

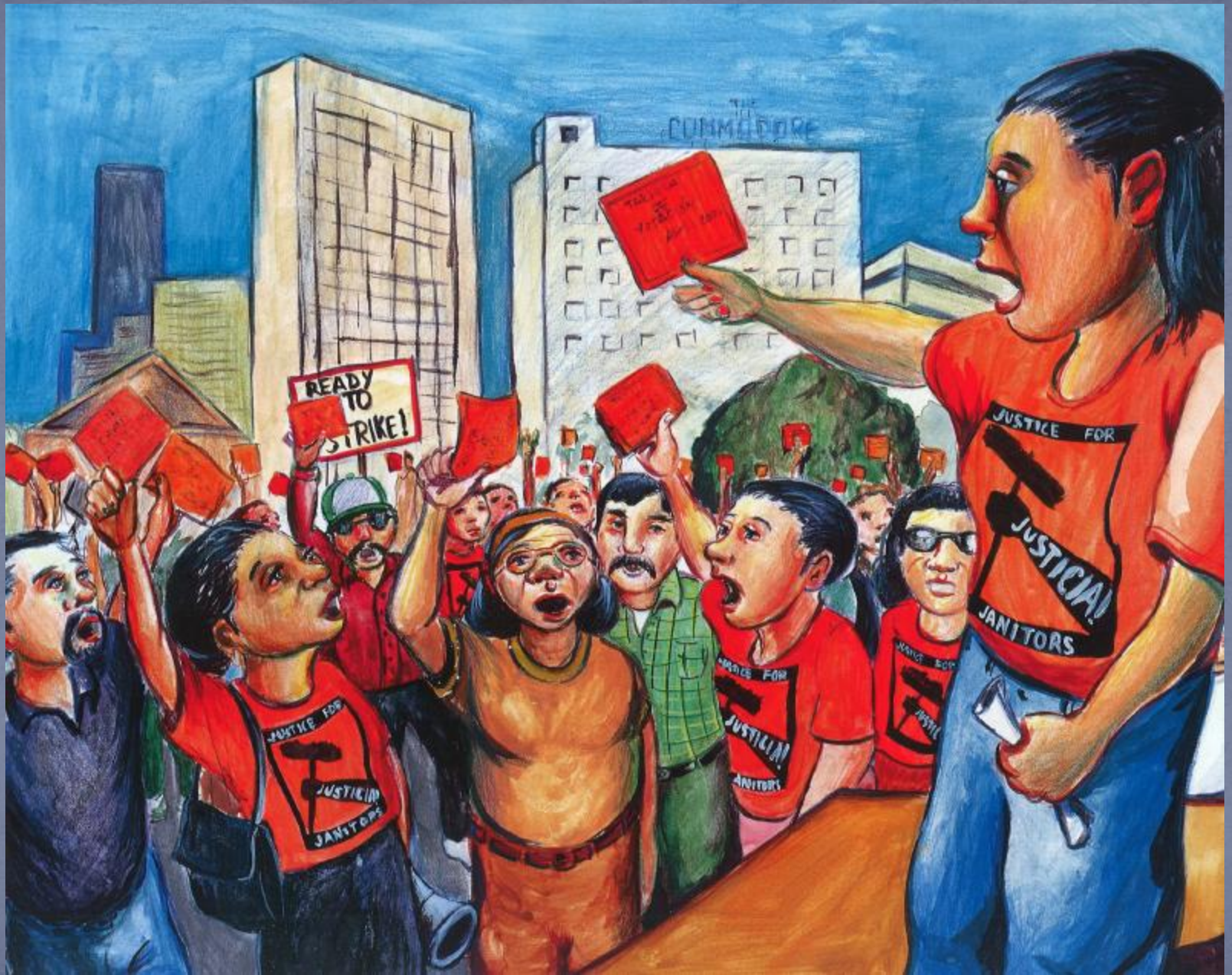
Reading and Writing in a Second Language

Effective Strategies to Use When Students Are Not Yet Proficient In English

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That's Me

- I am an elementary teacher.
- I am a secondary teacher.
- I am a specialist or an instructional coach.
- I am a principal.
- I am a coordinator.



Language Reflection

- What specific vocabulary did you use to talk about this picture?
- What verb tense did you predominantly use?

If you were going to have students write about this picture what language supports would students need to be successful?

What Are We Asking of Our Students?

Carlitos' mom was a janitor in the city of Los Angeles. Janitor **wages** were too low; therefore, she had to work three jobs in order to **afford** to take care of Carlitos and abuelita. One day, Carlitos' mom and the other janitors **voted** to go on **strike** because they worked too hard and were paid very little money. Many people **supported** their **cause** because they believed in justice and wanted to help. Carlitos wanted to help too. Carlitos' teacher **took** their entire class to **march alongside** the janitors to show their support. The strike site was **energetic** and lively. In the end, the janitors won better wages. Carlitos learned that it is important to support justice.

Oracy to Writing

Carlitos' mom was janitor in the city of Los Angeles. Janitor **wages** were too low; therefore, she had to work three jobs in order to **afford** to take care of Carlitos and abuelita. **One day, Carlitos' mom and the other janitors** voted to go on **strike** because they worked too hard and were paid very little money.

1. Carlitos' mother was _____.
2. The workers voted to go on strike because _____.

Scaffolding Oracy Practice

1. *Carlitos' mother was _____.*

a janitor in the city of Los Angeles

working three jobs in order to afford to buy medicine for abuela (pg 8)

2. The workers voted to go on strike because

_____.

*they worked too hard and were paid very little money
getting paid so little isn't fair (pg.11)
they can't take care of their families the way they want to*

What are scaffolds?

*“...the temporary support that is offered students so that they can work **beyond** their current level of autonomy. But scaffolding has, precisely as its goal, the fostering of student autonomy, because it is providing supports **only** while those supports are needed. They may be academic, conceptual, or linguistic, but always woven.”*

Aida Walqui

Understanding Language Initiative

GOALS

Understand...

- how backwards planning helps to inform instruction.
- oracy.
- how oracy scaffolds writing instruction.

The Focus

1. What standard (s) are you working on?
2. What is the literacy objective? *What will students do to demonstrate proficiency?*
3. How will you assess? Is there a writing component? *What product will they produce to demonstrate proficiency?*
4. Do the performance task you're asking your students to complete.

ORACY Planning

5. Analyze this writing for language structures necessary to accomplish it.
6. Match dialogue questions with your language structures.
7. What vocabulary is needed to accomplish this oracy?

Language Structures

- Carlitos' mother was a _____.
- The workers went on strike because _____.
- I believe many people supported the janitors because _____.
- Perhaps other people supported their cause because _____.
- A good reason why they might have marched alongside the janitors is because _____.
- Carlitos might have felt _____ when he saw his mother on T.V.
- Being at the strike site was _____.

Teaching for Language Acquisition

Integration of the four language modalities through attention to Oracy

- **Listening, speaking,** reading, and writing

Daily Planning

8. How will you plan each session?

If I want my students to produce _____, then I will need _____ sessions in order to teach _____.

Factoring in the Gradual Release of Responsibility

Gradual Release Across Six Weeks

Three to Four Lessons

- 1st lesson—*modeled/shared*
- 2-3rd lessons—*shared/collaborative*
- 4th lesson—*independent (with scaffolds for lower language proficiency level)*

Writing Approaches— Gradual Release of Responsibility

Unit of Study Approach

Modeled

Shared

Collaborative

Independent

Shared Writing

- **Teacher and students compose a piece together**
 - Use students' ideas
 - Think aloud while making decisions
 - Reread; reorganize ideas, improve wording
 - Discuss language and how it is used

Collaborative Writing

- Pairs or small groups interact to compose a piece together
 - Encourage use of previous models
 - Strategic grouping of students (ZPD)
 - Refer students to anchor charts, word walls, and resources that include the key features of the genre—including the language features

Independent Writing

- **Students write independently**
 - Encourage use of previous models
 - Provide an editing sheet with the key features of the genre—including the language features and/or refer students to visual supports in the room
 - Encourage collaborative revising
 - For ELLs with lower LPLs, provide a scaffolding framework *or* encourage writing in their native language

Pedagogical Model for English Language Learners

- It is **critical** that a **SIGNIFICANT AMOUNT** of writing instruction occurs in the *shared* approach.

Teacher reads and writes with children, inviting them to join in and try out strategies by themselves with teacher support. Texts should be chosen so that children will come to control them through repeated readings and written experiences. Focus on developing decoding and comprehension skills.	Shared* Teachers read and write FOR and WITH children to scaffold literacy tasks. Teachers engage children in structured dialogues to extend understanding of texts and to enrich oral and written language repertoire. Teachers <i>may</i> engage children in articulating cross-language connections.	The focus in English is on developing oracy and comprehension in English, with less emphasis on decoding. Focus on language forms and functions—sentence structures, vocabulary expansion, and dialogue. Explicit cross-cultural dialogue in text analysis.
Teacher purposefully plans opportunities for children to dialogue, read and write with peers, and monitors children's interaction with text and other children.	Collaborative* Teacher structures additional opportunities for reading, writing, and oracy with peers.	The focus is on Oracy. Oral rehearsal and language negotiation are fundamental to the reading and writing task. The goal is for children to acquire native-like pronunciation and fluency.

Algorithm for Success

Content + Language Structures +
Vocabulary + Transition Words +

Oral Language Practice (Purposeful
Dialogue) + GRR =

Comprehensive Writing Instruction

Oracy to Writing

Application

Backwards Planning

Explicit Language Scaffolds

- Decide who will be **Partner A** and who will be **Partner B**.

With your partner, discuss these questions:

Partner A poses the question, Partner B responds, then switch roles.

1. What is your retirement goal? When do you want to retire?
2. What do you need to do to achieve your retirement dream?
3. How do you feel about retirement?

Writing Exercise

- Write a paragraph about your retirement dreams.
 1. Describe how you will accomplish your dreams.
 2. What will you need to do in order to achieve those dreams?
- Your paragraph should have a(n)
 1. introduction
 2. body
 3. conclusion

*What is
your
retirement
goal?*

I would like to retire twelve years
from now. **I'd** like to retire young,
at the same time as my husband. **I**
want to retire without debt, and to
have enough income to be able to
travel and live without changing the
life style I'm used to. **I'd like to**
have economic stability, without
having to work.

Your Turn: Analyze the Writing

1. Underline the language structures
 2. Circle a verb tense that is noticeable
- Share your noticings with a partner

Whole Group Share Out

- What did you notice?
- So how do we get kids to 'talk' this language?

How Do We Get Kids to Use This Language?

What is your retirement goal? When do you want to retire?

I would like to retire _____.

What do you need to do to achieve your retirement dream?

In order to achieve my dream, I'll need to _____.

How do you feel about retirement?

I'm _____ about retirement

The idea of retirement _____.

Where Does Vocabulary Come From?

I would like to retire _____.

without debt

and not change my lifestyle

with economic stability

In order to achieve my dream, I'll need to _____

save regularly

be a responsible spender.

be a prudent spender.

I'm _____ about retirement. The idea of retirement _____.

hopeful

optimistic

buoyant

is exciting

is inspiring

is propitious

Bringing it All Together

Dialogue Questions	<u>Writing</u>
<p><i>What is your retirement dream?</i></p> <p><i>What do you need to do to achieve your retirement dream?</i></p>	<p>I would like to retire <u>twelve years from now</u>. I'd like to retire young, at the same time as my husband. I want to retire <u>without debt</u>, and to <u>have enough income</u> to be able to travel and live <u>without changing the life style</u> I'm used to. I'd like to have <u>economic stability</u>, without needing to <u>work</u>.</p>

What Are We Asking of Our Students?

Standard

- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Literacy Objective

- *Students will be able to write an expository piece about what they would like to be when they grow up, how they will achieve that goal, and how they'll have been supported by their family, society and themselves in order to achieve that goal.*

'Do' What You're Asking Your Students to Do

Oracy	<u>Writing</u>
<i>What is your retirement dream?</i>	I would like to retire <u>twelve years from now</u> . I'd like to retire young, at the same time as my husband. I want to retire <u>without debt, and to have enough income to be able to travel and live without changing the life style I'm used to</u> . I'd like to have <u>economic stability, without needing to work</u> .
<i>When would you like to retire?</i>	I would like to retire <u>twelve years from now</u> . I'd like to retire young, at the same time as my husband. I want to retire <u>without debt, and to have enough income to be able to travel and live without changing the life style I'm used to</u> . I'd like to have <u>economic stability, without needing to work</u> .
<i>What will</i>	One of my goals is to achieve economic <u>freedom to</u>

Oracy

Language Structures

- When I retire, I'd like to _____.
- In order to reach my retirement goals, I will need to _____.

Cuándo yo sea grande yo quiero ser _____

Para lograr ser un/una _____, yo necesito _____.

Organizing the Writing

Lo que me impresionó

O que llamo mi atención...

- que estudió mucho
- que estaba pobre y que se hizo juez, el puesto más alto

¿Por qué?

- Por que ella trabajo mucho y estudio demaciado
- SU mamá trabajo para pagar sus estudios

enfermedad

papá se murió

perseverancia consistancia en la realización

seguir aprendiendo cuando algo esta difícil

dre

carretera a luchar no daro

PERSEVERANCE

She wanted to be a detective solving crimes like Nancy Drew, the character in her mystery books.

She would push herself to her limits and graduate with the highest honors of any student in her class.

She would pass her final summer break reading all the books she'd never had time to read before.

Her mother stayed up all night, doing homework. There was nothing she would do to help Sonia and her brother.

Her mother worked night and day and day and night to pay for Sonia's and her brother's private school.

Her blossoming began with her mother's love and hard work.

Her father's old military shoes, some of which may have gone back to the war, were still in the house. Sonia was like a climbing vine that would stop growing.

OBSTACLES FACED

Then something happened that made her change her mind. She had a disease called diabetes.

Suddenly, Sonia was aware of being poor, of being Latina, of feeling inferior. Where was the warm, comfy blanket of her family?

When watching her favorite TV, Perry Mason, one episode ended with the image of a judge, the most powerful person in the courtroom. She would become a judge.

Where were the people who looked like her? For the first time she was scared and shy and out of place.

Sonia's father died when she was 9 years old.

Sonia knew she'd have to get really good grades to become a judge. She was studying at her mother's kitchen year after year after year.

She saved all her pennies and dimes to buy books.

OBSTACLES OVERCOME SUCCESSSES

By the time she graduated high school, she had won an award for being the very best student in her whole school.

Sonia's grades were so good that she was accepted at one of the very best universities in America: Princeton University.

Sonia's family surrounded her like a warm blanket.

Language to Elaborate— Transition Words

- Additionally,
- Further,
- In addition,
- Another consideration,

Table Talk

- How does oracy support writing?

The Lecture About Oracy



Defining Oracy

- **An** aspect of oral language development.
- Teaching the oral language skills and structures **necessary** for a child to **apply** the learning objective.

What Does Oracy Do?

- **Expand** grammatical complexity of students' speech (language structures)
- **Ensure** meaningful participation in structured dialogue (structured time to practice)
- **Refine** vocabulary

Why Oracy?

- **Essential** for applying content objectives.
- **Talk** ensures processing; hence applying the learning objective

The How of Oracy?

- It involves **explicit** attention and instruction given to the language that students **will need** in particular academic purposes or functions.

Plan it!

- It provides students with the opportunities to **apply and practice** this language linked to academic tasks in the classroom.







Examples




Este es un _____.

Este es un _____ porque es _____ y _____. Su valor es _____¢

Cuando sumas un/os _____ con un/os _____ el total suma a _____¢ centavos.




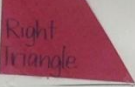
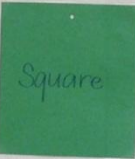
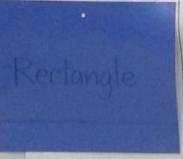
Yo estoy aprendiendo a reconocer las monedas y su valor. También estoy aprendiendo a sumar las monedas.
1.1.5

		
		
Penny .01¢	Nickel .05¢	Dime .10¢

Yo tengo un    en total es _____ centavos.

Money

Good writers
revise
their writing.

2:D Shape	Sides	Angles	Parallel lines
 Equilateral triangle	3 equal sides	3 equal angles 3 acute \angle	0
 Isosceles triangle	3 sides 2 equal sides	3 angles 2 equal \angle	0
 Scalene	3 sides no equal sides	3 angles one right \angle	0
 Right triangle			
 Square	4 equal sides	4 equal RIGHT \angle	2 sets of lines
 Rectangle	2 sets of equal sides	4 equal \angle Right \angle	2 sets of lines

This is a/an ___ because it has ___


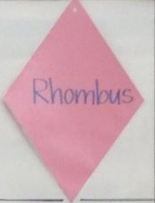

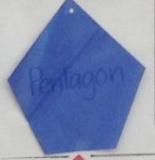

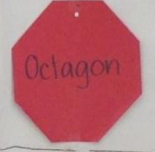

A/an ___ has ___ sides, ___ angles, and ___ lines

A ___ has ___ sides but a ___ does not
angles

A ___ has ___ however a ___ has ___
|| lines

A ___ has ___ whereas a ___ has ___

At] The next day

2D Shape	Sides	Angles	Parallel lines
 Parallelogram	4 sides	4 angles 2 acute \angle 2 obtuse \angle	2 sets of lines
 Rhombus	4 sides equal	4 angles 2 acute 2 obtuse	2 sets of lines
 Trapezoid	4 sides 2 equal sides	4 angles 2 acute \angle 2 obtuse \angle	1 set of lines
 Pentagon	5 sides	5 angles 4 obtuse \angle 1 right \angle	0
 Hexagon	6 sides	6 angles 6 obtuse	3 sets of lines
 Octagon	8 sides	8 angles 8 obtuse \angle	4 sets of lines
 Circle	0	0	0

Good writers
lead.

Classroom

line leader

library books

papers

chairs

Teacher's Assistant

The Other side

Annie

- plays alone
- sits on the fence and watches Clover and her friends
- white part of town
- plays in the rain

Clover

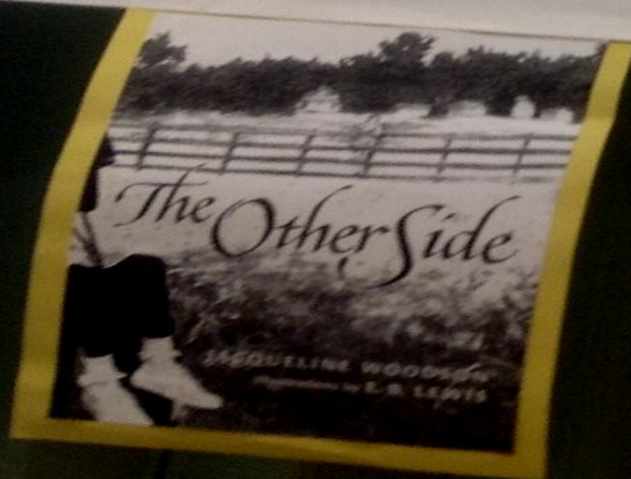
- plays jumprope with friends
- sits inside and watches Annie
- black part of town
- stays inside in the rain
- is afraid to sit on the fence at first

Both

- like to jump rope
- dress the same
- want to be friends
- same age
- Moms told them not to cross the fence

Annie and Clover are similar because _____.

One distinction between Annie and Clover is _____.



When I read Non-fiction

Before

- ~ predict what I will learn
- ~ Ask questions ?
- ~ skim the text

During

- ~ determine new learning
- ~ ask questions ?
- ~ connect information
- ~ identify important information

After

- ~ share my learning
- ~ ask question ?
- ~ identify main idea
- ~ summarize information

Making Predictions

- I think _____ is going to be about _____, because _____.
- I predict _____, because _____.
- Since _____, it looks like _____ will be about _____.
- It looks like _____ might be about _____, because _____.

CHARACTERS

I can describe the characters in my book.



Quasi-ting her food origins p12
 Explains why she likes only brandy wine p17
 Sang to her mom at 15
 Sings when she jumps rope p10, 21

Smart entertaining

Frances

eats jam br & j for breakfast p25
 eats jam br & for lunch p12
 p26 cried because she wanted what everyone else dinner

Persistent Sad (emotional)

She eats br & j for dinner p13
 She also eats it for snack p23

★ _____ is _____ and _____ character

★ _____ is _____ because _____ and _____.

I think Suds is _____

because _____

Because _____, I think Suds is _____

I think the text supports this because

on page _____ it says _____

I can describe the characters in my book and provide proof from the book.



Intelligent

Stressed

Suds

Good/obedient

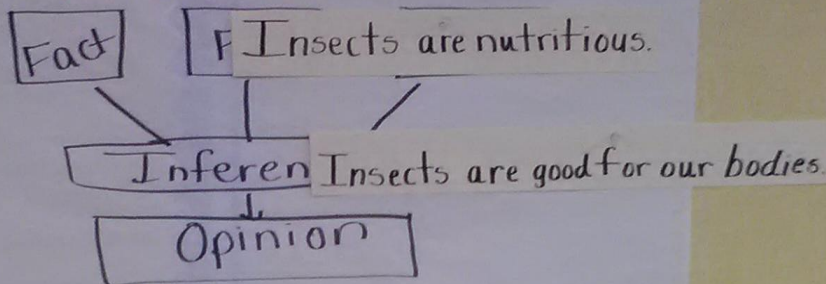
Persistent

took a bath & talked to mom
 cried & talked to mom

★ _____ is _____ and _____ character

★ _____ is _____ because _____ and _____.

ELD Goal: I can use facts to make an inference and form an opinion.



The insect is fact/inference and but I think that is opinion.

I can infer that insects are _____ because the fact is _____.

In support of this fact I believe _____

However, in my opinion _____

ne
quence
fictional
ades a
solution

nes Square

Insects area

ity
- Chester
- Harry

Nutritious Food



Saludable

Gross
Yucky
Unappealing



Interesting
Appealing



Take a taste.
Have a sample
Try it once



Practice

- Primary—K-2, First Grade Standard
- Intermediate—3-5, Fourth Grade Standard

Primary

- **Standard:** 1.W.2
- **Literacy Objective:**
Students will write a paragraph with an introductory sentence, two supporting details and a conclusion about *penguins*.

1. In pairs or triads, write an exemplar piece.

2. Analyze for:

Language structures/Dialogue Questions, Vocabulary, and Transition words

Intermediate

- **Standard:** 4.W.1
- **Literacy Objective:**
Teachers will write a one paragraph opinion piece about the *CCSS* that includes a statement of opinion, facts and details to support it, effective transition words, and a concluding statement.

Share Out

- What **language structures** would need to be taught and practiced?
- What **dialogue questions** might be conducive to this?
- What **vocabulary** might students need to complete the task?
- What **transitional words** does this type of writing require?

Oracy in a Unit of Study that Focuses on ONE Type of Writing

- How might this approach support *both* the learning of content and language?

Teaching for Language Acquisition

Integration of the four language modalities through attention to oracy

- **Listening, speaking,** reading, and writing

Algorithm for Success

Content + Language Structures +
Vocabulary + Transition Words +
Oral Language Practice (Purposeful
Dialogue) + GRR =

Comprehensive Writing Instruction

Review

- Writing Standard
- Writing Objective—What will students be able to do?
- End of Unit Assessment—How will they demonstrate proficiency—what product will they create?
- **Create** an exemplar.
- Analyze the exemplar for **language structures**.
- Write **dialogue questions** that match the language structures.
- Using your language structures, consider what **vocabulary** will be necessary.
- Plan **time for dialogue practice**.

References

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- Constructing Meaning Manual, 2012, Susana Dutro
- Genesse and Riches, *Literacy* 2001