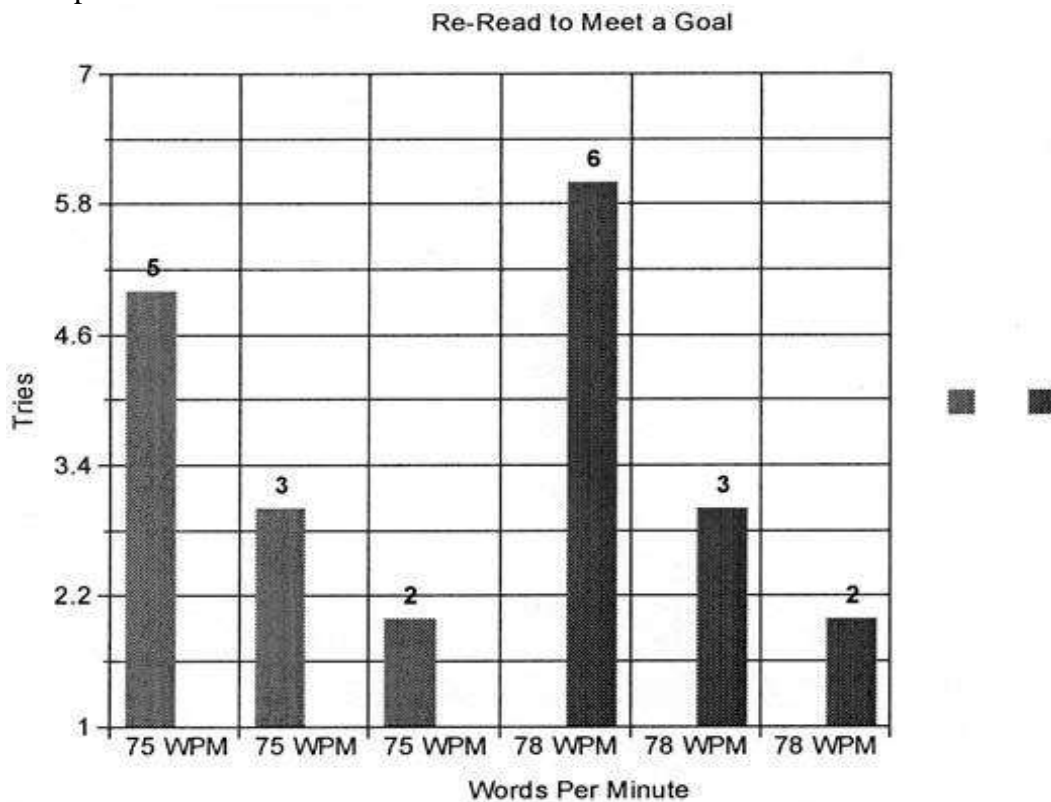


Figure 3.2 Bar Graph for Reread to Meet a Goal

3.4.3 Timed Reading

Timed reading is similar to repeated reading. First give students a one-hundred-word passage. (It works best to count off one hundred words in a familiar book or a longer piece of reading.) The selection used here should again be at students' independent reading levels. Then have students read the one-hundred-word passage as fast as they can three times successively. Record the time it takes them

to read it after each attempt. Students should see their times going down slightly after each reading. Finally, students record their three reading times in a portfolio:

Date: 12-1-17	Date: 14-1-17	Date: 18-1-17
1. 75 seconds	1.75 seconds	1.74 seconds
2. 70 seconds	2.69 seconds	2.69 seconds
3. 69 seconds	3.68 seconds	3.62 seconds

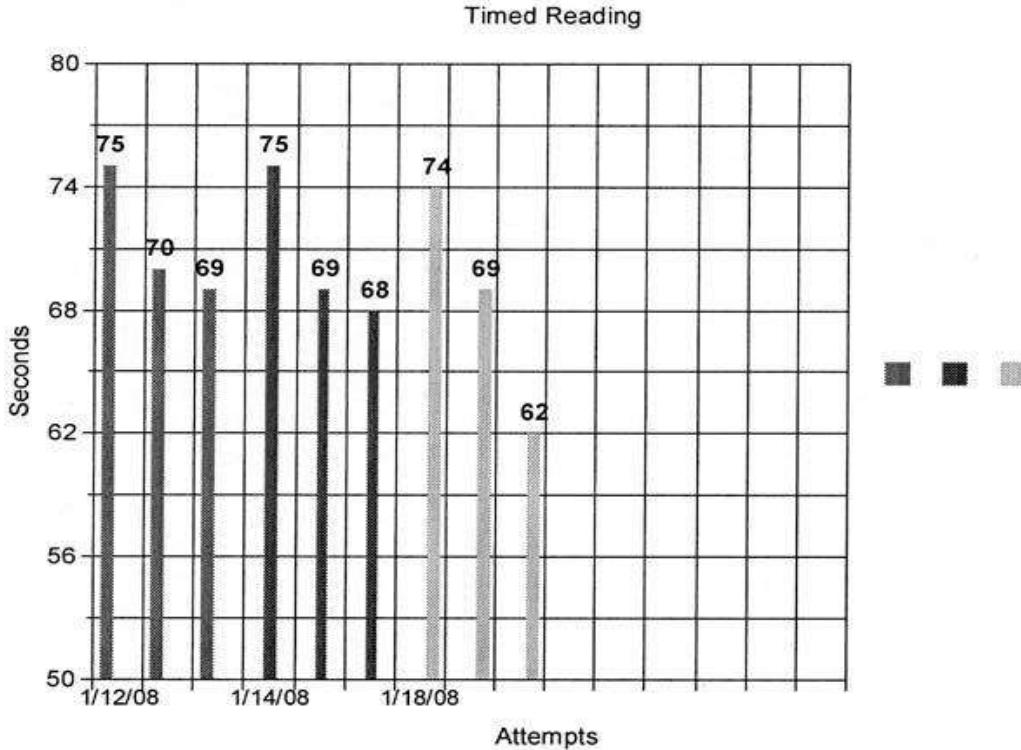


Figure 3.3 Bar Graph Used for Timed Reading

For a more visual display, use a bar graph (figure 3.3) or line graph (figure 3.1). To enable students to experience success, it would again be recommend using the same piece of reading material over several successive sessions.

Below are the specific steps for timed reading:

- Find a piece of reading at a student’s independent level.
- Count off a one-hundred-word section.
- Student reads the selection three times.
- Record the time for each attempt.
- Final results are documented on a table, graph, or chart.

3.4.4 Replay Analysis

First, find a sample of graded reading of about 100 or 120 words. This should be at students' instructional levels. Photocopy the reading so that students can make marks on it. Next, students read the selection out loud into a tape recorder. After reading, students replay and analyze their oral reading along with the teacher to look for errors or mispronunciations. (Listening to the tape helps students determine what makes sense in the context of each sentence. Since they do not have to focus on decoding words, they are able to concentrate on meaning. They are thus able to use both context and meaning to detect errors or mispronunciations.) In this first analysis, mispronounced words are noted by putting a small X over them. The oral reading, taping, and analysis are repeated two more times. During the second analysis, mispronounced words are noted with a \checkmark mark. During the third analysis, they are noted with a + sign. Students are able to see the number of errors go down after each reading. They can then document the numbers of errors using a table or graph.

Below are the specific steps for replay analysis:

- Photocopy a reading selection (instructional level).
- Students read selection out loud. Audiotape their reading.
- Replay tape, check for errors (analysis).
- First time, denote errors with an X.
- Repeat oral reading, taping, and analysis.
- Second time, denote errors with a \checkmark .
- Repeat oral reading, taping, and analysis.
- Third time, denote errors with a +.
- Use a table or graph to document the total number of errors.

Activities to Develop Fluency:

Here are four activities that can be used to develop fluency when working with small groups of students or the whole class.

a) Choral Reading

Choral reading is reading a piece of text together in a chorus. The advantage of reading this way is that students have instant sound cues for words they may not recognize immediately. Choral reading is done most often in primary grades where the teacher reads from a big book. A big book is a book that is big—at least three feet high. There are usually one or two sentences per page, written in large letters so that a group of children, sitting on the floor around the teacher, is able to see them. The teacher has a pointer and points to each word as the class reads together.

The Goal

The goal of choral reading is to strengthen neuron pathways to make letter sound and word identification microseconds quicker. It should be one of many strategies used; however, it should not become your sole means of reading instruction. Neither should this strategy be used for reading assigned textbook chapters. For example, it would be an inappropriate use of choral reading to have students read an entire chapter in their social studies book. This is a fluency strategy, not a comprehension strategy.

With older students, choral reading can be done with individuals or groups using regular sized books. Here each student has a book or a photocopied piece of the text. Students should then move their finger along with the text as they read to keep them focused.

Creative Options

There are a variety of creative options using poetry to create a type of spoken choral work. Song lyrics, something that might appeal to older students, can also be used as a source for choral reading. The purpose here is to create a performance piece. Three possible performing venues:

- Students love to perform in front of other students. This can be done as part of all-school programs. Teacher can also visit individual classrooms. This allows students to perform their choral works more than one time.
- Students love to perform for parents. This could be at an open house, or as part of a school functions or art programmes.
- Create audiotapes that can be played with books. This makes stories come alive for young students.
- Create videotapes for in-school cable or community cable broadcast.

The Process:

Start by selecting a poem. While narrative text can be used as well, poems are usually easier. Use something that is short and simple that students will enjoy, such as Mother Goose, Shell Silverstein, and Dr. Seuss books. Then start arranging lines, breaking them into parts, so-los, duets, and small groups.

Alternating Voices

When designing a poem for choral reading, have students use a variety of voices when reading different lines or sections. This is what makes choral reading fun. Below are some ideas for alternating or arranging voices within the choral reading performance:

- Use high voice or low voice.
- Pause.

- Speed up or slow down.
- Include noises, claps, stomps, or funny sounds.
- Repeat lines.
- Assign character voices.
- Alternate feeling: sad voice, happy voice, angry voice, funny voice, questioning voice.
- Vary volume: loud voice, soft voice.
- Alternate lines: smooth flowing line, or bumpy, attacking, staccato.
- Assign individual or groups of students to specific lines or voices.
- Assign solo and duet lines.
- Add interesting comments or lines.
- Include movement: hands, head, feet, bodies.

Developing Fluency

There is an example a simple nursery rhyme that can be arranged for a choral reading performance. Students should be encouraged to start with some simple nursery rhymes like this. Print the words on a chart or create individual scripts. Then model how the voices should sound in each line and then assign parts.

Hickory Dickory Dock

All: Hickory Dickory Dock,

Billy and Sally: Tick, tock, tick, tock, tick, tock.

All: The mouse . . .

Girls: Squeak, squeak. (quietly, with a high voice)

All: ran up . . .

Boys: (make huffing and puffing sounds)

All: the clock.

Stewart: Gong! (loud, shouting voice)

Billy and Sally: Tick, tock, tick, tock, tick tock. (flat, boring, monotone voice)

All: The clock struck one,

Patty: Ow! That hurts. (Whining sound)

All: The mouse . . .

Girls: Squeak, squeak. (quietly, with a high voice)

All: ran down . . .

Boys: Down, down, down, down. (Voices getting lower)

Girls: How low can you go, how low can you go, how low can you go . . .

(Voices getting quieter)

All: Hickory Dickory Dock.

Billy and Sally: Tick, tock, tick, tock, tick tock.

Pause . . .

All: What's a Dickory? (loud questioning)

Keep initial choral readings performances simple and short. After you have done several of these, you might include students in the arranging process. Get their ideas for breaking it up and adding interesting voices and lines. After students get comfortable with this form, a natural extension would be use of creative movement, gestures, and eventually dance. And of course, students will eventually want to create and design their own choral reading performances.

b) Echo Reading

Echo reading is where the teacher reads a line of text and students repeat or echo it. This can be done with a big book or regular-size books. As students echo back the line, the teacher should point to the words as they read them. To enhance fluency, echo read the same piece two or three times, moving faster each time. Echo reading can also be used with the language experience approach.

c) Reader's Theater – Radio Drama

In reader's theater, students take a familiar story (one they have read) and break it into parts, creating a script. These radio dramas help students envision as audience. Stories are then broken into scripts with students assigned to different parts. Use narrator and character parts. You can also use students for sound effects. Students will eventually be able to create their own radio dramas from familiar stories. These can be audio taped for use with picture books. Here is an example of how a story might be arranged into a reader's theater script:

- Narrator: Once upon a time, three chicks lived with their mother.
- One morning Mother Hen said to the three chicks.
- Mother Hen: Chicks! Your rooms are dirty and messy. You never clean up after yourself. You live like a bunch of chicks.
- Narrator: The smartest of the three chicks, Patty, said.
- Patty Chick: But we are chicks, mother.
- Mother Hen: That is it. Go out and build your own house.
- Narrator: So the three chicks, Patty, Peter, and Peggy, went out into the world to build a house.

d) Repeated Reading for Small or Large Groups

Repeated reading can also be done as a whole class or small group activity. Here students are grouped in pairs. As the first student reads, the second checks to make sure no words are skipped. Also, in small and large groups I have found that it works best for students to read a selection twice instead of three times. With large group repeated reading you will want to have three or four different text selections for students to read. In this way, the readers won't get confused if they hear a neighbor reading just ahead of or behind them out loud. Below are the

specific steps to use when doing repeated reading with a whole class or small groups of students:

- Find a piece of text at grade level.
- Put students into pairs.
- Student # 1 reads as fast as he or she can for one minute. Student # 2 checks to make sure that no words were skipped.
- Stop and record number of words read (have renumbered pieces of text).
- Repeat the process with student # 1 again reading. Record the number of words read in one minute.
- Put scores on a graph in a portfolio and switch roles (student # 2 reads).

Students, who do not read a text with fluency, may have difficulty with decoding skills or they may just need more practice with speed and efficiency in reading. Fluency is also important for motivation, student who find reading laborious tend not to want read. Slow reading students usually express their frustration and difficulties in a general way, with statements like “I hate reading or “this is stupid. They may describe fluency difficulties as I just seem to get stuck when I try to read lot of the words in this chapter. It takes me so long to read something. Reading through this book takes so much of my energy. I cannot even think about what it means.

A teacher can help these students in the following ways:

- If the students have problem of word decoding or word recognition while reading, address it in addition to reading speed.
- Give the students independent level text that they can practice again and again.
- Teacher can guide students to match their voice to his when reading aloud or to a tape recording reading.
- Teacher can read a short passage and then asks students immediately read it back to him.
- Ask students to practice reading a passage with a certain emotions, such as sadness or excitement, to emphasize expression and intonation.
- Teacher should incorporate timed repeated reading into his instructional repertoire.
- While planning the lesson teacher should teach students how to pay attention to clues (punctuation) in the text that provide importance about how that text should be read.

3.5 Conclusion

If a book is of student's favorite, then reading it is very easy. The purpose of reading is to connect the ideas on the page to what student already knows. Reading is one of the most important academic tasks faced by students.

If students have poor concentration while reading, they should practice reading for only 5-10 minutes at a time and gradually increase this time. Reading speed will increase after regular practice. Students should determine their purpose before reading. To read faster by following the technique of reading words in groups. Students should work on their vocabulary. Students reading rate vary depending upon the reading material.

The main reason for poor reading comprehension are: Inability to understand a word; Inability to understand a sentence; Inability to understand how sentences relate to one another; Inability to understand how the information fits together in a meaningful way (organization) and lack of interest or determining the meaning of words. It is necessary to create fluency of reading among students.

Fluency is the ability to read a text quickly and accurately. It is a bridge between words recognition and comprehension. When fluent readers read silently, they recognize words automatically. They group words quickly to help them to understand what they read. Students must be able to read fluently whether they are reading silently or aloud. While reading aloud, fluent readers read in phrases and add intonation properly. Their reading is smooth with proper expression.

It is fact that many students have to face problem for fluent reading in or outside the class. These problems can be solved by the teacher, if identified at early stages. It is very difficult to make fluent readers in case of older students. It is better to prevent the slow reading problems till grade three.

3.6 Self-Assessment Questions

1. What do you mean by reading barriers, explain in your own words?
2. What are some common reading barriers?
3. What are the bad reading habits? How can these be overcome?
4. What are different techniques of good comprehension?

Are children in your school or district tested in kindergarten for phonological awareness?

5. How explicitly is decoding taught in your school or district?
6. What emphasis does your school or district place on phonics instruction?
7. How does your school or district select its reading resources?
8. Which method of teaching reading is used in your school or district?
9. How does your school or district track reading levels of students? Are the results linked to methods of teaching reading?
10. Does your school or district assess for children at risk in kindergarten?
11. What is reading fluency, explain in detail?
12. How can you plan repeated reading for fluency?
13. Describe in detail rereading and timed reading.

3.7 Bibliography

- Allington, R. L. (2006) "What Really Matters for Struggling Readers": Designing Research-based Programs (second ed.). Boston: Allyn and Bacon.
- Eggen, P., & Kauchak, D. (2007) "Educational psychology": Windows on Classrooms (seventh ed.). Upper Saddle River, N.J.: Pearson.
- Ellington, R. L. (2006). "What Really Matters for Struggling Readers": Designing Research-based Programs (second ed.).
- Kuder, S. J., & Hasit, C. (2002) "Enhancing Literacy for All Students". Upper Saddle River, N.J.: Merrill, Prentice Hall.
- Samuels, S. J. (2002) "Reading Fluency: Its Development and Assessment". In A. Farstrup and S. J. Samuels (Eds.), "What Research has to Say about Reading Instruction" (166–83). Newark, Del.: International Reading Association.

Unit-4

VOCABULARY BUILDING

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	73
Objectives	73
4.1 Four Types of Vocabularies.....	74
4.1.1 Conversation and Teaching.....	74
4.2 Effective Vocabulary Instruction.....	75
4.2.1 Features of Effective Vocabulary Instruction.....	75
4.3 Strategies for Developing Students Vocabularies.....	77
4.4 Other Strategies.....	78
4.5 The Strategies for Moving Word into Productive Vocabulary.....	81
4.6 Word Class Activities	86
4.7 Word Association Paragraph (WAP).....	89
4.8 Ineffective Approaches to Vocabulary Instruction	91
4.9 Conclusion	91
4.10 Self-Assessment Questions.....	92
4.11 Bibliography	92

INTRODUCTION

Vocabulary instructions are used to help students learn new words and they help them in acquiring a deeper understanding of the words they have familiarity with. Attending to students' vocabularies is an important part of enhancing their ability to read, write, speak, listen, and think. Word knowledge affects students' ability to comprehend what they read, which in turn helps them expand their knowledge base, which in turn facilitates their vocabulary growth, which in turn enhances their ability to comprehend what they read, which in turn makes them good writers.

OBJECTIVES

After reading this unit, you will be able to:

1. Explain the nature of vocabulary.
2. Practice effective vocabulary instructions.
3. Develop strategies for vocabulary building.
4. Evaluate their vocabulary.

A sixth grade class is doing some spelling drills. The teacher asks Inam if he can spell "before". He stands up and says, "B-E-P-H-O-R".

The teacher says, "No, that's wrong. Can anyone else spell before?"

Another little boy stands up and says, "B-E-F-O-O-R."

Again the teacher says, "No, that's wrong."

The teacher says, "Ikram, can you spell before?"

Ikram stands up and says, "B-E-F-O-R-E."

"Excellent, Ikram! Now, can you use it in a sentence?"

Ikram says, "That's easy. Two plus two is four."

This indicates that teaching of vocabulary is a great art on the part of the teacher. It takes great skills to teach new vocabulary items to the students and enable them to use these newly learnt words in the form of the sentence is the job of a professional teacher.

4.1 Four Types of Vocabularies

There are four different types of vocabularies:

Listening vocabulary are the words we hear and understand, commonly referred to as words we know and the words that remain in our subconscious. This is the largest of our vocabularies and the one upon which the other related words are built.

Speaking vocabulary includes the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or only limited to contextual situations. We understand a word in the context of a sentence or situation, but not necessarily by itself. The word remains stuck in our memory but we forget the context and therefore the proper usage of those words remain obscure in our conscious memory. Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

Reading vocabulary consists of those words that we are able to understand while reading them from a page. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year (Anderson & Nagy, 1992). Learning to read is much easier for the students as compared to listening and speaking vocabularies. Listening and reading skills are interconnected therefore, increasing the number of words in students' listening vocabulary makes learning of reading vocabulary easier.

Writing vocabulary involves the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

4.1.1 Conversation and Teaching

We can help expand students' knowledge base as well as their listening vocabularies simply by conversing with students. A teacher should talk with the students, not to the students. Yes, conversation can be considered a research-based strategy (Baumann, Kame'enui, & Ash, 2003). However, the new words you use in these conversations should be attached to the known words and concepts.

NEW WORDS

Known words

Known concepts

In the same way, when teaching new concepts always connect them to known words and concepts.

4.2 Effective Vocabulary Instruction

Students learn approximately three thousand words each year. By the end of elementary school they know nearly twenty-five thousand and by the end of high school around fifty thousand words (Harp & Brewer, 2005). But how do students learn all these words? Is it possible to teach fifty Thousand words through direct instruction and vocabulary worksheets? If not, what strategies are effective in enhancing word knowledge?

4.2.1 Features of Effective Vocabulary Instruction

Susan Watts (1995) describes six features of effective vocabulary instructions. Each is listed here with some simple strategies for its application. These strategies effectively perform efficient role.

i. Multiple Exposures:

In teaching and tutoring sessions, teacher can call attention to new or interesting words, but this initial exposure does very little to move the new words into students' listening or speaking vocabularies. Instead, students should encounter new words in a variety of contexts over time.

ii. Meaningful Context:

Words used for vocabulary instruction should be connected to students' real lives or experiences to the greatest possible extent. Also, look to present new words in the context of a common story, theme, or curriculum content area being studied.

iii. Prior Knowledge:

New words should always be introduced in the context of known words and concepts. Before introducing a new word, first ask students to identify things they know about the related topic. For example, when introducing the word magnetism, a teacher would ask, "What are some things you know about magnets?" Students' ideas would be listed on the board. The teacher would then say, "Our new word today is magnetism. See if you can guess what it might mean from this sentence: 'Magnetism caused the steel rod to move toward the magnet.'" The teacher would then ask, "From this sentence, what do you think magnetism might mean?" The teacher would get students' answers before using kid language to define it: "Magnetism is what we call the invisible force that pulls iron or steel things to a magnet."

iv. Relationships or Connections:

The teacher needs to show the relationship or make the connection between new words and known words or concepts. For example, to introduce the word

transportation a teacher would say, “Transportation comes from transport. To transport means moving a person or thing from one place to another. For example, I can transport myself from my home to school using my car. I can transport groceries from the store to my house. To transport is to move something. Transportation is the form of moving things. Who can tell me other forms of transportation?” Semantic maps can also be used visually to show relationships (figure 4.1.).

SA (synonym and association) chart can also be used to show relationships. For example, inquisitive means curious, snooping, asking questions, wants to know, nosy. In the first column, synonyms are listed. In the second column students list things they associate with the new word (it works best for students to work in pairs or small groups here).

Mary is very inquisitive.

synonyms

Curious
Snooping
asking questions
wants to know
Nosy

ASSOCIATIONS

- Wrapped birthday presents
- A good mystery. What happens next?
- A detective
- None of his business
- Gossip
- A really interesting class

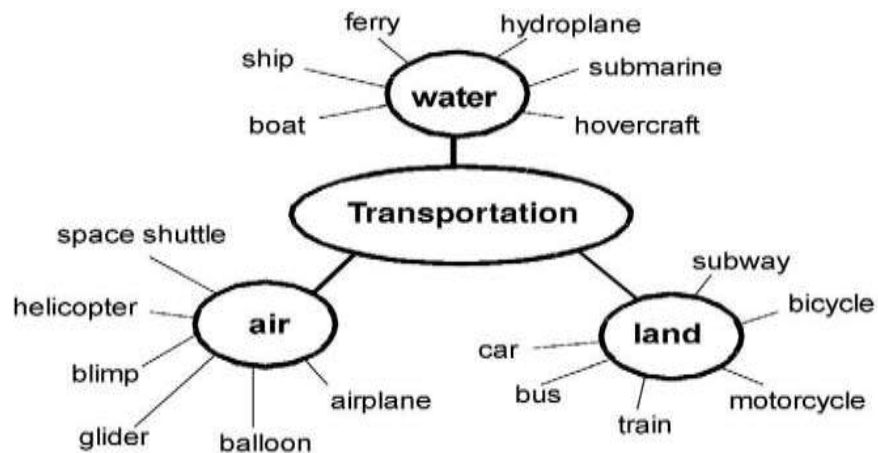


Figure 4.1 Semantic Map to Show Relationships

v. Context Clues and Dictionaries:

The use of context clues is combined with teaching students how to look up words in the dictionary. In this computer age, there are two other strategies that teacher should teach students. First, doing a research on Internet allows searching of the target word followed by “definition.” In this age it is the quickest way to get many

definitions. Second, use the synonym feature in the Tools function of your word processing program. For example, not knowing exactly what “onus” might mean, teach students to type it into a document and click the synonym function. If you did this you would get the following words: responsibility, obligation, burden, and duty. This provides a good sense of what the word might mean.

vi. Seeing, Saying, and Using New Words:

When encountering new words, make sure students see them in the context of a sentence, say them, and then use them in a written or oral context. But simply asking students to write or say a sentence using the new word can often result in an abstract, meaningless pile of mush. However, there is a better way. It is what I call the parallel prompt. This is a writing prompt that gets students using the new word in the context of their own lives or experiences. For example, if teacher were to introduce the word onus, a parallel prompt would ask students to describe something for which they are responsible in their lives. They would be asked to finish the sentence, “In my life, the onus is on me to . . .”

4.3 Strategies for Developing Students' Vocabularies

Based on the features of effective vocabulary instruction described above, six strategies or activities for developing students' vocabularies are presented here:

i. Word Walls:

Use word walls to display words in a context. For example, display new science words in the context of a particular concept (rain, weather, sleet, evaporation, water cycle, etc.) or arrange them in categories around a particular theme or story. This provides a context for seeing new words and presents a visual reference for reviewing ideas covered in previous lessons. As well, use words from the word wall for quick games, riddles, or sponge activities.

ii. Semantic Maps:

Semantic maps or word webs display new words in a way that shows their relationship to other words or ideas (figure 4.2). In the same way, words can be displayed in context using pictures, diagrams, labels, or charts.

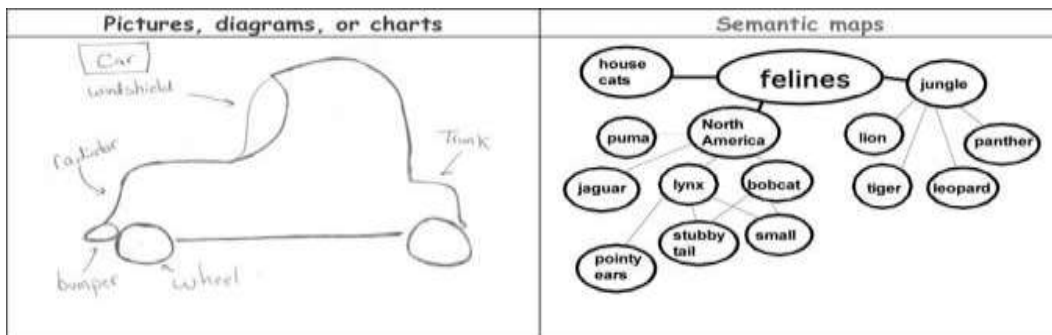


Figure 4.2 Pictures, Diagrams, Charts, and Semantic Map

iii. Wide Reading:

Reading is the best practice for learning to read (Allington, 2000). Wide reading is also the most productive method for building vocabulary. Wide reading exposes students to more words, increases word recognition and reading fluency, facilitates word learning, and helps to expand students' knowledge base.

iv. Journals:

Journals often called literature logs, reading logs, or reading journals can be used for pre and post reading activities instead of expensive consumable workbooks. These are simply empty notebooks that students use to record a variety of things, including the reading homework assignment log just illustrated.

In using a journal for vocabulary development, first identify or ask students to identify interesting or important words found in the context of a story or text usually two to five words depending on the level of the student. Then, have students record the sentence in which they were found in their journal. Finally, have them generate one or two other possible words or phrases that might be substituted for the original word. Have dictionaries, thesauruses, or computers available for students to use in finding synonyms.

v. Teacher Language:

Model the use of new words and precise language when speaking with students in the classroom or tutoring environment. Be conscious of bringing new words into the classroom vocabulary and using them across the curriculum. Over the course of time, use these new words in as many settings and situations as you can.

vi. Word Interest:

Create an interest in words. Recognize interesting word usage encountered in text or that you hear in the media. Ask students to be on the lookout for new or interesting words. Have a place on a bulletin board or word wall for new and interesting words. Help students begin to notice how words are arranged to create varied effects. Also, point out interesting or effective ways that writers use words to create feelings, communicate an idea, or describe an event.

4.4 Other Strategies

The strategies described here are based on ideas from Suzanne Barchers's (1998) book, *Reading: From Process to Practice*.

• **Connect Two**

This is a rereading/post reading activity. It can also be used as a form of an advanced organizer for an expository lesson in science, social studies, or other

curriculum area. This small group activity is designed to build upon students' current knowledge. Here are the steps:

1. Identify a list of target vocabulary words related to the story or lesson. List them in column A.
2. Identify a related word for each of the target words. List them in a parallel column.
3. In small groups, students connect the words and state the reason for their connections.
4. As a post reading or post lesson activity, students make necessary corrections.
5. Extend by asking students to create a third column (connect three).

Connect Two

Column A
Vocabulary
semantic
variation
morphemic
automaticity
onus
echo reading
phonograms
sight words

Column B
Studying
wide reading
Recognizable
young children
teacher choice
context clues
Fluency
Prefix
most frequent

- **Word Sort**

This activity is also used to add depth and dimension to existing word knowledge and build upon students' current knowledge base. It can be used as a rereading or post reading activity, although it is most effective when used as a post reading or post lesson activity. Here are the steps:

1. Develop a list of important target words. If using as part of pre-/post reading activity, use vocabulary words.
2. Write words on 3x5 cards and show them to students before reading the story.
3. After reading the story, students work in small groups to put the words in logical categories.
4. Students label or identify the categories.
5. Students identify their categories and the number of words found in each.

- **Vocabulary Rating**

This is a pre-/post reading activity for small groups. The important part of this is the discussion that arises from student interaction. Here are the steps:

1. As a rereading or pre lesson activity, present a list of target words in the rating matrix or in list form.

2. Students meet in small groups to determine the extent of their groups' word knowledge.
3. Students read the chapter or partake in the lesson.
4. As a post reading or post lesson activity, students meet in small groups and once again rate their groups' word knowledge using a different colored pencil or marker.

Vocabulary Rating

Key: 4 = **can define**, 3 = **have heard**, 2 = **not sure**, 1 = **new word**

- _____ Onus
- _____ Invariably
- _____ Automaticity
- _____ Logographic

PRE POST

- _____ Onus _____
- _____ Invariably _____
- _____ Automaticity _____
- _____ Logographic _____

- **The Silent Spot and the Noisy Spot**

These are both variations on charades. Both of these games work best with teams of two to five students. It should be used as a post reading activity to reinforce vocabulary. These are the steps for the Silent Spot game:

1. Prepare a list of targeted vocabulary words.
2. Students are put into teams of three to five (four is best).
3. By turn, one member from each team is selected to be a word master. The word master's job is to get his or her team to say the vocabulary word. Clues can consist of noises, nonverbal clues, and physical actions—but no words.
4. The team has fifteen seconds to guess the word, shorter duration for older students, longer duration for younger student. Team members shout out words until the correct word is spoken. If they say the word, they receive one point. If they miss the word, the group whose turn is next confers. They have one guess. If guessed correctly, they steal the point. If they miss, the next group in line gets a chance to steal until you are back to the original group.
5. Continue on with the next team. The first team to earn ten points or some designated number is the winner.
6. The last round should be a bonus round where each word is worth two points. This gives teams who are behind the opportunity to catch up. For example, if they got their own two-point bonus question and stole the bonus questions of two other groups, they would have six extra points in this round.

These are the steps for the Noisy Spot game:

1. Noisy Spot is played the same way as Silent Spot, except this time the word master can give word clues. The word master can use sentences along with words and physical gestures—but may not use the word or any form of the word. If the word master accidentally slips and uses the word, the next team in line gets one point.
2. Just like above, if a team does not guess the word in fifteen seconds (shorter duration for older students, longer duration for younger students), the team next in line has a chance to steal the point.

4.5 The Strategies for Moving Word into Productive Vocabulary

The strategies described here are used to help clarify and enrich the meanings of known words, moving words into students' productive vocabularies.

Classifying can be used to support students' use and exploration of word dimension. Classifying is used to arrange items or information into a given set of categories. It is a variation of word sort described above.

These are the Steps:

1. Identify two words that may be new to the students. Ideally, these words are related to or found in a story being read or a unit or lesson being studied in another class. This provides a context for learning the new words.
2. Prepare three to ten synonyms or associations for each of the new words and print them on 3x5 cards. The synonyms can be in the form of words, phrases, or associations that should be fairly familiar to students.
3. Introduce each new word (either orally or in writing), in the context of a sentence. Using the context provided, students can make guesses to the word's meaning that have possible closeness to the original meaning.
4. Following this process, provide an explicit definition of the word and another example of that word being used.
5. When all the new words have been introduced in this fashion, put the two new words on a table or on the front chalkboard as category headings. Students are then informed they have some familiar words that are related to the new words on the board. Give various students one 3x5 card with the synonym or association printed on it. They must then decide which category to put their 3x5 card. The students are also told the reasons of division of words into distinct categories. As this is done, the students can then bring their card up and put them underneath or next to one of the new category words. (This step can be done in large group or small group.)
6. When all the words are posted in their correct categories, students have a visual reference showing the new words and various synonyms and association.

- **Super Word Web**

The Super Word Web (SWW) is variation of the SA chart described above. Its purpose is to develop depth and dimension of word knowledge. This can be used to introduce new vocabulary words as either a rereading or post reading activity. For expository text, it is recommended as a pre-reading activity so that new words and concepts can be used to facilitate comprehension. For narrative text, it is recommended as a post reading activity so that students can use the context of the story to enrich their word knowledge. SWW can be conducted in large or small group, although it should be modeled a number of times before students attempt to use it in small groups.

Here, again introduce the word, either orally or in writing, in the context of a sentence (see figure 4.3). The teacher provides a definition or, when working in small groups, students use a dictionary. Synonymous words and phrases are listed inside the box. Associations are then listed along the outside of the box. Students can create their SWW on butcher paper for display in the classroom or in their reading logs or learning journals. Encourage students to be creative in the shape of the word box when listing synonyms.

SWW could be used to enhance vocabulary by various activities. Synonyms could be put inside a shape of a pumpkin or ghost. Also, encourage students to draw pictures of their associations. In this way, bring multiple modes of thinking to the study of words as well as visual references.

Steps

1. See the word in context.
2. List three or four synonyms or defining phrases inside the figure.
3. List or draw three or four associations.
4. Use in pairs or small groups – create poster or journal entry.

EXAMPLE: *effortlessly*



Figure 4.3

- **Final Thoughts**

Word knowledge affects students' ability to learn and comprehend what they read. The goals of effective vocabulary instruction then are to expand students' related vocabularies, strengthen their depth and dimension of word knowledge, and move new words into their productive vocabularies. All the strategies described here can be used to this end.

- **Choice**

Allowing students to choose the books they want to read and their writing topics is a powerful motivator in reading and writing. Imagine if, in your adult life, somebody else always chose the books that you would read for pleasure. Choice of spelling words is equally motivating. Word class teaches students how to generate and choose the words they will study each week. Choice here does not mean total choice all the time, however. This choice might happen in one of three forms:

- **Choice Within a Topic or Category**

Given a topic, students create their own spelling lists. For example, if you were studying the rainforest in a science or social studies class, students would be able to generate and choose a list of related words. Words could also be taken from a book students are reading or from current events. Spelling can then be used to reinforce concepts taught in other subject areas. Students are also able to see their spelling words in places other than the list in their spelling books.

- **Choice within their Lives or Experiences**

This is sometimes called total choice. Here students use their life experience to create their own spelling lists. This approach is usually the most interesting, as children search their lives for interesting and meaningful words by associating different spellings of related words.

- **Choice with a Spelling Pattern**

While this is the least desirable of the three choice options, there are times when it is appropriate to generate a list of words around a spelling pattern. Here, the teacher begins with a short mini-lesson covering a particular spelling pattern or skill.

- **Generating Spelling Lists**

In word class, each student studies a personalized list of words each week. This list can be generated in large group or small group.

Large Group

Initially, words for spelling lists should be generated in large group. This enables students to see many words and choose the ones that are of interest or importance to them. Given a topic or category, start by providing a couple of examples of words within that category to prime the pump. Then ask students to think about

other words to be included. These words are written on the board. Seeing words gives students ideas for other words. After a large number of words have been generated, students would choose eight to ten words to study during the week (give them a specific number). Advise them to check the spelling of the words, as you may not have spelled them correctly.

- **Pairs or Small Group**

You can make this a cooperative learning activity by defining a specific task and then creating roles. The group's task is to generate thirty words for spelling lists (more or less depending on age and ability). Each student within the group then chooses ten words from the group's list to study that week. With primary students, use groups of three or four. With intermediate and middle school students, use groups of four to six. Some or all of the following roles can be used:

President: makes final decisions, assigns roles.

Scribe: records words.

Spell checker: uses a dictionary, word processor, or electronic spell checker to insure the correct spelling.

Brain: thinks up words. (You may want to have more than one person here.)

Sociologist: makes sure everyone contributes an idea.

Investigator: looks in books, magazines, or the Internet for words related to the topic. (You may want to have more than one person here.)

- **Spelling Word Sign-up:**

Put a large poster made of butcher paper on a bulletin board and tape it to the wall with the next week's spelling topic. Below are some examples of spelling word sign-up posters related to the three types of choice. Put a pencil or marker on a string next to the poster. Encourage students to think of and write interesting or important words.

- **Spelling Word Sign-Up Posters**

Next Week's Spelling Words—**Water Resources**

Add interesting or important words.

Next Week's Spelling Words—**Your Life**

Add interesting or important words.

Next Week's Spelling Words—**Words with EA**

Add interesting or important words.

- **Selecting Words—Multilevel**

But what if students just pick easy words? Well, then they would be able to experience much-needed success. This is a good thing. However, the words students choose are usually longer and more complex than those chosen by teachers. This is because they choose words of interest to them regardless of the complexity or length.

To ensure that students are exposed to words of varying difficulty levels, you can choose to include two to five mandatory words for all students to study each week. To make this multilevel, assign different mandatory words for specific students. In doing this, don't make the mistake of giving high ability spellers more words to study. Instead, assign more complex words for higher-level spellers, less complex words for struggling spellers. These would be written out on a 3x5 inch card and given to students after they have identified the words for their individual word lists.

- **Word Book**

Students' individual word lists should be recorded in their personal word books. The word book is like a journal or learning log. It should be kept on a shelf or some other special place other than students' desks. This will ensure that it doesn't get lost or become something to tear paper for use on other assignments. Keeping the word books on a shelf also enables you to quickly go through them as a form of formative assessment, and to make comments and respond to them, creating a dialogue journal.

The word book will be used throughout the week for various writing activities using the list words (see below). You are limited only by your imagination here in the types of activities and writing experiences you design. The goal however is to get students to use their list words and to recognize or manipulate letter patterns. The word book is to be used in place of the expensive consumable spelling books that are of little use when teaching students how to spell.

- **Documenting Growth—Celebrating Learning:**

On Fridays you'll still give a spelling test (called as celebrations of learning); however, instead of giving the same test to all your students, each will be taking his or her own individualized test. To do this, students pair up with a buddy. The first student hands the second student his or her lists of spelling words. The second student then reads the words (administers the test) while the first takes the test. After the first test has been taken and corrected, students change roles.

- **Direct Assessment of Spelling:**

In your real life how are your spellings assessed? That is, how do people know if you're a good or a poor speller? Answer: They look at your writing. An authentic form of spelling assessment would be WPH (words per hundred) scores. Here, the teacher examines a student's final edited draft, designates a hundred-word segment, and then counts the number of words spelled correctly in that one-hundred-word segment to arrive at a WPH score. This evaluates students' ability to spell (and edit) under authentic writing conditions. Also, this is how real

writers' spelling ability is evaluated in the real world. With younger students, a WPF score (words per fifty) or even a WPTF score (words per twenty-five) can be used.

- **Advantages of Word Class:**

There are four advantages of using the self-selected words approach:

- **Students' Ideas and Experiences are Valued**

By their choice, students are invited to bring their world and experiences into their literacy class. They select words that they are interested in. This creates a strong connection between school life and real life and provides greater motivation to read and write.

- **More Time can be Spent doing Real Writing**

The goal of language arts instruction is not to fill out spelling books or to pass grammar tests (both spelling and grammar are important). The goal of language arts class is to enable students to use the language. We want our students to be able to write effectively. Too much time spent drilling spelling, grammar, and punctuation sub-skills can get in the way of authentic writing experiences. Instructions in these areas are very important, but it should be kept short and quickly paced so that students can get to the business of writing. Also, students' own writing provides the best context for learning these skills.

- **Money Spent on Consumable Spelling Books can be Used to Buy Real Books, or Paper and Pencils**

Consumable spelling books cost anywhere from Rs: 140 to 250. Imagine how many good books you could buy for that price. In a classroom, this money could provide the basis of a nice classroom library. It is important to have exciting, interesting, new books for children to read—both at home and at school. How do we expect children to read if we provide nothing of interest for them to do so?

- **Students Develop Depth and Dimension to Their Word Knowledge**

As you will see below, the activities used in word class will expand students' knowledge of particular words. Since students select words that interest them, the activities are more likely to move these words into their productive vocabulary (they use them in their own speaking and writing).

4.6 Word Class Activities

Spelling instruction should be limited to about twenty minutes a day (Gentry & Gilbert, 1993). This section describes a variety of activities that can be used

during this time. These activities add depth and dimension to word knowledge, highlight letter patterns, enhance writing skills, and value students' ideas and experiences.

- **Word Walls**

A word wall can be used to call attention to interesting or important words within the given topic or spelling pattern.

- **Word Sorts**

Students sort their words by creating groups. A group is one or more things that are the same. These groups could be related to spelling patterns (and letters) or ideas. Word sorts can be recorded in students' word books. With a little imagination, they can also be incorporated into art projects. Here are some examples of spelling pattern groups and idea groups:

- **Spelling Pattern Groups**

List: dock, fish, swim, boat, water-ski, jump, life jacket, soggy, cold, dip, diving board

- Short "i" group: swim, fish, dip
- "Ck" group: dock, life jacket
- Consonant blend group: fish, swim, water-ski, diving board, jump
- Two-word group: water-ski, life jacket, diving board
- One-syllable group: dock, fish, swim, boat, cold, dip

- **Idea Groups**

List: dock, fish, swim, boat, water-ski, jump, life jacket, soggy, cold, dip, diving board:

- i. **Water-ski group:** boat, water-ski, life jacket, soggy
- ii. **Swimming group:** swim, jump, cold, diving board, dip
- iii. **Fishing group:** dock, fish, boat
- iv. **Doing group:** fish, swim, water-ski, jump, dip

- **Crossword Puzzles**

There are many free internet programs that enable students to create their own crossword puzzles. These puzzles invite students to focus on letter patterns, as each letter must correspond to a box, as well as word meaning. Also, plain old graph paper with one-inch or half-inch boxes works just as well. Students should create these puzzles for other students to solve. For struggling students, a word box with the answers can be included with the crossword puzzle.

- **Word Box Riddles**

Word box riddles invite students to focus on meaning and letter patterns of words. Here a line is used to hold each letter of the riddle answer. Some riddles may include one or more letter clues. Just like crossword puzzles, students should create these puzzles for other students to do. Again, word boxes containing the answers can be included for those who may have difficulty (see below).

- **Word Box Riddles**

1. I hate when my corn flakes are this: _ _ _ _ _.
2. I row, row, row this: _ _ _ _ _.
3. A very quick swim: _ _ p.
4. Dolphins can do this very well: S _ _ _.
5. **Word box:** dock, fish, swim, boat, water-ski, jump, life jacket, soggy, cold, dip, diving board.

- **Super Word Web:**

In a Super Word Web (SWW), students see a word in the context of a sentence. They are then asked to generate synonyms and associations. This activity should be done in small groups or pairs. You may have students work with a partner during one day's spelling activities. Here they would each create two SWWs based on their spelling words. These could be written in their word books or they could create posters to hang up on the walls.

Write a sentence. Using words from their personalized lists, students can experiment with words and ideas by writing different kinds of sentences in their word books. Some ideas for sentences are listed below:

Write . . .

- a spooky sentence.
- a silly sentence.
- a big sentence.
- a sentence using two of your words.
- a tiny sentence.
- a blue sentence.
- a wild sentence.
- a boring sentence.
- a sentence about your day.
- a sentence using exactly seven words.
- a sentence using exactly three words.
- a very long sentence.
- a sentence about yourself.
- a sentence using three of your words.
- a sentence using none of your own words.
- a sentence about something important.
- a sentence about your week.

4.7 Word Association Paragraph (WAP)

Students pick one of the words from their personalized lists, and then think of three to six things related to or associated with their list words (you may need to model this). Students then use the word and associations to create sentences or paragraphs to create a WAP (below). They do not have to use all their words in the sentences or paragraphs they create.

- **WAP**

Word: soggy.

Associations: cornflakes, crisp, milk, morning, Frosted Flakes, crunchy

Paragraph: I love to eat my cornflakes when they're crunchy like fall leaves. I hate when people call me on the phone in the middle of eating. I'm worried that my cornflakes will get soggy. It's funny because they still taste the same. It is just that it feels different.

- **WAP**

Word: soggy.

Associations: rain, raining, mud, boots, wet clothes, school, yellow raincoat, hate, school, soak.

- **Paragraph**

I remember going to school when I was in first grade when it was raining. It was soaking wet. I wore a yellow rain-coat with a hat. The raincoats back then were pretty stiff and heavy. I loved the smell of them. I'd wear it with my heavy, black buckle boots. They kept my feet from getting soggy.

- **Life Connection**

Students select a list word, and then use it to describe something happening in their lives or something that has happened. For example, if they included the word "swim," they might describe a particular swimming episode or what they do when they go swimming.

- **Treasure Hunt**

Students look in their textbooks, reading books, or other written material for words. There are four kinds of treasure hunts:

(a) look for words from their list words, (b) pick a word and look for synonyms or similar phrases, (c) pick a word and look for associations or related words (students must explain the connection), or (d) pick a word and look for similar spelling patterns (spelling patterns, word families, endings, beginnings, middles).

- **Webbing to Write Story Paragraphs**

Students use webbing as a prewriting strategy to create a story paragraph based on one or more spelling words. The web provides structure for a piece of writing. Ideally these story paragraphs are related to some part of students' personal lives

or experience. At the end of the lesson, students record their best or most interesting pieces of writing in their word journals.

- **Webbing to Write Information**

Webbing to write information (expository text) is a bit different from webbing to write stories. Here the student is telling something or explaining. Webs are effective in teaching the concept of a paragraph. Each node (a group of ideas) becomes a paragraph.

- **Webbing to speak**

Students pick a word from their spelling lists to use in creating short one-minute oral presentations in small group. Here students identify a topic and put in the center of the web. Students are asked to think of two or three things about their topics that they think are important. These become the titles for the nodes. Students then brainstorm ideas for each node.

Instead of the large group speeches, which can be frightening and a little boring; students are put into small groups of three to six students. One student stands and delivers the speech using the web as a guide to his or her speech. One person in the group should be the timer. With younger students, these speeches should be about thirty seconds. With older students, speeches should be one to two minutes. For more information on using oral communication across the curriculum, see *Making Connections in Elementary and Middle School Social Studies*. The small group format enables students to practice oral communication in smaller, more comfortable settings. It also enables the teacher to watch several speeches simultaneously as students in several groups will be speaking at the same time.

- **Webbing to find related word parts:**

Here, students work to find related parts of a word. Students choose a word from their spelling lists and break it into beginning, middle, and ending parts. For example the word, “jump” can be broken into three parts: “j” beginning, short “u” middle, and “mp” blend for the ending (figure 4.3). The word “jump” is the central idea. “j,” “u,” and “mp” are the three nodes. With a partner, students brainstorm on each node to find words with similar parts. The web is recorded in students’ word journals.

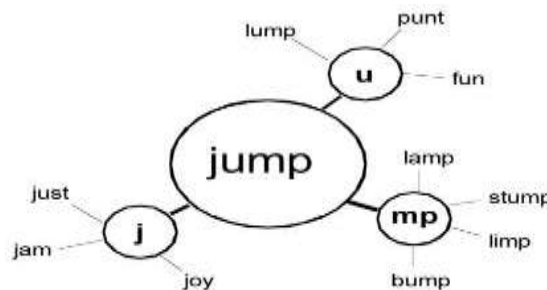


Figure 4.4

4.8 Ineffective Approaches to Vocabulary Instruction

Susanne Barchers (1998) describes common strategies that are not very effective:

- **Writing Dictionary Definitions**

Looking up words in a dictionary or glossary and having students write the definition is ineffective and a poor use of precious educational time. This is because the words are usually presented outside a meaningful context. As well, dictionary definitions tend to use words and descriptions that are rarely connected to students' lives or experiences.

- **Using Vocabulary Worksheets with Teacher Definitions**

Providing teacher definitions of new words and then asking students to complete vocabulary worksheets is also not very effective in enhancing students' depth and breadth of word knowledge.

- **Memorizing Word Lists**

Memorizing lists of words and their definitions does very little to enhance students' knowledge of words. Again, words are usually presented outside a meaningful context and simply hearing a definition does not result in a deep understanding of the word.

- **Sentence Writing**

Asking students to write sentences using a new word as an isolated exercise is not very effective. The sentences are usually contrived and reflect the singular definition given.

If these strategies are so ineffective, why are they used so often in schools? Perhaps it is because teachers are not aware of them.

4.9 Conclusion

The ultimate goal of reading is to comprehend the text, so vocabulary development is necessary for better comprehension. Words are taken as the currency of communication. A good store of vocabulary improves all areas of communication: listening, speaking, reading and writing. Vocabulary plays very important role in foreign language learning. The meanings of new words are very often emphasized whether in books or classroom. Vocabulary is central to a language learning process. The limited vocabulary in second or foreign language impedes communication at all levels.

4.10 Self-Assessment Questions

1. What are different types of vocabulary?
2. Describe strategies for vocabulary building?
3. Compare effective and ineffective vocabulary instructions?

4.12 Bibliography

- Allington, R. (2000) "What Really Matters for Struggling Readers". New York: Allyn and Bacon.
- Anderson, R. C., & Nagy, W. E. (1992) "The Vocabulary Conundrum. American Educator", 16, 44–47.
- Barchers, S. (1998) Reading: From Process to Practice. Belmont, Calif.: Wadsworth Publishing.
- Baumann, J. F., Kame'enui, E. J., & Ash, G. E. (2003) Research on vocabulary instruction: Voltaire Redux.
- Gentry, R., & Gilbert, J. W. (1993) Teaching Kids to Spell. Portsmouth, N.H.: Heinemann.
- Harp, B., & Brewer, J. (2005) "The Informed Reading Teacher: Research-based Practice". Upper Saddle River, N.J.: Pearson.
- Watts, S. (1995) "Vocabulary Instruction During Reading Lessons in Six Classrooms". Journal of Reading Behavior, 27, 399–424.

Unit-5

WRITING PROCESS

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	95
Objectives	95
5.1 The Process of Writing	96
5.2 Controlled Writing	97
5.2.1 Guided Writing	97
5.2.2 Free Writing	97
5.3 The Five Step Writing Process	98
5.4 Strategies for Getting Writing Ideas	99
5.4.1 Teacher Writing Prompts	99
5.4.2 Brain Walk	100
5.4.3 List of Thing	100
5.4.4 Noticing Tours	101
5.5 Characteristics of Effective Writing	101
5.5.1 Purpose	102
5.5.2 Logical	102
5.5.3 Cohesive	102
5.5.4 Coherent	102
5.6 Types of Writing	103
5.6.1 Expository	104
5.6.2 Descriptive	105
5.6.3 Persuasive	106
5.6.4 Narrative	107
5.7 Conclusion	108
5.8 Activities	109
5.9 Self-Assessment Questions	109
5.10 Bibliography	110

INTRODUCTION

We learn a second language to communicate with other people in order to understand them, to speak/talk to them, to read the text and to write to them. Communication may be face to face where you can judge a person through his facial expression, gesture, tone, etc. It may be via telephone, wireless or other means of communication. We can also communicate in writing with other who are not there in front of us and still make ourselves understood.

Writing helps students to learn a second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the classroom. Writing involves thinking on the part of the writer, his constant eyes movement, use of hand and brain which help in the learning of the language.

OBJECTIVES

After reading this unit, you will be able to:

1. Explain the process of writing at elementary and secondary level
2. Identify controlled, guided and free writings
3. Describe five steps of writing
4. Develop strategies for getting ideas of writing
5. Explain different types of writing
6. Identify the differences in them
7. Use a type of writing as per purpose
8. Evaluate the types of writing.

5.1 The Process of Writing

We know that writing is not a natural process in the same way as speech. Everyone acquired his mother tongue naturally and not need to be taught in a formal way. Most of us learnt our mother tongue without instruction at home or elsewhere, but how many of us can write it? If you look around you will find many adult speakers who never learnt to write their mother tongue the difference between speech and writing are too big to be ignored.

We also know that all language processes are connected i.e. reading, writing, speaking, listening, and thinking. Each language process enhances students' ability to use the others. As teacher, we all too often make writing an unnecessarily difficult task for our students. We assume that if they can write grammatically correct sentence, they should also be able write well-organized texts.

Writing involves mechanical and mental process side by side. The mechanical process refers to orthography (drawing letters), knowledge of spelling and punctuation used in language. Mental process includes an adequate knowledge of language grammar, vocabulary and usage. The writing process is taught in the following steps:

1. Elementary Level

Children are first taught the mechanics of writing, i.e. writing as a physical activity through which they get to learn the characteristics of good handwriting including control over hand muscles. At this level, they are taught how to hold the paper in the right position, how to hold the pencil and how to form individual letters in correct shapes. The students at the elementary level also need to learn: -

- leaving a margin;
- leaving equal space between letters of a work;
- writing all letters with the same angle;
- leaving equal space between words;
- writing in a straight line;
- using capital letters and small letters at appropriate places.

2. Secondary Level

In the beginning, students are taught how to write a series of grammatically correct sentences. As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways to form a coherent whole. At the secondary level, students should be taught communicative writing, i.e. construction of grammatically correct sentences which convey a meaning to the reader. In such writing, students develop the habit of logical and correct expression.

Writing is a skill which the Lerner should ideally acquire in stage. We may compare it to learning to ride a bicycle. A child usually starts with a tricycle. It is made so safe that he cannot fall. Next he may start to use a bicycle with very small wheels. This gives him some measure of protection. Finally he will have the confidence to cycle away on only two wheels. Similarly, a teacher following a good writing programme does not allow the students to write whatever they want to straight away. This would not only be daunting, but would lead to an excessive and discouraging number of errors, with the consequent build-up of bad linguistic habits. The proficient teacher of writing leads his students through three stages, namely controlled writing, guided writing and free writing.

5.2 Controlled Writing

Controlled writing exercises aim to make it difficult for the students to make mistakes. Examples of such exercises would be substitution table and copying exercises. To return to our cycling analogy, such exercises are similar to learning to use the pedals, handlebars and brakes, without at the same time heaving to worry about maintaining balance.

5.2.1 Guided Writing

The guided writing stage requires a great deal of attention from the teacher. At this level, most of the written work should be guided; the students are not yet ready to relinquish their props. Guided writing exercises can be categorized as follows.

Completion

Reproduction

Transformation.....activities

Expansion

5.2.2 Free Writing

This is the last stage of writing. Usually the teacher will give some guidance, but it will mainly be in the form of pre-writing discussing of topic. These will often take the form of small-group discussion. During the writing phase the student will be largely working from his own linguistic resources, and he will, of course, receive further guidance from the teacher in the form of feed-back after he has read the work. The usual free writing activities practiced in class are compositions and essays. The main points of essay writing are:

- read the question extremely carefully and find the key words and topic words
- Write an outline
- Write the first draft
- Revise the first draft.

One way to help children become more fluent in their reading is to help them become more fluent writers. The five-step writing process and strategies for generating ideas are as follows:

5.3 The Five Step Writing Process

The five-step process writing approach described by Donald Graves (1983) is presented here.

Step-1: Prewriting

Prewriting is the stage where students do everything before begin the draft paper. They look over the assignment handout, choose and narrow the topic and assess the writing purpose. The goal here is to generate ideas about the topic. Listing, brain-storming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas. Some of the prewriting strategies are:

- Make a list of the topic.
- Read and take notes on a topic.
- Make a map of ideas and concepts related to topic.
- Ask yourselves questions about the topic.
- Discuss ideas about the topic with others and take notes.
- Make an outline of your paper.

Step-2: Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

Step-3: Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the Blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

Again, not every draft should be taken to this stage. Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

Step-4: Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

Step-5: Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

5.4 Strategies For Getting Writing Ideas

To the greatest extent possible, you should provide opportunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create greater motivation to write, which, in turn, will improve students' writing and communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if students are not used to selecting their writing topics they may need a little help. Four strategies for getting writing ideas are de-scribed here.

5.4.1 Teacher Writing Prompts

Sometimes it is appropriate for the teacher to provide a writing prompt or unfinished sentence. The trick in designing good teacher-direct writing prompts is to make them specific, universal, and open-ended.

An example of a poor writing prompt would be "Describe a favorite family vacation." This is a poor writing prompt because you cannot assume that every student (a) has a family, (b) feels comfortable with his or her family, (c) has had a family vacation, (d) wants to go on a vacation, or Enjoys family vacations: With

this writing prompt you are telling students, “You must have a family you enjoy and you must have enjoyed a vacation someplace. If not, you are abnormal.”

Instead, an example of a good writing prompt would be something like “Describe something you enjoy doing.” Every student, regardless of circumstance, could respond to this prompt. Every student could succeed regardless of ability.

5.4.2 Brain Walk

This technique should be demonstrated to students in large group a few times. Here you simply take your brain out for a walk. First, write a word at the top of a sheet of thinking paper (scratch paper) or a journal page. Then identify the first thought or idea that pops into your head. Use a word or short phrase to capture it. Don’t write complete sentences here. Instead, use a word or the fewest words possible to hold the idea. Here are the steps for a brain walk:

1. Write word on top of paper.
2. Identify first thought or image.
3. Use word or phrase to capture it.
4. Move to next thought or image.
5. Repeat until the page is full.

If done correctly, the brain walk shouldn’t make sense to anybody except the writer. A good brain walk will usually provide three or four good ideas to use for stories. Students should record these story ideas in their writing journals or writing portfolios. They can then refer back to this topic list whenever they are looking for writing ideas.

My brain walk: balloon - circus - circus in Grantsburg - fairgrounds - fairs - burning down the animal barn - carnival games - playing games in junior high - squeaky voices - mice - Stuart Little - fifth-grade class - foot-ball - recess - Sam - working hard - state fair - rides - sick - away from work - resting - sleeping - big fluffy bed - staying at Grandma’s house - rice pudding - thick oatmeal - eating breakfast with grandpa - paper route - cold winter - snowmobiling - frozen fingers - chopper mittens

5.4.3 List of Thing

Here students designate a page in a writing journal or portfolio where they keep lists of things. These things have the potential to produce stories. Students should be encouraged to add to their list as they think of new things or new writing ideas. As you can see in the thing chart below, using categories to help students think of things.

Thing Chart

Things I Notice

- 1.
- 2.
- 3.

Happy Things

- 1.
- 2.
- 3.

New Things

- 1.
- 2.
- 3.

Events

- 1.
- 2.
- 3.

Important Things

- 1.
- 2.
- 3.

Old Things

- 1.
- 2.
- 3.

The steps for creating a list of things are as follows:

1. Designate a page in your journal or writing log.
2. List ideas that sounds interesting.
3. List things you notice.
4. List interesting or important events.
5. List things that make you sad, happy, angry, or bored.

5.4.4 Noticing Tours

Noticing tours can be done two ways. First, actually go outside and notice things. Look for sights, sounds, smells, textures, and feelings. Have students take their writing logs with them. Direct them to notice things for each sense: “What do you hear? Write it down. What does it remind you of? What do you see? What is interesting about it? What does it make you think about?”

The second way to do a noticing tour is through imagery. Start with something simple like “Think back to your trip to school today. What did you notice?” Then, just like above, take the students through each of the senses. Or you could ask students to think of a favorite place, an interesting place they’ve visited, or a place they’d like to visit.

5.5 Characteristics of Effective Writing

While following a writing process, the students need to remember:

- leave a margin;
- leave equal space between the words;
- leave equal space between letters of a word;
- write in a straight line;
- use capital letters and small letters at appropriate places.

5.5.1 Purpose

In our language classroom the real writing task is rarely practiced by teacher and students. Examples of real writing task are letter writing, form filling, report writing, memo and so on. Letter writing is practiced to some extent but this too often consists of students' learning by rote 'set-piece' letters, and reproducing them word for word in an examination. Efforts should be made by the teacher to ensure that from the start the writing tasks given to our language students should have a clear writing purpose.

5.5.2 Logical

Another characteristic of writing is that it should be logical. Writing is outward reflection of what is going on in our mind or thought processes. As rational human being we are constantly striving to impose some order on the world as we perceive it. Thus, for example, we tend to see things as happening in a time sequence, We impose relationship on what sector hear, we see certain things as being effects, and some as causes, we see that certain things are part of the same process. All these perception are expressed in what we say and write. The sentences which we utter, be they expressions of ideas or feelings, description of people, places or events, or whatever else we wish to express, all tend to be developed logically towards a certain point.

5.5.3 Cohesive

Cohesion refers to the 'unit of grammar'. In other words, all forms of communicative writing, (letters, articles, written messages, and so on), are not mere strings of unconnected sentences. In writing, sentences are linked together by link words. So a sentence in the middle of text will usually either refer to sometime or someone mentioned earlier in the text, or to something or someone about to be mentioned. Here is a very simple example of cohesion:-

Ahmed gets up early in the morning.
Ahmed jogs early in the morning.
Ahmed gets up early in the morning and jogs.

You will notice that the word and save us from repetition, and links the two sentences together.

5.5.4 Coherent

Cohesion refers to grammatical or structural unity, Coherence, on the other hand, refers to the unity of sense, or meaning. Look at the following example: -

- A. Can someone open the door?
- B. I'm eating.

There are no link words or linguistic clues here, but even so, we are able to recognize that the sentences are related. The clue here lies in the context or situation. We can guess that A's question is a request for help, and B's answer is an excuse for not helping. Thus, if it is to be understood, writing must be coherent.

5.6 Types of Writing

A writer's style is a reflection of his or her personality and way of approaching the audience and readers. However, every piece writers write is for a specific purpose. For example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writers' styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer. The four main types of writing are: expository, persuasive, narrative, and descriptive:

- **Expository:**
In this type of writing the author's purpose is to inform or explain the subject to the reader.
- **Persuasive:**
Writing that states the opinion of the writer and attempts to influence the reader is called persuasive writing.
- **Narrative:**
In this type of writing the author tells a story. The story could be fact or fiction based.
- **Descriptive:**
A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

In our day to day writing practice, we write on different topics. These may be business letters, fiction, articles, informal letter, essays etc. In any type of writing, to be a successful writer, the focus should be on the purpose. There may be a variety of reasons and purposes of writing, but it will be from any of the four main types of writing: expository, descriptive, persuasive and narrative. Each type of writing has a distinct aim and skill.

5.6.1 Expository

The word expository contains the word expose, so this type of writing expresses or set forth facts. It gives apt description of something and also a most common writing genre in the world. Every student has to come across the expository writing on daily basis.

Expository writing explains or informs about something. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is explaining. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as “Pumpkin pie is the best fall treat...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

5.6.2 Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place or all of these at once. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. The writer may describe the scene in term of five senses. It allows writer more artistic freedom than expository writing does.

Example:

In good descriptive writing, the author will not just say: “The vampire killed his lover.”

He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire sunk his rust-colored teeth into the soft skin of his lover and ended her life.”

Key Points:

- It is often poetic in nature.
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

Non-example:

So you just brought home a shiny new smart phone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it is to persuade you to buy a case.

5.6.3 Persuasive

Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc.).
- Letter of recommendation.
- Letter of complaint.
- Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance.

All of these statements are facts. Therefore it’s expository. To be persuasive writing, you must have an opinion that you’re trying to persuade people of—then, of course, you will support that opinion with evidence.

5.6.4 Narrative

A narrative tells a story. There will usually be characters and dialogue. Narrative writing’s main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

Key Points:

- A person tells a story or event.
- Has characters and dialogue.
- Have definite and logical beginnings, intervals, and endings.
- Often have situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples Narrative Writing:

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Example:

“I don’t think that’s a good idea,” said Javid.

“You never used to be such a boy!” retorted Inam, pushing open the door.

Reluctantly, Javid followed.

This is a narrative because it's telling a story. There are different characters conversing, and a plot is unraveling.

Non-example:

Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It is located in a district in Fort Worth, Texas known as "Hell's Half Acre" in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory's original meat-packing equipment.

While this would serve as a worthy setting for a story, it would need a plot before it could be called a narrative.

5.7 Conclusion

The writing process refers to the complex relationship between presence of language in the head and its conversion by hand and pen into legible text. It involves both mechanical and mental process. Learners are first taught orthography through which they learn how to form individual letters in correct shapes. At secondary level, communication writing is taught. It means to teach them the construction of grammatically correct sentences which clear meaning to readers.

The effective writing process is carried out at through a controlled, guided and free writing. At controlled writing stage, both the contents and language are provided by the teacher so that the students can make fewest mistakes. At guided writing stage, the teacher provides the situation and helps the students to prepare their written work. At last stage, students are taught free writing where only title is provided to them. The students do the writing themselves.

The five-step writing process consists of: prewriting, drafting, revising, editing and publishing and sharing.

These are the four different types of writing that are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing.

5.8 Activities

1. What are five things that happened this week in the world? Arrange them in order of importance.
2. What are five things that you can see around? Describe them in detail.
3. Write about any interesting event happened in your life?
4. What is the recipe of chicken biryani?
5. Write an application for fee concession?
6. Suggest a context in which classroom letter writing can become a purpose task.
7. Write a short cohesive text based on these sentences.
8. Mona Lisa was painted.
9. The artist who painted Mona Lisa was Italian
10. Mona Lisa is a famous painting.
11. Mona Lisa is a famous painting at present in a museum in Paris.

5.9 Self-Assessment Questions

1. Identify which type of writing is being described.
 1. _____ A story about the time you got lost at Disneyland
 2. _____ A web page telling how to create a web page
 3. _____ The Harry Potter books
 4. _____ A letter to the governor explaining why the tax increase is a bad idea
 5. _____ Writing in which you record details of a trip taken
 6. _____ An essay discussing a theme from Romeo and Juliet
 7. _____ An article attempting to convince readers to boycott a store chain
 8. _____ A poem about the sights and sounds of rainfall
 9. _____ A paper about the horrible treatment of the people in Darfur
 10. _____ The cover story in the morning newspaper
 11. _____ A brochure advertising a luxury hotel and resort
 12. _____ A paper discussing the after effects of a war

2. What is a writing process, explain it at elementary and secondary level?
3. Describe in detail the controlled, guided and free writing?
4. What is a five step writing process, discuss in detail?
5. What are different strategies for getting writing ideas?
6. What is expository writing, describe in detail?
7. What is descriptive writing, how is it different from expository writing?
8. What is persuasive writing, explain with examples?

5.10 Bibliography

Graves, D. (1983) Writing: Teachers and children at work. Portsmouth, N.H.: Heinemann

Unit-6

STRATEGIES OF WRITING

**Written by: Dr. Zafar Iqbal
and Khuram Dad
Reviewed by: Khuram Dad**

CONTENTS

	<i>Page No.</i>
Introduction	113
Objectives	113
6.1 Prewriting Strategies for Generating Ideas for Write	114
6.1.1 Power Writes	114
6.1.2 Brainstorm and Group.....	115
6.1.3 Outlining.....	117
6.1.4 Web and Brainstorm.....	118
6.1.5 Brainstorm	118
6.1.6 Turn to a Neighbor	119
6.2 The Draft-Sloppy Copy	120
6.2.1 Partner Oral Response	120
6.3 Revising Editing and Publishing.....	121
6.3.1 Revising.....	121
6.3.2 Editing	122
6.3.3 Publishing/Sharing	125
6.4 Conclusion	127
6.5 Self-Assessment Questions.....	127
6.6 Bibliography	128

INTRODUCTION

Writing is one of the most effective forms of communication. It allows us to put out feelings and ideas on paper in a legible form. It should be well organized with convincing argument to convey out message clearly and explicitly. It is considered a complement to speech or spoken language. Writing relies on same structure as speech. This is vocabulary, grammar and semantics along with signs or symbols. The result of writing is called text. As human societies emerged, the development of writing was also drawn by pragmatic exigencies. Different strategies introduced for effective writing. These are pre writing strategies and for generating ideas for writing. There is brainstorming and outlining. These are strategy at drafting, revising, editing and publishing for the writing easier and friendly.

OBJECTIVES

After reading this unit, you will be able to:

1. Explain strategies for writing.
2. Identify pre-writing strategies.
3. Design revising, editing and sharing of writing.

6.1 Prewriting Strategies for Generating Ideas for Write

What writers do before writing is just as important as what happens during the writing process. Below are described seven prewriting strategies that can be used to generate ideas before students begin writing their drafts.

6.1.1 Power Writes

Here students write continuously for one to three minutes (a shorter duration for younger students, longer for older students). This is different from the free write where students generally write at a slower pace for five to ten minutes. This is also different from the brain walk where students are writing complete sentences. The power write is designed to get students to write quickly without thinking. Evaluating gets in the way of idea generation and should be avoided. Here you want students to associate (quickly make connections) but think very little.

To do this, students start with a writing topic (or any word idea) and quickly associate. They should keep their pencil moving, recording sentences and ideas, freely hopping from one idea to the next. The key is to catch and record the very first thought or image that comes to mind. If done correctly, the writing should be a jumbled and disjointed mess. You will need to demonstrate how to do this by thinking out loud as you record your ideas. The steps for power write are described below. These should be written out in poster form to use as a teaching guide and reminder.

Power Write

1. Find an idea.
2. Associate: attach first word or image that comes to mind.
3. Write quickly: keep the pencil moving.
4. Write for two to three minutes.
5. Look for ideas to use. Begin draft.

Below is an example of power write. It is started with the word “dog” and wrote the first thing that came to mind. It was not concerned with order or a logical flow of ideas. It was simple creating a pile of gravel out of which might find a couple of precious nuggets for writing topics. After doing power write three interesting ideas were discovered that can make into stories.

Power Write

Dog. Ran out into the street. My dog Mickey likes to run. Got to be very careful. Have a leash on when you open the door. Don't want him run over. A friendly dog. Emotionally needy. Snuggles on my pillow in bed. Do we spoil our dog?

Seems to have his own mind. He reflects parts of me. Dog owners. Projecting. Cesar Millan. TV show. The Dog Whisperer tries to help people understand their dogs. Understanding people and situations is the key. People are not irrational beings. People are sometimes not rational. People are rational with bad rationale. People are rational with poor motives. Selfishness, self-centeredness, ego sometimes overpowers our ability to reason. We make decisions using knowledge, reason, our emotions, and our intuitions. Using too much of any one leaves us out of balance. We then make bad decisions. Do we project?

6.1.2 Brainstorm and Group

With this prewriting skill you start with a writing topic, and then simply list as many related things as you can. This is different from the power write in that you simply list a series of words to hold the idea. In power writing you record the idea and write sentences or parts of sentences. While brainstorming ideas, they should be listed without evaluation. Crazy unrelated ideas are just as important as those that seem more pragmatic as they all help to see things differently. Once all ideas are listed, then you can start looking for groups or patterns to emerge. Put similar ideas together to create groups. The steps are listed here:

Brainstorm and Group

1. Start with a topic.
2. Generate as many ideas as you can.
3. Look for groups or patterns.
4. Organize into groups.
5. Use groups for sections or paragraphs.

Again, you will need to demonstrate how to brainstorm and group by doing one together. Do this using the brainstorm and group chart below. For example this can be started with a writing topic, my dog Mickey. Then listed (a) things known about dogs, pugs, and Mickey, (b) things related to Mickey, and (c) things that may be said about Mickey. These ideas were recorded in list form on the left side of the brainstorm and group chart below. An overhead projector, a large poster, or the front board may be used for demonstration. Then, thinking out loud (cognitive modeling), one began to look for similar ideas to use in creating groups. Initially there will be three categories. Then start listing ideas under each category in the column on the right. All ideas are eventually put in a group. It is found that putting the initial ideas into groups help in generating additional ideas for each category. This process of creating groups and organizing ideas into groups leads naturally to talking about structure and paragraphs. The end result is that three-part structure that can be used to write a draft about my dog, Mickey.

Brainstorm and Group Chart

IDEAS

My Dog Mickey

- My dog Mickey
- Pugs
- Friendly
- Wags his butt
- Mind of his own
- Sheds
- Loves to eat
- Cries if left alone
- Small dog
- Lots of energy
- Two years old
- Got him at nine weeks
- Chose him from a group of four dogs
- First saw him at three weeks—looked like a rat Pug traits: friendly, easygoing, likes to play

IDEAS PUT INTO GROUPS

Pug Traits

- Friendly
- Pug traits: friendly, easygoing, likes to play
- Shed
- Short hair
- Snout
- Snore

Getting Mickey

- My dog Mickey
- First saw him at three weeks—looked like a rat
- Got him at nine weeks
- Chose him from a group of four dogs
- Took him home
- He cried at night

My Dog Mickey

- Friendly
- Wags his butt
- Loves to eat
- Loves to be with people
- Two years old

6.1.3 Outlining

Start with the writing topic, and then look for two to four main ideas related to the topic. Most writers discover that finding supporting details for each of the main ideas becomes much easier once the flexible outline has been written. Allow new ideas to appear or old ideas to melt away, merge, or appear in other places as you are working through the draft and revision stages. The steps for outlining are listed here:

- Look at topic or theme.
- List important ideas using numbers.
- Use letters to add details.
- Begin writing

Here is an example of the outline I used to write a story about my dog, Mickey:

Mickey the Dog

I. Traits

- Happy
- Friendly
- Likes to snuggle
- Needs attention

II. Care

- Sheds
- Watch what he eats
 - A Can get overweight
 - B Feed three-quarter cup of food twice a day
- Brush often
- Walks
- Every day
- Tire him out
- Keep him slim and healthy
- Housebreaking
- Six months
- Did everything wrong

III. My Dog Mickey

- a. Deciding on a pug
 - i. Saw a friend's
 - ii. Loved the friendliness of it
- b. Saw a pug when I was out running
- c. Adopting and selecting Mickey
- d. The early days

6.1.4 Web and Brainstorm

Web and brainstorm provides the same type of structure as an outline; however, the process is more spatial and more visually stimulating for some students. Here you start with a writing topic as a central bubble, then look for two to four related ideas for nodes (see figure 7.1). With younger students it's recommended that only two nodes be used. The steps are listed here:

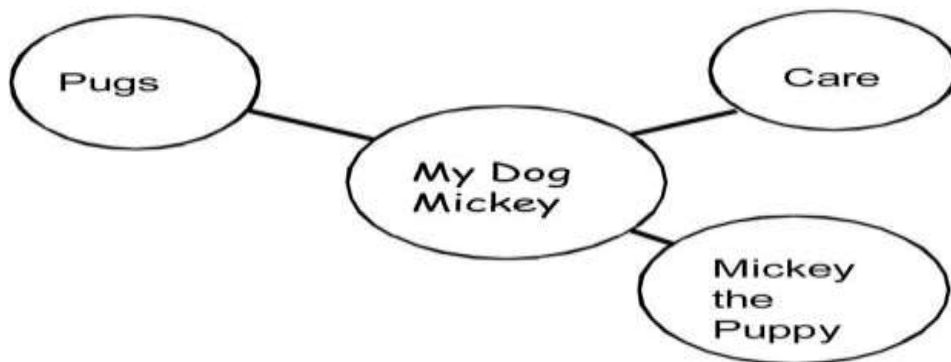


Figure 6.1 My Web and Brainstorm

Web and Brainstorm

- Find a writing topic (central bubble).
- Identify two to four sub ideas (nodes).
- Brainstorm on each node.
- Each node becomes a paragraph.
- Begin writing draft.

6.1.5 Brainstorm

The goal in brainstorming is quantity of ideas. Students do not naturally know how to brainstorm; thus, you must teach and demonstrate the process. If everyone is writing on a similar topic, brain-storming can be an effective prewriting activity to do in large group. As students see the ideas of others they get more ideas for their own writing projects. For example, let's say we were writing about things that annoy us. I would say, "Boys and girls, I know I really get annoyed when somebody butts into line. What are some things that annoy you?" As student's volunteer ideas, they would be recorded on the board. The specific steps for brainstorming are listed here:

1. Look at the idea.
2. List as many ideas as quickly as you can.
3. Begin writing

Activity:

There are four rules for brainstorming listed below. Put these rules in poster form to assist your initial brainstorming instruction, and then use this poster for quick review when needed.

Rules for Brainstorming

1. All ideas must be accepted. No criticizing or evaluation is allowed. At this stage, bad ideas are just as important as good ideas.
2. Freewheeling is celebrated. Creative, bizarre, unusual, and silly ideas are welcomed along with smart-aleck comments and Random associations. All of these can be used to stretch our thinking and get us thinking more broadly.
3. The goal of brainstorming is quantity. The more ideas we have, the greater our choice is in finding a solution.
4. Hitchhiking is welcome. Hitchhiking is when you add to an idea that has already been stated or combine two or more ideas. This is a technique many creative problem solvers use.

6.1.6 Turn to a Neighbor

Things don't have to be complicated to be effective. Explaining our initial ideas or listening to the ideas of others is a simple, effective prewriting strategy. For example, I might say, "Today we're writing about things we noticed on the way to school. Take a minute, turn to a neighbor. Share at least two things you noticed on the way to school." These are the steps:

Turn to a Neighbor

- Find a topic or theme.
- Turn to a neighbor and share.
- Listen, ask questions, add ideas.
- Begin writing.

List four:

The last prewriting strategy is listing. Here students start with an idea or writing topic. They must quickly list four words or ideas associated with their writing topic on top of their page before writing. These are the steps:

- Start with an idea.
- Quickly list four words that come to your mind.
- Begin writing.

6.2 The Draft-Sloppy Copy

The draft (sometimes called a sloppy copy) is where students make the first attempt to capture their ideas on paper. Again, most of the writing activities you do in class will involve just the pre-write and draft stages. Drafts are put in students' individual portfolios. Students can then choose which draft they want to bring into the revision stage.

Getting responses to story drafts makes them become more alive and provides ideas for the revision stage. However, responses do not always have to come from a teacher or parent. Students' responding to each other's stories often creates a more powerful writing experience. Below are four simple ideas for responding to drafts:

6.2.1 Partner Oral Response

Here students turn to a neighbor and read their story draft out loud. They could also simply describe some of the main ideas. The partner then responds orally to the ideas. You will, however, have to teach students how to respond to each other's writing in a positive, supportive manner. The response guidelines listed below can be used here. Put these on a poster to use as a reference. Tell students that these are just hints if they don't know what to say.

Oral Response Guidelines

- What did you like?
- What did you want to know more about?
- What might be added to make it more interesting?
- What did it remind you of?

Small Group oral Response

In small groups, students read or describe a journal entry. These entries become natural vehicles for small group discussions as members of the group respond.

Trade and Respond

Students trade writing drafts with a partner and write their responses right on the page. You can also use groups of three or more students, having them write and rotate stories until everybody has responded to each. In this way the draft becomes a living entity with a collection of perspectives.

Whole Class Response

At the end of every writing session choose one or two volunteers to read their story drafts to the class or tutoring group. This differs slightly from the author's chair (described below) where students read their edited pieces to the class.

6.3 Revising Editing and Publishing

This section provides ideas for revising, editing, and publishing.

6.3.1 Revising

Donald Graves (1983) says that generally only one out of five drafts are hot—meaning that they are worthy of being taken to the revision stage. Once a student has taken a piece to the revision stage, the majority of time should be spent reading, rereading, moving things around, and getting feedback from others. This is where time is spent molding and shaping a piece of writing. Encourage students to read their work out loud to develop a writer’s ear.

Magic Circle

The goal of feedback and response is to see how the writing is playing in the heads of the readers. One strategy you can use to help students get feedback from peers during the revising process is the magic circle. The steps are as follows:

First, students identify a piece of writing for which they’d like a response (different from correcting mistakes or editing). Then the teacher collects students’ writing papers. They should make sure that their name is not on the paper, or if it is that it is crossed out. It is important that students’ writing be anonymous at this point. With younger students, move the desks in a circle facing inward. The teacher stands inside the circle and directs action.

Next, the teacher passes out a paper to each student. Students respond to that paper, letting the writer know what thoughts were going through their head as they read it. Students are to “think all over the paper” with their pencils. They should write on the paper, making marks and arrows to show exactly what they liked or wanted to know more about.

When students finish responding to a paper, they stand up, leave the paper on the desk, move to the center of the circle, and wait for an empty desk and respond to that paper. (Being able to get up and move around during the writing and responding process is helpful to many younger students who seem to have a hard time sitting still.) The goal should be to respond to at least three papers (this takes a lot of concentration—recommended sessions of five to ten minutes for younger primary age students, and ten to fifteen minutes for intermediate age students). With intermediate and middle school students, desks do not have to be moved into circles. When these students are finished responding to a paper they simply hold it in the air and trade with another student.

When you see the energy starting to lag, instruct students to finish the paper they are on and return it to a front table or spot that you have designated. When all papers are returned, students can then come up and find their own. They will find a paper that is alive with the thoughts and ideas of others.

This is a revising strategy, not an editing strategy. Getting real responses to writing makes it come alive and gives it energy. Revising is finished when students feel the writing is as they want it to be. Only then should they focus on editing, and not before. The steps and response guidelines for the magic circle are listed below:

Magic Circle

- Collect papers (no names).
- Put chairs in a circle.
- Pass papers out.
- Students respond to a paper (write on it).
- When finished, leave it on the desk, move to center of the circle.
- Wait for empty desk, respond to another paper.
- Try to respond to at least three papers.

Response Guidelines

- What did you like?
- What did you want to know more about?
- What might be added to make it more interesting?
- What did it remind you of?

6.3.2 Editing

At the editing stage (different from the revising stage) students fix grammar, spelling, and punctuation errors. Two important points to reinforce at this stage: First, continue to reinforce the idea that good writing is not writing without errors. Good writing is having good ideas and then communicating them. Grammar, spelling, and punctuation are used to help students communicate their ideas. Second, let your students know that all writers need and use editors.

Self-editing

Teach students how to edit their own work by providing structure by using a simple checklist with three to five specific skills to look for (see the editing checklist below). As they edit have students focus on just one skill at a time. For example, they should first look to see that all sentences begin with capital letters and make a check in the “yes” column when they have done so. Then they should read each sentence out loud to see if it makes sense by itself and is a complete

idea. When they have completed the editing checklist they should ask another student to review and edit their work.

Editing Checklist	
Begins sentences with capital letters:	Yes _____ No _____
Writes sentences with a complete idea:	Yes _____ No _____
Ends sentences with a period:	Yes _____ No _____
Circles words that don't look quite right (spelling):	Yes _____ No _____
Uses "isn't" and "wasn't" correctly:	Yes _____ No _____

How do you handle words that don't quite look right? Students can look them up in the dictionary, or they can type the word into a word processor that has a spell check feature (of course, if they are doing their edits on the computer, they should use spell check and grammar check functions during their editing). There are also a variety of inexpensive electronic spelling dictionaries that can be purchased. (Interestingly enough, you can buy an electronic spelling dictionary for about the same price as a consumable spelling workbook.) Computer spell checks and electronic spelling dictionaries are both effective and efficient strategies to use when students are uncertain about the spelling of a word.

Peer Editing:

Peer editing is a way for students to edit each other's papers. Editing other students' papers is also an indirect way to learn about spelling, grammar, and punctuation. The steps are as follows:

- Designate a day or date for the editing of papers. Encourage students to have something ready to edit on that day. (For ex-ample, Fridays could be editing days.)
- Identify three to eight skills related to grammar, spelling, or punctuation to focus on. Assign a table for each skill.

- Assign students to tables and ask them to become experts in the use of that particular skill. For example, a spelling table would look just for spelling errors. Another table could be the sentence table looking for complete sentences with capital letters and periods. Another table could be the there/there and too/to/two table, checking to see that these are used correctly. Depending on your teaching or tutoring situation, assign two to five students to each editing table. Sometimes a parent volunteer, paraprofessional, or older student can be used to assist the work at each table. In these cases, they should intervene as little as possible. Real learning occurs when students discuss, communicate, and explain their thinking relative to a particular skill.
- Each table examines and edits each paper looking only at their one particular editing element.
- When a paper is finished at one table, it is passed to the next editing table until it completes all tables.
- Peer editing: PET. PET stands for professional editing tables. The steps are as follows:
 - Designate one table for editing.
 - During the writing time, those who have completed revising their papers do an initial edit on their own.
 - When students have completed their own editing, they bring their pieces to the professional editing table (very much like professional writers do when they are finished with a piece of writing). Here a parent, paraprofessional, or older student works along with two or three voluntary editors. (Everyone in the class or tutoring group should have a chance to be an editor. This is one of the best ways to learn about grammar, spelling, and punctuation.)
- Use a checklist to remind student editors of the things to look for. The checklist for PET below will give you a sense of what this might look like. Use students' papers to decide the specific elements to use in creating your own.

Checklist for PET

i. SENTENCES

- a. The writer uses complete sentences. _____
- b. The sentences are easy to read. _____
- c. The sentences use capital letters at the beginning and periods or ending marks at the end. _____

ii. PARAGRAPHS

- a. Ideas are organized into paragraphs. _____
- b. Paragraphs are used to start a new idea. _____
- c. Paragraphs are indented at the beginning. _____

iii. SPELLING

- a. The writer uses spell checks on questionable words. _____
- b. Spells contractions correctly: isn't, wasn't, can't, did not, they are. _____
- c. Uses there, their, and they're correctly. _____

If you are wondering what skills to teach students, look at their papers to see what types of errors seem to be reoccurring. Create short lessons to teach those skills explicitly. Then create a checklist including these skills in the editing process.

6.3.3 Publishing/Sharing

Publishing/sharing refers to any situation where students get eyeballs or ears on their writing. Having an audience respond to your writing makes it come alive. You are limited only by your imagination in how you might create an audience for students' work. Below eight strategies are described.

Author's Chair

This is where a student reads a piece that she or he has written. If you are in a classroom setting, have one or two students sign up for author's chair each day. I have found that two students a day generally works best.

Student Books

Students love to read each other's work. Create books for your classroom library that are made up of students' writing. This is done by having individual students collect their best writings and create a book. They would then design and illustrate a cover as well as create pictures that might be included with each story.

You can also create books comprised of more than one student's work. This multi-student book could be centered on a theme such as "Winter Stories" or "Funny Things" or it simply could be a collection of student stories. Select an editing team (just like real life), composed of three to six students. Its job is to work with a teacher, paraprofessional, parent, or older student to select stories, edit them, put them in a logical order, and create a structure along with a table of contents for the book. The editing team might also select students who are outstanding artists to illustrate the stories.

Student Magazines or Newspapers

Create a monthly magazine (or twice monthly) that contains student stories along with other articles found in magazines. You could have advice columns, editorials, comics, or information columns based on students' interests or expertise. Magazines and newspapers don't have to be limited to a single classroom. They can be grade wide or even school-wide.

PowerPoint Books

PowerPoint books enable students to copy and paste pictures from the Internet to create a visually pleasing story. You can also use digital pictures that you or students have taken, or you might scan and use pictures that students have drawn. These pictures would be used to illustrate or enhance students' stories. Of course this works better for shorter stories than longer ones. The slide show function on PowerPoint enables students to have an electronic page turner. Students' stories could then be shown to the whole class or simply left on a computer for individual students.

An e-story

A variation on the PowerPoint story is the e-story. This is simply a matter of copying and pasting Internet and digital pictures into a word processing document to illustrate or enhance the story. This works better for longer documents. These longer stories would then be printed and read.

Comic Strips or Comic Books

Similar to a PowerPoint book, students must think in visual images when creating a story. You can provide structure initially by giving students a blank comic strip form and letting them create stories around this. Here students draw the pictures first and write dialogue or action later. The other way is to write the story first, then break it into picture boxes. Longer stories would require a page filled with comic strip boxes.

Bulletin Board Showcase

This classic idea is still effective. Create a place on a bulletin board or wall for showcase stories. These are stories that have been edited and ones you believe to be outstanding in some respect. Encourage students to use pictures to illustrate or enhance their stories. These can also be placed outside the classroom in the hall or lunchroom for other students to read.

Online Website

For those of you savvy enough create a website to display students' stories. Links can be used to organize stories by topic, date, or student.

6.4 Conclusion

Writing may be difficult and time consuming activity for many students, but by following certain strategies this can be an easier task. The strategies are the writing tools that writers use to do their work. Good writing does not take place accidentally. For this purpose, writers use mental procedure to produce effective writing. These mental procedures are called writing strategies. Writing strategies are intentional focused way of thinking about writing. A writing strategy can take many forms. It can be a formal plan that teachers wants their students to follow while writing or it can be something as simple As a trick to remember how a word is spelled. Writers use strategies all the time to keep their writing going on and to make it come out as they desire.

6.5 Self-Assessment Questions

1. What are power writes, explain with examples?
2. Describe in detail the prewriting strategy.
3. What are different steps of outlining, explain with example?
4. Explain web and brainstorm as pre-writing activity.
5. What is a draft, explain it as writing strategy?
6. Explain magic circle in revising.

6.6 Bibliography

Graves, D. (1983) *Writing: Teachers and children at work*. Portsmouth, N. H.: Heinem.

Unit-7

AUTHENTIC WRITING

Written by: Dr. Zafar Iqbal

Reviewed by: Khuram Dad

CONTENTS

	<i>Page No.</i>
Introduction	132
Objectives	132
7.1 Authentic Writing Activities.....	133
7.2 Functional Writing.....	134
7.3 Inauthentic Writing Activities.....	135
7.4 Stories	135
7.5 More is not better in Authentic Writing.....	136
7.6 Writing Prompts for Primary Age Students.....	136
7.6.1 Unfinished Sentences.....	137
7.7 Temporary Spelling	137
7.8 Grammar and Authentic Writing	138
7.8.1 Silly Grammar Ideas	138
7.8.2 Grammar Instruction.....	139
7.9 Approaches to Grammar Instruction.....	140
7.9.1 Stand Alone Approach or Isolate Approach	140
7.9.2 Immersion Approach	140
7.9.3 Embedded Approach.....	140
7.9.4 Elements of Effective Skills Instruction	140
7.9.5 Direct Instruction and Modeling.....	140
7.9.6 Guided Practice.....	140
7.9.7 Independent Practice.....	141
7.9.8 Review	141

7.10 Tips for Developing Grammar Awareness	141
7.11 Avoiding the Seven Most Common Grammar Errors	142
7.12 Punctuation	145
7.13 Activity/Authentic Writing Assessment Form.....	147
7.14 Conclusion	147
7.15 Self-Assessment Questions.....	147
7.16 Bibliography	148

INTRODUCTION

How much talking a young child will do if we correct him/her after every utterance? What if it insisted that the child pronounces every word perfectly and uses only correct grammar while learning to speak? What if teacher assigns students their speaking topics and then corrects and evaluates their speaking instead of responding to their ideas? Answer to these questions is that there would be a generation of insecure, semi psychotic mutes. And yet, this is what often happens when children are first learning to use the medium of writing as a vehicle for expressing their ideas. Well-meaning but ill-informed teachers or parents often insist that children's writing always be grammatically correct and error free as soon as it hits the paper. This is a good way to create reluctant or non-writers. Just like learning to speak, the ability to write is developed best by sharing real ideas and getting real responses versus constant correction from adults and other students. It is fact that: Grammar, spelling, and punctuation are important, but these things are not writing. Writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves.

OBJECTIVES

After reading this unit, you will be able to:

1. Explain the nature of authentic writing.
2. Describe functional writing.
3. Discuss inauthentic writing.
4. Develop the activities of authentic writing.
5. Use grammar in authentic writing.

7.1 Authentic Writing Activities

Learning to write is easier if students are engaged in authentic writing activities. Authentic writing activities are those in which students are asked to express their thoughts, share their ideas, or describe things from their lives or experience. Authentic writing comes from within the students. In this way also, every student can experience success. For example, if teacher asks a student to describe what he or she likes to do on weekends, every child can do this. Some may need to use more pictures than words, but every child can use print to create meaning.

Figure 7.1 shows examples of some early authentic writing. The writing is authentic because this is exactly what the children wanted to say. Nobody is directing them to write a story about frogs or princesses, or describe a day in the life of a shoe, or tell what they would wish for if they had three wishes.

The motivation to communicate is always internal. The writing expresses their ideas that come from their experiences. It is an authentic writing experience—the ultimate kind of writing.

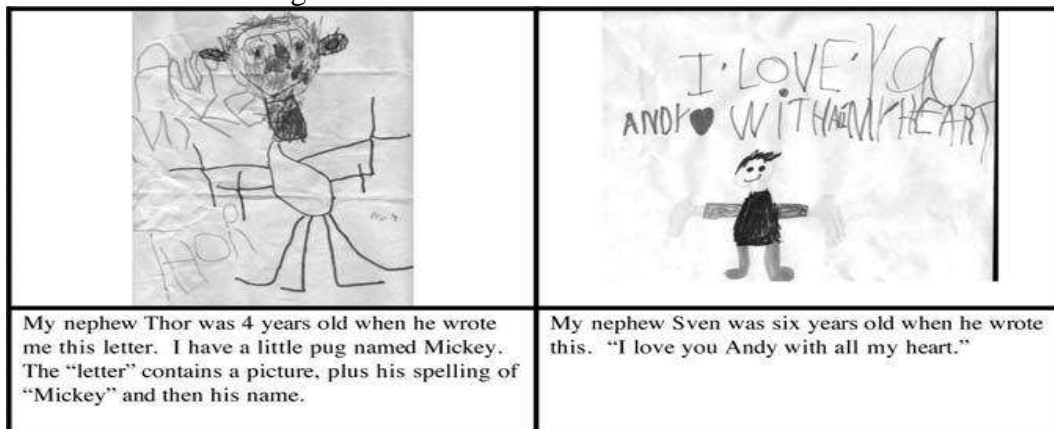


Figure 7.1 Examples of Early Authentic Writing

The writing prompts below can be used to create authentic writing experiences. Ultimately, teachers want students to be able to choose their own writing topics most of the time.

Internal Writing Prompts:

- Tell me about a time . . .
- What do you think about . . .
- Describe . . .
- What do you think is interesting about . . .

- What do you want to know about . . .
- What do you think about . . .
- What do you want to say to . . .
- What did you see when . . .
- Describe a time when you . . .
- I wish that I . . .

7.2 Functional Writing

Functional writing (the type of writing done for everyday sorts of tasks) can be used to design authentic writing activities. Six functional writing tasks are described below.

Letters to parents, grandparents, or other relatives

Students write simple, short letters telling about something at school, a tutoring session, or something else going on in students' lives.

Cards for holidays or special occasions

Students can make simple holiday cards or greeting cards. They can also make card for special occasions such as "Happy Eid" or "Happy New Year." Students illustrate or decorate their cards as well.

Rules

Students create and write a set of rules for their class (three to five) to be posted. Rules may include such things as: keep discipline, be punctual, try your best and so on.

Lists or things to remember

Students create lists of things or important events they need to remember. This could be used to remember things scheduled for that day. A planner or calendar could also be used to remember things more long term.

Reading lists

In a portfolio, journal, or on a poster, students keep a list of books (and other things) they have read.

Journals

Using journals or literature logs can be used to record students' reactions to what they are reading.

7.3 Inauthentic Writing Activities

Inauthentic writing activities are those in which students are asked to express other people's ideas, to write things that they don't necessarily want to say, or to use writing to organize or explain somebody else's thoughts or experiences. This occurs when students are asked to write a report on a subject somebody else has chosen for them or to do. Often these types of writing activities are used as a measuring device (purely to assign a grade), or to make students demonstrate that they've read the assigned story or text. Below are some examples of the kinds of writing prompts that can lead to inauthentic writing experiences.

External Writing Prompts:

- Write a story about . . .
- Describe the part in the story where . . .
- What is the author's point of view . . .
- Write a report on . . .
- What was the character's reaction when . . .

Thus said, there are times and places when it is appropriate to use the types of external writing activities and assignments described above. The problem with external writing prompts is that they often become the only type of writing that students are asked to do in schools. Nobody asks students what they think or what they want to say. Nobody encourages them to wonder. They are not asked to use writing to organize their thoughts, to describe their experiences, or to express their reactions to a particular event. When students' writing is based solely on external prompts, the motivation also becomes external. Their writing does not come from a natural desire to express or say what they want to say. This makes writing and learning to write much harder for students, especially those who may be less proficient in the first place.

7.4 Stories

What about writing stories? Would it be motivating to ask students to write stories? When in your adult life have you been asked to write a story about something?

“Write a story about a magic wizard and a lost student . . .” “Write a story about a donkey and a flying monkey . . .” “Write a story about a boy who shouted lion, lion. . . .”

There is an important place for creative writing. They can be a marvelous outlet for expressing ideas and feelings; however, literacy instruction should also reflect and include what occurs most often in real life. In real life, adults are commonly asked to organize and describe their thoughts. We write memos, letters, lists, newspaper articles, letters-to-the-editor, and yes, e-mail. Very seldom are we asked to write stories. Thus, to prepare children for real life, we should replicate reality in our instruction at the level that is most appropriate to students' level of intellectual and emotional development.

Creative writing and imaginative stories should be encouraged among the students. Creative story prompts should also be used. However, the external writing prompts that call for once-upon-a-time stories can be abstract, making writing more difficult. Instead, try to get children to write from their experiences or expectations. "What did you do? What did you see? What do you think? What do you do when. . . What makes you feel . . ." In this way their "stories" are really their stories. That is, stories in which they are the central character.

7.5 More is not better in Authentic Writing

Have you ever run into somebody who had absolutely nothing to say, but said it anyway? Have you ever encountered writing that seemed to serve no other purpose than to fill the page with words? How often in your adult life has somebody told you to go back and rewrite something to make it more interesting or to add more to it? The guess would be . . . never. In our real adult worlds, being able to write concisely and ex-press our ideas using as few words as possible generally means that the things we write will be read. Nobody likes to read long rambling letters or textbooks. Thus, when students complete their writing, very seldom should they be asked to go back and write a little more, or to add more to it. When students say what needs to be said, encourage them to go on to their next piece of writing and say something else.

What if students write the absolute minimum? Well then, have them write more absolute minimum. Instead of asking them to tell you more about something they have said quite enough about, ask them to tell you about other things. Rigor is not the same as complexity. Quality is not the same as quantity. Shorter writing activities are just fine.

7.6 Writing Prompts for Primary Age Students

Primary age students tend to experience the world in very concrete terms. For the most part, they have yet to develop abstract reasoning abilities. Thus, their writing

prompts need to be concrete yet open-ended. Their writing prompts should invite them to describe their specific experiences, feelings, ideas, or perceptions. These prompts should enable students to say what they wanted to say in the first place. In this way, the writing and the motivation are internal and intrinsic.

7.6.1 Unfinished Sentences

So the trick, when using writing prompt for any age student, is to provide just enough assistance to get students writing but not so much as to interfere with the natural writing process. Unfinished sentences can be used to this end. Below are some examples of unfinished sentences.

- On the way to school today I saw . . .
- I really like to . . .
- _____ is something I do when I'm bored.
- I had a really fun time when . . .
- It was scary...
- It was fun...
- I couldn't believe that . . .
- This makes me happy.
- I wish . . .
- I get angry when . . .
- I am very proud of . . .
- When I'm feeling sad I . . .
- When I'm feeling happy I . . .
- Yesterday I . . .
- Tomorrow I will . . .
- I remember when . . .

Here are three prompts for creating your own writing prompts.

Notice. What did you notice? What did you see or hear on the way to school?

Do. What did you do? What did you do at recess? What did you do over the weekend? What did you do after school?

Draw. Draw a picture of something interesting you saw or did.
Use words to explain the picture.

7.7 Temporary Spelling

Authentic writing is writing that expresses ideas efficiently and effectively. This writing is different from error-free writing. Attending to the mechanics of writing

is very important, but it must occur in the appropriate place in the appropriate way. Indeed, spelling, punctuation, and grammar should be seen by students as elements that help them transmit their message more effectively. Errors in any one of these areas will dilute or diffuse the message. Editing of spelling, grammar, and punctuation should occur near the end of the writing process, after a piece has been revised many times. This enables students to see editing in the context of effectively delivering their message.

Temporary spelling enhances the flow of ideas. When students are writing and they ask how to spell a word, tell them to use as many letters as they can hear to hold the idea. This is called temporary spelling, a place-holder for the idea. You might want to have students underline their temporary spelling so that they'll know which words to give attention to during the editing phase of their writing.

Learning to spell is a developmental process. Would not children learn the incorrect spelling if they are allowed to use temporary spelling to hold the idea? No. Learning to spell, like learning to talk, is a developmental process. We proceed through a series of stages until we become mature talkers or spellers (Gentry, 2006). There is very little correlation between the use of temporary spelling and students' performance on spelling tests. There is some evidence to support the idea that the use of temporary spelling will speed students' development or process through the various stages (Manning & Underbakke, 2005).

7.8 Grammar and Authentic Writing

Learning about grammar does not have to be boring and meaningless. Here are some activities that can be used to develop students' ability to use conventional grammar for authentic writing.

7.8.1 Silly Grammar Ideas

The word grammar can send shudders up and down the spine of most middle school students. Why is that? Perhaps it is because of some of the myths that are attached to grammar. Seven silly grammar ideas are listed here.

In order to be able to write, students must be able to identify and define grammar sub entities such as a pronoun, gerund, participle, superlative, relative clause, coordinating conjunction, causative verb, past participle, intransitive verb, ergative verb, imperative, intransitive verb, dangling modifier, predicate, past participle, transitive verb, prepositional phrase, reflexive pronoun. Knowledge of grammar is but one component of being able to write. Knowledge of grammar is

important; however, knowing the five-step writing process and being able to use a grammar check on a computer is more important.

If students have trouble writing, they just need a little more grammar instruction. Sometimes an overemphasis on writing sub skills makes it more difficult to write. This is because, instead of seeing writing holistically or in a global sense, it becomes perceived as a complex myriad of little sub skills.

There is a correlation between students' knowledge of grammar and the quality of their compositions. There is little relationship between the teaching of grammar and the quality of students' written compositions. It is believed that students must be expert grammarians to be good writers. If this were the case, grammarians would be our bestselling authors and always win the Pulitzer Prize.

Studying grammar outside a meaningful writing context improves students' ability to use grammar correctly in authentic writing situations are not true. Studying grammar outside the context of authentic writing actually makes it more difficult to transfer these skills. All teachers of writing must write and share their writing with students. Would you take piano lessons from somebody who never played the piano?

7.8.2 Grammar Instruction

Grammar is a study of how our language works. Learning to use certain conventions of grammar enables us to effectively create and transmit ideas from our heads out into the world through our writing and speaking. Traditional grammar instruction was very prescriptive. That is, it would prescribe what you must do or should do with the expectation that you would be able to transfer these ideas directly to your writing and speaking.

While, on the face of it, this seems to make sense, let me ask you this: How did you learn the basic grammar rules for speaking? Were you drilled in elements of grammar apart from any meaningful speaking context? I don't think so. You learned to speak and you acquired the basic rules of grammar by speaking and getting responses to your ideas, by hearing other more mature speakers, and by having incorrect grammar attended to in the context of your authentic speaking activities.

Grammar instruction is important; however, time spent composing has a more positive effect on grammar and writing than time spent teaching grammar (Hillocks, 1986). This means that grammar instruction must be short and explicit,

and then practiced, and reviewed in authentic writing experiences. In this sense, writing and speaking are skills that are developed, not content to be taught.

7.9 Approaches to Grammar Instruction

There are three common approaches taken to the teaching of

7.9.1 Stand Alone Approach or Isolate Approach

Grammar instruction is done as a separate class apart from any real reading or writing through the use of worksheets and/or artificial activities and assignments. While there is a place for an occasional worksheet, this is not a very effective approach to helping students develop their ability to use grammar knowledge. There is very little transfer to real-life writing situations.

7.9.2 Immersion Approach

Here students are immersed in real-life writing and reading situations. This immersion is an important aspect of helping to develop mature readers and writers; however, without instruction learning is not very efficient or effective

7.9.3 Embedded Approach

This is the most effective approach to grammar instruction. The teacher looks at students' papers to see what types of errors they are making. Based on his/her observation, skills are selected for short mini-lessons or coaching sessions. This is a very direct approach to grammar instruction as students are being given explicit and direct instruction on those aspects they are using in their authentic writing.

7.9.4 Elements of Effective Skills Instruction

The elements of effective skills instruction were described by Pressley, Harris, & Marks, (1992). These should also be used with the teaching of grammar as well; however, instruction should be brief and quickly paced.

7.9.5 Direct Instruction and Modeling

While introducing the new grammar skill first define it and demonstrate how it is used in a sentence. Included here would be examples of the grammar skills as well as non examples. ("This is a noun; this is not a noun." "This is a compound sentence; this is not a compound sentence.") Make sure you use "kid language" in your definition and description. This is language that is at the students' level, using words and phrases that are in their listening vocabulary.

7.9.6 Guided Practice

Guided practice is where the teacher takes the whole class through the skill and provides support as necessary. Guided practice should enable the student to use

the skill independently. It can also be used as a form of “dip-sticking.” This is a method to quickly check which students have grasped the skill.

7.9.7 Independent Practice

Independent practice invites students to practice or use the skill that has just been taught. If done correctly, students should be able to succeed with a 95 percent success ratio. Ideally, independent practice is done through an authentic writing experience or activity. However, there are times when assignments or activities such as worksheets are appropriate.

7.9.8 Review

Students do not learn any skill in one lesson or setting. With all skills, students need regular practice and review at successively higher levels in order to master it.

7.10 Tips for Developing Grammar Awareness

Listed below are seven simple tips for helping students to develop an awareness of grammar in their speaking and writing.

Use Lots of Real Writing

Authentic writing with feedback and response from classmates and teachers is most effective in developing grammar awareness.

Use Worksheets Judiciously

There is nothing wrong with work-sheets. They are tools; however, like any tool, their effectiveness is determined by how they are used. Whenever possible, have students work in pairs to complete these. That way they hear the thought processes of others. Remember, the goal is learning and writing, not completing a worksheet and getting a score to record.

Keep Skills Instruction Brief and Quickly Paced

Students need some explicit instruction related to grammar. That is, they need to be told exactly what a noun, or incomplete sentence is.

Use posters and bulletin boards as reminders.

Find ways to get students talking about their writing.

Peer group editing is one way to do this.

Promote voluntary reading. Wide reading is the cure for almost everything literary.

Wide Reading

Wide reading is not a specific strategy. But voluntary, self-selected, enjoyable reading is the cure for almost everything. Wide reading provides students with an implicit sense of the structure of the language.

Grammar is the study of the way language works, a description of the structure of our language. Correct grammar usage helps to create precision in writing and speaking. While you do not have to be a grammarian to write well, you do have to learn a few basic grammar rules and develop an intuitive sound for the language. This chapter describes seven grammar tips and a couple of punctuation tidbits that should get students through most academic writing situations (Johnson, 2003).

There are two ways for students to check their writing for grammar errors: First, have other people read their work. Second, have them use the grammar check programs that come with most word processor programs. While not always reliable, grammar checks can find many grammar mistakes, and they provide students with short grammar lessons as they use them.

7.11 Avoiding the Seven most Common Grammar Errors

1. **Stay consistent with tense.** You may not switch tense on a whim. If you use the past tense in the first part of a sentence or paragraph, you must use it throughout.

Incorrect: After William hit the ball he ran. He stumbles on the way to first (past tense and present tense).

Correct: After William hit the ball he ran. He stumbled on the way to first (both use past tense).

Correct: William hits the ball and runs. He stumbles on the way to first base (both use present tense).

Incorrect: The accident happened because people drive too fast (past and present tense).

Correct: The accident happened because people were driving too fast (past tense).

Correct: Accidents happen because people drive too fast (present tense).

Incorrect: Carlos is dirty because he was (past) out working and his dog keeps (present) knocking him down.

Correct: Carlos is dirty because his dog keeps knocking him down when he is working.

Correct: Carlos is dirty because he was out working and his dog kept knocking him down.

2. **Stay consistent with plurality.** If you use the singular in the first part you must use it throughout.

You also may not switch plurality on first part of a sentence or paragraph.

Incorrect: A person (singular) should always have their (plural) note-books.

Correct: A person should always have a notebook.

Correct: People should always have their notebooks.

Incorrect: The class (singular) improved their (plural) scores by 30 percent.

Correct: The class improved its score by 30 percent.

Correct: People in the class improved their scores by 30 percent.

Incorrect: A child (singular) should be allowed to remove their (plural) shoes.

Correct: Children should be allowed to remove their shoes.

Correct: A child should be allowed to remove his or her shoes.

Incorrect: A child (singular) often worries about their (plural) first day of school.

Correct: Children often worry about their first day of school.

Correct: A child often worries about the first day of school.

3. **Double pronouns should make sense when one is missing.** This means that if you read the sentence with just one of either pronoun, that sentence should still make sense.

Incorrect: I and she will go to the dance. (Me will go to the dance. Her will go to the dance.)

Correct: She and I will go to the dance. (She will go to the dance. I will go to the dance.)

Incorrect: Kelli and her discussed the plan. (Kelli discussed the plan. Her discussed the plan.)

Correct: Kelli and she discussed the plan. (Kelli discussed the plan. She discussed the plan.)

Incorrect: The prize went to he and I. (The prize went to he. The prize went to I.)

Correct: The prize went to him and me. (The prize went to him. The prize went to me.)

Incorrect: Him and me went to the movie. (Him went to the movie. Me went to the movie.)

Incorrect: He and I went to the movie. (He went to the movie. I went to the movie.)

Correct: He and I went to the movie. (He went to the movie. I went to the movie.)

4. **Stay gender neutral.**

Incorrect: Every person has to make his own decision.

Correct: Every person has to make his or her own decision.

Best: People have to make their own decisions.

Incorrect: Firemen work long and hard.

Correct: Firefighters work long and hard.

Incorrect: This lake is man-made.

Correct: This lake is made by humans.

Correct: This lake is human-made.

5. **Avoid repetition within a sentence.** By trying to use as few words as possible you will avoid most problems with repetition and redundancy.

Incorrect: Steve often comes to school tired so we must try to get Steve to bed on time.

Correct: Steve often comes to school tired. We must try to get him to bed on time.

Correct: Steve often comes to school tired; therefore, we must try to get him to bed on time.

6. **Use that for restrictive clauses and which for nonrestrictive clauses.** A restrictive clause is one in which the clause or point is essential to the meaning of the sentence. Use that in these instances.

Example: The class that used Andy's book produced excellent writers.

The sentence above indicates that there was a class that used Andy's book and there was also at least one other class that did not. The class that used Andy's book produced excellent writers. Thus, the clause is essential to the point of the sentence as we are clearly identifying a particular class.

A nonrestrictive clause is like a theatrical aside. It adds dimension to the idea; however, the meaning is still largely intact if the clause were not there. Use which in these instances.

Example: The class, which used Andy's book, produced excellent writers.

In the sentence above, the main idea is that the class produced excellent writers. They just happened to have used Andy's book. It does not indicate that there was another class.

7. **Use that for restrictive clauses and who for nonrestrictive clauses.**

Restrictive clause: Those students that are done with their work may go to recess.

Nonrestrictive clause: Those students, who are done with their work, may go to recess.

The first one indicates that only those students finished with their work are to be allowed to go recess. The second one indicates that these students are allowed to go to recess and also, they just happen to be done with their work.

7.12 Punctuation

The punctuation marks are necessary to get you through the majority of students' writing projects.

The Comma

A comma is used in the following situations:

1. **Between elements.** Use a comma to separate items in a series. A comma should be used before the last and or in the sentence.
Incorrect: The apples oranges and bananas fell to the ground.
Incorrect: The apples, oranges and bananas fell to the ground.
Correct: The apples, oranges, and bananas fell to the ground.
2. **To separate a nonessential clause.** A nonessential clause, like the nonrestrictive clause described above, is like a theatrical aside. Here, the message is still intact without its inclusion.

Nonessential clause: The orange, which had been handled by George, fell to the ground.

The sentence above indicates that an orange fell to the floor and it just happened to have been handled by George. This is an example of a nonessential clause. The George part of the sentence is an interesting but not essential part of this sentence.

An essential clause means that the information in the middle of the sentence is vital to the stuff at the end and should not be separated by a comma. In the sentence below, there was more than one orange, but only the one handled by George fell to the floor. This is an essential clause; thus, that is used instead of which.

Essential clause: The orange that had been handled by George fell to the floor.

3. **To separate two independent clauses joined by a conjunction.** If you have a compound sentence where both sides of the sentence would be complete sentences by themselves, use a comma.

Two independent clauses: Apples are better than oranges, and bananas are often used for pie.

Both parts of this sentence above would work as sentences by themselves: Apples are better than oranges. Bananas are often used for pie. A comma is used here to separate them. In the sentence below, a comma is not used. “Apples are better than oranges” is a complete sentence; however, “they are often used for pie” depends on the first part of the sentence for it to make sense, thus, it is a dependent clause.

A compound sentence with one dependent clause: Apples are better than oranges and they are often used for pie.

Do not use a comma to separate two parts of a compound sentence.

Incorrect: Margaret Hamilton played the Wicked Witch, and later starred in coffee commercials.

Correct: Margaret Hamilton played the Wicked Witch and later starred in coffee commercials.

The Semi-colon

A semicolon is used in the following situations:

1. **To separate two independent clauses that are not joined by a conjunction.** This means the semicolon takes the place of and, but, and or.

No semicolon: The winners were happy but the losers were sad.

Semicolon: The winners were happy; the losers were sad.

2. **To separate elements in a series that already contains commas.** If I wanted to list a series of things in different groups (some fruit things, some vegetable things, and some dairy things), I would use the commas to separate the things within the groups and semicolons to separate the groups. This way the reader knows when the groups end and begin.

Incorrect: For breakfast there were apples, oranges, and pears, carrots, peas, and beans, and yogurt, cottage cheese, and milk.

Correct: For breakfast there were apples, oranges, and pears; carrots, peas, and beans; and yogurt, cottage cheese, and milk.

The Colon

The rule of thumb for the colon is that everything that follows the colon should directly relate to what preceded it. This is done in two ways:

1. **A complete introductory clause followed by a final clause to illustrate the point.**

Example: There were three kinds of fruit: apples, oranges, and pears.

2. **A complete introductory clause followed by a complete sentence that illustrates the point.**

Example: All three agree: Fruit is best for breakfast.

The illustrating sentence that follows the colon above is a complete sentence; thus, it begins with a capital letter.

7.13 Activity/Authentic Writing Assessment Form

Writing prompt or topic:

Key: 4 = outstanding, 3 = very good, 2 = average, 1 = low

- Content, ideas: _____
- Mechanics (spelling, grammar, punctuation): _____
- Organization, structure: _____
- Appearance: _____
- Organization: _____
- Sentences, sentence structure: _____
- Interest, ideas: _____
- Grammar: _____
- Spelling and punctuation: _____
- Effective communication: _____
- Meets deadline: _____

7.14 Conclusion

Good writing is an art in itself. The authentic writing goes beyond the students and teacher. It requires students to apply their reasoning, reading and writing skills. Its experiences are an excellent way to motivate students and teachers alike. In authentic writing experiences there is a specific audience, usually outside the classroom. It implies that the students are writing in their own voice to real living persons or group about a matter of concern.

7.15 Self-Assessment Questions

1. What are authentic writing activities? Explain in detail.
2. Describe tasks of functional writing.
3. What are inauthentic writing activities?
4. Describe the role of grammar in authentic writing.

7.16 Bibliography

- Gentry, R. (2006) *Breaking the code: "The New Science of Beginning Reading and Writing"*. Portsmouth, N.H.: Heinemann.
- Graves, D. (1983) *"Writing: Teachers and Children at Work"*. Portsmouth, N.H.: Heinemann
- Hillocks, G. (1986) *"Research on Written Composition"*. Urbana, Ill.: ERIC Clearing House on Reading and Communication Skills.
- Johnson, A. (2003). *"A Short Guide to Academic Writing"*. Lanham, Md.: University Press of America.
- Manning, M., & Underbakke, C. (2005) *"Spelling Development Research Necessitates Replacement of Weekly Word List"*. *Childhood Education*, 81, 236–39.

Unit-8

ACADEMIC WRITING-I

**Written by: Khuram Dad
and Dr. Zafar Iqbal
Reviewed by: Dr. Zafar Iqbal**

CONTENTS

	<i>Page No.</i>
Introduction	152
Objectives	152
8.1 Memorandum.....	153
8.1.1 To	153
8.1.2 From.....	154
8.1.3 Date	154
8.1.4 Subject.....	154
8.1.5 Preparation	154
8.1.6 Organization.....	154
8.1.7 Style of Memo.....	154
8.2 Letters	157
8.2.1 Parts of Block Letter	157
8.2.2 Letter Head.....	157
8.2.3 Date	158
8.2.4 Inside Address.....	158
8.2.5 Subject Line	158
8.2.6 Salutation	158
8.2.7 Body of the Letter	158
8.2.8 Complimentary Close	158
8.2.9 Making an Inquiry.....	161
8.2.10 Sales Letters	162
8.2.11 Replying to an Inquiry	163
8.2.12 Letter of Acknowledgement	163
8.2.13 Placing an Order	163

8.2.14 Making a Claim.....	164
8.2.15 Adjusting a Claim	164
8.2.16 Informal Letters	165
8.3 Difference between Memo and Letter	166
8.4 Job Application and Resume/CV.....	166
8.5 Resume.....	176
8.6 Self-Assessment Questions.....	172
8.7 Bibliography	172

INTRODUCTION

The basic aim to learning to write is to communicate with others. There are different instruments used for communication at various levels. In this unit you will learn about writing formal and informal letters, memos, job applications and resume. These instruments are used to communicate in variety of contexts are situations. Learning about format of these tools is a skill that you must acquire for your practical life.

OBJECTIVES

After studying this unit, you will be able to:

1. Explain and write formal and informal letters.
2. Explain the format of memorandum.
3. Differentiate between memorandum and a letter.
4. Write a job application.
5. Write a resume.

The basic aim of learning English language is to become fluent in communication in general and in written communication in particular. There are various types of formal and informal communication that take place in everyday life that we should be well acquainted with. These different types include:

- Letters
- Memos
- Job Applications
- CV writing

The basic formats of all these types of writing are:

8.1 Memorandum

A memorandum, commonly known as ‘memo’ is a note, document or other communication that helps the memory by recording events or observations on a topic, such as may be used in a business office.

The memorandum is among the most versatile of organizational documents. From brief research reports and progress reports to trip reports and thumbnail proposals, the memo form is widely used to communicate technical and administrative information. Memorandums are written for numerous internal purposes for example, to request information, to make announcements, to outline policies, and to transmit meeting minutes. Thus, in most organizations, memos play a crucial role in establishing a record of decisions, requests, responsibilities, results, and concerns.

A memo (short for memorandum) is used only for communication within the organization. It may be from one person to another or to several persons. The purpose of a memo may be to ask for information to give information to request decision or action to convey information about action or decision. Memos have just two sections: the heading and the body. Many organizations use memo pads with pre-designed formats. The heading of the memo contains four points: To, From, Date and Subject.

8.1.1 To

This space is for the name of the person(s) to whom the memo is sent. Courtesy title (Mrs., Ms, Mr.) or professional title (Dr., Dean, etc.) may be omitted if the organization’s policy and the relationship between the writer and the addressee allow it. When writing to persons of higher rank the title must always be included. For a formal memo, the addressee’s full name must be used; for an informal one, the first name may suffice. If the addressee’s name alone is not enough to identify the person, add the job title and/or department name after the name (for example, To: Rameez Ahmad, Accounts Office). If the memo is addressed to several persons, list their names alphabetically or in the order of their seniority in the organization. If many names are required, you can write “To: See Below” and list

the names at the end of the message. If the group is too large to list all the members individually, an identifying classification, such as “Faculty and Staff” or “Process Engineers” is written after “To.”

8.1.2 From

The writer's own name is written on this line. One's own name is always written without any courtesy title or professional title; it is not appropriate to use a courtesy/professional title with one's own name. If you think the addressee may not know you, add your job title and/or department name.

A memo need not be signed but if you choose to sign it to personalize it or to indicate authorization put your initials below or above or to the right of your typewritten name. Since different organizations have different practices, follow your organization's practice. A memo is always official even if it is not signed.

8.1.3 Date

Write the full name of the month or its standard abbreviation but do not write a number for the month; since practices vary with regard to writing the day or the month first, a date written in numerals can cause confusion; 2/4/2017 will bend, read as 2 April in British practice and as February 4 in American practice. (April 2nd, 2017 will be correct)

8.1.4 Subject

The subject should be stated concisely and accurately. The subject line often determines where the memo is to be filed.

A well-written memo is informative and concise. It can be made informative by following the principles of any good writing: preparation and organization.

8.1.5 Preparation

You need to decide the exact objective of your memorandum. What is to be achieved by sending this memo? It should be possible to state the objective in a single sentence. Consider the audience, and decide whether you should include fundamental issues or define technical terms.

8.1.6 Organization

Organize the material to suit the purpose of the memo. The content can be organized in chronological order or by order of importance (emphatic order).

8.1.7 Style of Memo

A memo is always brief. Make every effort to be plain, direct and concise while using a comfortable, natural style. Although memos are usually formal, the recent trend is towards a personal style. Careful writers can achieve this style without sacrificing clarity, grace, or precision. It helps to write quickly if you pretend that you are speaking to someone sitting across the table you can achieve a more personal style. Showy style, too much technical jargon, or complicated sentences will make you sound pompous. Try to have a style that is cordial, straightforward, lucid and conversational while yet being formal.

Generally, the tone is neutral or positive, though occasionally, complaints or reprimands may be issued in memo form. Use caution in negative situations, and be aware of the effect of your memo. Spiteful, blunt, condescending, or too coldly formal memos alienate people.

Below are few sample memos for better understanding.

To: All Teaching Staff
From: Principal's Office
Date: 25th February, 2017.

Subject: **SELF-ASSESSMENT FORM**

University circular no. 1234 requires all teaching staff members to complete a self-assessment form at the end of every academic year. The forms are to be sent to the University on 15 April. All members of the teaching staff are requested to collect a copy of the form from the Office Registrar and submit the completed form to the college office by 31 March. Vice-Principals will guide teachers who need clarification and help in completing the form.

Here is another example of memorandum.

To: Aqeel Karim, Regional Manager
From: Uzma Anwar, Sales
Date: 6th April, 2017

Subject: **Notification of My Resignation**

I am writing to inform you of my intention to resign from I & K Holdings.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I would like to leave, if possible, in a month's time on Saturday, 4 May. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

To: Marketing Officer
From: Hasan Mahmud, General Manager
Date: 15 August, 2014

Subject: Export of Jam and Jelly

Recently, I visited the manufacturing plants at Korangi and discussed with the production managers the possibility of increasing the production so that we can export these items to western countries. They see no difficulty in doing so but before they take any definite initiatives in this direction, they would like to have an estimate of the demand for our products in these countries.

So, I request you to contact our agents quickly and let me know the estimates by the end of September.

MEMORANDUM

TO: Barbara Smith, Publications Manager
FROM: Hannah Kaufman, Vice President
DATE: April 14, 2009
SUBJECT: Schedule for ACM Electronics Brochures

ACM Electronics has asked us to prepare a comprehensive set of brochures for its Milwaukee office by August 10, 2009. We have worked with similar firms in the past, so this job should be relatively easy to prepare. My guess is that the job will take nearly two months. Ted Harris has requested time and cost estimates for the project. Fred Moore in production will prepare the cost estimates, and I would like you to prepare a tentative schedule for the project.

Additional Personnel

In preparing the schedule, check the status of the following:

- Production schedule for all staff writers
- Availability of freelance writers
- Availability of dependable graphic designers

Ordinarily, we would not need to depend on outside personnel; however, because our bid for the *Wall Street Journal* special project is still under consideration, we could be short of staff in June and July. Further, we have to consider vacations that have already been approved.

Time Estimates

Please give me time estimates by April 17. A successful job done on time will give us a good chance to obtain the contract to do ACM Electronics' annual report for its stockholders' meeting this fall.

I have enclosed several brochures that may be helpful.

cc: Ted Harris, President
Fred Moore, Production Editor

Enclosures: Sample Brochures

Activity

- Write a memorandum to your staff giving them directions how to deal with a customer.
- Draft a memo to be sent to the staff, on the importance of every member's contribution towards maintaining a clean and tidy office space.

8.2 Letters

There are two broad divisions of letters, formal and informal. Informal letters includes all types of unofficial letters (condolence, congratulation, invitation, information etc.) while formal letters include all kinds of letters written for official purpose (inquiry, demand, order, refusal, etc.). The basic pattern of writing both letters has slight variation in it. Generally a letter can be written in different formats. Different formats used for letter writing are named below.

- Block
- Simplified
- Modified Block
- Hanging Indented
- Modified Semi-Block
- Memo

However we will only focus on Block style. The Block format is by far the simplest. Every part of the letter starts at the left margin, with spaces between each part. It has a professional look.

8.2.1 Parts of Block Letter

1. Letter head (Writer's address)
2. Date line
3. Inside address (Address of target person/company)
4. Subject line (optional)
5. Salutation
6. Text of the letter (body)
7. Complementary close
8. Signature

8.2.2 Letter Head

Most business letters originating from a firm are written on the firm's letterhead (printed letter pads that have printed address of company at the top). If you are writing a personal business letter or your firm does not use letterhead, then you need to include your firm's address in the heading.

8.2.3 Date

To avoid confusion date should be written in one of the ways mentioned below.
September 9, 2017. 9th September, 2017.

8.2.4 Inside Address

This should include the name of the person you are writing to, the person's title (if available), the name of the firm and the firm's address.

8.2.5 Subject Line

The subject line is used to announce what the subject matter of the letter is. It announces the subject of the letter and provides a summary of your intent.

8.2.6 Salutation

The salutation is used in all formats except the Memo. The following are salutations used in business letters.

- Dear Sir
- Dear Madam (May be followed by title, such as Dear Madam Chairperson.)
- Dear Mr. Bilal
- Dear Ms. Jawad
- Ladies and Gentlemen
- Dear Personnel Director

8.2.7 Body of the Letter

This is where you make requests, provide information or reasons, or reply to someone. It is the main part of the business letter.

8.2.8 Complimentary Close

This varies in formality and is found in all business letters with the exception of Memo. The following complimentary closes are in order of decreasing formality:

- Yours truly,
- Respectfully,
- Yours sincerely,
- Cordially,
- Sincerely,

The most appropriate, in general situations, is the last one. The format will look like this:

<p>Zubair Naeem The Searl Co. Industrial Area, Lahore.</p> <p>August 10, 20XX</p> <p>Taha Ali Capital Supply Bank Road, Saddar Rawalpindi.</p> <p>Subject: XXXXXXXX</p> <p>Dear Mr. Taha Ali,</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXX</p> <p>Sincerely,</p> <p><i>Signature</i></p> <p>Zubair Naeem</p>	<p><i>Letterhead</i></p> <p><i>Date (2-3 spaces)</i></p> <p><i>Inside Address (2-3 spaces)</i></p> <p><i>Salutation (2-3 spaces) Subject Line</i></p> <p><i>Body (2 spaces between paragraphs)</i></p> <p><i>Complimentary Close (4 spaces for signature) Signature Typed Name (2-3 spaces)</i></p>
---	---

Here is an example of business letter.

Muhammad Imran
Treet Industries,
Satellite Town, Rawalpindi.

14th December, 2012
The Manager,
Citizen Industries
Main Raja Bazar
Rawalpindi.

Subject: **Introducing our new Sales Representative**

Dear Sir,

I am happy to introduce our new sales representative, Mr. Safdar to you. Safdar will be in charge of servicing your account.

Safdar is a graduate of the University of Gujraat and holds a degree in Sales and Marketing. For the last five years he has worked as a salesman for Al-khair Fisheries and Equipment. We are proud to have him on our staff and are sure he will be able to give you the kind of service you have come to expect from Eastern Beverages.

Please call us if there is anything we can do for you. Safdar will be contacting you within the next two weeks to personally introduce himself, discuss his monthly schedule and answer any questions you might have.

Sincerely,

Signature
Muhammad Imran

Formal letters have many types depending upon the situation about which you have to write. Some of these types are:

- Letter of inquiry
- Sales letters
- Acknowledgement letters
- Order/Request letters/Demand letters
- Complaint letters
- Adjustment letters
- Claim letters

8.2.9 Making an Inquiry

Make an inquiry when you are requesting more information about a product or service.

This type of business letter tends to include specific information such as product type, as well as asking for further details in the form of brochures, catalogues, telephone contact, etc. Making inquiries can also help you keep up on your competition.

Kenneth Beare
2520 Visita Avenue
Olympia, WA 98501

September 12, 2000

Jackson Brothers
3487 23rd Street
New York, NY 12009

To Whom It May Concern:

With reference to your advertisement in yesterday's *New York Times*, could you please send me a copy of your latest catalogue.

I would also like to know if it is possible to make purchases online.

Yours faithfully

(Signature)
Kenneth Beare

8.2.10 Sales Letters

Sales Letters are used to introduce new products to new customers and past clients. It's important to outline an important problem that needs to be solved and provide the solution in sales letters.

Document Makers
2398 Red Street
Salem, MA 34588

March 10, 2001

Thomas R. Smith
Drivers Co.
3489 Greene Ave.

Dear Mr. Smith:

Are you having trouble getting your important documents formatted correctly? If you are like most business owners, you have trouble finding the time to economically produce good-looking documents. This is why it is important to have a specialist take care of your most important documents.

At Documents Makers, we have the skills and experience to come in and help you make the best possible impression. May we stop by and offer you a FREE estimate of how much it would cost to get your documents looking great? If so, give us a call at and set up and appointment with one of your friendly operators.

Sincerely,

(Signature here)
Richard Brown

8.2.11 Replying to an Inquiry

Replying to inquiries is one of the most important business letters that you write. Successfully replying to an inquiry can help you complete a sale or lead to new sales. Customers who make inquiries are interested in specific information and are excellent business prospects.

Jackson Brothers
3487 23rd Street
New York, NY 1200

September 12, 2000
Kenneth Beare
Administrative Director
English Learners Company
2520 Visita Avenue
Olympia, WA 98501

Dear Mr. Beare

Thank you for your inquiry of 12 September asking for the latest edition of our catalog.

We are pleased to enclose our latest brochure. We would also like to inform you that it is possible to make purchases online at jacksonbros.com. We look forward to welcoming you as our customer.

Yours sincerely

(Signature)
Dennis Jackson

8.2.12 Letter of Acknowledgement

For legal purposes, letters of acknowledgment are often requested. These letters are also referred to as letters of receipt and tend to be rather formal and short. These letters are written to confirm that an order, a complaint or a payment has been received.

8.2.13 Placing an Order

As a business person, you will often place an order - especially if you have a large supply chain for your product.

Fred Finkleham,
Professor, UOS

May 23, 1999

Mr. Jack Brown,
Director
Used Books Online

Dear Mr. Brown:

Would you please send me the following used books via COD? According to your Web site, orders need to include the title, author, and publisher.

Title: "Driving Home"
Author: Peter Lawford
Publisher: Jackson and Co.

Title: "Landscaping for Fun"
Author: Janet Patterson
Publisher: Nature Ltd.

Thank you very much,

(signature here)

Fred Finkleham,
Professor, UOS

8.2.14 Making a Claim

Unfortunately, from time to time it is necessary to make a claim against unsatisfactory work.

8.2.15 Adjusting a Claim

Even the best business may make a mistake from time to time. In this case, you may be called upon to adjust a claim. This type of business letter provides an example to send to unsatisfied customers making sure that you address their specific concerns, as well as retain them as future customers.

8.2.16 Informal Letters

An informal letter is a letter you would write to a friend, a family member or an acquaintance. The classic informal letter has five parts as follows:

1.	Address Block	Includes your return address and the date of writing the letter.
2.	Opening Salutation	This is the opening greeting; typically "Dear Father"
3.	Body Block	This is your actual letter content (<i>introduction + main parts + final paragraphs</i>). It can be anywhere from a few paragraphs in length up to multiple pages. In the exam you will have to write a letter of one or two pages maximum.
4.	Closing Salutation	This is where you say goodbye. Typically, closing salutations for informal letters include such phrases as: " <i>Yours truly,</i> ", " <i>Your friend,</i> ", " <i>Your loving son,</i> " " <i>Yours Faithfully</i> " etc.
5.	Signature Block	Since it is an informal letter to someone who knows you reasonably well, just sign your first name.

Here is an example of an informal letter.

<p>Examination Hall, City (ABC) 1st October, 2017.</p> <p>Dear Friend,</p> <p>My joy knew no bounds on receiving your letter yesterday informing that you have passed the intermediate examination with distinction in all subjects. It is also very heartening to know that you stood first in your school.</p> <p>My parents are also extremely happy to know about your brilliant success. We are all proud of you and send you our heartiest congratulations. There is no doubt that your hard work has borne fruit.</p> <p>I wish I could be with you to share this great moment of ecstasy. We send our best wishes and pray to the Almighty that He may provide you many such opportunities in your life.</p> <p>Your friend, (Signature)</p>
--

8.3 Difference between Memo and Letter

The primary difference between a business memo and a business letter is the intended reader. Business memos are usually internal; that is between employees within a business, company or organization. On the other hand, business letters tend to be longer and use more formal language, while memos are shorter and more informal.

- format is different
- memos are short and relatively precise.
- letters are long
- memo are more direct than letters.
- memos are informal, letters are formal
- memos are inside the organization, from people to people or from department to department but Letters are outside the organization.

8.4 Job Application and Resume/CV

A job application letter, also known as a cover letter, should be sent or uploaded with your resume when applying for jobs. The job application letters you send explain to the employer why you are qualified for the position and why you should be selected for an interview. Here is information on how to write job application letters, along with job application letter sample. This letter responds to a job advertisement; it includes the background of the writer and asks for an interview.

Name
Address (Applicant's Name and Address)
City, State,
November 11, 2017

Name
Title (Name and Title of person who will Company review your application)
Address

Subject: Application for the Post of Sales Representative

Dear Sir/Madam,

I am writing in response to your advertisement in the December issue of *The News*, in which you announced an opening for a sales representative with Ghulam Rasool Sons and Publishers.

I have five years of retail experience in the book industry. For the past three years, I have managed Books for an independent bookstore located in Anarkali. I am familiar with the products that you publish and believe my experience as a retailer and with the buying public would benefit your company. As the manager of an

independent bookstore, I have demonstrated my ability to set goals and complete projects in a timely and thorough manner.

In my current job, I am responsible for buying both new publications and backlist inventory as well as analysing sales trends using a computerized inventory system. I have a B.A. in English literature, and I am an active participant in local writers' workshops. I have enclosed a copy of my resume for your review.

I would like to meet you and will contact your office the week of April 27 to determine if an interview may be arranged. If you wish to contact me before that date, please call 555-2434.

Sincerely,

Signature
Name

8.5 Resume

A resume is a written compilation of your education, work experience, credentials, and accomplishments and is used to apply for jobs. Resume is brief and not longer than one page however Curriculum Vitae (CV) is more detailed description of your education and your achievements. This is a sample template for writing your Resume. However, it can be modified keeping in view one's personal needs.

Email: <u>fXXXXXXXX@gmail.com</u>	Farhan Ahmad
Contact: +92-331-XXXXXXXX	Address: House # XXX, Block # XX, Main Township Market, Lahore, Pakistan
NAME:	Farhan Ahmad
S/O:	Muhammad Ali
DOB:	06-01-1990
NIC:	12345-1234567-1
MARITAL STATUS:	Single
DOMICILE:	Lahore
NATIONALITY:	Pakistani

OBJECTIVE

To join an interactive organization that offers a constructive workplace for communicating and interacting with customers and people.

PROFESSIONAL EXPERIENCE		
Company	Designation	Duration
ARID Agriculture University, Lahore	Student Counselor/Coordinator	May 2015 till date
NORANEX Consulting (Private) Limited, Lahore, Pakistan	Client Services Officer <ul style="list-style-type: none">• Direct meeting with the clients• Deal with the detail information about visit, study, immigration to the clients.• Maintain client's record in hard and soft form.• Daily and monthly report to the head.• Maintain daily and monthly records of sub office (Islamabad)	Jan 2015 to May 2015
Bank Alfalah Limited, Jampur, Pakistan	DMS Officer <ul style="list-style-type: none">• Voucher Scanning• Checking Daily Branch Activity• Voucher Sticking supervision.• To Market new customer for deposit and car finance.• To complete application of car cases and follow up till• Disbursement	Oct 2012 to Nov 2013
P.S.O. House, Karachi, Pakistan	Internee in LUBRICANTS Department	Jun 2011 to Sept 2011

EDUCATION		
M.B.A (Specialization in Banking and Finance)	COMSATS Institute of Information Technology, Sahiwal, Pakistan	(2012)
Bachelor of Commerce	Bahauddin Zakariya University (B.Z.U.), Multan, Pakistan	(2009)
Intermediate (Humanities)	Board of Intermediate and Secondary Education, Dera Ghazi Khan, Pakistan	(2007)
Matriculation (Science)	Board of Intermediate and Secondary Education, Dera Ghazi Khan, Pakistan	(2004)

COMPUTER SKILLS	LANGUAGES SPOKEN
Internet	English
IT Skills	Urdu
Hardware & Software Installation	Saraiki
Microsoft Office 2007	Punjabi

AWARDS AND ACHIEVEMENTS

- **Got Excellence Award from P.S.O. House Karachi, Pakistan in 2012.**
- 85% marks in Entrepreneurship in **MBA**
- 87% marks in Internship in **MBA**.
- **Got 3rd position in English Spoken Course in NUML Islamabad, Pakistan.**
- **Got 2nd position in Calligraphy competition in COMSATS Sahiwal, Pakistan.**

TEAM PARTICIPATIONS

- Member of Arts and Dramatic Society, COMSATS Sahiwal, Pakistan.
- Member of Literary Society, COMSATS Sahiwal, Pakistan.
- Member of Discipline Committee, COMSATS Girls Hostel Sahiwal, Pakistan.
- Mess in charge, COMSATS Girls Hostel Sahiwal, Pakistan.
- Member of Cricket team, COMSATS Girls Hostel Sahiwal, Pakistan.

PERSONAL ABILITIES

- Result oriented leader with ability to manage multiple functions.
- Ability to communicate effectively.
- Ability to acquire and apply knowledge rapidly.
- Ability to identify opportunities to increase quality, customer satisfaction and Profitability.

REFERENCES

Will be furnished on demand.

These are standard headings that should be included in a resume, however they may vary from case to case. Below are few sample resumes in different formats that can serve as guidance for you while creating your resume.

CHRIS RENAULT, RN

3785 Raleigh Court, #46 • Phoenix, AZ 67903 •
(555) 467-1115 • chris@resumepower.com

Qualifications

- *Recent Honors Graduate of Approved Nursing Program*
- *Current Arizona Nursing Licensure and BLS Certification*
- *Presently Completing Clinical Nurse Internship Program*

Education & Licensure

ARIZONA STATE UNIVERSITY
Tempe, AZ
**Bachelor of Science in Nursing
(BSN)**, 2009
Graduated summa cum laude
(GPA: 4.0)

MOHAVE COMMUNITY COLLEGE
Kingman, AZ
Associate Degree in Nursing (AN),
2007
Graduated cum laude (GPA: 3.5)

Coursework Highlights: Family and Community Nursing, Health-Care Delivery Models, Health Assessment, Pathology, Microbiology, Nursing Research, Nursing of Older Adults, Health-Care Ethics

Arizona RN License, 2009
BLS Certification, 2009

Clinical Internship

CAMELBACK MEDICAL CENTER — Phoenix, AZ
Nurse Intern, 2008 to Present

- Accepted into new graduate RN training program and completing in-depth, eight-month rotation working under a trained preceptor.
- Gaining valuable clinical experience to assume the role of a professional nurse within an acute-care setting. Rotating through all medical center areas, including Postsurgical, Orthopedics, Pediatrics, Oncology, Emergency Department, Psychiatric Nursing, Cardiac Telemetry, and Critical Care.
- Developing speed and skill in the day-to-day functions of a staff nurse. Participating in patient assessment, treatment, medication disbursement, and surgical preparation as a member of the health-care team.
- Earned written commendations from preceptor for *“excellent ability to interact with patients and their families, showing a high degree of empathy, medical knowledge, and concern for quality and continuity of patient care.”*

Community Involvement

Active Volunteer and Fundraising Coordinator, The American Cancer Society — Scottsdale, AZ, Chapter (2007 to Present)
Participant, Annual AIDS Walkathon (2004 to 2007) and “Find the Cure” Breast Cancer Awareness Marathon (2006, 2007)

ROBERT MANDILLO
7761 Shalamar Drive
Dayton, Ohio 45424
(937) 255-4137
mand@juno.com

OBJECTIVE

A management position in the aerospace industry with responsibility for developing new designs and products.

MANAGEMENT EXPERIENCE

MANAGER, EXHIBIT DESIGN LAB— May 2002–Present
Wright-Patterson Air Force Base, Dayton, Ohio

Supervise 11 technicians in support of engineering exhibit design and production. Develop, evaluate, and improve materials and equipment for the design and construction of exhibits. Write specifications, negotiate with vendors, and initiate procurement activities for exhibit design support.

SUPERVISOR, GRAPHICS ILLUSTRATORS— June 1999–April 2002
Henderson Advertising Agency, Cincinnati, Ohio

Supervised five illustrators and four drafting mechanics after promotion from Graphics Technician. Analyzed and approved work-order requirements. Selected appropriate media and techniques for orders. Rendered illustrations in pencil and ink. Converted department to CAD system.

EDUCATION

MASTER OF BUSINESS ADMINISTRATION, 2008
University of Dayton, Ohio

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING TECHNOLOGY, 1989
Edison State College, Wooster, Ohio

ASSOCIATE'S DEGREE IN MECHANICAL DRAFTING, 1987
Wooster Community College, Wooster, Ohio

PROFESSIONAL AFFILIATION

National Association of Mechanical Engineers

REFERENCES / WEB SITE

References, letters of recommendation, and a portfolio of original designs and drawings available online at <www.juno.com/mand>.

8.6 Self-Assessment Questions

1. Write a memorandum to your employees informing them about upcoming workshop on skill development.
2. Write a letter to Dell Inc. complaining about faulted laptops that you have received in last shipment.
3. Write a letter to Treet Corporation inquiring about specifications of their newly launched dry batteries.
4. How can we differentiate between memo and letter?
5. Write a job application letter and resume in response to following advertisement.

**TEACHERS
REQUIRED URGENTLY**
at English Medium School

SCIENCE TEACHER (Female) (For Sr. & Middle Level)	M.Sc. Zoology
COMP. Sc. TEACHER (Male / Female) (For Sr. & Middle Level)	MCS / BCS

Preference: Experience & fluency in English
Salary: Depending upon experience and competence.
Apply latest by 21st April, 2012 alongwith CV & testimonials to
The Principal 38-47/C-II, Ghalib Road, Gulberg-III, Lahore
or email to apswc@wol.net.pk

8.7 Bibliography

- Alred, G. J., Brusaw, C., & Oliu, W. (2008). *Handbook of Technical Writing*. NY: Bedford.
- Beare, K. (2017, April 04). Retrieved from www.thoughtco.com:
<https://www.thoughtco.com/types-of-business-letters-1210162>
- Carey, J. A. (2002). *Business Letters for Busy People: Time Saving, Ready-to-use Letters for any Occasion*. New Jersey: National Press Publications.

Unit-9

ACADEMIC WRITING-II

**Written by: Khuram Dad
and Dr. Zafar Iqbal
Reviewed by: Dr. Ismail Abbasi**

CONTENTS

	<i>Page No.</i>
Introduction	175
Objectives	175
9.1 Report.....	176
9.1.1 Introduction.....	176
9.1.2 Method of Data Collection.....	177
9.1.3 Facts/Findings	177
9.1.4 Discussion	177
9.1.5 Conclusion	178
9.1.6 Recommendations.....	178
9.2 Essay Writing.....	181
9.2.1 Structuring your Essay.....	184
9.2.2 Sample Essay	185
9.3 Self-Assessment Questions.....	186
9.4 Bibliography	188

INTRODUCTION

This chapter is developed around two significant topics related to practical writing i.e. Report writing and Essay writing. Reports are the documents that are found in each and every business. The government and private firms, offices, industries, projects etc. rely heavily on reports in one form or another. Essay writing is another essential skill that one must have. Students and teachers very often find themselves in situations where they have to write an essay. This chapter will show you what the reports and essays are and how they are written.

OBJECTIVES

After studying this unit you will be able to:

1. Explain what a report is?
2. Identify and explain different types of reports.
3. Write different types of reports.
4. Explain the structure of standard essay.
5. Write essays on variety of topics.

9.1 Reports

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow. A report is defined as “A report is a statement of the result of an investigation or of any matter on which definite information is required.” (Oxford English Dictionary)

Keeping in view structure there are two kinds of reports: Short reports and long reports. Our focus will only be short reports here. From the perspective of purpose a report may have many kinds, like Progress report, technical report, survey report, feasibility report, research report etc. All of these reports follow same basic structure. A report must have following sections:

- Introduction
- Method of data collection (optional)
- Facts/ Findings / Data
- Discussion
- Conclusions
- Recommendations

Short reports can be written in two basic format. If the report is to be submitted within the organization in which the writer of report is employed. However, if the report is to be submitted to another department or organization it will follow pattern of formal letter.

A long report on the other hand is written in manuscript format and always has a title, introduction, body, and then conclusion. It is always more than one page in length. It sometimes contains a covering letter that mentions all the details that are included in the long report. At the end of the long report, there is bibliography and appendix. It is common to have a long report printed and bound with hard cover. Our concern here is only short report.

9.1.1 Introduction

Most of short reports are written in response to a request or a direction given your superior officers in an organization. So we normally begin the introduction section by referring to letter no and date in which you were requested to prepare report on a certain topic. Consider for example this sample introduction of a report on expansion of computer lab for IT department of a university.

“With reference to your letter No. 1234 dated 12th Nov, 2017 in which you directed me to submit a report about possible need to expand computer lab of our department, keeping in view the rising number of students in future, a comprehensive report is submitted for your consideration.”

This introduction serves two purposes. Firstly it places the communication in context by referring to a certain communication in past. Secondly, it tells the reader the subject of report.

9.1.2 Method of Data Collection

In this section you tell your reader about the method and procedure that you adopted to collect data. Sometimes this section is excluded keeping in view the nature of report. For example if you are writing a report to the editor of a newspaper, this section is not needed. However, research oriented business reports must have this section. In continuation of above example here is sample of this section.

“The findings of this report are based on data collected from various sources. First of all, I have collected the data of students who are going to appear in ICS group through BISE Rawalpindi and FBISE. I collected data of past 5 years. Second is a survey of 500 students of ICS group from various colleges in locality of Islamabad and Rawalpindi. Third data corpus is of number of students enrolled at BS and MSC level in our university in past 5 years.”

9.1.3 Facts/Findings

This section provides the facts and findings that have been collected. In continuation of the above example you can see the data being presented in the form of tables.

Number of students enrolled in ICS Group

	2012	2013	2014	2015	2016
<i>BISE Rwp</i>	5432	6005	6898	7801	8910
<i>FBISE</i>	2540	2864	3687	4354	5147

Results of survey

Field of choice of students.

<i>Computer sciences</i>	<i>Information technology</i>	<i>Software engineering</i>
213	138	149

Number of students enrolled in our university in past five years

	2012	2013	2014	2015	2016
<i>BS</i>	45	72	94	115	128
<i>MSC</i>	25	28	39	52	63

9.1.4 Discussion

Bare facts are nothing but a series of information and numbers. They give their meanings when they are discussed and interpreted. I have divided this facts and discussion into two headings however sometimes discussion and facts go hand in hand and are given under same heading.

“Over the period of five years, the number of students have almost doubled in BISE Rawalpindi as well as FBISE. When we compare the number of students appearing in these Two Boards that are located in the radius of our university with the number a students enrolled in our university we find a proportionate relationship. Since a constant increase can be observed in the enrolments stats of Boards as well as our university, we can expect the trend to continue. Additionally, the survey of students reveal that the students intending to enroll in Information technology is considerably good as only two universities are offering this program. Furthermore, the number of students at our university in IT department has doubled over past 5 years while labs were built according to the number of students in 2014.”

9.1.5 Conclusion

Just like discussion conclusion are also general statements based on the facts. However, the function of conclusion is to encapsulate the whole discussion and also tell the reader about significance of discussion and facts. For example:

“To sum up my investigation, I can say that over the period of 5 years, the number of students has more than doubled in IT department of our university and it can be attributed to raising number of students who appear in ICS group of Board of Intermediate and Secondary Education exam. The number has been on the rise from past 5 years and is likely to continue this way keeping in view the opportunities that IT field has to offer.”

9.1.6 Recommendations

Conclusion is drawn from the facts and data that we have collected as a result of our research for report. Recommendations are drawn from conclusion. This section shows your reader a plan of action to cope with the situation. It tells them what can be done to improve the situation and what actions are the need of time. For example:

“In the light of above presented facts and discussion I hereby recommend following actions to be taken:

- 1. There is a dire need to expand the computer labs available in our department.*
- 2. The computer labs should be expanded by 150 % keeping in view present and future needs*
- 3. This expansion should be completed before the commencement of new semester so that the teaching and learning process may proceed smoothly”*

Here are two samples for proper understanding of the format short reports. If your report is intended for your own department follow memo format as in this example.

To: Safer Awan, Dean Social Sciences
From: Habib Ullah, Coordinator English Dept.
Date: 6th April, 2017

Subject: **Proposal to launch Short course in English**

Introduction

In a meeting of the department of English held on 20th Dec, 2016 the view was expressed that our students have a very poor command in English, both spoken and written. So it was proposed that a short course in English should be launched under the management of the English teachers.

Discussion

We realized the need for such a course for good reasons. From the answer scripts of the students of different departments, we found that the standard of English of about 80% of them is far below the average. We interviewed many students of our university, of some other universities, and even some outsiders, and found that they deplorably lacked correctness in writing and fluency in speaking English. We also talked with them about opening a short course in English in order to help them with the basics of written and spoken English. They all highly appreciated the idea and opined that such a course would be of much help for them.

The students need to use correct English in their answers of the exam questions in different courses and subjects. If they are given some knowledge about the basics of spoken and written English, they can go a long way towards their improvement.

Conclusion

So we think that Short Courses in English will be a quite popular programme. It will help students, non-students, and professionals.

Recommendations

We would recommend that Department of English should be allowed to launch such a course in the coming semester and the university should look into the financial aspects of the programme as early as possible.

Signature.

However, if a report is to be submitted to an individual in another organization, it will follow the pattern of letter. If the same report were to be submitted to Higher Education department, it will follow this format:

Habib Ullah,
Coordinator, English Department,
University of Sargodha.
4th Oct, 2017.

The Secretary,
Higher Education Department,
Civil Secretariat, Lahore.

Subject: **Proposal to launch Short course in English**

Introduction

In a meeting of the department of English held on 20th Dec, 2016 the view was expressed that our students have a very poor command in English, both spoken and written. So it was proposed that a short course in English should be launched under the management of the English teachers.

Discussion

We realized the need for such a course for good reasons. From the answer scripts of the students of different departments, we found that the standard of English of about 80% of them is far below the average. We interviewed many students of our university, of some other universities, and even some outsiders, and found that they deplorably lacked correctness in writing and fluency in speaking English. We also talked with them about opening a short course in English in order to help them with the basics of written and spoken English. They all highly appreciated the idea and opined that such a course would be of much help for them.

The students need to use correct English in their answers of the exam questions in different courses and subjects. If they are given some knowledge about the basics of spoken and written English, they can go a long way towards their improvement.

Conclusion

So we think that Short Courses in English will be a quite popular programme. It will help students, non-students, and professionals.

Recommendations

We would recommend that Department of English should be allowed to launch such a course in the coming semester and the management should look into the financial aspects of the programme as early as possible.

Signature.

9.2 Essay Writing

Learning to write an essay is a skill you will use throughout your life. The simple organization of ideas you use when writing an essay will help you write business letters, company memos, and marketing materials and essays. All things follow the same basic structure. Anything you write will benefit from the simple parts of an essay.

A paragraph develops only one idea. Similarly, an essay, which is a piece of writing with several paragraphs, is also about one topic. Often, topics are too complex and too broad to be developed in a single paragraph. In this case, you have to divide the topic into several paragraphs, one for each major point. Writing an essay isn't more difficult than writing a paragraph except that an essay is longer.

Your first step in writing is to discover what point you want to make and to write that point out as a single sentence. There are two reasons for doing this. You want to know right from the start if you have a clear and workable thesis. Also, you will be able to use the thesis as a guide while writing your essay. In book 1, Unit 9, you have already learned about paragraph writing and writing a topic sentence. The thesis statement is similar to topic sentence because it controls the whole essay but it is slightly broader in its scope. The thesis statement of an essay is usually broad so that we may write 4 to 5 paragraphs on it. The central idea of your essay is usually presented as a thesis statement in an essay's introductory paragraph.

The first step in essay writing is to generate a good thesis statement about the topic given. A good thesis statement does two things. First, it tells readers an essay's topic. Second, it presents the writer's attitude, opinion, idea, or point about that topic. For example, look at the following thesis statement:

- Blackouts have disastrous impact on the small industry of a country.
- The computers can help students in many ways.

In first thesis statement, the topic is Blackouts; the writer's main point is that blackouts have disastrous impact on the small industry of a country. In the second example the topic is Computers and the leading idea is that computers can help students in many ways.

Here are few more thesis statements for essays.

- The twentieth century produced three inventions that dramatically changed the lives of human beings.

- Pakistani auto sector needs to produce vehicles that are fuel efficient, safe, and less expensive.
- Being successful at any job requires punctuality, dependability, and ambition.

The second step in essay writing is to support your thesis with specific evidence and arguments. To ensure that your essay will have adequate support, you may find an informal outline very helpful. Write down a brief version of your thesis idea, and then work out and jot down the three points that will support the thesis. Here is the scratch outline on topic “Blackouts.”

Blackouts

- What are blackouts?
 - Causes
- Impact of blackouts on small industry
 - Less production
 - Escalation in production cost
 - Lesser production, lesser income
 - Less income, lesser taxes
- Conclusion
- Recommendations to improve situation

A scratch outline like this one looks simple, but developing it often requires a great deal of careful thinking. The time spent on developing a logical outline is invaluable, though. Once you have planned the steps that logically support your thesis, you will be in an excellent position to go on to write an effective essay.

Activity

Each cluster below contains one topic, one thesis statement, and two supporting sentences. Label each item.

1.

- _____ a. Films based on historical events are sometimes shown in class.
- _____ b. Making history more interesting
- _____ c. Some history teachers use innovative methods to increase student interest.
- _____ d. Instructors ask students to write short plays dramatizing historical events.

2.

- _____ a. Vegetarian diets
- _____ b. Staying away from meat can reduce intake of fat and cholesterol.

- _____ c. Eating vegetables helps the environment because raising veggies uses less energy than raising animals.
- _____ d. Vegetarianism benefits both the individual and the environment.

3.

- _____ a. Medicine
- _____ b. Antibiotics have enabled doctors to control many diseases that were once fatal.
- _____ c. Organ transplants have prolonged the lives of tens of thousands of people.
- _____ d. Advances in modern medicine have had great success in helping people.

The third step of essay writing is to organize and connect specific evidence and arguments that you have selected to include in your essay. All the details in your essay must cohere, or stick together, so that your reader will be able to move smoothly from one bit of supporting information to the next. There are various ways by which you can connect specific details. You can use a method of organization, transitional devices or other connecting words to make your essay a unified whole.

There are two common methods of organization that are used most widely and they are chronological order and emphatic order. Time order, or chronological order, simply means that details are listed as they occur in time. First this is done; next this; then this; after that, this; and so on. Here is sample outline for chronological order:

To exercise successfully, you should follow a simple plan consisting of arranging the time, making preparations, and warming up properly.

1. To begin with, set aside a regular hour for exercise.
2. Next, prepare for your exercise session.
3. Finally, do a series of warm-up activities.

Emphatic order is sometimes described as “saving the best till last.” It is a way to put emphasis on the most interesting or important detail by placing it in the last part of a paragraph or in the final supporting paragraph of an essay. The last position in a paper is the most emphatic position because the reader is most likely to remember the last thing read. Finally, last of all, and most important are typical words or phrases showing emphasis. Here is sample outline for emphatic order:

Celebrities lead very stressful lives.

1. For one thing, celebrities don’t have the privacy an ordinary person does.

2. In addition, celebrities are under constant pressure.
3. Most important, celebrities must deal with the stress of being in constant danger

In Book 1, unit 9 you have already learned about transitional devices that how they are helpful in cementing a paragraph together. Some transitional devices are used in essay to connect and link various paragraphs and arguments in an essay. In addition to transitions, there are three other kinds of connecting words that help tie together the specific evidence in an essay: repeated words, pronouns, and synonyms. The final step is to revise and edit to eradicate mistakes and other errors if there are any.

9.2.1 Structuring your Essay

A standard five paragraph essay includes an introductory paragraph, three paragraphs that constitute supporting details and arguments while final paragraph is concluding paragraph. Here is how a standard essay is structured.

Introductory paragraph Thesis statement + General Statements
Body Paragrph 1 Tpoic sentence+supporting details
Body Paragrph 2 Tpoic sentence+supporting details
Body Paragrph 3 Tpoic sentence+supporting details
Concluding Paragrph Recap of main points and personal comments

A well-written introductory paragraph performs four important roles:

1. It attracts the reader's interest, encouraging him or her to continue reading the essay.
2. It supplies any background information that the reader may need to understand the essay.
3. It presents a thesis statement. This clear, direct statement of the main idea of the paper usually appears near the end of the introductory paragraph.
4. It indicates a plan of development. In this preview, the major supporting points for the thesis are listed in the order in which they will be presented. In some cases, the thesis and plan of development appear in the same sentence. However, writers sometimes choose not to describe the plan of development.

The next few paragraphs that are supporting details and arguments are called body paragraphs of an essay. They can be arranged according to any order keeping in view the nature of the topic on which an essay is being written. Body paragraphs are the heart of the essay, because their function is to explain, illustrate, discuss or prove the thesis statement. The number of body paragraphs may change depending on the thesis statement.

1. Each body paragraph discusses one aspect of the main point.
2. Each body paragraph begins with a topic sentence that states the point to be detailed in that paragraph.
3. The controlling idea in the body paragraphs should echo the central idea in the thesis statement.
4. The body paragraphs should have coherence and unity.
5. As your sentences need to flow smoothly, your paragraphs need to flow smoothly too. This can be achieved through the use of transitions. (that you have learned in Book 1, unit 9).

The final paragraph of an essay is the conclusion. In this paragraph you tell the reader that you have completed the essay. This is achieved by either writing a summary of the main points discussed in the body of the essay or by rewriting the thesis statement in different words. Then you add your final comments on the subject. Since this is your last opportunity to make your point, you should write a strong, effective message that the reader will remember. The concluding paragraph does three things:

1. It signals the end of the essay.
2. It summarizes the main points. (but not just repeating your words, analyzing your ideas and supports.)
3. It leaves the reader with the writer's final thoughts on the subject.

9.2.2 Sample Essay

Life Sentence for Murder

In some places, murderers get life sentences for their crimes. In others, they get the death penalty. There is a lot of disagreement about how murderers should be punished. However, I believe that people should get life sentences for murder, not the death penalty.

One reason I support life sentences for murder is that death is not the worst punishment. It is worse to have to sit in jail for the rest of one's life. Life imprisonment is hard. Prisoners never get to do what they want. All they can do is think about their crimes. They know that they will never be able to get out of prison. Therefore, life imprisonment is an effective punishment.

Another reason is that sometimes people change. Some people commit murder when they are addicted to drugs or have other bad influences in their lives. With time, people can change in jail. Many convicted criminals start studying or learn about religion when they are in jail. Some of them start to really think about what they did wrong. They even try to help other prisoners by teaching or counselling them. However, change is not possible if they are dead.

Some opponents of life sentences for murder say that it is too expensive to keep murderers in jail and it would be cheaper to execute them. However, capital punishment can also be very expensive. The courts are very careful before they execute people, so there are many court hearings before they decide to execute them. Sometimes the hearings continue for years. The government has to pay for the court hearings, the criminal's lawyer, and many other expenses. It is clear that capital punishment is not always cheaper than life in prison.

In conclusion, there are many good reasons to give life sentences to murderers instead of the death penalty. Life sentences are an effective punishment, they give criminals a chance to change, and they do not involve a lot of expensive court hearings. For these reasons, I think that life sentences are a better punishment for murder than the death penalty.

9.3 Self-Assessment Questions

- 1. Divide the following thesis statements into their parts. Can you tell how many body paragraphs there will be in the essays?**
 - i. The main causes of traffic accidents in Pakistan are the attitude of Pakistani drivers, the poor state of the roads, and the poor condition of vehicles.
 - ii. Several things make me adore Quetta: its friendly atmosphere and people, the cheap prices and its convenient location.
 - iii. There are four major reasons for absenteeism among students in the universities including over sleeping, traffic problems, being ill, and boredom.
 - iv. Teenage smoking is caused by personal insecurity, a desire to be like adults, and peer pressure.
 - v. The status of women in Pakistan has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities and social status.

2. Read the following thesis statements. Choose the best concluding sentence for them.

- I. Smoking is unhealthy because it can cause heart and lung disease; moreover, it is expensive.
 - a. In brief, buying cigarettes is a bad idea.
 - b. In brief, smoking affects your health, and it is also a waste of money.
 - c. In brief, smoking is a bad habit.

- II. London has excellent bus and subway systems.
 - a. To summarize, the public transportation system in London provides reliable service at all times.
 - b. To conclude, taking a bus in London is convenient.
 - c. To summarize, using subway is a good way to get around in London.

3. Write concluding paragraphs using the following thesis statements and topic sentences for the body paragraphs.

Thesis Statement: Communication in a foreign language can create some embarrassing misunderstandings. Topic Sentences of Body Paragraphs:

- A: Mispronouncing words can lead to real embarrassment.
- B: Misunderstanding what someone says to you can create amusing problems.
- C: Misusing vocabulary can really make you blush.

Concluding Paragraph:

4. As a civil Engineer of Karachi Municipal Corporation, write a report to your Director about disasters caused by heavy rainfall in Karachi.

5. Write essay on following topics:

- i. Smoking in youth
- ii. Uses of internet
- iii. Hazards of Air pollution.

9.4 Bibliography

Bowden, J. (2008). *Writing a Report: How to Prepare, write and present effective reports*. Oxford: How To Books Ltd.

Langan, J. (2011). *College Writing SKills*. The McGraw Hill Companies