



Micro-Unit and Structure the Basic Paragraph

Following are examples of a completed graphic organizer and a completed paragraph template (see steps 2 and 3). Students who are writing essays will need to use one of these for each of their body paragraphs. It should be noted that not all students need to complete both parts—some students will be able to generate paragraphs directly from the graphic organizer. Many students with LBLD, however, will benefit from the additional structure the paragraph template offers. As these students internalize the structure, they can be guided to apply it independently as they compose paragraphs from their graphic organizers.

Basic Paragraph I: Graphic Organizer

topic: schools

controlling idea: should be more responsible about paper

supporting detail #1:
put recycling bins in the
cafeteria

supporting detail #2:
save unused paper in binders
and notebooks

supporting detail #3:
rule that all photocopies
should be double-sided



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Students should use their completed graphic organizers to fill out the basic paragraph template. The ideas are the same as those on the graphic organizer, but the template requires complete sentences. It is important to note that many students must learn how-to write each element of a paragraph (topic sentence, supports, concluding sentence) in isolation prior to being asked to complete a graphic organizer and paragraph template.

1. To write the topic sentence, students combine their topic and controlling idea into a complete sentence. Some students may require additional structure and guidance to do this.
2. A basic paragraph template includes transition words as sentence starters. Students take the supporting details from their graphic organizers and write them in complete sentences that begin with the transition word. They may opt to re-order their supporting details as they complete the template.
3. The template includes space for a concluding sentence. Many students will require models and additional instruction and practice in order to learn how to write a concluding sentence.

Topic Sentence (combine topic and controlling idea):

Schools should be more responsible about paper use.

First, the school should put recycling bins in the cafeteria because the trash bins are filled with wasted paper.

Also, students should save any unused paper in their binders so that it does not go to waste.

Finally, the school should make a rule that all photocopies must be double-sided to cut paper use in half.

In conclusion, having school rules about paper use and recycling will ensure that everyone makes an effort to reduce, reuse, and recycle.