

Adolescent Literacy Development

STRATEGIES FOR ADVANCING
ACADEMIC LISTENING, NOTE TAKING,
READING AND WRITING

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AGENDA


1. Identifying the literacy needs of different populations of adolescent ELLs (Long term ELLs, SIFE, newly arrived literate students)
2. Tying ELL literacy instruction to appropriate literacy frameworks and standards
3. Components of and strategies for effective reading instruction for adolescent ELLs
4. Strategies for advancing the academic listening and note taking skills of adolescent ELLs
5. Modifying the writing process and genre-based writing instruction for ELLs

Looking at Our Students:

Identifying the literacy needs of different
populations of adolescent ELLs

Long Term ELLs,
SIFE
Newly Arrived Literate Students

Three Types of ELLs:



New Arrivals with
Adequate Schooling

Recent Arrivals
With Interrupted or
Limited Formal Schooling

Language Minority;
Long-term ELL

All ELLs are not alike; they vary by:
age, first language, literacy and educational background, parental level of education,
socioeconomic status, life experience (refugee, immigrant, migrant, language minority,
sojourner)

Understanding the Needs of Different Types of English Language Learners

- GET INTO GROUPS OF 2-3
- CHOOSE ABDUL, CHISEL, MATTHEW OR CARINA TO DISCUSS.
- DECIDE IF YOU WOULD LABEL THEM A
Long Term ELL,
SIFE Student or
Newly Arrived Literate Student
- DISCUSS THEIR NEEDS AND STRENGTHS

In addition to being below grade level, struggling readers:

"tend to be notably unmotivated. They are especially likely to have low confidence in their reading, which is termed *self-efficacy* in the research literature (Wigfield, Eccles, and Rodriguez, 1998). These students are likely to lack confidence in their ability to read or even to improve their reading skills..... They are unlikely to read for their own enjoyment, seek satisfaction of their curiosity through books, or enjoy the challenge of a complex plot or intricate knowledge books (p. 60)"

Guthrie and Davis, 2003

Motivation is Key

First, we know that children who are motivated and who spend more time reading are better readers (Anderson, Wilson & Fielding, 1998; Morrow, 1992, Frye & Manuyama, 1990).....supporting and nurturing reading motivation and achievement is crucial to improving education prospects for children who find learning to read difficult (Allington, 1991; Smith-Burke, 1989). Allington, 1998, Teaching Struggling Readers, IRA

Reading Proficiency Challenges for ELLs

- The challenge of acquiring the *background knowledge necessary to understand texts in a new language* and school context
- The challenge of unknown words--Acquiring high-frequency words and content-specific *vocabulary*
- The challenge of unknown language patterns and phrasing--acquiring the *patterns and phrasing of English to read fluently with comprehension*

Long-term ELLs

- Motivated reading and writing activities
- Wide-reading opportunities
- Audio texts (Story corps, the moth, etc.)
- Digital literacy projects
- Identity texts
- Personalized literacy activities
- Use of rubrics, templates, guides to support success
- Connections to L1/C1; affirming identities
- Strong vocabulary program

SIFE Students

- Research-based emergent literacy instruction
- Highly visual texts
- Thematic instruction/Text sets for practice
- Language/Literacy practice opportunities
- Meaning-centered approach with:
 - Embedded phonics
 - Embedded sight word recognition
 - Embedded vocabulary development
 - Embedded spelling
 - Connected writing

Newly Arrived Literate Students

- Oral language development, especially vocabulary
- Quality second language literacy instruction
- Leveled texts
- Audio/video-based texts
- Glossed texts
- Use of L1 for support
- Continued reading in L1
- Modeled writing tasks; guided writing with templates

Linking to Standards

TYING ELL LITERACY
INSTRUCTION TO APPROPRIATE
LITERACY FRAMEWORKS AND
STANDARDS

Philosophical Foundations

1. Effective instruction is learner centered.
2. Students succeed when classrooms become communities of learners.
3. Effective teachers view diversity as a resource, not a deficit.
4. Assessment should be more a formative than a summative process.

5. Listening, speaking, reading, and writing are best developed in an integrated manner, as needed in specific contexts and driven by content learning.
6. Students should engage in wide reading of age-appropriate, reading-level-appropriate, high-interest literature.
7. Students should engage in producing language—both written and oral—in every classroom every day.
8. Literacy instruction is the responsibility of all teachers, across all disciplines, not just English and ESL teachers.

Take One of the Principles and Unpack It In Small Groups

SHARE ONE OR TWO IMPLICATIONS FOR CLASSROOM PRACTICES FOR ADOLESCENT ELLS

Commission on Adolescent Literacy of the International Reading Association
(1999)

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. . . . In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed. (Moore et al., 1999, p3)

Today's adolescents enter school speaking many different languages and coming from many different backgrounds and experiences, so all teachers must understand how to promote literacy development in for a very diverse group of ELLs.

Recommended Program Characteristics

1. *Literacy and oral proficiency in language-minority students' first language is used to facilitate literacy development in English.*
2. *Age-appropriate and reading-level appropriate reading materials are used (Biancarosa & Snow, 2004; Ivey & Fisher, 2006), particularly literature that students want to read (Moore et al., 1999); along with intensive, individual support for low-level readers (Heller & Greenleaf, 2007; Ivey & Fisher, 2006) delivered by well-prepared reading specialists (Moore et al, 1999).*

Program Characteristics

3. *Teachers who understand that cultural attitudes toward and uses of literacy may differ from one culture to the next (Jiménez, 2005) are employed.*
4. *Reading instruction builds both reading skills and the desire for and interest in reading increasingly complex materials (Ivey & Fisher, 2006; Moore et al., 1999).*

Program Characteristics

5. *Vocabulary building and word study are a routine and active part of every class, as are the identification and interpretation of idiomatic expressions (Graves 2006; Jiménez, 2005).*
6. *Explicit instruction in the curriculum and teacher modeling of reading comprehension and study strategies across the curriculum are provided.*

Program Characteristics

7. *Reading and writing tasks are made relevant to students' lives to increase student motivation to read and write.*
8. *Writing instruction takes place in an environment in which students' writing has an authentic purpose and audience, in which writing is relevant to students' lives, in which content is at the center of the writing process, and in which critical thinking skills are engaged—not just regurgitation of delivered material (AEE, 2004; Samway, 2006).*

Program Characteristics

9. *Assessment of Students' reading levels (for all languages in which they have literacy) upon entry to middle school and high school are routinely done, and ongoing assessment to gauge progress and modify instruction is also common. (Heller & Grienleaf, 2007)*
10. *Teachers receive ongoing professional development in language development and secondary literacy instruction (Heller & Greenleaf, 2007, Ivey & Fischer, 2006, Short & Fitzsimmons, 2007)*

Reading Support for ELLs

COMPONENTS OF AND STRATEGIES FOR EFFECTIVE READING INSTRUCTION FOR ADOLESCENT ELLS

Components

- Ongoing assessment—knowing students literacy levels at all times
- Appropriately leveled reading materials
- Glossed, recorded and other ELL modified texts
- Active vocabulary development
- Motivated reading and plentiful practice opportunities
- Ongoing development of comprehension skills and strategies

Effective Reading Instruction

- ☐ Select books students can read, and want to read, and as needed, provide students with scaffolds such as glossed, adapted, shortened, or alternative texts that will support and help build reading comprehension skills.
- ☐ Actively teach vocabulary to ensure comprehension.
- ☐ Teach text structures and signal words to enhance comprehension.
- ☐ Teach and practice the strategies good readers use.
- ☐ Provide daily experience with authentic and real-world texts (newspapers, job applications) to ensure that students are exposed to a variety of text structures and genres, as well as to build fluency.
- ☐ Conduct formative and summative assessments to inform and guide instruction and assess reading comprehension.

Content and Proficiency Criteria

Content

- Age appropriateness and relevancy
- Cultural appropriateness and relevancy
- Genre appropriateness and relevancy
- Authenticity of simplified texts

Proficiency

- Range of proficiency in a class
- Rigor of texts; clear expectations and teaching in a way that upholds expectations

Important Background Characteristics of Learners to Investigate

1. Previous schooling experiences in English or the L₁
2. Extent of literacy skills in the home language(s).
3. Extent of oral language proficiency and literacy in English.
4. Literacy skills of the parents by language
5. Literacy environment in the home (access to print).
6. Literacy practices in the home and community (purposes for which people read and write--oral story telling, sharing of other oral traditions, sayings, rhymes, folktales, etc.).
7. Home language literacy instruction provided in institutions other than school (e.g. church, community centers, private programs).

Initially Low English Literacy Students Belong to 3 Groups:

NHL (NO HOME LITERACY)

SHL (SOME HOME LITERACY)

EHL (EXPECTED HOME LITERACY)



Identify the Stage of Literacy Development

Pre-Emergent
Emergent
Beginning
Developing
Independent
Fluent
Proficient



Some Basic Understandings on Promoting Literacy Growth in ELLs

1. Identify the student's stage of development.
2. Use scaffolded activities to help the learners acquire the behaviors associated with the next level.
3. Provide lots of modeling and time to practice.
4. Monitor the students' learning.



6 Practices that Promote Reading Engagement (Guthrie and Davis, 2003)

1. Establish Knowledge Goals (Big Questions; Motivating Themes—e.g. How does global warming affect our lives?)
2. Real World Interactions (e.g. homelessness—engagement and motivation)
3. Many interesting texts (magazines, newspaper reports, internet articles); authentic reading and writing activities
4. Support for Student Choice (topic, text, partner, activity)
5. Direct strategy instruction (activate background knowledge; think alouds)
6. Collaborative Support

Page 80-90, Freeman & Freeman

Six Practices that Promote Reading Engagement	
Theme: Fast Fact Nation:	Activities
Establish knowledge facts (Big Question: Alleviating Thirst—e.g. How does global warming affect our facts?)	Big Question
Real World Extension (Engagement and interest on)	
Many interesting facts (magazines, newspaper reports, internet articles), author's reading and writing activities	
Support for Student Choice (topic, text, partner, activity)	
Direct strategy instruction (activate background knowledge: think aloud)	
Collaborative Support	

Griffin and Davis, (2003). *Intervening Strategies for Struggling Readers in Middle School through an Engagement Model of Classroom Practice*. *Reading and Writing Quarterly* 19: 29-45

<http://www.pbs.org/newshour/extra/teachers/lessonplans/health/nutrition.html>

Make Vocabulary Instruction Routine

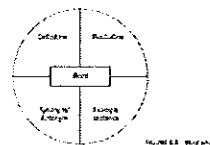
1. Teach high and low frequency words
2. Teach word learning strategies
 - a. Word wheels
 - b. Active learning approaches (movement and actions, games)
 - c. Synonyms, antonyms, and semantic groupings
 - d. Vocabulary journals
3. Help Students Grasp Vocabulary While Reading
 - a. Glossed texts
 - b. Using cognates

Select Words to Teach

- Select words that are important for understanding the selection
- Do not exceed the number of words that a student can remember (around 6-10 per lesson depending on age and proficiency)
- Select words that can advance the student's word learning skills
- Teach words that are frequent, useful and likely to be encountered in the content area; highly transferrable to other units

Vocabulary Wheels

High Frequency and Other Word Lists



<http://www2.scholastic.com/browse/article.jsp?id=3749477>



Leveled Language Enrichment

Beginning	Developing	Expanding
Label/Name	Action	Descriptive Words

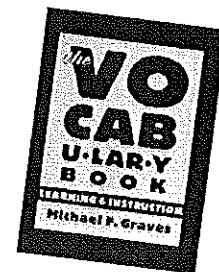
The Vocabulary Book: Learning & Instruction

Michael F. Graves

Freeman & Freeman
Pages 126-143
Review of Graves (2006)

4-part Vocabulary Program

1. Provide rich and varied language experiences
2. Teach individual words
3. Teach word-learning strategies
4. Foster word consciousness



[illegible]

TOPIC ORGANIZER AS MEDIATOR

Supporting Ideas

Topic Concept Items

Cause

Definition

Comparison

Contrast

Example

Effect

Teaching and Practicing the Strategies Good Readers Use

- Good Readers Preview the Text
- Good Readers Apply Prior Knowledge and Build their Knowledge Foundation
- Good Readers Make Predictions
- Good Readers Code, or Talk to, the Text {stop and jot, reader response stems; Codes=C ↔ ?} {comment, connection, question}
- Good Readers Highlight
- Good Readers Make Notes
- Good Readers Reread

Good Reader

- Reread the text
- Ask questions
- Make connections
- Code back to the text
- Ask "right" questions
- Record
- Summarize
- Make connections

Good Readers:

Summarize	Paraphrase
<ul style="list-style-type: none">• Only the most important points• Communicating the main ideas• Condensing a large amount of information into a small amount• Use one's own words• Provide a reference	<ul style="list-style-type: none">• Some else's ideas in your own words• Completely changing the original text• Use of new words and sentence structure• Providing a reference


Provide Daily Experience with Authentic and Real World Texts to Enhance Fluency

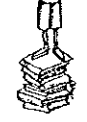
Daily Reading

Reading Student/Peer Work

Keep Them Reading in L1

Selecting Levelled Books for Learners

Assessing  Students
Books

Leveling  Students
Books

Maximizing Use

Charlotte-Mecklenburg
Public Schools

Teach Students Text Processing Tactics

Focus on **reading/writing strategies** and skills you know students need.

- using visual support and text features
- setting a purpose for reading or writing
- activating background knowledge
- taking notes/summarizing
- questioning self and others to ensure comprehension
- making text to self, world, text connections

Help students process text by: **Underlining or highlighting key terms and phrases. Write notes in the margin**, if possible, to help students.

Identify major text structures and use graphic organizers that reflect these (for example, for comparison/contrast text structure, use Venn diagrams; for enumeration text structure, use word webs).

Teach Students Text Processing Tactics

• Teach students to **identify the common transition words** that occur with the particular text structures in use, and what these terms indicate.

• **Give students models and use guided writing to show how to organize their written output**, provide word boxes and other aids (writing frames/templates) to help them speak or write about important content concepts they have been learning about.

Note Taking To Support Learning

STRATEGIES FOR ADVANCING THE ACADEMIC LISTENING AND NOTE TAKING SKILLS OF ADOLESCENT ELLS

Note-taking is particularly challenging for secondary students because it is so multi-faceted. Students are required to display receptive skills like listening to and processing information, but also expressive skills such as actually writing the notes and organizing them effectively—all at the same time.

This is a lot to juggle for an English dominant middle or high school student, much less an English Language Learner. Every single step presents a unique challenge for our secondary English Language Learners.

Judith Larkin, Social Studies Teacher,
Hopa High School
Providence

Listening Comprehension and Note Taking in a Second Language

Sub
Skills
Involved

- ❖ Organizing Information
- ❖ Using Text Features (underlining, large print; asterisks, checkmarks)
- ❖ Adding Visuals (diagrams and illustrations)
- ❖ Asking for Clarification and Repetition
- ❖ Using Notes for Studying (Reviewing)

WHAT ARE SOME OF THE CHALLENGES OF ACADEMIC LISTENING AND NOTE TAKING FOR ELLS

Listening vs Hearing

Hearing



Listening

- A conscious process
- Requires concentration
- Requires capturing and processing messages and determining which are important
- An active process that leads to learning

We listen twice as much as we speak, four times as much as we read, and five times as much as we write

Things that Affect Listening for L2 Learners

- Rate of speech/Volume of speech
- Anxiety/Nervousness
- Background noise
- Distractions from classmates
- Other environmental and acoustical factors

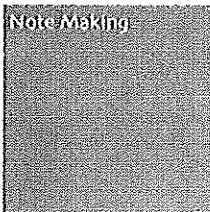
Processing Words and Phrases

- ELLs may capture the words and phrases, but not know how to write them
- ELLs may not recognize the words being used therefore have no ability to capture them or write them
- ELLs may tune out from time to time or be so busy writing one thought, they miss others

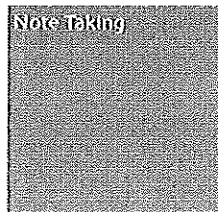
Listening Comprehension and Note Taking in a Second Language

What's The Difference??

Note Making



Note Taking



NOTE MAKING

You Met Your Match

Used for: Building new vocabulary Levels: Beginner, intermediate

Allow your students to engage in a matching exercise that forces the students to correctly pair images with corresponding words or terms. If, for example, you were to spend ten minutes reviewing key terms related to the new unit on photosynthesis, you could evaluate students' listening comprehension by providing them with ten note cards: five pictures and five key terms. Students would match them according to their understanding based on their prior listening. Of course, when dealing with beginner students, because of their limited proficiency, be sure to limit both the number of words being chosen and the difficulty of the words and/or terms.

Put Your Hands Up

Used for: Checking message Levels: Beginner, intermediate For Comprehension, Checking effectiveness of teacher delivery

With this strategy students can respond together using simple thumbs up, thumbs down, or thumbs sideways to display their answer. For example, if a social studies teacher just finished a presentation on the main attributes of the Sioux Indians, the teacher could then have an oral evaluation where he or she would assign answers to different thumb positions and ask students to simultaneously make the hand sign that they think is correct. Students could put their thumbs up if they think the Sioux Indians lived in the East, their thumbs down if they think the Sioux did not live in the East, and their thumbs sideways if they are unsure.

TEACHING NOTE TAKING SKILLS TO ADOLESCENT ELLS: A RANGE OF STRATEGIES

Assess Their Skills

Facilitating Note Taking in Class: Nine Steps for Helping Students Take Better Notes

Before a Note-Taking Exercise

1. Provide students with a standard system of heading their notes.
2. Provide instruction on shorthand and abbreviation techniques.
3. Instruct students on how to recognize a teacher's signal words.

During a Note-Taking Exercise

4. Alter your speech, delivery, and vocabulary.
5. Use visuals.
6. Provide already or partially completed notes.
7. Monitor student progress.

After a Note-Taking Exercise

8. Model how to talk to your notes.
9. Allow students to revise and add notes.

Useful Symbols

&/+ and	w/ with
= is or equals	w/o without
# number	@ at
x times	b/c because
1st first	/ per
> more than	
< less than	

See Handout

TABLE 12 Signal words and how to interpret them		
Signal Word Categories	Signal Words	Interpret the Words...
Emphasis	mainly, main, important, especially, most importantly, especially	This is very important. Write this down.
Exception	but, although, on the other hand, conversely, though, however, on the contrary	If not, taking your notes. Write this down.
Cause/Effect	because, as a result, the reason for, due to, led to, resulted from, brought about, hence, consequently, therefore, as a result of this	A detailed explanation that is making connections. Write this down. Make sure you know how it connects to the information already provided.
Order/Sequence/Numbers/First	first, second, third, last, finally, ultimately, next	Providing a sequence or timeline. Write each point down. If you miss a point, ask the teacher to repeat that point.
Specific Information	for example, such as, the following, that is to say, furthermore	Only write it down if you need examples or something to clarify the point.
Summary	basically, in short, in brief, in conclusion	Pay attention because this is the big idea going down. Write this down only if you do not have this in your notes already.
Explanation	in other words, in addition, let me put that another way	Reformulate a point made so far. Write it down if you do not need to write this down.
Notes to write later/forget down	Here is something you should know, I wouldn't forget this just if you can't remember that this is particularly important. There is a lot going on here. You know it.	Think very important. Write this down. Ask the teacher to repeat if you do not know how to write it. Make sure you have it in your notes already.

Partially Completed Notes

Figure 23
Partial of partially completed world history notes

1. **What was the purpose of the Great Wall?**
 a. **Answer:** To protect the empire from invasions.
 b. **Answer:** To protect the empire from invasions.
 c. **Answer:** To protect the empire from invasions.
 d. **Answer:** To protect the empire from invasions.

2. **What was the purpose of the Great Wall?**
 a. **Answer:** To protect the empire from invasions.
 b. **Answer:** To protect the empire from invasions.
 c. **Answer:** To protect the empire from invasions.
 d. **Answer:** To protect the empire from invasions.

Talk to Your Notes

First, students will ask their notes a question—attempting to clarify something they do not understand. Second, students will make a comment—providing an opinion on something they have heard. Third, students will make a connection between their notes and their own life. With each process they draw an arrow from their notes to the margins where they are writing their questions, comments, and connections. Before writing, they will draw a box that contains a symbol defining what they are writing as a question [?], comment [C], or connection []

HELPING ELLS SUMMARIZE AND PARAPHRASE

Note Taking Formats and Graphic Organizers For Summarizing Information

Format	How to Use	When to Use
Graphic Organizer	Use a graphic organizer to organize information into a visual format. This can be done by using a flowchart, a concept map, or a Venn diagram.	Use a graphic organizer when you are trying to understand a complex topic or when you are trying to organize information into a visual format.
Flowchart	Use a flowchart to show the steps in a process. This can be done by using a series of boxes connected by arrows.	Use a flowchart when you are trying to understand a process or when you are trying to organize information into a visual format.
Concept Map	Use a concept map to show the relationships between different concepts. This can be done by using a central box with lines connecting it to other boxes.	Use a concept map when you are trying to understand a complex topic or when you are trying to organize information into a visual format.
Venn Diagram	Use a Venn diagram to show the similarities and differences between two or more groups. This can be done by using two overlapping circles.	Use a Venn diagram when you are trying to understand the similarities and differences between two or more groups.

Cornell Notes

See T-Chart as an Alternative

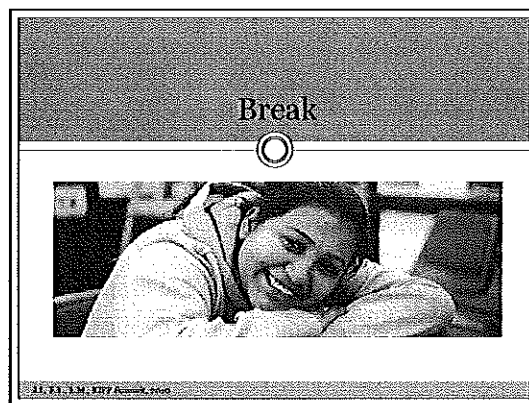
The Shrinking Machine

Summarizing Information

See Other Formats: T-Chart
Five W's, Key Points, Big Idea

Note-taking Rubric

Criteria	1	2	3	4	5	6
1. The student identifies the main idea of the text.	Does not identify the main idea.	Identifies the main idea with some assistance.	Identifies the main idea with minimal assistance.	Identifies the main idea independently.	Identifies the main idea and explains its significance.	Identifies the main idea and explains its significance in detail.
2. The student identifies the supporting details of the text.	Does not identify supporting details.	Identifies supporting details with some assistance.	Identifies supporting details with minimal assistance.	Identifies supporting details independently.	Identifies supporting details and explains their significance.	Identifies supporting details and explains their significance in detail.
3. The student identifies the author's purpose for writing the text.	Does not identify the author's purpose.	Identifies the author's purpose with some assistance.	Identifies the author's purpose with minimal assistance.	Identifies the author's purpose independently.	Identifies the author's purpose and explains its significance.	Identifies the author's purpose and explains its significance in detail.
4. The student identifies the text's structure.	Does not identify the text's structure.	Identifies the text's structure with some assistance.	Identifies the text's structure with minimal assistance.	Identifies the text's structure independently.	Identifies the text's structure and explains its significance.	Identifies the text's structure and explains its significance in detail.
5. The student identifies the text's tone.	Does not identify the text's tone.	Identifies the text's tone with some assistance.	Identifies the text's tone with minimal assistance.	Identifies the text's tone independently.	Identifies the text's tone and explains its significance.	Identifies the text's tone and explains its significance in detail.
6. The student identifies the text's audience.	Does not identify the text's audience.	Identifies the text's audience with some assistance.	Identifies the text's audience with minimal assistance.	Identifies the text's audience independently.	Identifies the text's audience and explains its significance.	Identifies the text's audience and explains its significance in detail.



Writing Instruction for ELLs

MODIFYING THE WRITING PROCESS AND GENRE-BASED WRITING INSTRUCTION FOR ELLS

Teaching Writing Skills

Challenges for ELLs

- Understanding and meeting high expectations (state writing standards)
- Expressing themselves authentically in a new language
- Acquiring basic writing fluency and ease
- Learning English sound-spelling correspondence (with automaticity)

The Writing Process

Writing in a Second Language

- Prewriting
- Drafting
- Revising
- Editing
- Publishing

Modifying the Writing Process for ELLs

- **More time**
 - More time to work on and conference about assignments
 - More time to revise and edit with support
- **More Models**
- **More Focused Editing**
- **More Welcoming, Flexible Publication**
 - Sharing a "golden line"
 - A favorite passage or paragraph
 - The entire piece

Developing Writing Fluency:

Daily Writing

Writing in a Second Language

- Do Now
- Captions
- Journal Writing
- Exit Tickets

Genres for ELLs

Beginner

- **Personal**
 - Recount
 - Simple narrative
 - Reader response
 - Short memoir
- **Factual**
 - Procedure
 - Directions
 - Retelling (i.e. of historic events)

Intermediate and Advanced

- **Personal**
 - More extensive narratives
 - Reflective essays
- **Factual**
 - Complex procedures
 - Detailed research reports

Genres for ELLs

Beginner

- **Analytic**
 - Simple explanations
 - Comparisons

Intermediate and Advanced

- **Analytic**
 - Account
 - Explanation
 - Exposition
 - Persuasive essay

Focus: Personal Writing

Which of These Could You Work On After Reading the Chanda's Wars Selection?

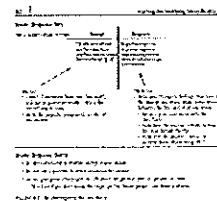
- Reader Response
- Recount
- Memoir
- Simple Narrative/Short Story
- Poetry/Imitation Writing

Reader Response for ELLs

ELLs Need Explicit Instruction and Models

Guided Practice

Feedback



Chapter 8

I am Poems
Based on Linda Christenson's
Reading, Writing and Rising Up, 2000

Where I Am From

I am from cervezas and merengue
on Saturday nights.
Loud laughter and voices
joyfully saying, "Dimelo, loco."

I am from daddy saying, "THAT
OUTFIT IS TOO TIGHT!"
and mommy saying, "LIVE YOUR
LIFE!"

I am from the school of hard
knocks,
trying to prove statistics wrong.
People being ashamed of where
they're from
while others hold their heads high
with a gun.

Take a good look at my life
and you will see
pain and sorrow around,
but only happiness in me.

Acety/Indulgent Writing
Melissa, Providence, RI

MEMOIR
*"Like nothing else,
reading and
writing was the
bridge to our new
world."*

WORDS HAVE NO BORDERS
STUDENTS VOICE THE CHALLENGES, MYSTERY AND CAPTURE

George Yoon

Writing Scripts/Frames/Templates

**Steps in a Process
Stems to Get Started
Word Boxes
Scripts to Use**

I found the unit on the
Sumarians interesting for
several reasons:

First....
Second....
Third....

I discovered that....
I also learned....
It was interesting that...
Finally....
As you can see....

**Keep as simple lists
Bulleted Phrases or
Paragraph Form**

**Write Logs Individually or
with Partners**

**Keep on a Regular Basis—
so get regular practice
writing in their new
language about content
area topics**

**Keep Learning
Logs or
Journals**

Use Checklists and Rubrics

**Chapter 8: Filled With
Teacher Tools**

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Not Met
Content					
Organization					
Style					
Grammar					
Punctuation					
Spelling					
Format					
Length					
Effort					
Completion					

**Other Genres:
A Preview**

**Writing in a
Second Language**

- Factual Writing: Procedures, Instructions, and Directions
 - Procedural Writings
 - » How to ask someone on a date
 - Lab Reports
- Factual Retelling
 - » English (setting)
 - » History (events)
 - » Science (discoveries)
 - » Math (sequence)

Other Genres: A Preview
Writing in a Second Language

- Factual/Personal
 - Letter Writing
 - Analytic Writing
 - Summary
 - Compare/Contrast essays
 - Persuasive essays
 - Historical essays

J. Latta 2000

Language Form Versus Content
Writing in a Second Language

- Language Form
 - Limit focus to one or two specific language forms.
 - Beginners—proper capitalization
 - Intermediates—Past tense
 - Advanced—subject/verb agreement
 - Instruct students beforehand on the language form that will be assessed.
 - Allow multiple opportunities for practice

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Checklist

- ☐ I provide plenty of resources to aid students in my classroom (such as ESL student dictionaries, children's/students' thesauri).
- ☐ I provide experience with different writing forms, as well as purposes, specific to my content area, to ensure students gain experiences with each.
- ☐ I expose students to real-world writing (memoir, biography, op-ed, newspaper article, to give students access to writing as it occurs beyond the classroom.

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Checklist

- ☐ I support students with needed scaffolding (checklists, graphic organizers, prompts) and modeling, so students can feel comfortable and confident in developing their writing skills at a pace that works for them.
- ☐ I provide clear expectations for writing assignments to ensure that students can independently and knowledgeably approach writing activities and assignments.

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Checklist

- ☐ I teach students to use tools (rubrics, checklists) for editing so they can check their own work.
- ☐ I give focused, constructive feedback about content and form through frequent conferencing to allow students to absorb information and apply it to future writing experiences.

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After School Programs to Support Struggling ELL Readers and Writers

Colleen Coyle 2008

Before & Worksheet Support for Addressed Skills

Before: The teacher should provide a list of words and phrases that are likely to be challenging for students. This list should be reviewed and discussed with students before they begin writing. The teacher should also provide a list of questions that students can use to guide their writing.

Worksheet: The worksheet should be designed to help students organize their thoughts and ideas. It should include sections for students to write their main idea, supporting details, and a conclusion. The teacher should provide a list of questions that students can use to guide their writing.

After: The teacher should provide a list of questions that students can use to guide their writing. The teacher should also provide a list of words and phrases that are likely to be challenging for students. This list should be reviewed and discussed with students before they begin writing.

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