

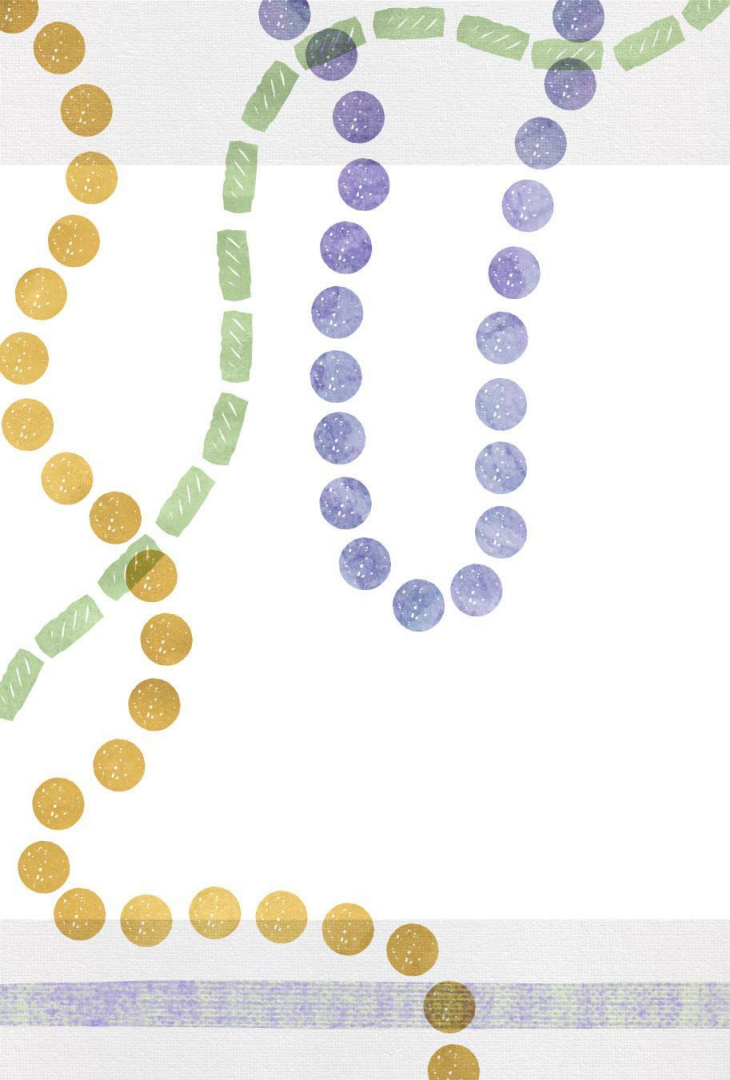


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# Sheltered English Instruction Teacher Endorsement Course

Session 6. Writing B

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**BREAK**

## Hidden Slide: Materials

- Paper (white 8.5" x 11", 2 sheets per person)
- Paper (legal size, yellow or other light color, 2 sheets per team, consider taping 2 sheets into one long sheet)
- Colored Pencils (at least 2 contrasting colors per person) If not available, alternate between pen and pencil for the Ratiocination strategy
- 1 set of Scissors per team
- 1 roll of scotch tape per team

# 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?**

# Content & English Language Objectives: PWBAT

1:00

## 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.*



# The Writing Process: Where are we?

# Revisiting the Writing Process: Considerations for ELs

4:00

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

What is the difference between REVISING and EDITING?





# Preparing to Write



# Are students set up to be successful in creating a piece of written text? <sup>2:00</sup>

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

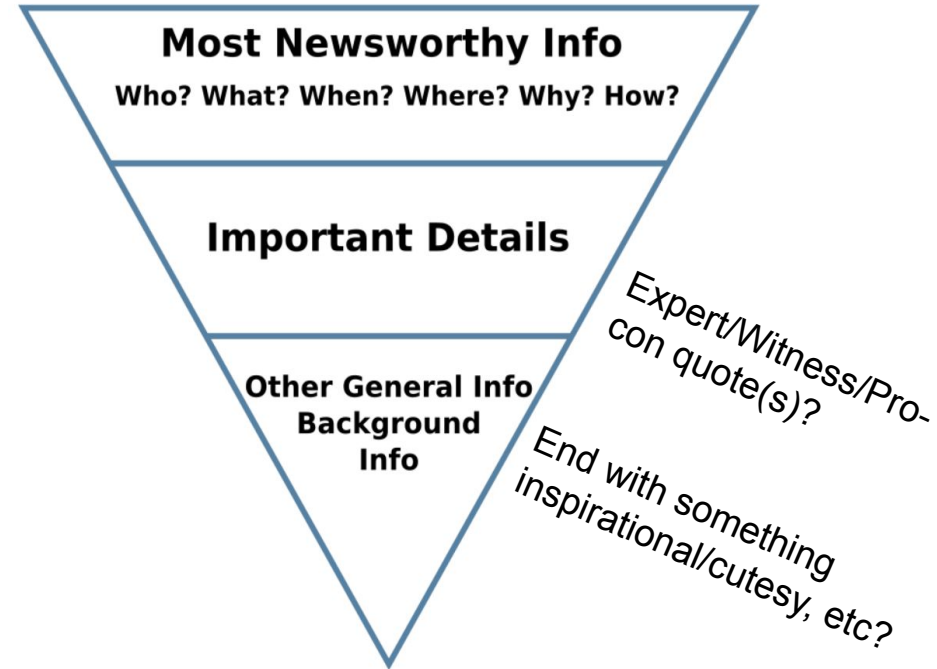
# Vocabulary: Providing Access, Pre-teaching, Prioritization (manual) 6:00

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

# 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.)





# Write-Around

**Session 6: Writing (Part B)**  
**Write-Around link**  
*(for online delivery option)*



# 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.

## 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.

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

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).





# Revise through *Ratiocination*

# Session 6: Writing (Part B)

## Ratiocination Link

*(for online delivery option)*

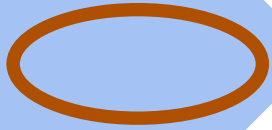


Code

Clue

Decoding

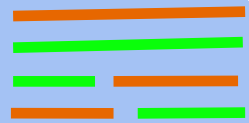
Ratiocination (:25, several slides)  
(manual)



“to be” verbs

To change or not to change

Process of exact thinking



Alternating

Length or variety

Reasoned train of thought



Brackets

1<sup>st</sup> 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

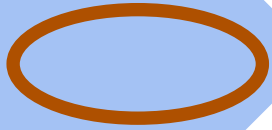
EL’s Choice

Code

Clue

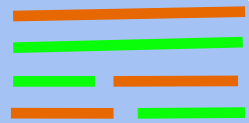
Decoding

Ratiocination (:25)  
(manual)



“to be”  
verbs

To change or  
not to change



Alternating

Length or  
variety



Brackets

1<sup>st</sup> word?



Wavy

said said said  
said said said



Personal

EL's Choice

Let's Try!

## 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?



# Cut and Grow

# Session 6: Writing (Part B)

## Cut and Grow Link

*(for online delivery option)*





(;25 - 2 slides)

## 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!



## 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



# 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?



# Final Steps to Writing

# Final Steps

3:00

Polish up with Editing  
and Publishing!

What are some of  
YOUR ideas?



# Content & English Language Objectives: PWBAT

1:00

## 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).

## Session 6: Writing (Part B)

### Exit Slip: Link

*What? Now What? So What?*



# Preview Assignment: Strategy Try-out (manual)

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

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

## 4. Writing Strategy B: Write-Around, Ratiocination or Cut-and-Grow

1:30

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

<b>Lesson Title</b>		
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.		
<b>Tiered Vocabulary</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
(type here)	(type here)	(type here)



**Thank you for your  
Participation!!**

