

# Scaffolding strategies: Paragraph Writing

<p><b>PARAGRAPH WRITING</b> is an important skill since it is the basis for all extended writing. If students learn to write clear sentences and link and develop ideas logically in writing paragraphs, they are more likely to succeed in the extended writing demands of NCEA.</p>	
<b>Teacher modelling</b>	<p>Use an example of a well-constructed paragraph. Put on screen and ask:</p> <ul style="list-style-type: none"> <li>• Is there a clear topic sentence (<b>point</b>)?</li> <li>• Where is the relevant supporting <b>evidence</b>?</li> <li>• Where is the <b>explanation</b> / commentary/analysis? Is it convincing?</li> <li>• Is there a <b>link</b> back to the main point?*</li> <li>• Are there linking words / connectives within the paragraph?</li> </ul> <p>*(or to the next main point in the following paragraph in a longer text)</p>
<b>Collaborative</b>	<ol style="list-style-type: none"> <li>1. Paragraph reconstruction / scrambled sentences): Students put sentences on card back into the correct sequence. They need to explain reasons for their choice, linked to PEEL, and identify linking words.</li> <li>2. Shared Writing: Students work in fours on a given topic. Each student takes a turn to dictate a sentence to the other who writes it down. In this way they take turns to write the topic sentence (<b>point</b>), <b>evidence</b>, <b>explanation</b> and <b>link</b> sentences.</li> <li>3. Group strip story writing: Each student writes a sentence on a strip of paper expressing a point of view on a given topic. The group then collaborates on sequences the sentences and links them into a paragraph. If necessary, they rewrite some sentences and insert linking words to write a cohesive paragraph.</li> <li>4. <a href="#">Dictogloss</a> (using a model PEEL paragraph).</li> </ol>
<b>Supported</b>	<ol style="list-style-type: none"> <li>1. Parallel writing: A model PEEL text is given and students change only highlighted words.</li> <li>2. Provide first (<b>point</b>) or last (<b>link</b>) sentences for a paragraph and ask students to write the missing sentences providing <b>evidence</b> and <b>explanation</b>. Alternatively, give the students a paragraph without a topic sentence (<b>point</b>) and they have to write one.</li> <li>3. Give students five key words to include when writing a PEEL paragraph on a given topic.</li> <li>4. Information transfer - diagram to PEEL paragraph for one group; PEEL paragraph to diagram for the other.</li> </ol>
<b>Independent</b>	<p>Provide an acronym (PEEL) that suits your topic for students to write independently. Remove the scaffold when students are ready.</p>