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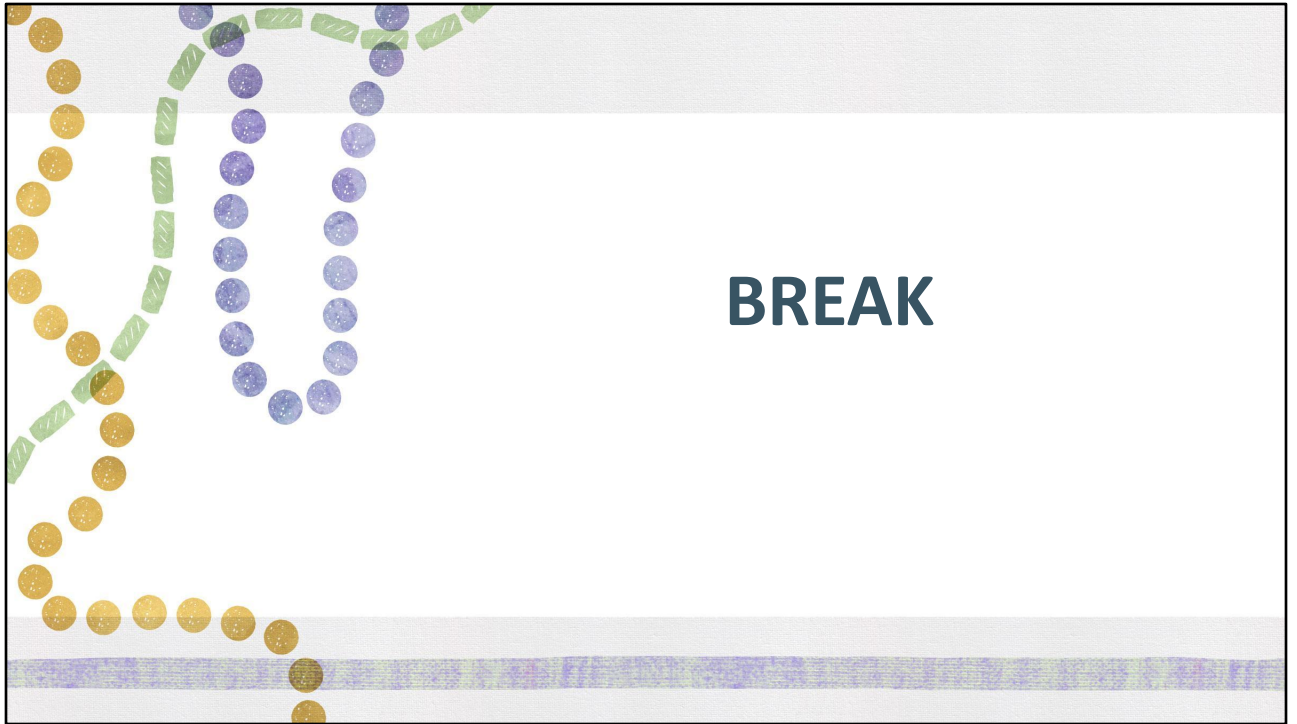
## Sheltered English Instruction Teacher Endorsement Course

### 5. Writing: Part A

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#### **MATERIALS:**

- Bring name tents
- Take attendance
- Move Beaded "Break" slide to desired location; consider adding a timer



(This break can be moved to wherever it makes sense; feel free to add a timer!)

## Agenda: Writing Part 1 of 2

1:00

- Review: Strategies: *Think Aloud/Partner Reading*
- Concept: Writing Process (with considerations for ELs)
- Writing Strategies
  - *Unpack the Mentor Text*
  - *RAFT*
  - *Language Experience Approach*
- Language Objectives for Writing
- Wrapping Up and Next Steps

**Purpose:** To review the agenda of the session.

**Time:** 1 min

**Procedure:** Preview the session's topics

## Think-Aloud or Partner Reading Try-Out Discuss (pairs, Clock Buddies, triads)

7:00

In under 5 minutes, discuss with your partner

- How did your reading strategy try go?
- What would you do differently next time?

 Believes

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**Purpose:** To review reading strategies try-outs

**Time:** 7 min

**Procedure:** Follow directions on slide

## Content & English Language Objectives: PWBAT

2:00

### Content

- Articulate the steps in the Writing process
- “Unpack” and write samples based on specific purposes and audiences

### Language

- *State their intentions for instructional next steps using a choice of:*
  - *I will*
  - *I plan on...*
  - *It is probable that I will...*

*What proficiency level(s) might each sample objective be appropriate for?*

 Believes

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**Purpose:** To provide examples of content and language objectives related to this lesson.

**Time:** 2:00

**Procedure:**

1. Review slide
2. Address final question: *What proficiency level(s) might each sample objective be appropriate for? Be sure to clarify that with support, students can address skills that are above their current exhibited skill level. That is, don't save “the good words and forms” for students at the latter stages of English development.*



# The Writing Process



## The Writing Process: Considerations for ELs (handouts)

Note: feel free to take notes in handouts

This is about creating a written PRODUCT versus simply the language domain of writing.

**Summary of Considerations for ELs:**

- Facility with topic?
- Knowledge of end product? Exemplars?
- Interaction, discussion?
- Access to resources - L1?
- Strategic activities designed by teacher?

**THE WRITING PROCESS**

1. PRE-WRITING

2. DRAFTING

3. REVISING

4. EDITING

5. PUBLISHING

Believes

(animated slide to reveal additional section)

**Purpose:** To introduce the steps in what is commonly called the writing process and describe considerations related to ELs

**Time:** 10 min Take your time to get a lot of input on this.

**Procedure:** Simply read the cycle elements (steps) and refer participants to handouts where they may choose to take down some notes

Talking Points:

- Elementary and ELA teachers may have more experience with this but content teachers are the experts in the typical writing products for their subject area.
- 1) Pre-writing: Develop ideas that usually include key vocabulary. Do ELs have sufficient understanding of where they are headed? Are the PURPOSES and STRUCTURES of the writing tasks clear, familiar (especially if the students come from a language/people group that might be different? Have sufficient concept knowledge, vocabulary work, interactive oral discussions taken place? This course covers Vocabulary and then Reading and THEN writing, for a reason. We don't want the lack of facility with the CONCEPTS (content) to limit the writing. In this course, it's the activities with concepts (background knowledge), vocabulary work, and then sufficient reading practice. Then, have we seen enough models?
  - 2) Drafting: Do ELs recognize that drafting does not expect perfection? Do they know the boundaries? Do they have sufficient extra resources at hand to keep this process moving without getting bogged down? (Example: Vocabulary lists (tiered) or access to bilingual

- 1) lists?
- 2) Revising: A more CONSCIOUS approach to strengthening the piece of writing with attention to AUDIENCE and conventional expectations and reader interest. This is NOT editing! It is laying out the draft, strengthening organization, depth, word choice, length of sentences, connectedness, etc.
- 3) Editing: Looking at punctuation, grammar, etc. We will look into this more in the next session.
- 4) Publishing: The cool part!!!!

Comments:

- Not all teachers of all subjects address the writing process.
- Looking at past released test responses from state tests can be a good way to have students look at revising and editing.



# Mentor Texts and Elements of Language



## Developing Writing Skills: Role of Mentor Text

- What is a *mentor text*? What is OUR course mentor text?
- Sufficient “unpacking” of mentor text includes:
  - Vocabulary
  - Reading (multiple times, interactive)
  - Deconstruction “typical” elements (art students!)
  - Writing using the Writing Process (Note: We will address SOME of the process in this session and save some other parts for Writing Part B)

 Believes

**Purpose:** To review the role of a mentor text and its connection in this course

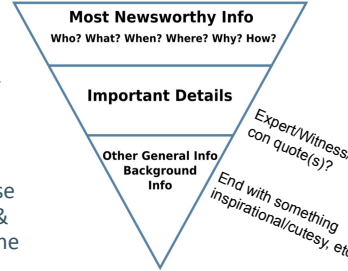
**Time:** 2 min

**Procedure:** Review the slide

## Connections to Session 4: Unpacking Patterns of our Mentor Text

### Connections to Course:

- Address key vocabulary
- Point out TEXT FEATURES (face of page)
- Point out TEXT STRUCTURE
- Additional FOCUS: Elements of language that support the purpose such: words, grammatical forms & patterns of discourse related to the whole text



 **Believes**

**Purpose:** To provide an example of the unpacking of a typical news article (and our course mentor text)

**Time:** 4 min.

**Procedure:** Review elements presented on the slide as they pop up

## Developing Writing Skills in terms of Language Elements

### LA ELP Standards are...

“the language forms which were embedded in ELP Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels.”

**1. Discourse level:** level of control over organization, cohesion, and overall stamina

**2. Sentence level:** sophistication of sentence structure

**3. Vocabulary level:** sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

 Believes

**Purpose:** To review the elements described and measured in the EL Connectors

**Time:** 3 min

**Procedure:** Review the slide

Point out that these three “levels” are the ways in which we measure English Proficiency.

## Excerpt from Connectors for ELs - Productive: (p. 6)

“The model places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revised, before publication or broadcast.”  
(Phillips, 2008, p. 96)

Modality: Domain		Corresponding ELP Connector <a href="#">(LJN)</a>
Productive: Speaking & Writing	3	speak and <b>write</b> about grade-appropriate complex literary and informational texts and topics
	4	construct grade-appropriate oral and <b>written claims and support them</b> with reasoning and evidence
	7	adapt language choices to purpose, task, and audience when speaking and <b>writing</b>

 Believes

**Purpose:** To review a helpful description related to writing as found in the K-12 Louisiana Connectors for English Learners

**Time:** 3 min

**Procedure:** Read the description (left)

**Talking Points:**

- There are several ELP Connectors that apply explicitly to writing
- This one Modality, “Productive” helps show the role of the writer
- Use YOUR grade-level Connectors to provide more explicit applications for ELs at varied proficiency levels

# Strategy #1: R.A.F.T.





## Chart Fill-in: RAFT: Connections to Mentor Text

What does R.A.F.T. stand for?

Role  
Audience  
Format  
Topic

On your own, complete the EXAMPLE first row in chart as we consider our mentor text as it was likely written.

*Note: Please do not look ahead, we'll get to that.*

 Believes

Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

**Purpose:** To introduce the acronym RAFT and apply it to the course mentor text about a penguin fossil finding

**Time:** 6 min

**Procedure:**

- 1) Show what does the acronym stand for (slide)
  - 2) Refer participants to example row to complete in pairs or on-their-own
  - 3) Review answers quickly
- R. Scientific Article summarizing a new find  
A. Children (and the general public)  
F. News article (set up like a narrative form)  
T. Science finding related to an ancient fossil of a sea life

### Your Turn! Write, Compare and Share (Groups 4 or 6)

- 1) Divide into groups of up to 5 members.
- 2) Assign a leader/spokesperson
- 3) Assign each member a RAFT (row) to write a short written text (6-7 mins)
- 4) Each member reads their written piece.
- 5) Group quickly discusses nuances of the written form (angle, elements, etc)
- 6) Group prepares to share out some findings to the whole class when it reconvenes.

 Believes

**Purpose:** To have participants practice the RAFT strategy.

**Time:** 15 min

**Procedure:** Follow directions on slide

## RAFT: Connections to Mentor Text (fossil article)

Whole class discussion: Why might assigning a RAFT be helpful?

Role  
Audience  
Format  
Topic

Believes

**Purpose:** To introduce the acronym RAFT and apply it to the course mentor text about a penguin fossil finding

**Time:** 4 min

**Procedure:** Follow directions on slide and add talking points if not covered.

**Talking Points: RAFT is a structured writing assignment used at the drafting stage of the writing process.**

- Helps ELs practice writing from a specific point of view (role).
- Shifts the audience from the teacher to a real-life reader.
- Addresses a variety of text types (narrative, explanation, persuasive) or text structures.
- Fits well with almost any content area topic.
- Promotes higher-order thinking skills: ELs analyze, synthesize, summarize, generalize, and evaluate information.
- Fun and motivating!
- Caution: It may sometimes be tricky to support a RAFT because the student may not have had enough orientation to that particular type of genre nor its text structures, etc.

## Helpful Considerations

- Take time to PRACTICE the ART of writing related to YOUR area's typical products
- Set Purpose and Audience
- Explicit pre-writing instruction
- Deconstructing texts to see patterns in: Discourse, Sentence, Word
- Pre-teach key terms (*text/topic/tasks*)
- Provide vocabulary supports: word banks, posters, Tiered Vocab Charts, L1 to
- Note taking to collect ideas (research skills, graphic organizers)
- Guided videos or interviews
- Sufficient oral practice
- Language Objectives



Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

**Purpose:** To review some helpful considerations when addressing writing with ELs

**Time:** 4 min

**Procedure:** Review the points on the slide.

# Strategy #2: L.E.A. (Language Experience Approach)



**LEA: Language Experience Approach: Early Grades;  
Newcomers**

**Video: Language Experience  
Approach**

APSK12Video, YouTube



APSK12Video, Language Experience Approach, <https://youtu.be/28.Mhigp3d> (4:54)

**Note: No recording of Videos! Copyright issues**

**Purpose:** To watch and example about key elements of the Language Experience Approach.

**Time:** 7:00

**Procedure:**

- 1) Watch video
- 2) Elicit a couple of comment (3 mins only)
- 3) Move to next slide for some important comments



## Language Experience Approach



### Procedure for LEA:

- Class has an experience or has read a common text with which it uses as the basis for jointly creating a class text to use for varied purposes.
- Teacher acts as facilitator and scribe to create a poster of new text.
- Teacher writes down each sentence one at a time as students take turns submitting a sentence.
- Teacher reads back what has been written.
- Students confirm that the sentence represents that they'd like to share.
- Have students take turns reading what was written.
- Decide with learners what changes to make.
- Read and reread the narrative or expository text together (word work, reading comprehension, etc.).

 Believes

Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

**Purpose:** To explain the procedure of the Language Experience Approach.

**Time:** 2 min

**Procedure:** Read over slide

**Talking Points:**

- The procedure on the slide is one example of the steps in the LEA strategy used with a mentor text.
- This strategy can be used with other prompts such as dictating what was learned from a field trip, class activity, experiment, steps in a math problem, sequence of historical events, etc.

## Language Experience Approach

This strategy work best for:

- Pre-Kindergarten, Kindergarten
  - Whole group shared drafting activity
  - Focus on letter development, sight words
- ELs at lower WIDA levels, all grade levels
  - Level 2 Beginning or lower if grade 3 or above
  - Whole group, small group, or individual drafting activity

NOTE: This is a *starter* activity. This type of activity *must* lead to higher thinking and skills connected to academic language or mentor text.



Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

**Purpose:** To talk about the Language Experience Approach.

**Time:** 2 min

**Procedure:** Review notes on slide.

## Divide and Slide: Sharing ideas for RAFT or LEA

### Directions:

- Create two lines facing each other
- One line moves, the other stays after each turn.
- On each turn:
  - Introduce yourself.
  - Share your RAFT or LEA ideas with the participant across from you until it's time to move down the line.
- Use your choice of the 3 forms of this session's language objective --->

### Language Objective:

*State intentions for instructional next step using a choice of:*

- *I will*
- *I plan on...*
- *It is probable that I will...*



Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

**Purpose:** To discuss possible applications for RAFT and Language Experience Approach in an interactive and physical movement activity while addressing this session's language objective(s).

**Time:** 12 min

### Procedure:

- 1) Read and follow directions on slide; Ensure that participants use the language objectives during the activity.
- 2) Spend a few moments sharing out why Divide and Slide is a helpful activity. (oral practice, movement, fun).
- 3) Explain supports for ELs at early language stages might include: having an L1 buddy(teams), using note cards for support (but then wean students OFF of the notes and have them put them behind their backs).

# Revisit Language Objective and Next Steps



# Preview Assignment: Strategy Try-out (manual)

1:30

Let's look over this template in the Appendix 1.

### 3. Writing Strategy A - R.A.F.T. or L.E.A.

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

Lesson Title		
1) How I quickly introduced both the content & the Language Objectives...		
(type here)		
2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed (L, S, R, W) after each task.		
(type here)		
3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.		
Tiered Vocabulary		
Tier 1	Tier 2	Tier 3
(type here)	(type here)	(type here)

**Purpose:** To provide examples of content and language objectives related to this lesson AND to be VOCABULARY-Based

**Time:** 1:30

**Procedure:** Review slide

## Content & English Language Objectives: PWBAT

2:00

### Content

- Articulate the steps in the Writing process
- “Unpack” and write samples based on specific purposes and audiences

### Language

- *State their intentions for instructional next steps using a choice of:*
  - *I will*
  - *I plan on...*
  - *It is probable that I will...*

*What proficiency level(s) might each sample objective be appropriate for?*

 Believes

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**Purpose:** To provide examples of content and language objectives related to this lesson.

**Time:** 2:00

**Procedure:**

- 1) Ask participants, “did we meet our objectives”?
- 2) Check out the handouts that provide some sample language objectives for Writing.





**Thank you for your  
Participation!!**