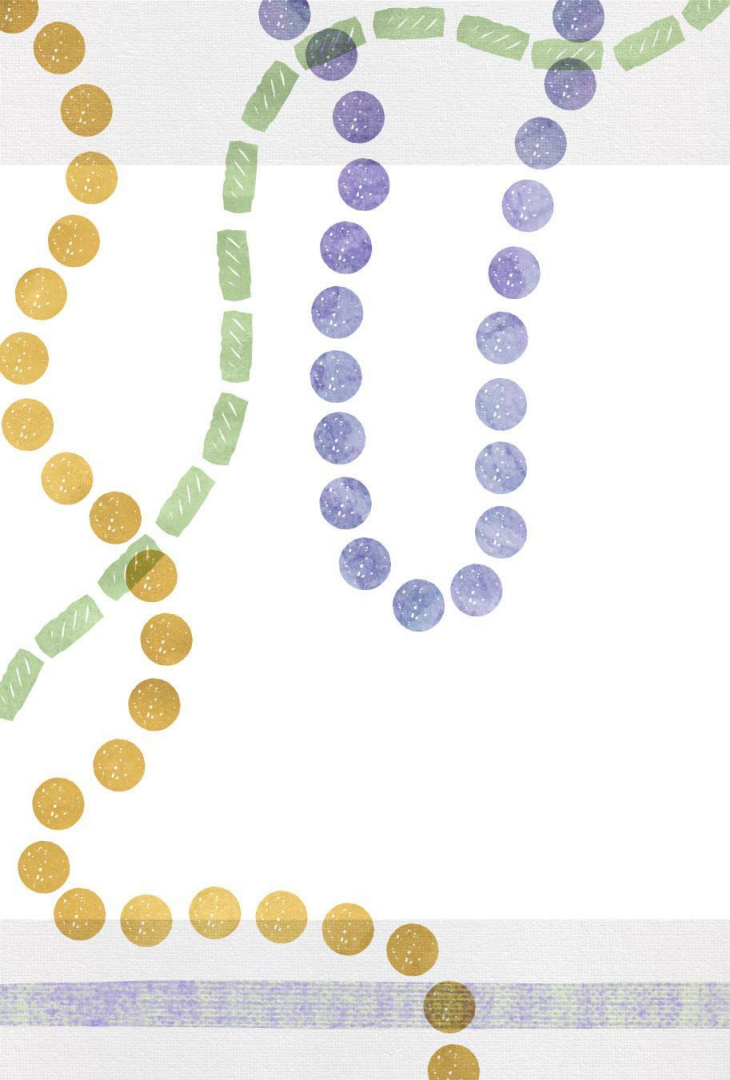Believes

Sheltered English Instruction Teacher Endorsement Course

5. Writing: Part A

BREAK

Agenda: Writing Part 1 of 2

- 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

Believes

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

In under 5 minutes, discuss with your partner

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

Content & English Language Objectives: PWBAT

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?

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

Mentor Texts and Elements of Language

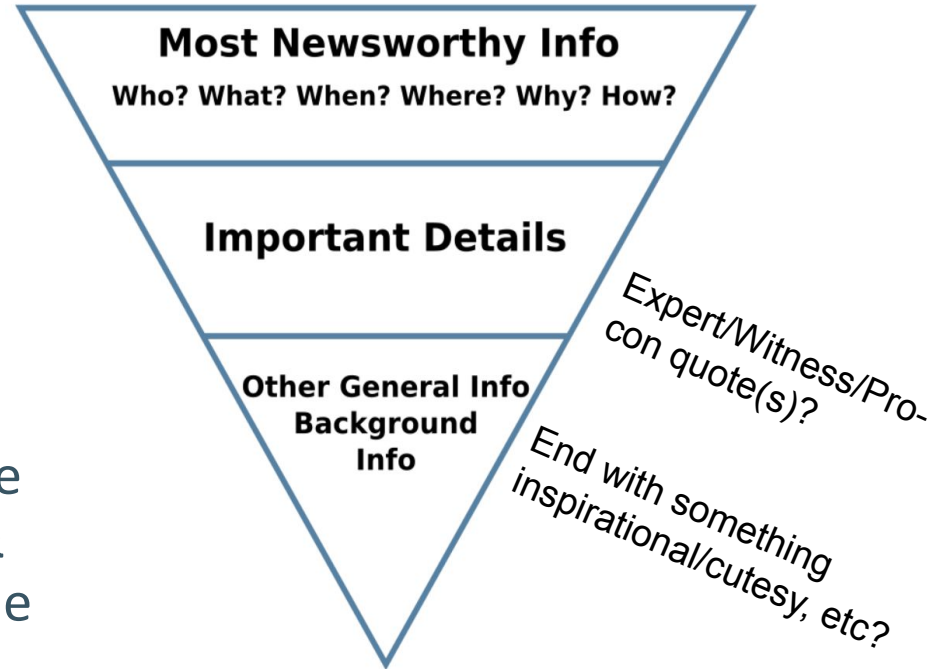# Developing Writing Skills: Role of Mentor Text

- 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)

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

Most Newsworthy Info
Who? What? When? Where? Why? How?

Important Details

Other General Info Background Info

Expert/Witness/Pro-con quote(s)?

End with something inspirational/cutesy, etc?

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

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 (LINK)	
Productive: Speaking & Writing	3	speak and **write** about grade-appropriate complex literary and informational texts and topics
	4	construct grade-appropriate oral and **written claims and support them** with reasoning and evidence
	7	adapt language choices to purpose, task, and audience when speaking and **writing**

Believes

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

Believes

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.

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

RAFT: Connections to Mentor Text (fossil article)

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

Role
Audience
Format
Topic

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

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 tools

-Note taking to collect ideas (research skills, graphic organizers)

-Guided videos or interviews

-Sufficient oral practice

-Language Objectives

Video: Language Experience Approach

APSK12Video, YouTube

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 been written.
- Decide with learners what changes to make.
- Read and reread the narrative or expository text together (word work, reading comprehension, etc.).

Believes

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.

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 steps using a choice of:
- *I will*
- *I plan on…*
- *It is probable that I will...*

Revisit Language Objective and Next Steps

Preview Assignment: Strategy Try-out (manual)

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)

Content & English Language Objectives: PWBAT

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Language

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

Thank you for your Participation!!