

Part 3- December 1st, 2021

Chapter 7: Write-Aloud

Chapter 8: Shared-Writing

Chapter 9: Independent Writing

Reading and Writing Strategies for English Learners Book Study

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Putting Montana Students First **A⁺**

Discuss:

1. Chapter 7: Write-Aloud
2. Chapter 8: Shared-Writing
3. Chapter 9: Independent Writing



Warm-up exercise:

1. Name, district, experience working with ML/ELs, current role working with ML/ELs.
2. What are you most looking forward to during the coming holidays?

Ch 7. Write-Aloud

- Write-aloud is a writing demonstration in which the teacher verbalizes her thoughts as a writer while modeling the writing process.
- It is key for students to be able to turn and talk frequently during the activity.
- Students can chorally read parts of the text the teacher has written.
- It is helpful to use high-frequency words that students can easily understand.
- Premade writing does **not** support the write-aloud process. What is important about the write-alouds is the way students observe while we write.

Write-alouds achieve:

- Make thinking visible
- Demonstrate examples of English language structures.
- Provide explicit instruction
- Support language development
- Build vocabulary
- Offer authentic grammar practice

Write-Aloud

- Teacher: The funniest thing happened at my house this morning getting ready for school with my kids. My youngest son, his name is Diego left the back door to the yard open all night and a bird got inside the house. I think I will write about it. I know I should start the sentence with a capital letter and my son's name should start with a capital letter anyway, right?
- Students: Right!

Teacher writes: "Diego had an interesting morning today."

- Teacher: Now I want to make it interesting for the reader so I will say the funny thing that happened right away.

Teacher writes: "The night before he left the door open to the backyard and a bird was inside our kitchen in the morning."

Write-Aloud

- Students: What happened next?
- Teacher: Well my son started running around trying to catch the bird and knocking a bunch of things off a shelf.
- Students: That's good. Write that!
- Teacher: Okay, but I want to make it really funny so I am going to say what the bird was thinking.

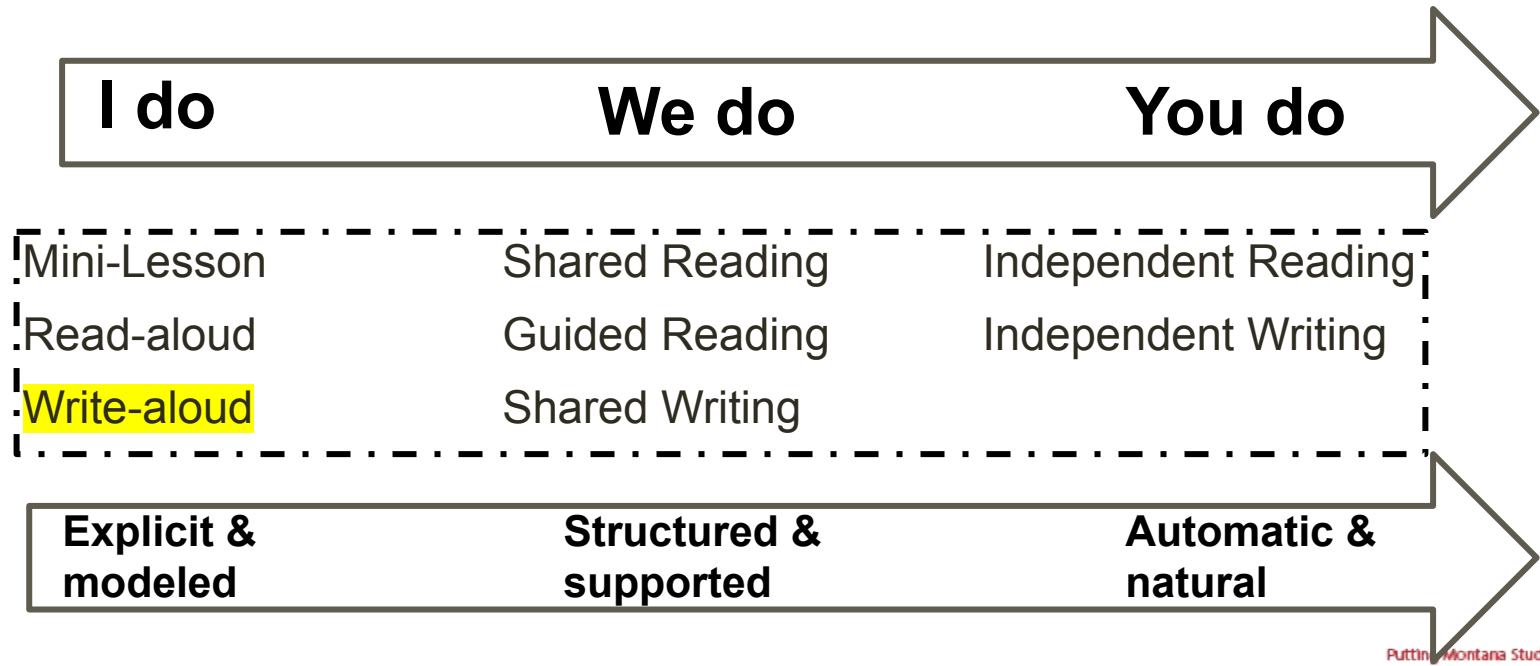
Teacher writes: “Diego started jumping around trying to catch the bird. He was so excited he knocked over many books, some picture frames, and a small plant from the shelf. The bird was probably thinking my son a hungry bear trying to catch him.

- Students: That's funny.
- Teacher: Why do you think I said “many books, some picture frames and a small plant? Why name all of those? Turn to a partner and to tell them why I did that.

Write-aloud Lesson Map

| | |
|------------------|--|
| Choose | Choose a purpose for your write-aloud based on student's needs and state standards. |
| Select | Select an engaging topic for your write-aloud |
| Gather | Gather students, and prepare to write on a white-board, document camera, or chart paper. |
| Introduce | Introduce write-aloud to students, telling them why you decided to write this. |
| Verbalize | Verbalize thoughts, and write simultaneously. |
| Provide | Provide opportunities for students to verbalize |
| Engage | Engage students in chorally reading the writing |
| Write | Ask students to write using the model you provided |

Gradual Release of Responsibility and Components of Literacy



What experts say..

“Fletcher and Portalup (2001) stress the importance of students watching an adult write while they are learning to write. Somehow it becomes less intimidating, and students seem more motivated when they see their teacher write. “

Ch 7-Write-Aloud

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 7 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

Guiding Question:
*Have you done
write-alouds before?
Do you think this
would work with
your students?
why/why not?*

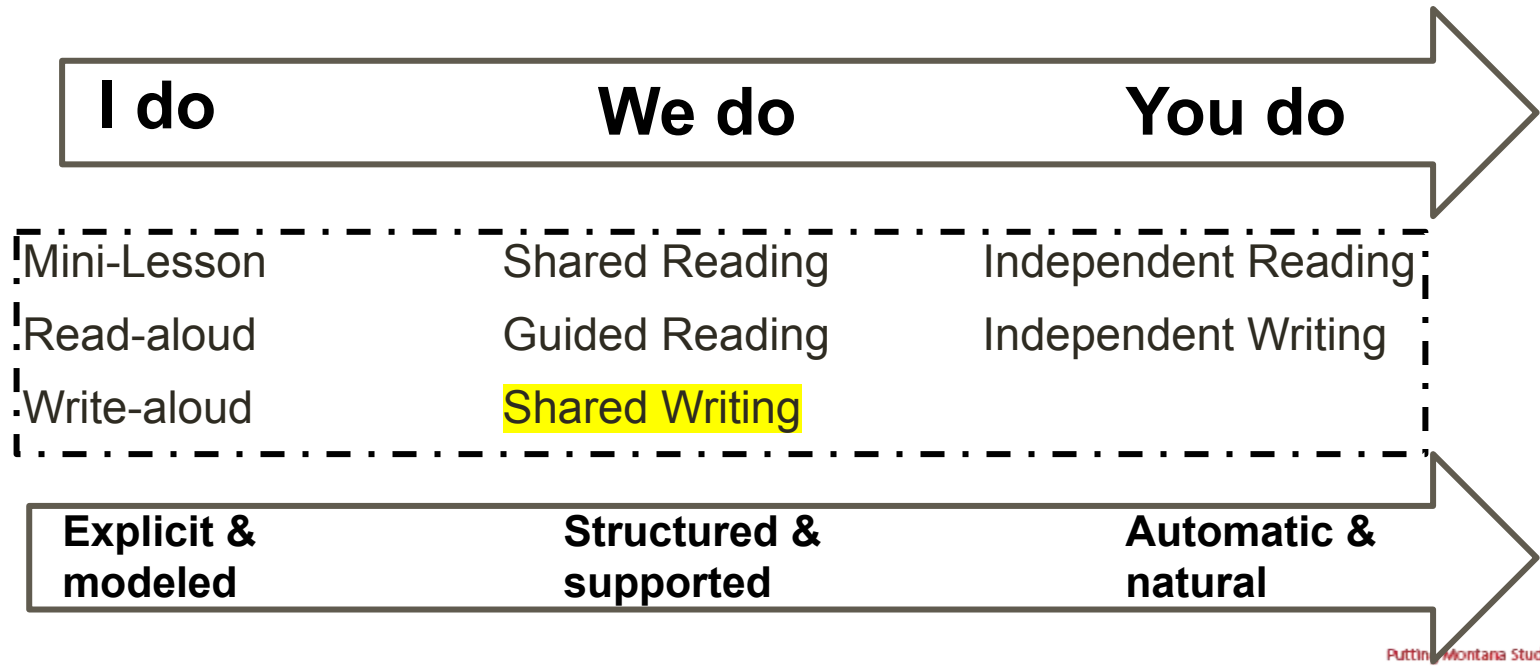
Ch 8. Shared Writing

- In shared writing, teacher and students create a text together.

Language Experience Approach: students share an experience like a field trip and then dictate a story to teacher. Teacher writes the students' words and stops to ask questions like when to capitalize, etc. Then students read the writing piece chorally and its displayed in wall.

Interactive Writing: Students and teacher both do the writing. Students write words they know and teacher writes unknown words. Teacher can use correction tape to fix words.

Gradual Release of Responsibility and Components of Literacy



Benefits of Shared writing:

- “It is an excellent technique for young ELs who are at the beginning stage of writing and learning the alphabet, letter formation and letter sound correspondence.” (wright, 2015) and it is also helpful for older newcomer students.
- It allows for differentiation since teachers are able to cater the lesson to EL’s needs. (Tompkins)

Cooperative Sentence Strip paragraph (GLAD)

- The class is divided into groups of 3-4
- Each group gets a sentence strip and a marker.
- Students work together to create a sentence about a shared experience.
- Then each group places their sentence strip in the class pocket chart.
- Sentences can be rearranged or combined.

Cooperative Sentences Strip Paragraph



What experts say...

- “Shared writing builds on what teacher has already been modeling through write-aloud.” (p. 37)
- It gives students writing experiences that they are not yet able to do independently.
- It can be a demonstration of good writing and is an excellent way to teach young students concepts about print. (Routman)

Ch 8: Shared Writing

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 8 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

Guiding Question:

Use the map on pg. 100 to think through how to implement an LEA with your students. What could work well in your situation, what could be difficult in your situation?

Supporting English Learners at Various English Proficiency Level in Shared Writing

Supporting English Learners at Various English Proficiency Levels in Shared Writing

WIDA
ELPA 21
ELPS/TELPAS

| ENTERING | EMERGING | DEVELOPING/ EXPANDING | BRIDGING/ REACHING |
|--|--|---|---|
| 1 | 2 | 3 | 4/5 |
| Beginning | Intermediate | Advanced | Advanced High |
| <ul style="list-style-type: none"> • Model in small groups • Provide sentence in stems or frames • Allow primary language support • Use extensive visuals, illustrations, gestures, realia • Provide opportunities for peer collaboration • Explicitly model thinking • Directly teach language structure and English language features | <ul style="list-style-type: none"> • Model in small groups • Provide sentence in stems or frames • Allow primary language support • Use extensive visuals, illustrations, gestures, realia • Provide opportunities for peer collaboration • Explicitly model thinking • Directly teach language structure and English language features | <ul style="list-style-type: none"> • Offer complex sentence frames • Provide opportunities for peer collaboration • Explicitly model thinking • Directly teach language structure and English language features | <ul style="list-style-type: none"> • Offer complex sentence frames • Provide opportunities for peer collaboration • Explicitly model thinking • Directly teach language structure and English language features |

Ch 9. Independent Writing

- Students use the writing process to create independent text on a topic of choice.

Pre-writing

Drafting

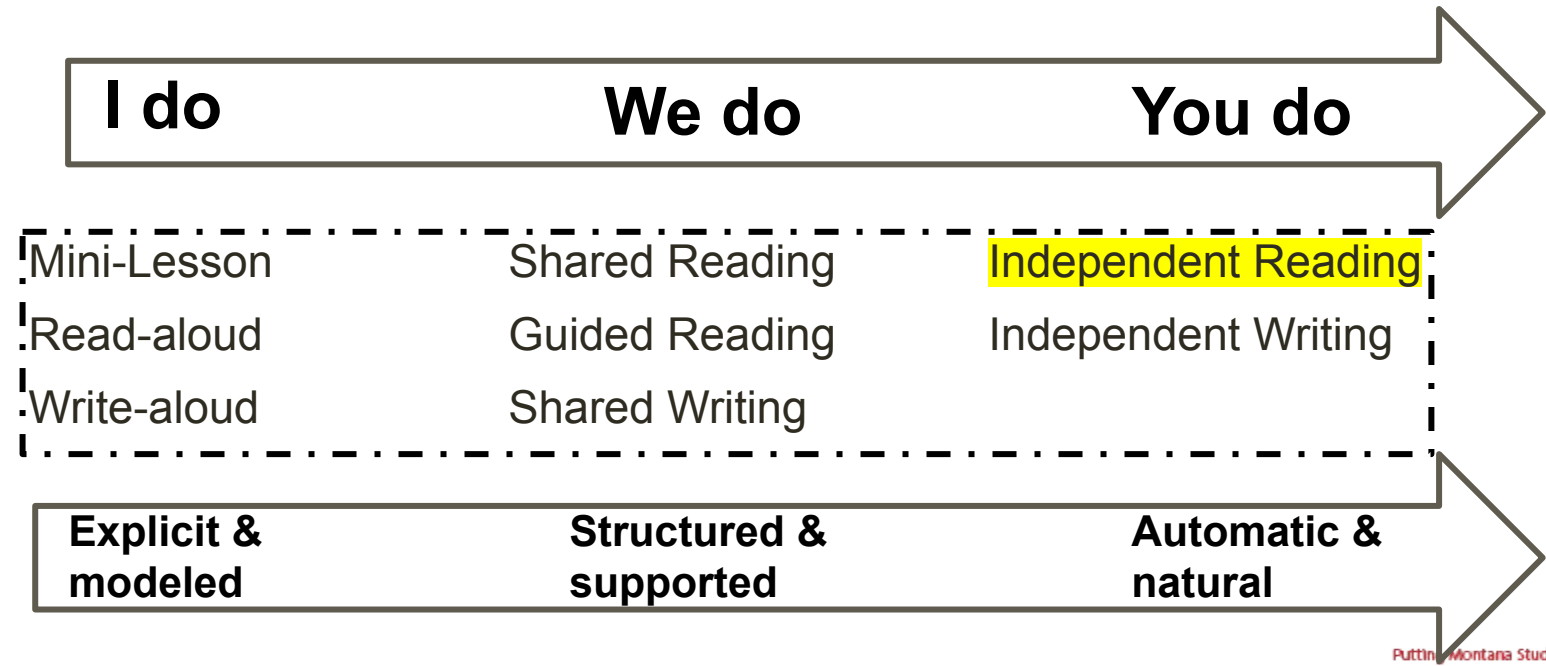
Revising

Editing

Publishing

Sharing

Gradual Release of Responsibility and Components of Literacy



Benefits of independent writing:

- “English Learners can become good writers when their teacher sets high expectations, teaches them how to write, and involves them in daily writing activities” (Tompkins)
- ELs often find that pattern books and predictable books can serve as models for their writing.
- LEA writing can be used as models for ELs

Accommodating ELs

English fluency is not a prerequisite for writing and we cannot wait for students to fully develop English language proficiency to begin to write. (Honigsfeld, 2019)

1. Meet frequently
2. Teach to use graphic organizers
3. Drawing/labeling
4. Primary language support
5. Opportunities to talk before writing
6. Give attainable target and models
7. Give feedback, sentence stems, scaffolded paragraph frames

What experts say...

- The writing process is broken down into achievable steps, but the steps are fluid and do not always happen in the same order.
- One way to support students in the writing process is by dedicating regular class time to Writing Workshop (Fletcher)
- The connection between reading and writing cannot be understated, as researchers have established a “strong relationship” between ELs reading ability and their writing ability in English.” (Wright)
- The more English Learners read, the more they write and become better at writing.

Independent Writing Lesson Map

| | | |
|----------|--------------------------|--|
| 1 | Choose | Choose a purpose for Independent Writing based on students' needs and state standards. |
| 2 | Select | Have students choose topics for writing. |
| 3 | Brainstorm | Have students brainstorm using graphic organizers for pre-writing. |
| 4 | Compose | Have students compose their writing pieces without attention to spelling and punctuation. |
| 5 | Confer | Confer with students about their first drafts. |
| 6 | Revise & Edit | Help students determine revisions and edits to be made in their writing pieces. |
| 7 | Publish | Guide students to publish their writing pieces. |
| 8 | Share | Provide an opportunity for students to share writing through Author's Chair or Author's day. |

Ch 9: Independent Writing

Instructions:

1. Discuss the guiding question.
2. Discuss Ch. 9 and as a group decide on your top 3 most important takeaways/highlights/strategies that you can use with your students or concepts to share with other teachers.
3. Write the top 3 down on the first column in the padlet.
4. Please include your names and districts when you write down your ideas.

Guiding Question:

What structures do you have in place to ensure ELs are set up for success during independent writing?

Culturally Inclusive Book List.

APPENDIX III
Culturally Inclusive Book List

| Title | Author | Themes | Culture |
|---------------------------------|----------------------------|---|------------------|
| <i>The Day You Begin</i> | Jacqueline Woodson | Being new, trying something new | Various |
| <i>Wilma Unlimited</i> | Kathleen Krull | Determination, persistence, overcoming adversity | African American |
| <i>Shaking Things Up</i> | Susan Hood | Extraordinary women | Various |
| <i>Under My Hijab</i> | Hena Khan | Muslim tradition | Muslim |
| <i>The Royal Bee</i> | Francis Park & Ginger Park | Education, determination | Korean |
| <i>The Name Jar</i> | Yangsook Choi | Being new, identity, names | Korean |
| <i>Drum Dream Girl</i> | Margarita Engle | Breaking stereotypes, dreams | Cuban |
| <i>Too Many Tamales</i> | Gary Soto | Tradition | Hispanic |
| <i>Ruby's Wish</i> | Shirin Yim Bridges | Education, determination | Chinese |
| <i>This Is How We Do It</i> | Matt Lamothe | Diversity | Various |
| <i>All Are Welcome</i> | Alexandra Penfold | Diversity | Various |
| <i>The Invisible Boy</i> | Trudy Ludwig | Inclusion, being different, being new | Various |
| <i>Islandborn</i> | Junot Diaz | New world, identity, imagination, family, belonging | Various |
| <i>Salam Alaikum</i> | Harris J | Greetings, peace, love, happiness | Muslim |
| <i>Joseph's Big Ride</i> | Terry Farish | Immigrant, new friendships, refugee | South Asian |
| <i>The Lotus Seed</i> | Sherry Garland | Roots, memories, history | Vietnamese |
| <i>Carmela Full of Wishes</i> | Matt de la Peña | Dreams, hopes | Hispanic |
| <i>Rainbow Weaver</i> | Linda Elovitz | Traditions | Guatemalan |
| <i>Same, Same but Different</i> | Jenny Sue Kostecki-Shaw | Diversity, differences | Indian |
| <i>The Empty Pot</i> | Demi | Integrity, honesty | Chinese |
| <i>Love</i> | Matt de la Peña | Bonds of love | Various |

| Title | Author | Themes | Culture |
|--|---|--------------------------------------|------------------|
| <i>Alma and How She Got Her Name</i> | Juana Martinez-Neal | Identity, names | Hispanic |
| <i>Big Red Lollipop</i> | Rukhsana Khan | Traditions | Middle Eastern |
| <i>The Sandwich Swap</i> | Queen Rania al Abdullah | Diversity, friendships | All |
| <i>Esperanza Rising</i> | Pam Muñoz Ryan | Immigrants, farm workers | Mexican American |
| <i>The Color of Us</i> | Karen Katz | Diversity | All |
| <i>Flossie and the Fox</i> | Patricia C. McKissack | Tradition | African American |
| <i>The Other Side</i> | Jacquelyn Woodson | Diversity | All |
| <i>Sister Anne's Hands</i> | Marybeth Lorbiecki | Diversity | All |
| <i>Separate is Never Equal: Sylvia Mendez and her Family's Fight for Desegregation</i> | Duncan Tonatiuh | Desegregation | Hispanic |
| <i>The Colors of the Rainbow</i> | Jennifer Moore-Mallinos | Diversity | All |
| <i>One</i> | Kathryn Otoshi | Racism | All |
| <i>Ply Away Home</i> | Even Bunting | Homelessness | All |
| <i>The Perfect Orange: A Tale From Ethiopia</i> | Frank P. Araujo | Kindness | Ethiopia |
| <i>Four Feet, Two Sandals</i> | Karen Lynn Williams and Khadra Mohammed | Refugees | All |
| <i>Each Kindness</i> | Jacqueline Woods | Kindness | All |
| <i>The Last Stop on Market Street</i> | Matt de la Peña | Poverty | All |
| <i>Golden Domes and Silver Lanterns</i> | Hena Khan | Traditions | Muslim |
| <i>Under the Ramadan Moon</i> | Silvia Whitman | Traditions | Muslim |
| <i>One Green Apple</i> | Eve Bunting | Newcomers | Muslim |
| <i>I Love My Hair</i> | Natasha Anastasia Tarpley | Cultural pride | African American |
| <i>The Magic Beads</i> | Susin Nielsen-Fernlund | Mother and child living in a shelter | All |
| <i>Just Ask</i> | Sonia Soto-Mayor | Inclusion, being different | All |

Questions/Comments?

Feb Book study: The Content Lens for Content Teachers

Tues, February 15th: 4-5:30pm (ch. 1-2)

Thank you so much for your time!

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