LOUISIANA DEPARTMENT OF EDUCATION

Sheltered English Instruction Teacher Endorsement Course
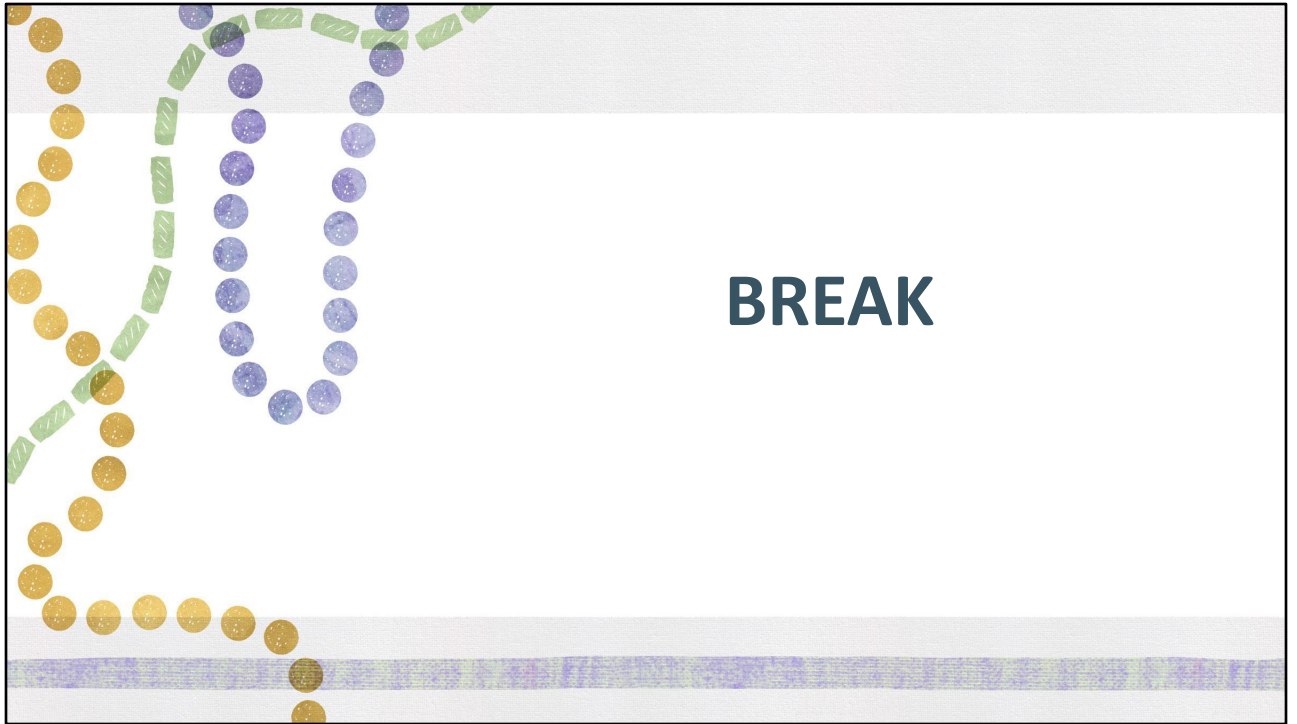
Session 6. Writing B

MATERIALS:
-Bring colored cardstock for Name tents (best to collect after each session)
-Take Attendance
-Move "Break" slide to desired location; consider including a timer.
-Stickees for the exit slip.

Note: If delivered online, this session makes use of some online group writing Google slides and a skipped/hidden slide to show. Consider putting the link to the online editing tools within that slide.

Presenter will need to create their own model of Cut-and-Grow to show on colored paper. Choose a light background color. Consider taping two sheets of paper to make one long piece of paper to really invite participants to add to the text.

Note: Don't take too much time on the beginning slides as this session is jam-packed.

Be prepared to skip the final exit activity: "What? So what? Now What?"if time is too short. If you do the activity, you will need to create a poster and have stickers available.

BREAK

(This break can be moved to wherever it makes sense; consider adding a timer)

Welcome and Agenda

- Review Session 5:
  - R.A.F.T.
  - LEA - Language Experience Approach
- Group Writing: Draft, Revise, Interactively!
  - Write Around
  - Ratiocination
  - Cut and Grow
- Language objectives for Writing
- Wrapping Up and Next Steps

Did anyone try either of these?

Believes

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Purpose: To review the agenda of the session.
Time: 4 min
Procedure:
1) Summarize the main sections of the first writing course session.
2) Provide time for participants to share out how the tryout of the strategies went.

Content & English Language Objectives: PWBAT

Content Objective

- Articulate elements of effective group revision strategies

Content Objective

- Justify revisions to writing using selected forms: *to improve, to address, in order to, in recognition of, etc.*

Believes

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

Time: 1:00

Procedure:

1. Review slide and have 1-2 volunteers address the question at the bottom.

The Writing Process: Where are we?

Revisiting the Writing Process: Considerations for ELs

Let's review the writing cycle for WRITTEN PRODUCTS (versus a task which uses writing).

What is the difference between REVISING and EDITING?

THE WRITING PROCESS

1. PRE-WRITING
2. DRAFTING
3. REVISING
4. EDITING
5. PUBLISHING

Believes

(animated slide to highlight this session's areas of focus)
Purpose: To show where the focus of this session will be Drafting, Revising and Editing
Time: 2 mins
Talking Points:
1. Pre-writing includes vocabulary work, multiple reads, lots of interaction and ensuring knowledge of content to even PREPARE to write.
2. We will do drafting in a way to force more reading, interaction and higher-level thinking.
3. We will show systematic ways to address Discourse, Sentence and the Word levels, and, once again, following our understanding of using a mentor text as a model and through interactive activities and helpful strategies.
4. Revising is more looking at the WHOLE text, and its purpose, "checking for logic, clarity, flow, organization and adherence to purpose" versus EDITING which is more about "proof-reading a piece of writing to correct eros in grammar and mechanical issues" *(www.reference.com)*

Preparing to Write

Are students set up to be successful in creating a piece of written text?

Whole Class Questions:

What would you include?

What would you have wanted to ensure had been taught?

What supports would you want to provide? Why?

"Don't tell students to write, *show them* how to write."

Dr. Maria Brisk, researcher in the field of Writing

Believes

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Purpose: To brainstorm considerations related to what might be helpful for ELs for writing.
Time: 2 mins
Procedure:
1. Review slide

Vocabulary: Providing Access, Pre-teaching, Prioritization (manual) 6:00

Tier I	Tier II			Tier III
students bird penguin group team tallest long beaks bones learn about found	"turns out to be" "years ago" research published great to know massive representative extinct community well spent trek	giant (adjective) legal roamed "age of dinosaurs" accompanied by previously fittingly discovery bonus expedition	propeller preserved ancient inhabited "hoping to" "stands around 3.2 feet" "as tall as a ___" "cutting it out of" chain of events "in comparison,"	"Emperor Penguin" scientist naturalist species genus 3-D scanning skeleton fossils unearth findings sandstone meters/feet Journal of ____" Paleontology

⌐ Believes   10

Purpose: To provide time for teachers to discuss prioritization of vocabulary based on a write-around draft writing task.
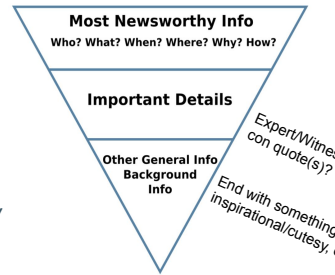**Time:** 5 mins
Directions:
1. Refer participants to handouts
2. Work in pairs to review the appropriateness of terms in each Tier, add to, cross out and highlight the most important terms to try to include in their own draft of a text informed by the mentor text.
3. How might you have this list available? (Wall/student notebook)
4. Might you NOT want to have a list available? Why not?

Is the format of the expected writing piece clear?

Review OUR mentor text, (handouts)
let's write using IT as a model!

Beware: If the *format* of the piece of the expected written text is NOT the same as the mentor text's format, then an additional mentor text (exemplar) might be needed. Example: The SUMMARY of a news article.)

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

Important Details

Expert/Witnes con quote(s)?

Other General Info
Background
Info

End with something inspirational/cutesy,

Believes

Purpose: To describe the need to be very clear about FORMAT (organization) and that the mentor text really IS a mentor text.
Time: 3 min.
Procedure: Review slide

Write-Around

Writing a DRAFT: Write-Around Process (manual)

Purpose: To create texts that can be used to demonstrate the writing process.

1. Everyone has paper & pencil (100% participation)
2. At signal, write 1 sentence then pass paper to the right. A common prompt and/or beginning of the first sentence might be provided
3. Read what classmate(s) wrote on the paper you now have.
4. Add 1 sentence that goes with what's on the paper in front of you.
5. Pass it to the right.
6. Continue writing until the signal.
7. At the signal, read the paper you have to your team.
8. Team selects one paper that will be revised as a final team product.

Believes   Massachusetts Department of Elementary and Secondary Education **14**

Purpose: To model the Write-Around strategy for improving ELs' writing skills.
Time: 23 min (this and next slide)
Procedure: (3 min)

1. Read instructions on slide (also in manual), then ask for someone to summarize them.
2. Answer any questions.
3. Everyone keeps writing until the time is up.
4. Go to the next slide before starting to show the writing prompt in the form of part of an opening sentence…

Draft Prompt

A group of young naturalists were in for a surprise ...

Please remember to use Tier II and III terms

Be prepared to debrief how this went afterward.

Believes   Adapted from Massachusetts Department of Elementary and Secondary Education   15

Purpose: To practice Write-Around strategy for drafting a piece of text
Time: (Continued. See previous slide)

Procedure:
1) This is the first sentence of each team member's page.
2) Hint: Invite participants to write a bit neater and larger than usual and it can be helpful to leave a bit more space on the page between each person's entry.

Write-Around: Debrief (note-taking space in manual)

3:00

Why is this an effective "Practicing the art of writing" tasks for ALL students and for ELs in particular?

What changes might you need to make for varied English learners and why?

Now that we have each generated a text, each individual team member will edit their own work (time permitting) or the team will choose ONE piece of text to edit as a whole (more effective use of time if this session is conducted online).
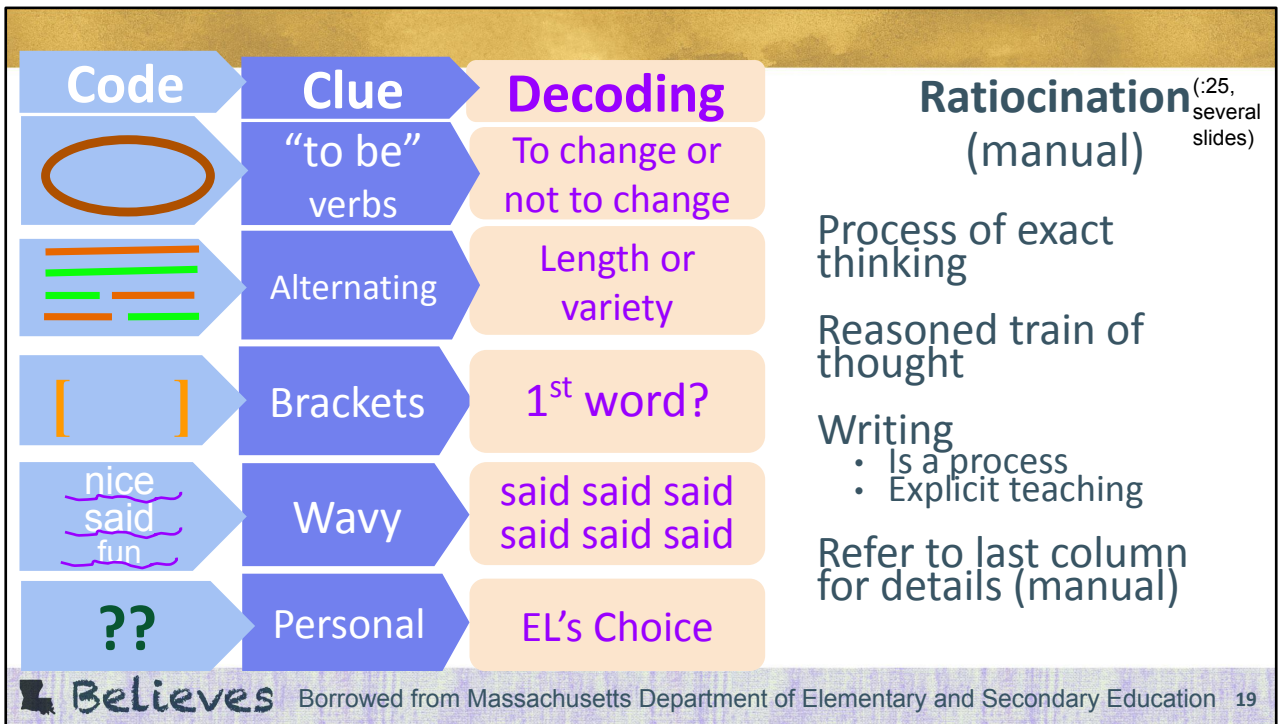
Believes

16

Purpose: To debrief the Write-Around strategy for improving ELs' writing.
Time: 3 mins
Procedure: Review slide in a whole group discussion, inviting participants to write down comments & recommendations in space provided in the handouts.
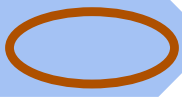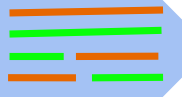
Revise through *Ratiocination*

Code	Clue	Decoding	Ratiocination (:25, several slides) (manual)
⬭	"to be" verbs	To change or not to change	**Process of exact thinking**
(alternating lines)	Alternating	Length or variety	**Reasoned train of thought**
[ ]	Brackets	1st word?	**Writing** • Is a process • Explicit teaching
nice said fun	Wavy	said said said said said said	**Refer to last column for details (manual)**
??	Personal	EL's Choice	

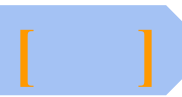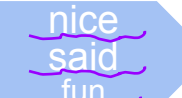Believes   Borrowed from Massachusetts Department of Elementary and Secondary Education   **19**

Purpose: To introduce the strategy: Ratiocination.
Time: 25 min (several slides)
Procedure:
1.Define Racination (right side of slide)
2.Explain how it is some major surgery to help show "What Good Writers do" as they write. This is in the LAST Column of the chart for Ratiocination from the manual (but not shown here on the slides).
3. It is NOT the fine-tuned editing one does at the very end; we are avoiding punctuation, spelling, etc. as this point in time ON PURPOSE. It may be helpful to keep saying, "These are some aspects of organization, length of sentences and word choice that confident writers attend to as they write."
4. Facilitator shows each step slowly, has the participants try it out with their text and then invites a turn and talk to tell a partner what they did to make changes. (If the course is conducted online, then wait until the whole breakout groups are together to ask what changes were made and for what purposes.)

Code	Clue	Decoding	Ratiocination (:25)
⬭	"to be" verbs	To change or not to change	(manual)
═══	Alternating	Length or variety	Let's Try!
[ ]	Brackets	1st word?	
nice said fun	Wavy	said said said said said said	
??	Personal	EL's Choice	

Believes

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Purpose: To practice Ratiocination step by step.
Time: 25 min (combined with last slide)

Procedure: Follow the steps one at a time, using the already created individual drafts (live session) or the group common draft (online course delivery).

Ratiocination Debrief (note-taking space in handouts)

Note: Newcomers might find this strategy to be one where a great deal of support (such as an L1 scribe buddy, or significant whole class modeling) is required. Modifications may be necessary.

Why is this an effective "Practicing the art of writing" task for ALL students and for ELs in particular?

What changes might you need to make for varied English learners and why?

Believes

21

Purpose: To debrief the Ratiocination strategy for improving ELs' writing during the REVISING stage.

Time: 3 mins

Procedure: Review slide in a whole group discussion, inviting participants to write down comments & recommendations in space provided in the handouts.

Some Possible Responses:

1. Puts all in a level field - each piece of finished text will be about the same length.
2. Each team member is part of the final products for this group. A strong writer will only have 1-2 entries and a less confident writer will only have 1-2 entries. No one person is at a particular advantage or disadvantage.
3. Newcomers will either need an L1 scribing partner or do as a whole group in a different way.

Cut and Grow

Session 6: Writing (Part B)

Cut and Grow Link

(for online delivery option)

(Use this slide for online delivery only)

Cut and Grow

Purpose: To revise a piece of text. We are modeling a GROUP revision process

1. Cut and separate each sentence and place (tape later!) on paper leaving spaces
2. Group discuss revisions (on written text as well as the background) to create a stronger piece of written work.

A group of young naturalists were in for a surprise one day in 2006.

They only expected to find some fossils of crustaceans but they found something much more exciting!

Believes

Purpose: To model Cut and Grow for participants.
Time::25-:30 all slides on Cut and grow
Procedure:

1. Follow the steps to model the strategy for the participants using the instructions on the slide.
2. Ask, "How could we change another sentence?" (after "one-third of the foods we eat" add "such as almonds, tomatoes, and apples.")
3. Continue to model Cut and Grow using an example of what could have been created from the beginning of the session during the Write-Around model.
   (Should create a poster sized model.)

Directions: Cut and Grow (manual)

1. Prepare writing on white regular-sized paper.
2. Prepare backdrop: (2 lightly colored legal-sized paper to create a very long paper).
3. Cut out each sentence and place them in the same order on the backdrop, leaving space between each sentence suitable for writing on the background paper (tape down later).
4. As your first step, you might consider reading through *all* sentences and move sentences into a more preferred order before continuing with the revisions.
5. From now on you will be revising by reading, reordering, revising parts of text. Consider crossing out (or tossing) pieces of text and writing revisions onto both the white pre-written parts as well as the backdrop. Consider combining short sentences or expanding short sentences.
6. Tape down your pieces of text as you become satisfied with your changes.
7. Continue with other sections of the text to create a completed written product.
8. Consider Ratiocinating the text an additional time to improve the written product

Believes   Adapted from Massachusetts Department of Elementary and Secondary Education   25

Purpose: To participate in Cut-and Grow, an interactive revision process to create an improved piece of text featuring academic language specific to content area, genre, and topic.

Time: 25-30 minutes (prior slide, this slide and next slide)

Process: Review steps in slide (noting that this is in the participants' handouts).

Considerations and Mini-lessons to practice revision

1. Sentence length

2. Add more description or specificity

3. Use of dialogue

4. Flashback in writing (ways we use English to show movement in time)

5. Connecting ideas/sentences using pronouns

6. Varied lessons about this particular genre/genre-families such as narrating, explaining, arguing, informing, etc.

7. Look at English Proficiency descriptors to find "Next level expectations"

Other ideas?

Believes

Purpose: To brainstorm ideas for mini-lessons to revise text.

Time: 25-30 minutes (prior 2 slides)

Process: Review ideas in slide, elicit more ideas (noting space to write down ideas in the handouts).

Final Steps to Writing

Final Steps

Polish up with Editing and Publishing!

What are some of YOUR ideas?

THE WRITING PROCESS

1. PRE-WRITING
2. DRAFTING
3. REVISING
4. EDITING
5. PUBLISHING

Believes

Purpose: To show the final steps of Editing and Publishing
Time: 3 mins
Directions:

1. Review slide showing that editing is the detailed last step before publishing
2. Explain that publishing is the FUN step!!
3. Brainstorm good ideas for publishing tools. Encourage folks to write down their classmates' ideas.

Content & English Language Objectives: PWBAT

Content Objective

- Articulate elements of effective group revision strategies

Language Objective

- Justify revisions to writing using selected forms: *to improve, to address, in order to, in recognition of, etc.*

Share a sentence addressing the Language Objective for this session (noting that the teacher would have provided time DURING class to have students practiced these form).

Believes

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Purpose: To review language objectives related to this lesson.
Time: 1:00
Procedure:
  1.   Follow directions on slide.

Session 6: Writing (Part B)

Exit Slip: Link

What? Now What? So What?

Link to the activity if done online.

Note: There may be no class time left to do this strategy.

What: What did you learn (or were reminded of)?
What is your next step?
What do you predict will be the outcome (learning/transfer/ etc.) of doing these strategies with your students?

Preview Assignment: Strategy Try-out (manual)

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

Choice: Write around, Ratiocination or Cut-and-Grow

<table>
<tr><td colspan="3">4. Writing Strategy B: Write-Around, Ratiocination or Cut-and-Grow</td><td>1:30</td></tr>
<tr><td>Teacher Name:</td><td>Date:</td><td colspan="2">Grade/Content Area/How many ELs? Approximate English Proficiency levels:</td></tr>
<tr><td></td><td></td><td colspan="2"></td></tr>
</table>

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)

Believes

Purpose: To provide examples of content and language objectives related to this lesson AND to be VOCABULARY-Based
Time: 1:30
Procedure: Review slide, having folks look over the template to see if they have any questions.
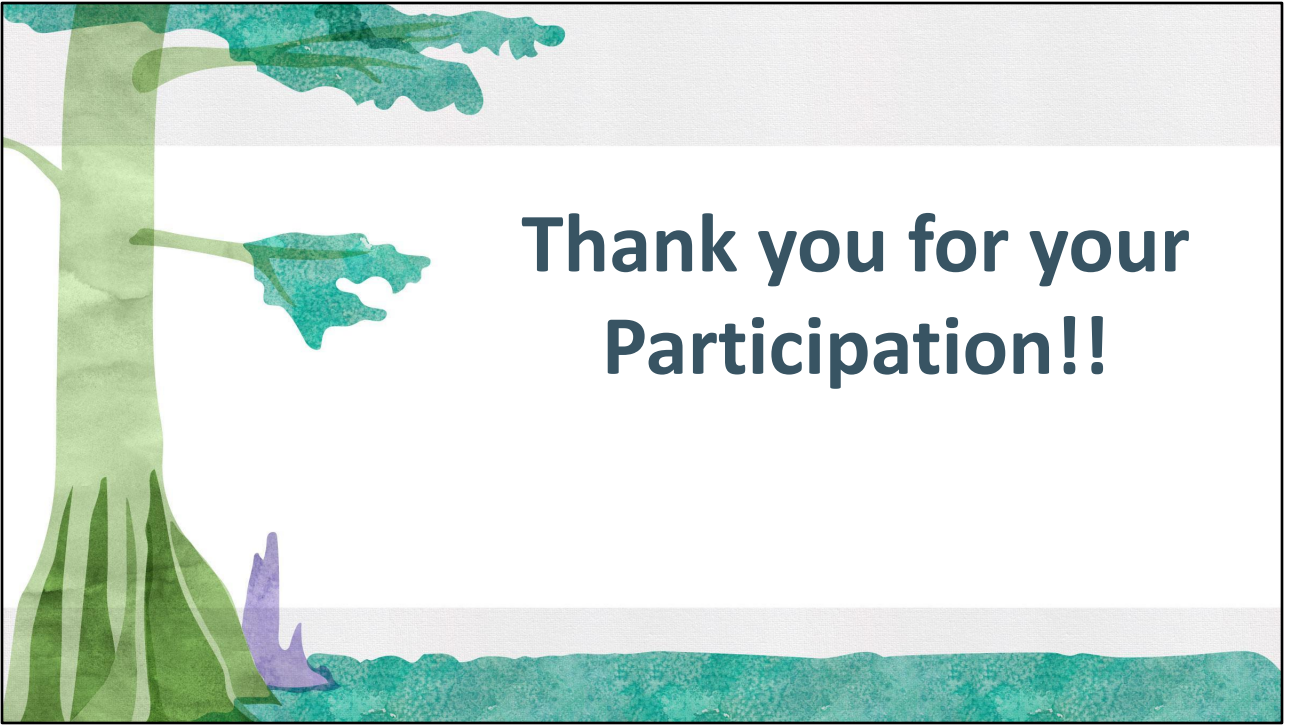
Thank you for your Participation!!