

TEACHING ENGLISH LEARNERS TO WRITE

Presenter: LYDIA STACK

LYDIA STACK
Chief Academic Office
San Francisco Unified School District
lstack@muse.sfusd.edu

Moving English Learners from Dependent to Independent Writers

1. Modeled Writing

- Read many models to students
- Demonstrates the act of writing
- Model conventions of writing
- Support use of letter sound relationships

2. Shared Writing

- Teacher and students compose jointly
- Teacher scribes
- Share topic

3. Guided Writing

- Teacher / student choose the topic
- Student scribes
- Teacher supports

4. Independent Writing

- Student chooses topic
- Demonstrate understanding of sounds /symbols
- Recording of Ideas is permanent
- Practice writing process
- Students are held accountable for mastering what is taught

INTERACTIVE WRITING (Process Writing)

Purpose: Interactive writing (Herrell, 2000) is a form of shared writing or language experience lesson in which teacher and students create a text together. It provides effective modeling and scaffolding to assist students as they learn about the writing process and working toward quality writing by participating in creating it. Students learn to brainstorm ideas, plan writing, draft, revise, edit, and produce a final version. They can also learn about the "schema" or plan of various types of writing and learn to use criteria of good writing to assess their writing as they create it.

Procedures

1. Have students read and study quality models of the genre in which they are asked to write. Provide language for describing elements of quality, perhaps reviewing rubrics or other assessment tools for this type of writing. Help learners recognize the elements of quality writing and of quality writing in this genre.
2. Discuss and plan a topic for the class's interactive writing.
3. Use semantic mapping to assemble the vocabulary needed for the writing.
4. Use or brainstorming, graphic organizers, and/or writing frames to develop the content to be included and the organization of the piece.
5. After planning the organization, have students dictate sentences to you as you draft the piece on a chart, transparency, or blackboard. (Alternately, learners can draft assigned sentences or paragraphs in small groups, and then the piece can be assembled and revised in the large group.
6. After the piece has been drafted, ask students to re-read and check to see that the piece is complete, clear, and in a logical order.
7. Revise the piece as needed, referring to rubrics for the genre.
8. Alternately, have groups of students draft each paragraph on a chart and put it together on the wall as you revise and edit.
9. Celebrate the final text with many oral readings and publication as a poster or classroom paper. This work can serve as a model as students write independently.

WRITING FRAMES

Purpose: A Writing Frame is a pattern or template (Buehl, 2001) which students may use as a model in learning to write specific genres. Teachers use writing frames to help English Learners develop their own mental structures for various kinds of writing, such as cause/effect; compare/contrast, problem/solution, or letter writing. Writing frames contain key necessary vocabulary and structures -- for example, words for transition such as *first, next, then* -- to support students in their first attempts at these writing types, (Wood & Harmon, 2001).

Procedures:

1. Share models of the type of writing students will be asked to do. Show the template on a transparency and point out the structure of the template by highlighting key elements of the writing such as topic sentence, transitions and summary or conclusion.
2. Have learners listen as you read aloud a quality example of the target writing type, for example, answering an essay question.
3. Put the frame transparency back on the screen, and have learners help you use the frame to create an example of a good essay answer. Read the resulting paragraph together and have learners help you make a list of the features of a quality performance of this type of writing.
4. Assign the writing task to the students, and encourage them to use the frame to structure their writing. For example, a writing frame for a basic expository paragraph to answer an essay question might be as follows:

Question: What problems did the Chinese encounter in the 1860's building the railroad?

In the 1860's the Chinese in California found a number of problems that made working on the railroad very hard. First, _____ . Another problem was _____ . A third challenge was _____ . The Chinese tried to solve their problems by _____ . They also _____ . Finally, they _____ .

(adapted from Buehl, 2001)

WRITER'S WORKSHOP COMPONENTS

MINI-LESSONS

- ✓ Keep it short, 5-10 minutes
- ✓ An introduction or review - not a comprehensive lesson.
- ✓ Three types of mini-lessons
 - Procedural mini-lessons
How the workshop functions and how writers function in the workshop
 - Craft mini-lessons
Deals with technique, style, and genres of writing
Teacher models the structure of different types of writing
 - Skill mini-lessons
Introduces conventions that will help writers communicate with readers

STATUS OF THE CLASS

- ✓ Done on Monday or the first of the week.
- ✓ Allows the teacher to check student progress on a piece of writing
- ✓ Establishes a verbal contract with the students

TOPIC CONFERENCES

- ✓ Teacher models topic selection
- ✓ Teachers ask questions to get the students talking and thinking
- ✓ Use open-ended questions, follow-up questions, waiting and paraphrasing to find out individual student interests.

STUDENT CONTENT CONFERENCES

- ✓ Students read and respond to each other's writing by writing 3 questions to clarify things that are not clear.
- ✓ Small groups of students can read a paper and orally discuss and give feedback to the writer
- ✓ Students use open-ended questions, follow-up questions, waiting and paraphrasing.

TEACHER/ADULT EDITING CONFERENCES

- ✓ Student reads the paper to the teacher/adult and the teacher corrects errors that the student self corrects when reading.
- ✓ Teacher/adult listens, retells what they heard, asks questions about things that are unclear,
 - Point out what the writer does well

- Suggest areas that need work
 - Ask what the writer might do next
- √ Teacher selects one or two high priority items to address at the conference
- √ In the conference the skill is explained or re-taught
- √ Students write a final copy, making the necessary changes

GROUP SHARE

- √ Once a week (Friday) students share their writing with the class.
- all or part on a piece of writing
 - a problem they are having with a particular piece of writing
- √ Purposes of group sharing
- to "publish" the piece of writing
 - to find out what others are doing

(Adapted from Nancie Atwell's, In the Middle)

ESTABLISHING A WRITER'S WORKSHOP: SOME GUIDELINES

DAY ONE

1. Model topic generation
2. Using Think-Pair-Share students talk about their own topics
3. Students generate their own list of topics
4. Students share topics in groups or with the class
5. Model selection of topic: "I think I'll choose this topic because..."
6. After selecting a topic everyone, including the teacher, writes (15-20 min)
7. Group shoring: topics today? How did it go? Anybody want to read what they wrote?
8. Writing folders. Staple topic list and skills lists to the folder

DAY TWO

1. 10 minute Mini lesson on reading other's work and writing questions
2. 10-15 minute quiet writing time
3. Students continue to write or if they are ready they exchange papers with another student. They read the paper and write 3 questions at the end of the paper.
4. Teacher/Adults conference with students who are ready. Students write their name on the board if they want a conference with the teacher or other adult. Students are called in order.

DAY THREE

1. 10 minute Mini Lesson on revising/ multiple drafts
2. 10-15 minute quiet writing time
3. Students continue to write or if they are ready they exchange papers with another student. They read the paper and write 3 questions at the end of the paper.
4. Teacher/Adults conference with students who are ready. Students write their name on the board if they want a conference with the teacher or other adult. Students are called in order.

DAY FOUR

1. 10 minute Mini Lesson on Lead Sentences
2. 10-15 minute quiet writing time
3. Students continue to write or if they are ready they exchange papers with another student. They read the paper and write 3 questions at the end of the paper.

- Teacher/Adults conference with students who are ready. Students write their name on the board if they want a conference with the teacher or other adult. Students are called in order.

THE WRITING WORKSHOP

SOME GENERAL ADVICE

- Allow time each day to write
- Teachers and Students write daily
- Predictable structure:
 - procedures
 - expectations
 - location of materials
 - role of teacher etc

Writing Extras

- content area reports & response logs (what did I learn/hope to learn)
- end of the day evaluations (entrance / exit slips)
- notes (to each other, teacher, on conferences, mini lessons)

TYPICAL DAILY SCHEDULE

- 5-10 min Mini lesson
- 15-20 min All write (teacher also)
- 20 min Student-to-student and Teacher/Adult conferences (Other students continue to write)
- 10 min Clean-up and read around of student writing and model writing.

SAMPLE MINI LESSONS TOPICS

Choosing paper topics	Written Genres
Titles	• Narrative
Lead sentences	• Compare / Contrast
Editing:	• Business letter format
• Overall procedures	• Persuading
• role of peer editors	• Report
• paragraphing	Top Ten Sentence Problems (Ann Raimés)
• proof-reading strategies	• phrase fragments
Revision strategies	• clause fragments
• cut and paste	• run-on sentences
• using carets and asterisks	• fuzzy syntax
• understanding editing marks	• wrong verb forms
• mapping	• tense shifts
Spelling rules	• lack of subject-verb agreement
Punctuation rules	• faulty pronoun case and reference
Characterization	• adjective/adverb confusion
Showing, not telling	• double negatives

Rules for Writer's Workshop
Mrs. Stack's ESL Level 2 and 3

1. You will spend your time in class in three ways
 - a. writing papers or in your journal
 - b. reading other student's papers and writing questions
 - c. conferencing about the writing with classmates and other adults
2. Talk and work quietly, so that others can write and are not disturbed.
3. All papers need to have at least 3 questions written by another student.
4. You must have at least two drafts and the questions before you ask for a teacher conference.
5. Please skip lines between drafts
6. On the top right hand corner of the paper please write the DRAFT #, your name, and the date.
7. In the middle of the paper please write the paper # and the title of the paper.
8. Credit for complete papers will be given when you have a first draft with questions, a second draft with additional information and edits, and a final draft with revisions. **STAPLE ALL DRAFTS TOGETHER.**
9. Type your final paper into the computer and print-out a copy. Complete a **writing checklist** for each paper you write. Staple the writing checklist to your drafts of the paper and hand everything in to Mrs. Stack.

Things I can do during Writing Time

1. I can add to my topic list.
2. I can brainstorm a new topic.
3. I can begin a new draft of a paper.
4. I can read another student's paper and write questions.
5. I can improve or add on to (revise) a draft I started.
6. I can draw some pictures for on of my drafts.
7. I can proofread my paper by looking for misspelled words.
8. I can proofread my paper by looking for words that should be capitalized.
9. I can hold a conference with a friend.
10. I can conference with my teacher or other adult.
11. I can write in my journal.
12. I can write with a friend.
13. I can read my drafts to myself and decide which one I want to publish.
14. I can publish my paper.

Your Grade

The grade you receive in Writer's Workshop is based on the **quantity and quality** (see the following page of requirements) of the work you do in class and at home. In addition we will look at the following:

1. Your willingness to write and work quietly during class time
2. Your willingness to revise, edit and try new kinds of writing
3. Your willingness read other student's papers and to write questions
4. Your willingness to conference with other students and to make thoughtful and useful responses.
5. Your willingness to publish
6. Your willingness to keep track of you progress on the forms provided and to work toward improving you writing.

Ways to publish your writing

1. Post your final paper on the bulletin board
2. Read your work to a group of students or the Class
3. Submit your paper to the school newspaper (NewVoices)
4. Submit your paper to another publication
5. Send your letter to the appropriate place (eg. Send a letter to the editor of the newspaper)
6. Dramatize your play for the class (eg. Perform a play you wrote)

Requirements for 3rd period Writing Class Grading Period - Nov. 6 to Jan 22

To be considered for an “A” in this class

1. You must write in class every day. You will get a grade each day based on how much time you spend writing that day. This grade will be averaged into your total grade.
2. You must follow all the steps for a completed paper. See the Writing Checklist.
3. You must have at least 12 papers done (completed) by Jan. 22.

Your completed packet must include at least

- 1 poem
- 1 summary
- 1 poster
- 9 other papers of your choice
- 12 complete papers

To be considered for an “B” in this class

1. You must write in class every day. You will get a grade each day based on how much time you spend writing that day. This grade will be averaged into your total grade.
2. You must follow all the steps for a completed paper. See the Writing Checklist.
3. You must have at least 10 papers done (completed) by Jan. 22.

Your completed packet must include at least

- 1 poem
 - 1 summary
 - 1 poster
 - 7 other papers of your choice
 - 10 completed papers
4. All your papers must be at least one page long.

To be considered for an “C” in this class

1. You must write in class every day. You will get a grade each day based on how much time you spend writing that day. This grade will be averaged into your total grade.
2. You must follow all the steps for a completed paper. See the Writing Checklist.
3. You must have at least 8 papers done (completed) by Jan. 22.

Your completed packet must include at least

- 1 poem
 - 1 summary
 - 1 poster
 - 5 other papers of your choice
 - 8 completed papers
4. All your topics must be at least one page long

MINI LESSON CHECKLIST

Content	T	RT	RT	RT	RW	RW	RW	M	Comments / examples
Introduction	1/06	√	√	√	√			3/06	Consistently has an intro
Conclusion	2/10	√	√	√	√			4/20	
Paragraphing	1/06	√	√	√	√	√	√	5/10	
Main Idea									
Supporting detail									
Descriptive Words									
• Use of adverbs									
• Use of adjectives									
• Use of action verbs									
• adjective/adverb confusion									
• Use of similes /metaphor									
Mechanics									
• Commas									
• Capitals									
• Periods									
• Stay in one tense (past or present)									
• wrong verb forms									
• tense shifts									
• faulty pronoun case and reference									
• double negatives									
• lack of subject-verb agreement									
• fuzzy syntax									
• phrase fragments									
• clause fragments									
• run-on sentences									

T = Date Taught RW= Re-write

RT = Re-taught M= Mastered

Bibliography

- Atwell, Nancie. In the Middle. Portsmouth, NH: Heinemann, 1987.
- Barton, M., C. Heidama, and D. Jordon, "Teaching reading in mathematics and science." *Education Leadership* 60 (3). 2002.
- Beers, S. and Howell, L. Using Writing to Learn Across the Content Areas. Alexandria VA. Association for Supervision and Curriculum Development. 2005.
- Buehl, D. Classroom strategies for interactive learning. Newark, DE: International Reading Association. 2001.
- Collins, J. L. Strategies for Struggling Writers. New York: The Guilford Press. 1998.
- Echevarria, J., M.E.Vogt, and D.Short. Making content comprehensible to English Learners: The SIOP Model. Boston, MA: Allyn & Bacon. 2004.
- Enright, D. S. & McCloskey, M. L. Integrating English: Developing English Language and Literacy in the Multilingual Classroom. Reading, MA: Addison-Wesley, 1988.
- Fathman, A.K. and D.T. Crowther. Science for English Language Learners. Arlington VA: National Science Teacher Association, 2006.
- Hamayan, E. "Language development of low-literacy students". In Genesee, F. Educating Second Language Children. New York: Cambridge, 1994.
- Herrell, A.L. Fifty strategies for teaching English language learners. Upper Saddle River, NJ: Merrill, 2000.
- Leki, I. Understanding ESL Writers. Portsmouth, NH. Boynton/Cook Publishers Inc. 1992.
- Maruskin-Mott, Jean. Breakthroughs in Writing and Language. Chicago, Ill; Jamestown Publishers, 1997.
- McCloskey, M. L. & Stack, L. Visions: Language, Literature and Content. Boston, MA: Heinle & Heinle, 2004.
- O'Malley, M.J., and Valdez Pierce, L. Authentic Assessment for English Learners. Addison-Wesley Publishing. 1996.
- Peregoy, S.F. & Owen, F. B. Reading, Writing, and Learning in ESL. New York: Longman, 1993.
- Raimes, Ann. Keys for Writers: A brief Handbook. Boston/New York: Houghton Mifflin Company, 1999.

- Reid, Joy. Teaching ESL Writing. Upper Saddle River NJ: Prentice Hall-Regents. 1995.
- Rob, L. Teaching Reading in Social Studies, Science and Math. New York: Scholastic, 2003.
- Rosa, Alfred and Eschholz. Models for Writers. New York: St. Martin's Press, 1998.
- Schifini, A. Reading Instruction for the Pre-Literate and Struggling Older Student. Scholastic Literacy Research Paper Series, Vol. 14. New York: Scholastic, 1996.
- Sensenbaugh, R. Reading and Writing across the High School Science and Math Curriculum. Bloomington: EDINFO Press, 1992.
- Short, D.J. How to integrate language and content instruction: A training manual. Washington, DC: Center for Applied Linguistics, 1996.
- TESOL. ESL Standards for Pre K-12 Students. Alexandria, VA: TESOL. On-line version: <http://www.tesol.org> , 2006.
- Verplaetse, L. S. "How content teachers interact with English language learners." *TESOL Journal* 7(5). 1998.
- Vogt, M.E. and Echevarria, J. Teaching Ideas for Implementing the SIOP Model. Glenview, IL: Pearson Education, Inc. 2006.
- Wood, K & Harmon J. Strategies for integrating reading & writing in middle and high school classrooms. Westerville, OH: National Middle School Association. 2001.