

Elementary Writing Project Team Supporting ESL Writers



BEAVERTON SCHOOL DISTRICT

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Learning Target



We will understand

- How the Beaverton School District Writing Team was created;
- How it has impacted ESL student growth; and
- How it has impacted teacher practice.

History



- Cross-District Collaboration
- Common Core Writing
- Moderation/ Calibration with Writing Rubrics
- Alignment

Goal



The goal for this year long writing project is to form a **collaborative working partnership** between **ESL teachers** and **classroom teachers** to **improve student writing** for our **English Language Learners** using SLOP as the framework for sheltered instruction and lesson study as the process for **teaching improvement.**

Purpose



Our purpose is to create a learning model for teachers to effectively teach writing incorporating the new ELA Common Core Standards and new ELP Standards.

Outcomes



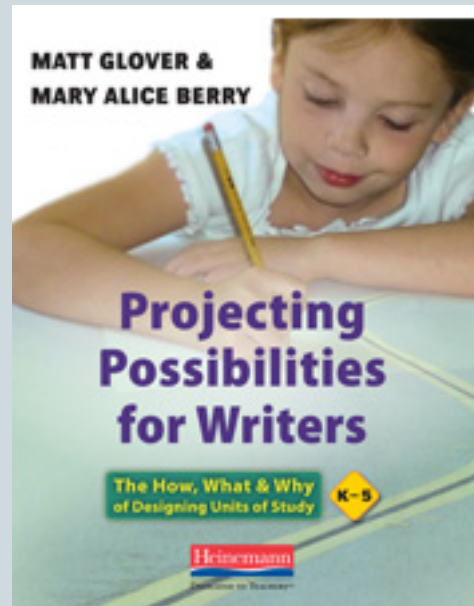
The outcome after the year long project is to create a clear framework for writing instruction leading to clear identifiable student growth:

- Student samples will demonstrate growth measured by but not limited to analytical and holistic rubrics that have been developed by the ELA Articulation Team to assess long term and supporting learning targets

Focusing on Instruction



- How do we better our Writing Instruction?
- How do we support our ESL Writers?



Writing Project Team



- Title III Funded
- Combination of Classroom and ESL Teachers
- 9 Schools representing the diversity of our District
- Monthly meetings
- ½ day Lesson Study
- ½ day Collaboration/ Continued Unit Development

Grade Level Alignment



K	1st	2nd	3rd	4th	5th
Where Writers Get Ideas Illustration Study All About Letter Writing Author Study	Community of Writers Illustration Study Personal Narrative Punctuation Study All About Poetry or Literary Nonfiction	Launching Writer's Workshop Literary Nonfiction Letter Writing Poetry Author Study	Launching Writer's Workshop Imaginative All About Reviews Personal Narrative	Launching Writer's Workshop Letter Writing Feature Articles Journal Writing Poetry	Memoir Illustration Study Biographies Persuasive Letters Graphic Novels Personal Essay

Unit Planners



1st Grade Writing Project Team
Beaverton School District 2014

Unit of Study: Illustration Study Grade: 1st

_____ Genre Specific

X_____ Non-Genre Specific

_____ # of Weeks

Primary Goals:

1. Participate in Shared and Writing projects
2. With guidance & support from adult, focus on a topic- add details and strengthen writing as needed

Secondary Goals:

1. Students will support words with illustration techniques
2. Students will show rather than tell the character's emotions/ feelings
3. Students will increase stamina and focus
4. Students will take risks with different illustration techniques
5. Show evidence of adding details to illustrations
6. Students will use spaces between words and appropriate upper and lower case

Projection of Mini- Lesson Topics:

1. Immersion
2. Immersion
3. Topic Choice
4. Text Matches pictures
5. Stamina
6. Motion
7. Color and shape
8. Spread
9. Vignette
10. Drawing people and shapes
11. Spaces or capitals
12. Passage of time
13. Bird's Eye
14. Zoom In/ Zoom out
15. Risk Taking
16. Revision
17. Revision
18. Revision
19. Revision
20. Celebration

Resources/ Materials/ Books (Stacks):

1. City Dog, Country Frog by Mo Willems
2. I Face the Wind by Vicki Cobb
3. Roller Coaster by Marla Frazee
4. A Couple of Boys Have the Best Week Ever by Marla Frazee
5. A Grand Old Tree by Mary Newell DePalma
6. Hoptoad by Jane Yolen

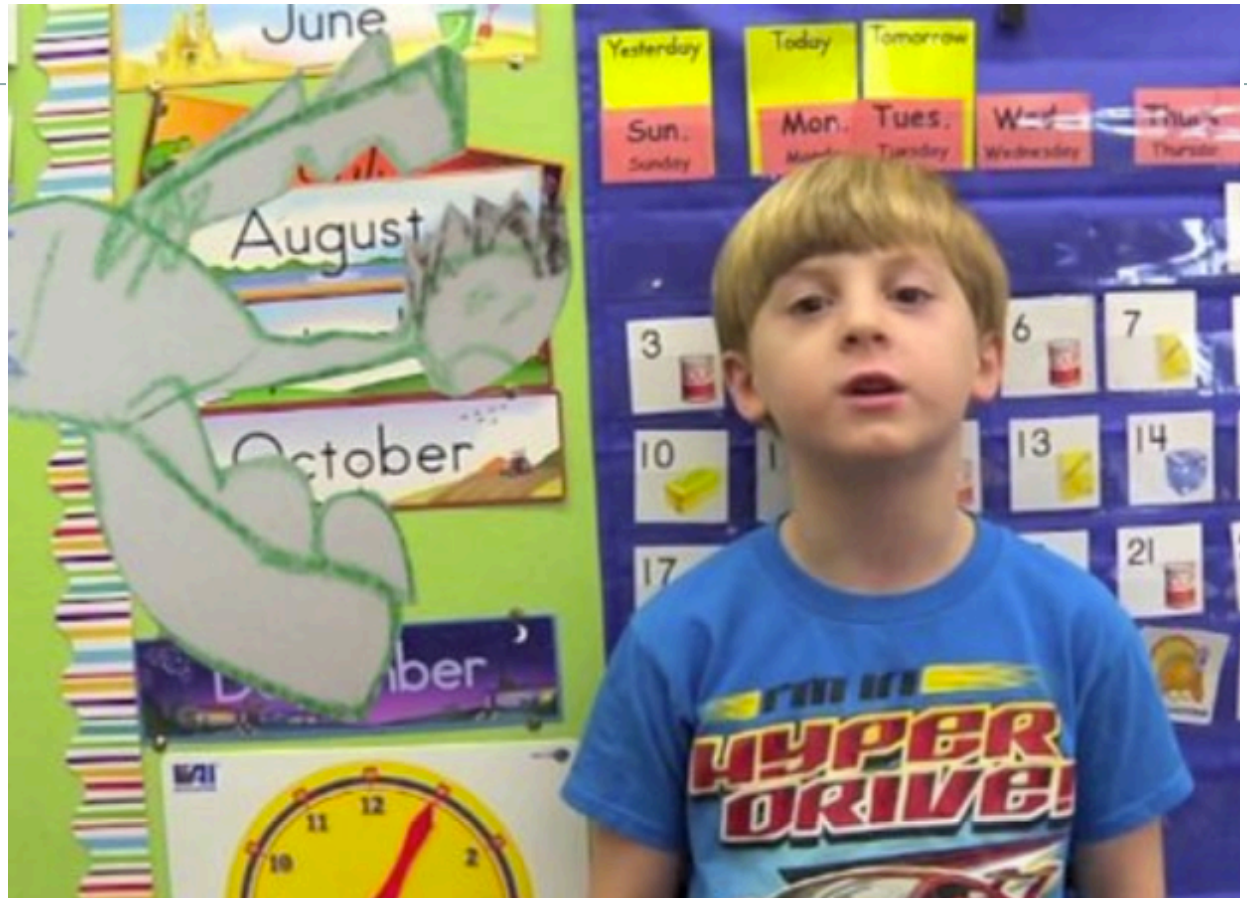
Learning Targets:

- With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- Participate in shared research and writing projects

Anticipated Issues:

Other Teaching Possibilities:

The
Project In
Action...



TeacherSource

1st Grade Video

The First Meeting...



Starting out, we knew **collaboration** between classroom teachers and ESL teachers was a good thing.

But this was uncharted territory:

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher... At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver.

(Understanding Language Initiative, 2012, p. 2)

Defining Our Roles



Even after that first meeting, we still had some questions:

- What is our role as ESL teachers?
- What exactly are we supposed to do & what does that look like?

At the start, the ESL teacher role was largely undefined. Why?

- No one “right” way
- Variety of schools, % of ELLs, # of ESL teachers
- Schedules were already set up

Challenges



- Scheduling
 - How do we find time for planning?
 - How can ESL teachers participate in content classroom?

Solutions: Prioritize collaborative time while building schedules; creative scheduling that challenges “the way we’ve always done it”

- Facilitating Collaboration
 - How do we figure out how to work together?
 - How can classroom teachers incorporate ESL teachers in classroom?
 - Where do we find the time to do it well?

Solution: Half day planning through WP; provide staff development on co-teaching; thoughtfully select partnerships

How it Looks in the Schools



Plan together at the monthly
Writing Project meetings

600 students
70% ELL

1 ESL Teacher
per grade level

Pushes in during
writing

3rd grade team
in WP

380 students
30% ELL

3 ESL teachers

Pull out all grades;
b/c of WP, also
push in for 2nd
only

2nd grade team in
WP

500 students
28% ELL

3 ESL teachers

All pull out

Working mostly
with 1st grade
teacher in WP

550 students
9% ELL

1 ESL teacher

All pull out

Squeeze in 15
minutes during
writing time
with 3rd

2 of 3 from 3rd
grade team in
WP

Impact on Students

Noticeable growth in students' writing:

The elephant have a baby and
going to the train station.
It happen now at the
train station. Because elephant
love baby. The elephant
and baby are going in
the train. So they can
go somewhere. There train
person say no elephant allowed.

October 2013

Once there was an very old mossy grandpa with no
family or friends, and he is 100 years
old then one day he couldn't walk
he had a wheel chair to go to
other places when he was on a
old grandpa scout he saw a bridge
he was curious to see on the
other side of the bridge it looked
like a forest with lots of giant trees!
He scurried to the bridge with a boat
and paddles he broke a piece on the
bridge then more and more because
he was super super fat he fell into
the water with his boat and paddles
he kept on paddling until he got
to the other side of the bridge
and it was a forest with lots of
big trees he found a fruit and ate it
and it healed his legs so now
he could finally walk he got his ax
out of his bag and chopped down
some trees and built a house now he
names himself bilbo barboo and soon
he loved his camping and adventure life.

February 2014

More Student Writing Samples

One day there was a mother with a baby. And that day the mother wanted to go on a walk. So then she did. She got her walking shoes on. And went outside and grabbed the baby and put the baby on a crib. but suddenly. The mother turned into a talking elephant. And the baby started crying.

October 2013

Once upon a time there was a scientist that was making an experiment and he had a cat and the scientist's name was doctor evil. And he accidentally spilled it on his cat then the cat grew and grew until the cat grew bigger then it stopped growing. But the cat was 100 inches tall and 70 inches wide and it was furry and his whiskers were 7 feet long plus it was so fat. Suddenly the cat ran off to the street then it sat down. But there came a person and he screamed and ran but the cat chased him and caught him and the guy worked the cat with a candy bar but the cat just ate the candy bar and the person but the person was alive in the cat's tummy and he had a phone so he called 911 so the police got in their cars and went where the man was there they found the cat suddenly doctor evil appeared and said I can help and he threw the person at the cat and the cat turned back to being small and the other guy was still alive.

February 2014

Still More Writing Samples

It was a rainy morning
Bill and Jo Jo needed
to get a train ride
to granny's house. So
Bill and Jo Jo gets
on the train. They just
realised granny's house
is pretty far! After
a while they started
to get hungry so they
asked the train rider
Bob for some food
but Bob was'nt there!

October 2013

Long long ago there was a village
of little people. There was a important
person in the vilge his name was Joe
people called him story teller. His nick name
was story teller because he would tell myths
about a large cat! People treated him really
badly like calling him names like,
Frankinstin. His mom always tells him to
always work hard no matter how many
people tess you. He flat great about it
and went back shearching. A conde weeks
passed by and he wake up went outside
to get the news but he saw a
big black fluffy shadow! He cheuted
out, "run for your life!!" Every one
rushed home inside! Joe knew what
he had to do so he came
out with yarn and said, "catch"!
The cat run a way far far
away and every one came out
a cheered for Joe!! They lived
happly ever after.

February 2014

Additional Impact on Students



Students also...

- Receive more individualized teacher time to support writing
- Have more ownership in their own writing
- Benefit from shared reading experiences using mentor texts
- Utilize interactive skills learned from peer conferencing in other situations
- Connect what's happening in ESL & the classroom

Impact on Teaching Practice



“Since joining the Writing Team I have learned so much by partnering up with other schools and my ESL teacher. My ESL teacher and I have partnered up to teach units that we created together while using the Matt Glover planning model...My ESL teacher has made a huge impact on the way that I present the lessons. We have been able to create sentence frames, learning targets, scaffolded activities, visuals, etc. after thoughtful discussions because of the guidance of the Writing Team.”

-2nd grade teacher

Impact on Teaching Practice

A decorative circle with a teal outline and a white fill, positioned centrally below the title and above a dashed horizontal line.

In the ESL classroom, teachers now...

- Have a sharper focus on supporting authentic writing experiences
- Use quality mentor texts as models
- Are making connections between ELP standards & CCSS ELA standards

Writing in The ESL Classroom



Impact at the School Level



- Has started conversations as we implement CCSS:
 - What is the most effective way to support ESL student writers in the regular classroom?
 - How do we use ESL teacher expertise to improve classroom practices?
- Grade level teams are on the same page; all working on similar writing goals
- Creates a community; non-ESL students see ESL teacher differently

Concluding Thoughts



"The Writing Team is a fantastic opportunity! Working with teachers across our district, as we learn more about the CCSS with the writing lens, has been both exciting and important. Creating tight units that consider the needs of the ELL's as well as the intricate targets of the new common core standards is very necessary for raising all student levels and understanding, as well as teacher content knowledge. "

Writing Team Member

Resources



❖ [Projecting Possibilities for Writers](#) by Matt Glover and Mary Alice Berry

❖ Colorin Colorado Blog

<http://blog.colorincolorado.org/2013/05/07/tesol-report-the-changing-role-of-the-esl-teacher/>