

Writing Process Texts: Paragraphs and Essays

A process essay or paragraph explains how something happens or how to do something. There are two main types:

- **Directional process**
Gives step-by-step instructions to help the reader complete a task.
Example: *How to make a perfect grilled cheese sandwich.*
- **Informational process**
Describes how something works or occurs without expecting the reader to take action.
Example: *How geothermal energy works.*

Writing a process paragraph or essay involves three key stages:

1. Divide the process clearly

Start by identifying your main goal and outlining the steps required to achieve it. These steps should be specific, easy to follow, and typically arranged in chronological order.

2. Use clear transitions between steps

To guide your reader smoothly from one part of the process to the next, use transitional expressions.

Function	Transition Words & Phrases
To begin	First, First of all, The first step is, To begin with...
To show sequence	After that, In the next step, Next, Then...
To add details	Additionally, Also, In addition, Moreover...
To show time/order	As soon as, At the same time, Meanwhile, When, While...
To signal results	As a result, Consequently, Therefore, This leads to...
To give instructions	Be careful to..., Don't forget to..., It's important to..., Make sure to...
To conclude	Finally, In the last step, Lastly, The final step is, To finish...

Process Analysis Essay

3. Review your work thoroughly

Once your draft is complete, read through your text carefully to ensure all necessary steps are included. Check your spelling, grammar, and sentence structure to make sure your writing is easy to understand.

Reading comprehension and the brain of autism spectrum disorder (ASD) students

Zoé Dubé, Cégep de l'Outaouais, December 2024

“ASD is a neurodevelopmental disorder that can cause significant social, communication, and behavioral challenges and affects approximately one in 68 children” (Centre for Disease Control and Prevention, 2017, cited by Finnegan & Accardo 2018, p.72). Many students with ASD have difficulty with reading comprehension. **There are strategies educators can implement to enhance their comprehension and reading skills.**

First, ASD students often have more reading comprehension difficulties because they are faced by common challenges, such as literal thinking and difficulty inferring emotions. “Differences in social communication can affect socioemotional reciprocity” (Finnegan & Accardo, 2018. p.72). **Additionally**, Gelfer et al. (2015) explain that three cognitive factors have been identified as contributing to these comprehension difficulties: “Theory of Mind (ToM)” (p.72), Weak Central Coherence (WCC) (p.72), and “Executive Functioning (EF)” (p.72). **However**, this does not mean that ASD students will never be able to demonstrate their understanding; there are some steps and strategies that teachers can use to help them better understand a text.

Introduction:

First paragraph contains the **thesis statement** (highlighted) which informs the reader of the central idea of the essay.

Body paragraphs:

Each paragraph starts with a **topic sentence**. Also, note how the author makes effective use of **transition words** (underlined and in bold). These words guide the reader through the text.

Process Analysis Essay

In “Reading comprehension and autism in the primary general education”, Gelfer et al. (2015) outline a five-step approach to teaching reading comprehension to ASD students. The steps include: (1) accessing and building background knowledge through visual supports and pre-teaching vocabulary, (2) creating mental images using picture walks, (3) making connections with graphic organizers, (4) engaging in consistent discussions through reciprocal questioning, and (5) summarizing understanding. The authors acknowledge that this last step is a challenging task due to WCC, yet they recognize its value in reinforcing comprehension skills.

In conclusion, knowing that ASD students often have more reading comprehension difficulties because they encounter common challenges, such as literal thinking and difficulty inferring emotions, can help educators implement strategies that improve their ability to understand and engage with texts. Since every student learns differently, some strategies may be more effective for certain individuals than others.

Conclusion:

The final paragraph summarizes the main points of the text.

References

- Gelfer, J., Leytham, P., Nguyen, N., & Whitby, P. (2015). Reading Comprehension and Autism in the Primary General Education Classroom. [Online article]. Retrieved from <https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=07a83877-a889-46e7-a876-1d6fa91a94f4%40redis>
- Finnegan, E., & Accardo, A. L. (2018). Written Expression in Individuals with Autism Spectrum Disorder: A Meta-Analysis. *Journal of Autism and Developmental Disorders*, 48(3), 868-882. <https://doi.org/10.1007/s10803-017-3385-9>