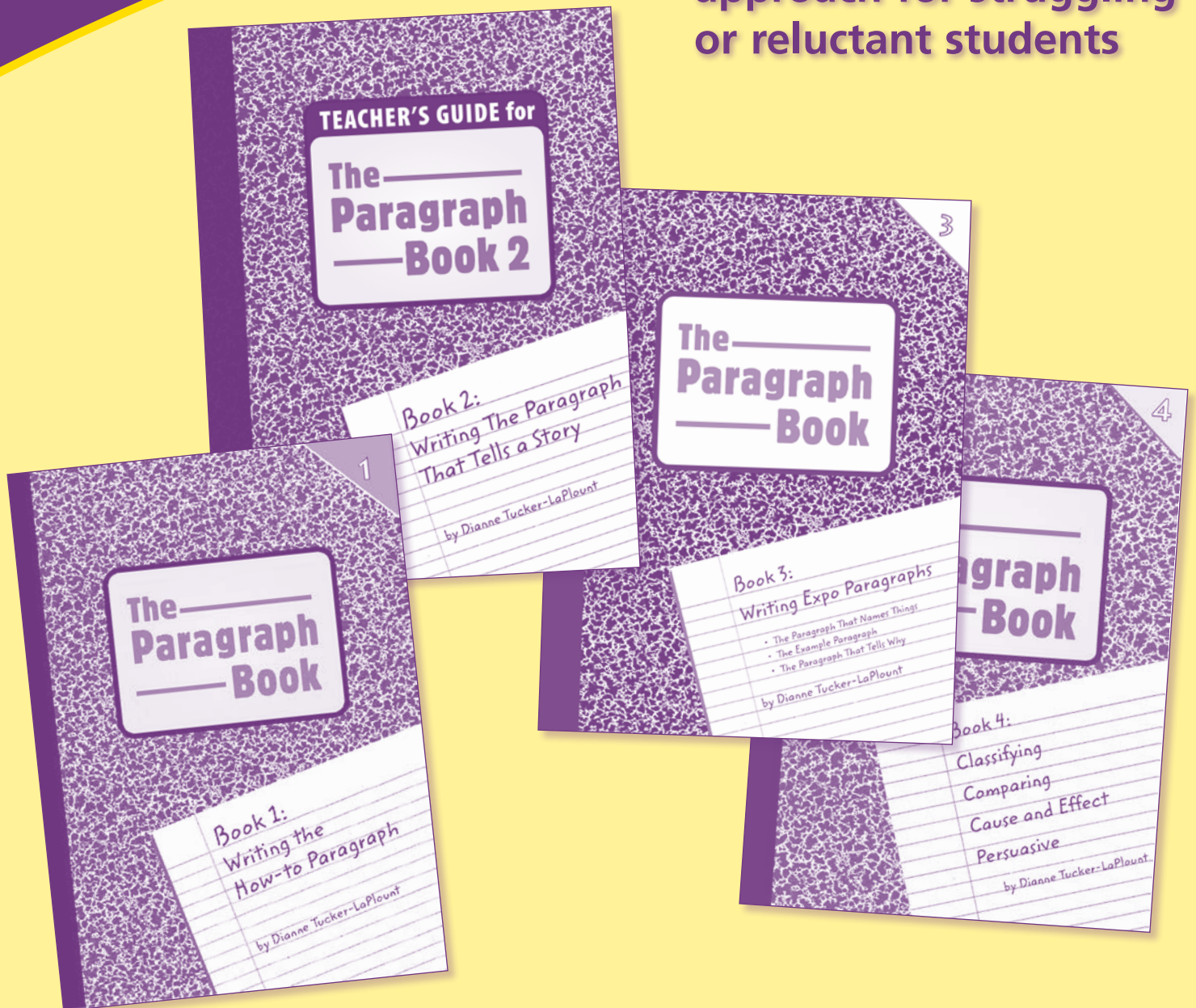


The Paragraph Book Series

PROGRAM OVERVIEW

Grades 5–8+

A structured writing approach for struggling or reluctant students



What is *The Paragraph Book* series?

The Paragraph Book series, by Dianne Tucker-LaPlount, is a structured, step-by-step approach to writing, designed to give struggling and reluctant writers the tools and strategies they need to compose interesting, detailed paragraphs and essays.

The series comprises:

- Four student books—each one focusing on a different type of paragraph:
 - Book 1: *Writing the How-to-Paragraph*
 - Book 2: *Writing the Paragraph That Tells a Story*
 - Book 3: *Writing Expo Paragraphs* (lists, tells why, give examples)
 - Book 4: *The Paragraph that Classifies, The Cause and Effect Paragraph, The Paragraph That Compares and Contrasts, The Paragraph That Persuades*
- Teacher's guides for each book that include lesson plans, quizzes, reproducible assignments, writing samples, and reference lists

This highly specialized writing intervention series targets middle school students with learning differences who have not been successful in conventional language arts programs. *The Paragraph Book* series builds competency from the ground up—students learn to edit, format, and build paragraphs while mastering four basic writing strands.

The use of editing marks makes this series particularly helpful for students with weak motor skills who have trouble with handwriting. Students are able to write and rework paragraphs without becoming worn out or frustrated by the process of recopying the entire passage. This method has been tested and shown to work with LD students of varying levels as well as English language learners.

The structured format of this series makes it especially useful for students with organizational problems, giving them a framework on which to build. Special attention is also given to looking for missing capitals, dropped endings, missing and double words, and other common and easy-to-miss errors.



Go to epsbooks.com/tpb to find:

- Research paper
- Sample lessons

Skills Addressed

The Paragraph Book 1: Writing the How-to Paragraph

- How-to paragraphs
- The FNTF formula
- Editing marks
- Chronological order
- Using graphic organizers
- Editing
- Revising
- Paragraph format
- Punctuation
- Capitalization
- Checking content
- Author's purpose
- Balance
- Audience
- The How-to Essay

The Paragraph Book 2: Writing the Paragraph That Tells a Story

- Narrative writing
- Factual events
- Fiction
- Format
- Fables
- Editing
- Revising
- Myths
- Editing marks
- Punctuation
- Capitalization
- Transitional words
- Supporting details
- Direct quotes
- Point of view
- Openers and closers
- Reading comprehension
- Writing a story

The Paragraph Book 3: Writing Expo Paragraphs Naming, Giving Examples, Telling Why

- Expository paragraphs
- Number formula
- Brainstorming with lists
- Transitions
- Giving reasons
- Topic sentences
- Conclusions
- Supporting sentences
- Editing marks
- Quantity terms
- Sound reasoning
- Format
- Editing
- Revising
- Punctuation
- Capitalization

The Paragraph Book 4: Writing Expo Paragraphs Classifying, Cause and Effect, Compare Contrast, Persuasive

- Division and classification
- Functions
- Cause and effect
- Similarities and differences
- Comparison and contrast
- Editing
- Revising
- Punctuation
- Capitalization
- Format
- Editing marks

How can I fit *The Paragraph Book Series* into my curriculum?

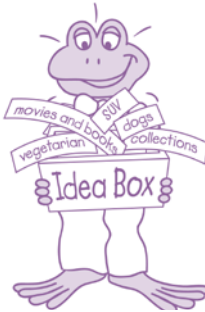
The Paragraph Book's structured approach to writing helps struggling and reluctant writers master the standards required by most language arts programs. The series' flexible design allows it to be used successfully in the general classroom with struggling writers, in inclusion settings with students who have identified learning differences, or in specialized settings.

The consistent format of each lesson in the series facilitates differentiated instruction, allowing students to work at their own pace as each lesson builds upon the next with frequent review and reinforcement. *The Paragraph Book* series can be used independently as a writing curriculum or can be used to supplement a larger language arts program.

Features for You

- Easy-to-follow lesson format builds on previous material and includes clearly stated objectives

- Teacher's Guides include everything you need to help students develop as effective writers—lesson-by-lesson guides, quizzes, answer keys, a diagnostic assessment, and reproducibles



- Every book includes a "Check and Correct" strand with cue questions and editing marks to help students restructure their writing

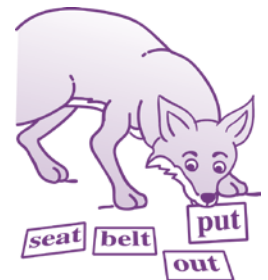
- A strong visualization component encourages students to create a mental movie before they write

- Every book contains graphic organizers including flow charts and story maps

Benefits for Your Students

- Students receive continuous reinforcement and review, and understand the purpose of each lesson

- Students are able to track their progress and are provided with ample practice to increase their writing effectiveness



- Students gain practice checking for errors and edit their work efficiently without having to rewrite the whole paragraph

- Students learn to analyze and think through the writing process before they begin to write

- Students are able to organize their thoughts and ideas before writing and can transfer this strategy to other content areas

Graphic organizers help students think through the writing process before they begin and encourage them to organize their ideas.

VOCABULARY for Paragraph 1: How to Get a Glass of Water

glass	kitchen
faucet	sink
running	turn



Title:

[Empty box for writing the title]

FIRST:



[Empty box for writing the first step]

NEXT:



[Empty box for writing the next step]

THEN:



[Empty box for writing the then step]

FINALLY:

[Empty box for writing the final step]

Each book in the series contains opportunities for students to apply writing and grammar skills in context.

The Paragraph Book, Book 1, p. 65

PRACTICE SPOTTING VERBS IN THE PRESENT TENSE

▼ Read these sentences. The subject of each sentence is *I*.

(a) Underline the verb or verbs.

(b) If the present tense of the verb is used in the sentence, write **present tense** on the blank line at the end of the sentence. If not, write an **x**. The first two have been done.

1. I waited an hour for the bus. x
2. I wait for the bus every day except Saturday and Sunday. present tense
3. Tomorrow, I will wait for it again. _____
4. I would wait for the bus on Saturday if I needed to go downtown. _____
5. I play tennis. _____
6. Last summer, I tripped on a bicycle wheel and broke my leg. _____
7. I chew sugarless gum. _____
8. I watch football on Monday night. _____
9. During my break, I grabbed a bite to eat. _____
10. Maybe I will climb Mt. Everest someday. _____

Students learn to use editing marks, simplifying the writing process and making revising less tedious for students with handwriting or other fine-motor issues.

2. INSERTING SPACE

- ▼ Add space with this editing mark #. In the paragraph below, a blank space is missing under the title. Here is how to add the space.

	<i>How to Shell a Peanut</i> #
	<i>First, hold one end of the peanut shell between your thumb and</i>
	<i>forefinger. Next, grip the other end of the shell with the thumb and</i>
	<i>forefinger of your other hand. Then, bend the peanut shell until it breaks.</i>
	<i>Finally, pick out the peanut, or peanuts, and throw the shell away.</i>

3. INDENTING THE FIRST LINE

- ▼ Indenting the first line makes reading easier on the eyes (and the brain). If you forget to indent the first line of your paragraph, use this editing mark L.

	<i>How to Shell a Peanut</i>
	<i>L First, hold one end of the peanut shell between your thumb and</i>
	<i>forefinger. Next, grip the other end of the shell with the thumb and</i>
	<i>forefinger of your other hand. Then, bend the peanut shell until it breaks.</i>
	<i>Finally, pick out the peanut, or peanuts, and throw the shell away.</i>

Writing samples are included throughout the series, providing valuable modeling and opportunities for analysis and editing.

WHICH IS IT?

- ▼ Read this paragraph. It is another Greek myth, like the story of Icarus. Answer the questions and write a title for the paragraph. Discuss your responses with the teacher.

Once upon a time, a king named Midas made a wish. He wished that all he touched would turn to gold. The gods heard him and granted his wish. Then, King Midas sat down to eat and strange things began to happen. Every time the food touched his lips, it turned to gold. When the king touched his daughter, she too turned to gold. That was the last straw. The wretched king begged the gods to take away his magic power. Finally, they relented, restored his daughter, and relieved him of his awful golden touch.

1. Is the paragraph written from the first person, second person, or third person point of view?

2. Is the main verb in each sentence in the present tense or in the past tense?

3. Is this a How-to Paragraph or a Story Paragraph?

4. Write a title for the paragraph.

Review quizzes in Books 1 and 2 provide added reinforcement and practice for struggling writers.

REVIEW OF LESSON 9 and editing marks

Circle the letter in front of the correct answer.

1. A beginning sentence that gives the reader an idea what the paragraph is about is called
 - a. a direct quote.
 - b. a playful or serious comment.
 - c. an opener.
 - d. the paragraph's point of view.
2. Three-part Story Paragraphs contain
 - a. an opener.
 - b. a middle.
 - c. a closer.
 - d. all of the above.
3. These sentences are all possible openers for the same Story Paragraph. Which sentence tells clearly what the Story Paragraph is about?
 - a. Everyone expected the hare to win.
 - b. Perseverance sometimes wins over talent.
 - c. A hare and a turtle decided to see who could finish first in a race.
 - d. This was hardly a contest between equals.
4. Only one sentence is punctuated properly. Which is it?
 - a. The lazy hare said, I think I'll take a nap."
 - b. The lazy hare said, "I think I'll take a nap."
 - c. The lazy hare said, "I think I'll take a nap".
 - d. The lazy hare said "I think I'll take a nap."

The writing process is broken down into simple, manageable steps, helping even the most reluctant writers work through the writing process.

The Paragraph Book, Book 3, p. 50



Complete an Example Paragraph. Work with the class and teacher or work in small groups or pairs.

Your title is: *Ways to Improve My Town.*

Your topic sentence is: *If I were the mayor, here are _____ ways I would help improve my town.*

STEP ONE: Write a list heading _____

STEP TWO: Fill in the Idea Box with examples.

STEP THREE: When you finish writing your ideas, read them. Put a big X through the ones you don't like very much. Leave only the better ideas. You should leave at least three ideas. Then, count the ideas that remain. Write that number in the blank in the topic sentence.

Reread the remaining ideas. Decide the order you want them in. Follow the order of importance. Put either (1) the most important first and the least important last, or (2) the least important first and the most important last.

In some cases, the order doesn't matter.

Quick reviews are provided at the end of every lesson in Books 3 and 4 for students to reflect on what they have learned and practiced.

DOES IT MAKE SENSE?

Be sure your transitions make sense. Under each blank in this paragraph are two transitions. One transition makes sense, the other doesn't. Write the transition that makes sense. The first one has been done.

Hardships Faced by the Pioneers

The American pioneers faced hardships and dangers as they traveled West, and here are three examples. In the first place many suffered illnesses due to a shortage of clean water. _____ many became sick from exposure to the elements. _____ since they could not carry sufficient food, starvation was an ever present danger.

(Also,/In the first place,)
(In addition,/For instance,)
(Finally,/For one thing,)

WHAT DID I LEARN IN LESSON 7?

- Transitions are words that the writer uses to move from one idea to the next idea. The formula words **First, . . . Second, . . . Third, . . .** are transitions.
- Other transitions, such as *For example*, or *In addition*, can be used in place of the formula words.
- Transitions can even be left out. The important thing is to always keep the formula words in mind: **First, . . . Second, . . . Third, . . .**

⇒ ASSIGNMENT 7 Your teacher will give you your assignment sheets and Idea Boxes. Write two Example Paragraphs. Substitute other transitions for the formula words.

The title of Paragraph 7a is *Keeping Fit*

The topic sentence is *There are many ways to keep fit, and here are _____ examples.*

The title of Paragraph 7b is *What Parents Need to Know*

The topic sentence is *Here are _____ examples of what parents need to know to be good at raising kids.*

Each lesson in the Teacher's Guide includes detailed lesson plans with instructional objectives, assessment strategies, and more.

GUIDE TO LESSON 2: FORMAT

INSTRUCTIONAL OBJECTIVES ▶	This lesson presents formatting conventions: how a paragraph looks, the arrangement and spacing of the title and the sentences. The first four of eleven editing marks are introduced, and the Check and Correct procedure for editing paragraphs is initiated.
BEFORE STARTING ▶	Before class begins, write on the board: <i>In English, we read and write from left to right.</i> Under this sentence, write the same sentence backwards: <i>.right to left from write and read we, English In</i>
INTRODUCING LESSON 2 ▶	Briefly review <i>Lesson 1</i> . Remind students that the kind of paragraph that gives instructions is called a How-to Paragraph. This type of paragraph is easy to organize and write by using the FNTF formula <i>First, . . . Next, . . . Then, . . . Finally, . . .</i> Introduce <i>Lesson 2</i> , which focuses on format conventions. <i>Format</i> is the way a paragraph looks on paper. Ask a volunteer to read aloud the two sentences on the board. Then, ask what the problem is with the second sentence. Students should respond by saying that the direction is incorrect—in other words, backwards. A discussion may follow on the subject of directionality in writing: left to right, right to left, up to down, down to up, depending on the custom, or convention, of a particular language group. Explain that when English-speakers write, they start at the left side of the line and move to the right. This convention has gone on so long that it has turned into a rule (like driving on the right side of the road in the United States). Ask students to give their opinions about the usefulness of conventions. Next, write the following in cursive on the board and ask a student to read it: <i>Pleaseleaveaspacebetweenwords.</i>

Reproducible assignment sheets are provided for every lesson, allowing students to practice and review their writing skills. The assignments can also be used for assessment.

PARAGRAPH WRITING ASSIGNMENT SHEET 1

Name _____ Date _____

Paragraph 1—This paragraph is titled *How to Get a Glass of Water*. The title is written on the top line.

Write with a pencil. Try not to use your eraser. Erasing interrupts the flow of writing. What happens if you make a mistake? Just put a line through it and keep going.

Pretend you are explaining how to get a glass of water to Ms. Pebble, the Stone Age time traveler. Your paragraph should have four sentences. Use the FNTF formula: *First, ... Next, ... Then, ... Finally, ...*

<i>How to Get a Glass of Water</i>	

This is a warm-up exercise. When you have finished writing your paragraph, put it in your Pocket Folder. Keep it there until you have completed *Lesson 2*. *Lesson 2* will show you how to check the format of your paragraph.

Copyright protected by Educators Publishing Service. Permission is granted to reproduce this page.

Teacher's Guides for Books 1 and 2 include reproducible quizzes to assess and track student progress.

The Paragraph Book Teacher's Guide for Book 2, p. 57

LESSON 6 QUIZ

Name _____ Date _____

Instructions: Read each sentence, then answer the questions after it.

1. Natalie whispered The play starts in one minute.

a. Who spoke? _____

b. How many words did the person say? _____

c. Rewrite the sentence. Insert the missing punctuation marks.

2. Patrick Henry declared Give me liberty or give me death!

a. Who spoke? _____

b. How many words did the person say? _____

c. Rewrite the sentence. Insert the missing punctuation marks.

3. Mean old Scrooge yelled Bah, humbug!

a. Who spoke? _____

b. How many words did the person say? _____

c. Rewrite the sentence. Insert the missing punctuation marks.

4. Teresa asked Is that Kristen's tennis racket?

a. Who spoke? _____

b. How many words did the person say? _____

c. Rewrite the sentence. Insert the missing punctuation marks.

Copyright protected by Educators Publishing Service. Permission is granted to reproduce this page.