



<http://bit.ly/elwritingCABE15>



Tulare County Office of Education

Jim Vidak, County Superintendent of Schools

**Ready
to
Write!**

CABE
Conference
2015

**Tips & Strategies to Support
English Learners with
Process Writing, Gr. 3-8**

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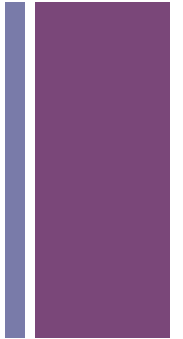


Did You Know?

- There are more than 1.4 million English learners in California public schools.
- More than 2.68 million students speak a language other than English in their homes.
- California holds all students to the same rigorous grade-level academic standards.
- English learners are learning English, learning about English, and learning through English.

CalEdFacts, based on 2013-14, sourced Oct., 12, 2014, from <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

What can we do to support the English literacy development of our EL students?





ELA

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

ELD

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure
2. Understanding cohesion

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

C. Connecting and Condensing Ideas

6. Connecting ideas
7. Condensing ideas

Part III: Using Foundational Literacy Skills

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

ALL Students Writing: ELA & ELD

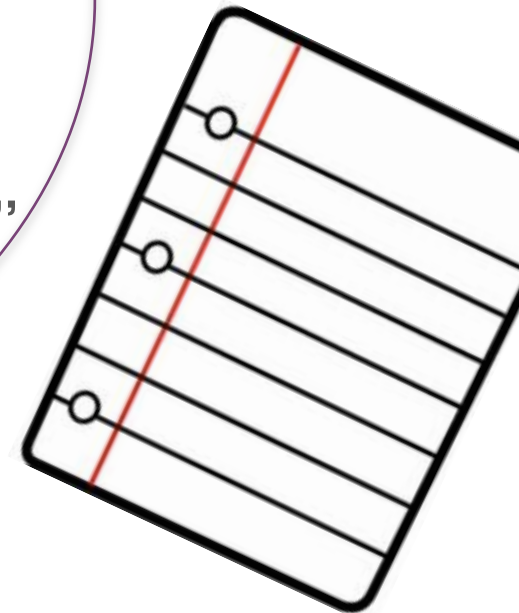


Why is writing important?



What they said...

- “So I can understand....”
- “Because I want to get good grades.”
- “It makes other people know what I think.”
- “It helps me prove my point.”
- “It can help me solve a problem.
- “It teaches [me] new things.”
- “It helps you do a speech.”
- “You can share your thoughts [with] people.”
- “It can make the world a better place.”

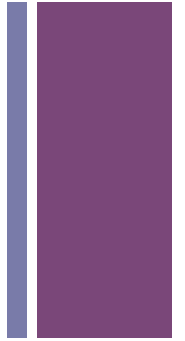


“Writing can be taught earlier than once believed—you don’t have to wait until the student has developed high + levels of English proficiency.”

ColorínColorado.org, 2007

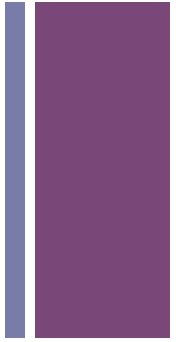
+ Do you...

- invite students to draw & discuss?
- model writing?
- write in front of your students, across stages of the writing process?
- “share the pen” with students?
- use other authors’ writing to show examples of craft?
- offer explicit instruction in composition & conventions?
- provide differentiated instruction and feedback in regard to writing?
- *teach* writing, in addition to assigning it?



+

- What are some of the challenges our English Learners encounter when producing their own writing?





Which text type first for ELs?



- Benefit of **NARRATIVE** first:

We all have stories to tell...

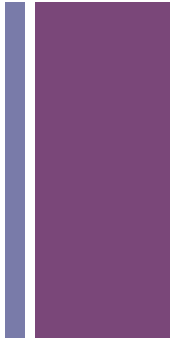
- Benefit of **INFORMATIONAL** first:

Students can use chunks drawn from the texts they read to use in their own writing

- Benefit of **OPINION** (up through grade 5) first:

Students can draw from their own preferences

+ Process Writing



- ✓ Planning/Prewriting
- ✓ Draft
- ✓ Revise
- ✓ Edit
- ✓ Publish & Share



+ Oral Rehearsal

- Students can't respond in writing if they've never spoken the words or practiced the academic language they'll need to write.

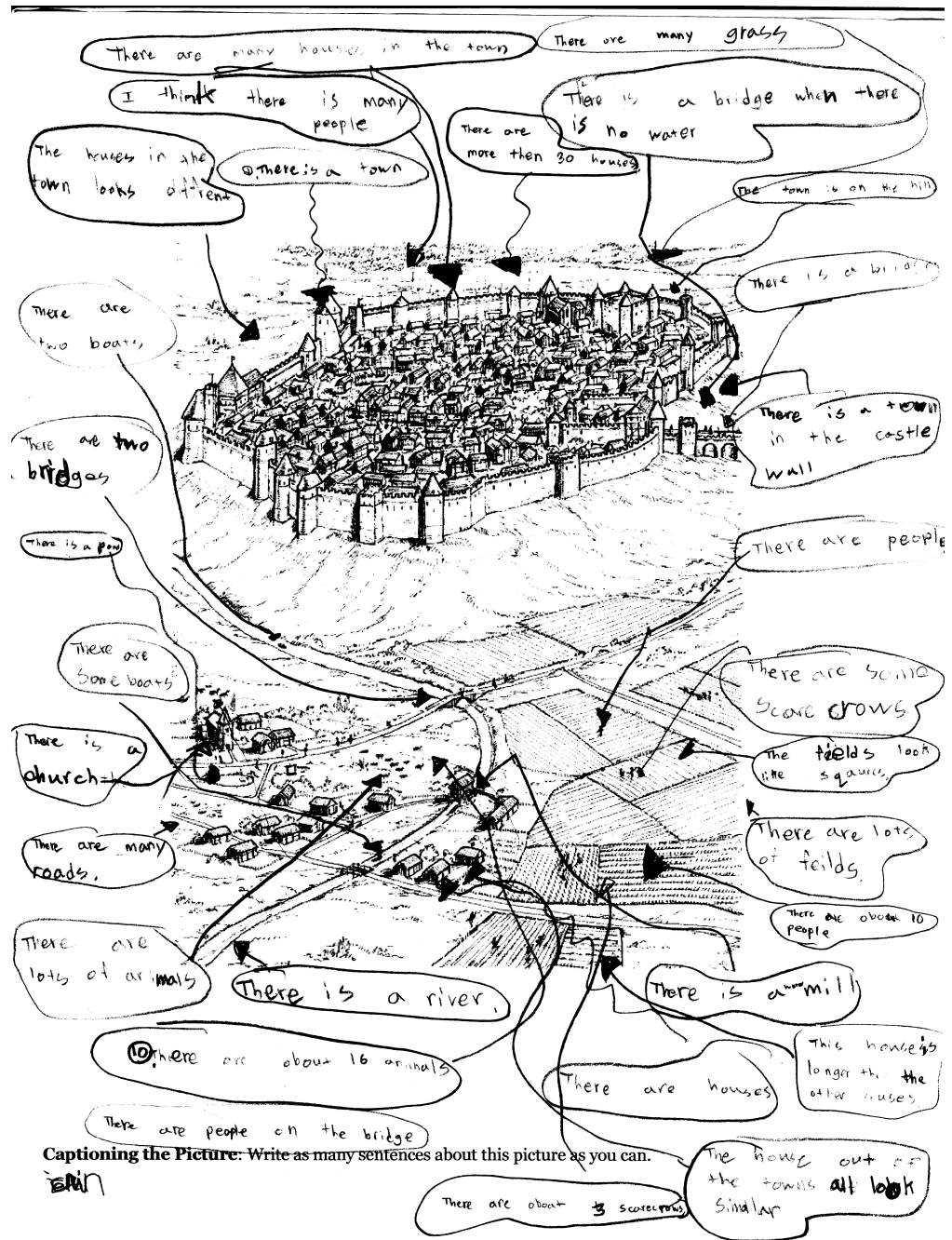
(Dr. Kate Kinsella, Visalia, CA, Oct. 2014)

From where?

- ✧ Oral language development
- ✧ Practice speaking what they'll write before they write
- ✧ Vocabulary & academic language structures
- ✧ Mentor texts



+ Labeling



Captioning the Picture: Write as many sentences about this picture as you can.

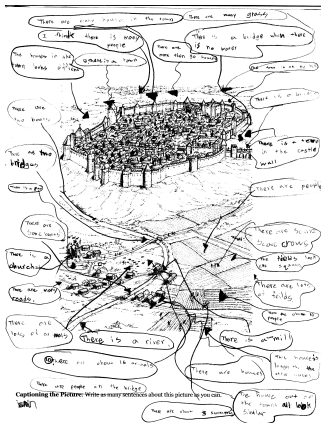


Building Sentences from Labels



- Building vocabulary in a shared setting
- Model joining words and phrases to form more complex language structures
- Moving from words, phrases, and simple sentences to varied sentences and writing volume.

Cat, whiskers → The cat has whiskers.



Build a sentence:

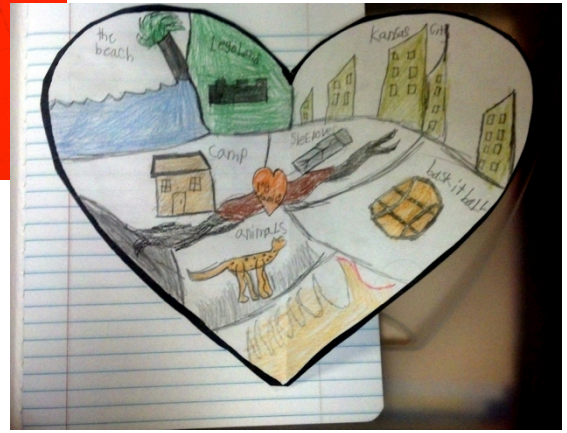
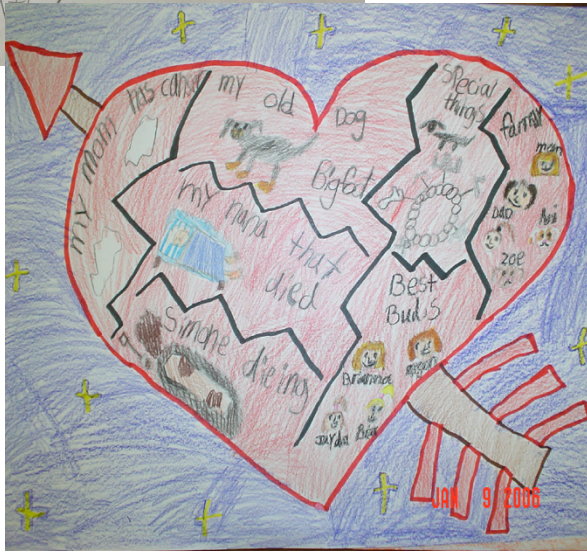
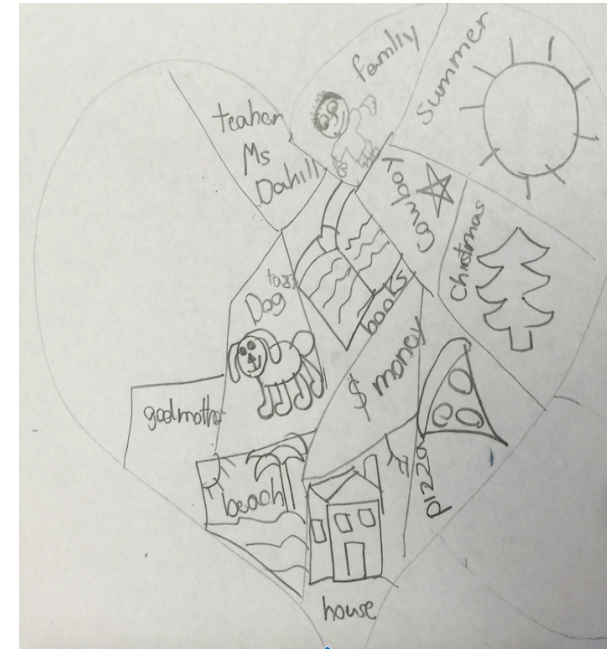
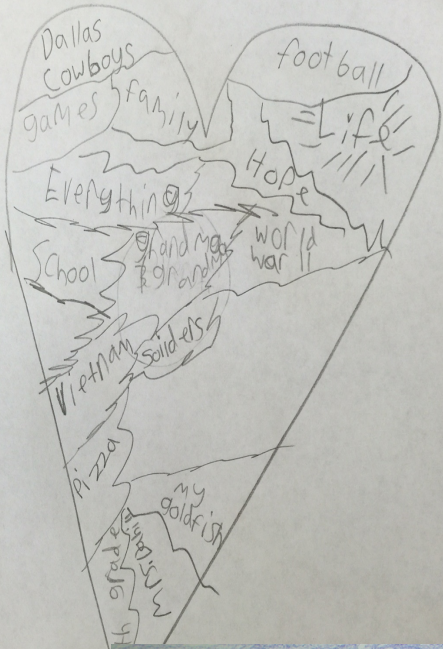
There are people on the bridge.

There are two bridges. →

There is a river.

There are some boats.

Things Close to My Heart



Use the Seeds of Experience

Allow students to draw on their background.



Family gatherings

- Narrative:** A time when my family got together for a special party
- Informational:** A tradition shared by my family
- Opinion:** In my opinion, all families should have special traditions they share...

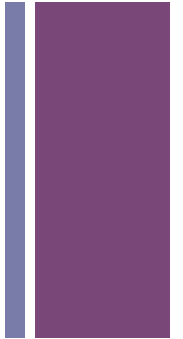
SKETCH...



- *Why does it matter?*
- *What did I learn?*
- *Why should I share these stories with others?*

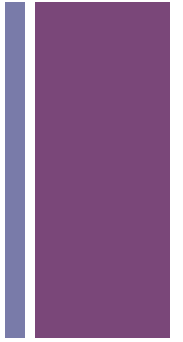
+ Talk across Fingers before Writing

- Students think about the topic and point to a finger for each key idea as they orally rehearse your writing topic.

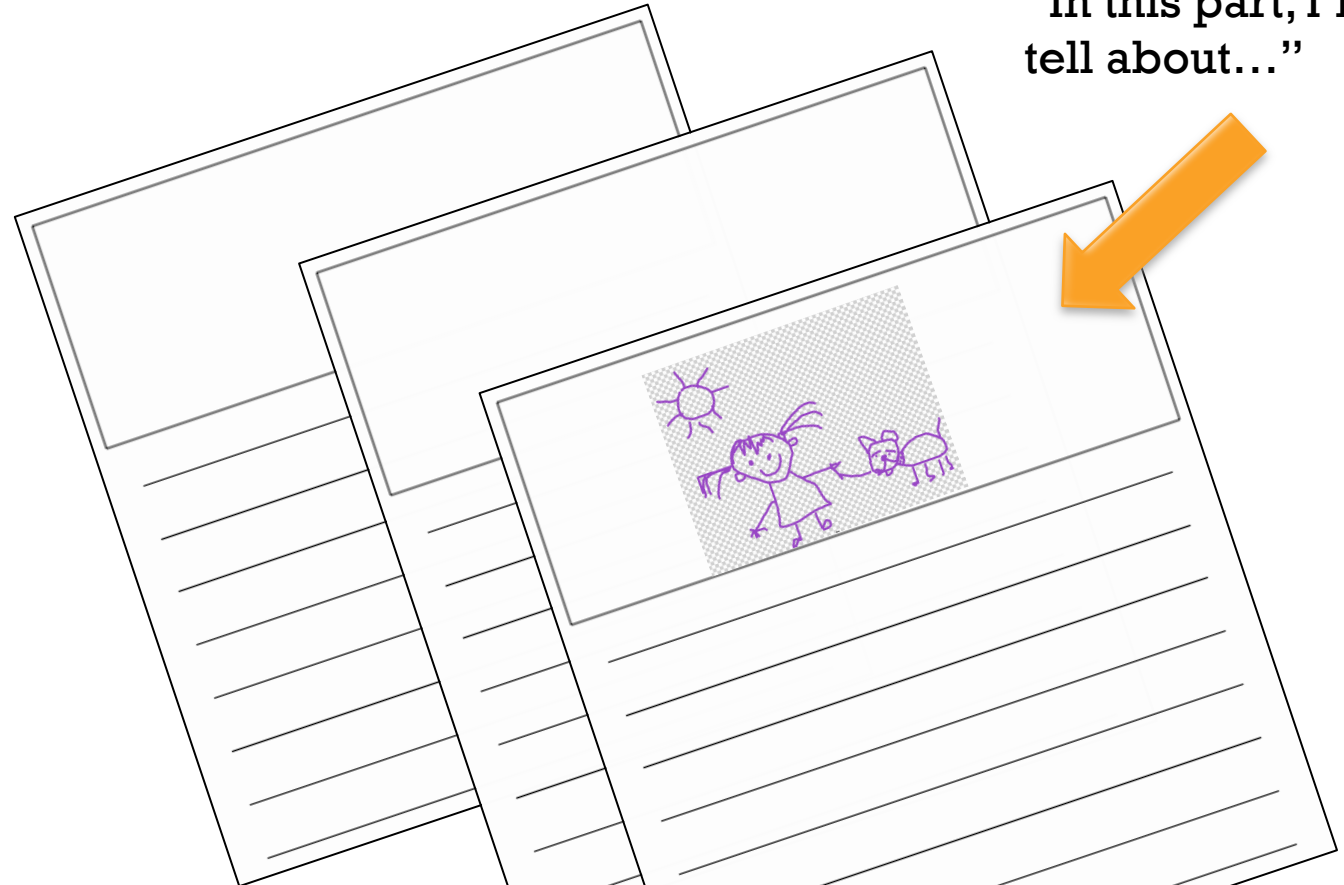




Sketch to Write: A “Living” Graphic Organizer



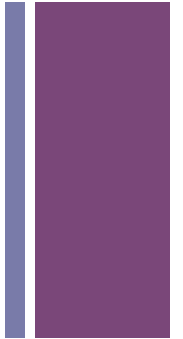
- Sketch the page, touch, and tell what writer will be saying in that part of the story. After talking and planning, the writer is set to draft.





List: Expert Topics

- Reduce cognitive load
- Honor students' own experiences & expertise
- Introduce before research



Think, Write, Talk

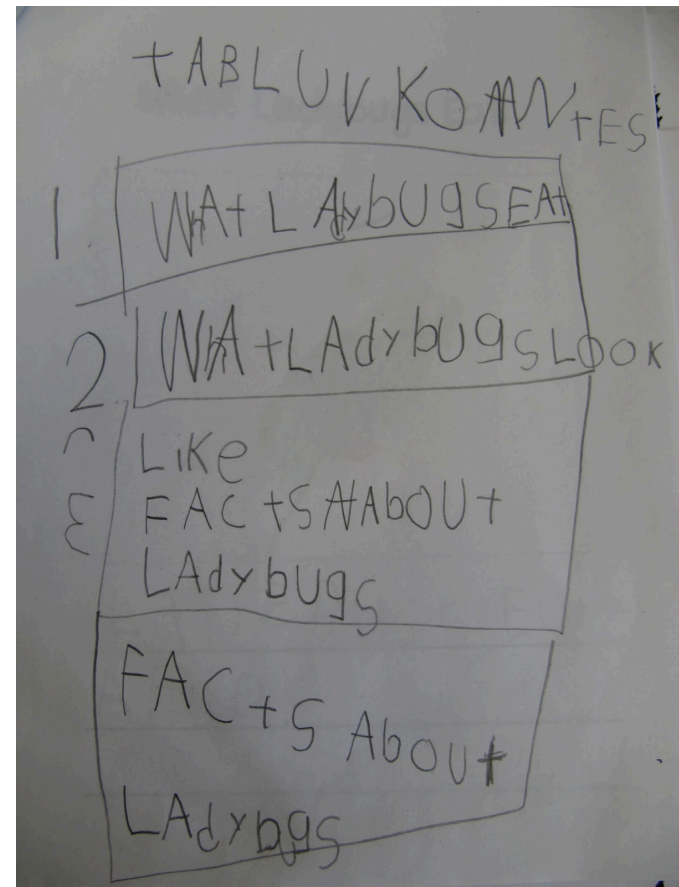
- *I can write about _____.*
- *I am an expert (at) _____.*
- *I could write about _____.*
- *I am considering writing about _____.*
- *Of the many things I know, I think I may write about _____.*
- *I am prepared to teach others about _____ through my writing.*



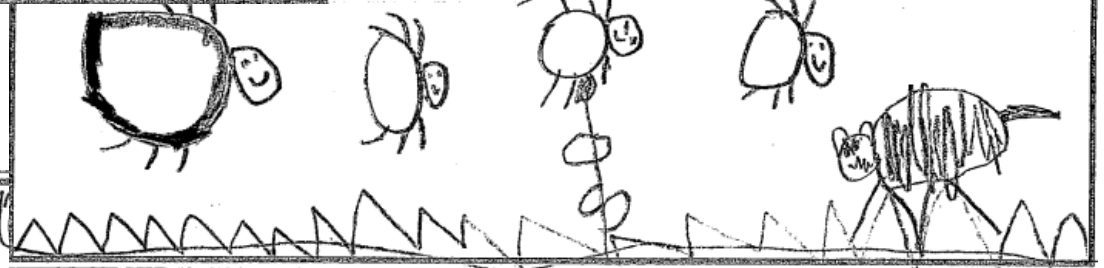
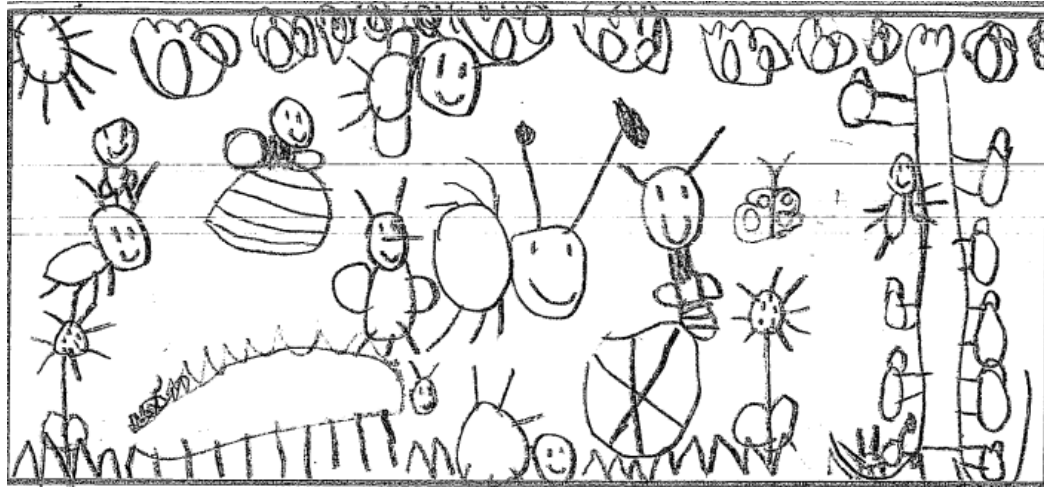
+ Developing the Topic

Table of Contents

- Planning tool
- Structure for the text
- Helps maintain focus



+ Sketch the Page/Graphic Organizer



+ Using Mentor Texts

Notice what authors do and why



11 I see the flamingos take off. They use their wings to fly over my head. I wonder where they're going. I watch them.

11 Look, the flamingos fly to a lake. They land in the water. Then they walk in the water. I watch to see why they came here.



11 I see the flamingos dip their bills in the water. They move their heads. This stirs up tiny plants and animals in the water.

11 The flamingos fill their bills with water. Then they push the water out. The plants and animals stay in. The flamingos eat them.



11 Now, I know why the flamingos come here. They find water, food, and safe places. They get what they need to **survive**.

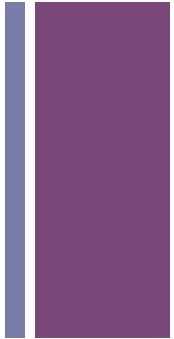
+ Language to Leverage

- Primary language
- Cognates
- Use routines to introduce new vocabulary
- Apply new vocabulary in context
- Provide stems and frames, when appropriate
- L2 content word bank





Paragraph Frames



- Did you know _____? It's true that _____ and _____. In addition, _____. You might be surprised to learn that _____. It is also interesting that _____. There is so much to learn about _____.
- Did you know that spiders are not insects? It's true that they are arachnids and they have eight legs. In addition, spiders have three main body parts called the head, the **thorax**, and the **abdomen**. You might be surprised to learn that spiders have more eyes than humans. It is also interesting that spiders lay eggs. There is so much to learn about spiders.

How can a paragraph or sentence frame

- help a writer?
- hinder a writer?



But what about...

Grammar and conventions?

Students don't develop the ability to apply grammar correctly in expressive interactions by doing mechanical drills because the drills are decontextualized from meaning and use.

nclrc.org, 2014

Ex.

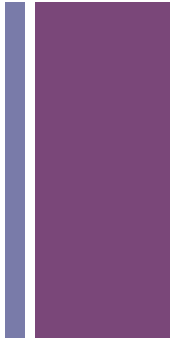
Teaching how to write a personal narrative?

- Opportunity to teach personal pronouns or past-tense verbs

Mora-Flores, 2009

Teaching informational writing in the form of biography?

- Opportunity to teach past-tense verbs



+ Writing

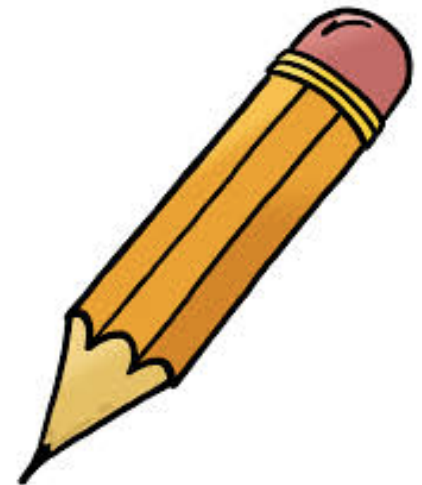


- Opportunity to get to know your students
- Students can show what they know
- Students develop voice and agency
- Gain insight into a student's handle on language
- Hear what they're thinking when they talk out loud in preparation for and during writing

+ Student writers...




- ...write at different rates
- ...may be in a different stage of the writing process as their peers
- ...require differentiated instruction and individual, specific, timely feedback
- ...benefit from the encouragement of an audience
- ...benefit from explicit instruction in writing
- ...need time, space, and occasion to write



+ What will you try?

- Revisit your handout. Complete the right side of the table under “Ideas I’ll Try to Support and Scaffold.”



Challenges ELs Encounter in Writing (Think and write here first.)	Ideas I’ll Try to Support & Scaffold (Complete this at the end of the session)
<ul style="list-style-type: none">• academic language• planning before writing	<ul style="list-style-type: none">• frames, content word bank• oral language rehearsal: talking across finders

Tips & Strategies to Support English Learners with Process Writing

Handouts available at
<http://bit.ly/elwritingCABE15>

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