

# EXPLORING **WRITING** IN ESL CLASSROOMS USING CULTURALLY AND LINGUISTICALLY RESPONSIVE TEXTS *GRADES 3-5*

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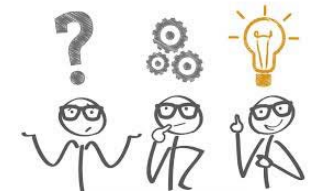
- ✓ To develop an understanding of how to scaffold writing in ESL classrooms
- ✓ To adapt culturally and linguistically responsive writing strategies to your own classroom needs
- ✓ To engage in new theories and practices associated with ESL writing instruction

# **INTENDED LEARNING OUTCOMES**





- Please take a few minutes to analyze how did you learn to write?
  - Share with a partner in your table



**WIDA Can Do Descriptors**  
**MPIs: Modal Performance Indicators**

	<b>Level 1</b> Entering	<b>Level 2</b> Beginning/ Emerging	<b>Level 3</b> Developing	<b>Level 4</b> Expanding	<b>Level 5</b> Bridging	
<b>WRITING</b>	<p><b>Note</b> differences or change by labeling drawing or copying words from word banks</p> <p>(e.g., baby to man)</p>	<p><b>Identify</b> change according to stages of process or cycles (e.g., from seeds to plants) using words or phrases</p>	<p><b>Describe</b> change in processes or cycles depicted in visuals using phrases or short sentences</p>	<p><b>Compare and contrast</b> change depicted in visuals using a series of sentences</p>	<p><b>Explain</b> the process of change in visuals using connected sentences</p>	<b>Reaching</b>



# WHAT DO ELS NEED TO KNOW?

- Main Idea
- Text Structure
- Summarizing
- Paraphrasing
- Drawing evidence from the text: Citation verbs/reporting



# RECIPROCAL TEACHING: SUMMARIZING

You will explain what happened in the previous paragraph

Use summarize stems like the ones below

- This paragraph is mostly about
- The author is trying to tell me



# SENTENCE FRAMES...

This paragraph is mostly about

---

The author is trying to tell me

---



# WRITING

- Involves complex operations different from speech.
- Expresses meaning and reflects creativity and individuality of the students.
- Allows for practice.
- Provides opportunities to combine learned elements.
- Results in a product that is a measure of proficiency and is viewed as an accomplishment by student and teacher.
- Lends itself to sharing with others and the public in a tangible manner.





# WHAT IS WRITING?

- **Gibbons:** Writing as genre that varies according to purpose and audience. Changing genre implies changing various aspects of writing:
  - Organization
  - Vocabulary
  - Language use expectations
- Many different genres:
  - Recount (personal)
  - Procedure
  - Persuasive essay



# SUCCESSFUL WRITING

- Provides a framework of linguistic structure.
- Provides outlets that allow for self expression and creativity, so that students' writing can extend beyond the model.
- Provides realistic, reliable, appropriate, and understandable products.



# ENGLISH LEARNERS

- Process vs. Product
  - Focus on the process of writing that leads to the final written product.
  - Help them build repertoires of strategies for prewriting, drafting, and rewriting.
  - Give students time to write and rewrite.
  - Place central importance on the process of revision.
  - Give students feedback through the writing process.
  - Encourage feedback from peers.
- Meaning to form = comprehension to mechanics



# PLANNING FOR WRITING (GIBBONS, 2001)

## GIBBON'S MODE CONTINUUM

Oral-like Language



Written-like Language

Oral language that is  
academic in nature.



# CROSS-LINGUISTIC DIFFERENCES

- Directionality
- Punctuation
- Rhetorical structure
- Different writing systems:

Morphemic					Syllabic		Alphabetic
Grade Bone	Old Chinese	meaning	Modern character	Modern Chinese	<p>လူတိုင်းသည် တူညီ လွတ်လပ်သော ဂုဏ်သိက္ခာဖြင့် လည်းကောင်း၊ တူညီလွတ်လပ်သော အခွင့်အရေးများဖြင့် လည်းကောင်း၊ မွေးဖွားလာသူများ ဖြစ်သည်။ ထိုသူတို့၌ ပိုင်းခြား ဝေဖန်တတ်သော ဉာဏ်နှင့် ကျင့်ဝတ် သိတတ်သော စိတ်တို့ရှိကြ၍ ထိုသူတို့သည် အချင်းချင်း မေတ္တာထား၍ ဆက်ဆံကျင့်သုံးသင့်၏။</p>	<p>I love being an educator.</p>	
𠄎	*ziag? *ziag?	elephant image	象 像	xiang xiang			
𠄎 界	*ben *ben	cauldron no divine	鼎 眞	ding zhen			
大	*whag *wag?	king to go forward	王 往	wang wang			
木	*rak *rak	wood to come	來 來	lai lai			
𠄎	*ke *ge	winnowing basket his, her, its	箕 其	ji qi			
𠄎	*pats *pats	cowry shell to defeat	貝 敗	bei bai			
Chinese					Burmese or Myanmar		English



# PATTERNS OF WRITTEN DISCOURSE

English

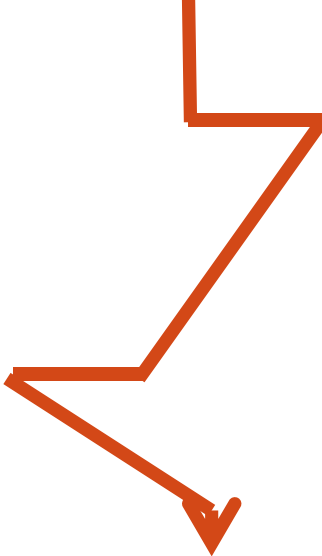


# PATTERNS OF WRITTEN DISCOURSE

**Asian**



**Romance Languages**



# L1 WRITING DEVELOPMENT

- Writing is developmental and varies from writer to writer.
  - **Stages of L1 writing:** Increased control over the language structures and understanding of audience purpose.
    - Role playing, experimental writing, early writing, conventional writing, and proficient writing.





## BEGINNER WRITING SAMPLE AFTER SEEING A PLAY ABOUT RUMPELSTILTSKIN

- I like are love The pork Word day  
marea and I Love The baby bat The  
baby is Fek is not the rew wun.
- bea Kus I soll is han cat mev and his  
eaeysis not mev.
- I like and love the part where they  
marry and I love the baby but the baby  
is fake is not the real one.
- Because I saw his hand can't move  
and his eyes not move.



# L2 WRITING DEVELOPMENT (GIBBONS, 2006)

- ELs go through similar stages of writing development.
  - Scribbling
  - Putting random letters together to represent words.
  - Spelling
  - Sentence structures
- **Schema** – background knowledge
  - Much more integrated approach through listening, speaking, reading, and writing applying what they know from L1 to L2.
- Writing can be a more comfortable entry point to their L2, especially for older learners.
- Positive transference- EL use aspects of L1 to help them write in L2
  - Interference errors



# BEGINNING WRITERS' PROFILE

- May find writing very laborious, therefore, producing very little at first.
- May use invented spelling that might include elements of L1.
- May not have a good sense of sentence boundaries.
- May exhibit some of the same grammatical errors that are common to native English speaking beginning writers.
- **They need strategies that focus on fluency.**



# INTERMEDIATE WRITERS

- Have developed a knowledge of simple sentence types and corresponding capitalization and punctuation conventions.
- Make fairly frequent errors in punctuation, grammar, and usage.
- **Produce many more errors than beginners because they are writing more.**
- They need to improve sentence quality, style, length, and variety as well as paraphrasing and logical ordering of ideas.



# WRITING DEMANDS

- Beginner and intermediate writers have different strengths and needs, therefore they require different strategies.
- **L2** writing is supported by **L1** opportunities:
  - Brainstorming, drafting in **L1**
- **L2** writing is influenced by oral proficiency
- Can provide a useful place for error correction



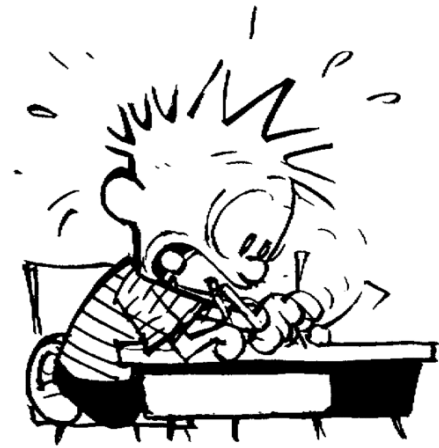
# WRITING NEEDS: WHAT IF ELs HAS THE FOLLOWING ERRORS?

- Identify errors:
  - Discourse/genre
  - Idea development
  - Organization
  - Syntax/morphology
  - Vocabulary
  - Spelling/punctuation
- What do these errors tell us about your EL's understanding of English?
  - *Turn to your elbow partner and share your answer*



# ERROR CORRECTION

- What are your views on error correction in writing?
- Should it be done?
- If yes, when and how?
- If not, why not?



# TWO MAIN TYPES OF ERRORS

- **Global Errors** – Characterized by incorrect word order, pattern, omission or incorrect use of transitional expressions, and omission of incorrect use of lexical items that carry significant meaning.
- **Local Errors** – Errors that generally **do not hinder communication**, e.g. misuse of verb tense, omission of articles, or misspelling.

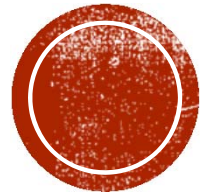




# EDITING

- Most ELs' errors are transferred from oral proficiency.
- Correcting all errors does not lead to more standardized writing.
- Instead focus on **1 or 2 important features** appears to be most effective.
- Let students know that revision is an option.





# JUICY SENTENCES OR PARAGRAPHS

Lily Wong Fillmore

# JUICY SENTENCES



- Each day, teachers **select a sentence** from a reading students encountered
- **This sentence becomes the focus** of conversation
- Teachers **decide in advance** how to break the sentence up for discussion and copy onto chart paper
- Teachers prepare conversational starters to focus children's attention on each part in turn



## **LET US ANALYZE THIS JUICY PARAGRAPH...**

**In some cases, child labor has emerged where it was previously nonexistent. There were few or no child laborers in Mongolia until 1990. Today, up to 10,000 children there work in gold, coal, and mineral mines. Kh. Ganbaatar, executive director of the Mongolian Employers' Federation, blames the problem on economic changes as well as on natural disasters. Several years ago, winter storms killed millions of livestock. This made it harder for families to maintain their traditional herding way of life. Many of these families were forced to send their children to work.**



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## SO, HOW ABOUT THIS SENTENCE?

...child labor has **emerged** where it **was previously nonexistent**.

What are the language demands (*writing*) ELs are required to master?

- Complex vocabulary
- Adverb- conjunction
- Past-tense



## SO, HOW ABOUT THIS SENTENCE?

Kh. Ganbaatar, *executive director of the Mongolian Employers' Federation*, **blames** the problem **on economic changes as well as on natural disasters**.

What are the language demands (*writing*) ELs are required to master?

- *Appositive*
- 3rd Person Singular (Present Tense)



## HOW ABOUT THIS SENTENCE?



**Several years ago, winter storms killed millions of livestock. This made it harder for families to maintain their traditional herding way of life.**

In your groups: In the sentence above

What are the language demands (*writing*) ELs are required to master?





# ADJECTIVE PHRASE-ADJ

- It can include an intensifier (i.e. very or somewhat)
- INT (intensifiers) are optional.
- ADJ can have more than one adjective
- The tall green tree versus the green tall tree



DET	Q	ADJP	N	PP
the	two	hungry	boys	in the kitchen
that		creative	teacher	
	several	lazy	linguists	at the conference
the		tall, green	tree	
			dogs	



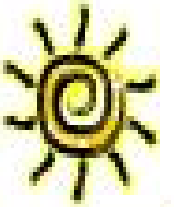
# HOW TO ORDER ADJECTIVES IN ENGLISH

- In many languages, adjectives denoting attributes usually occur in a specific order. Generally, the adjective order in English is:
  - Quantity or number
  - Quality or opinion
  - Size
  - Age
  - Shape
  - Color
  - Proper adjective (often nationality, other place of origin, or material)
  - Purpose or qualifier



# Order of Adjectives in English

General Opinion	Specific opinion	Size	shape	Age	Color	Nationality	Material	
cute		little			spotted			dog
	delicious					French		cuisine
	graceful	tall				Spanish		woman
beautiful			round	antique			porcelain	vase
			long	vintage	purple		silk	dress



# INFORMATIONAL DENSITY—WONG FILLMORE & FILLMORE (2011)

- The hallmark of academic writing is *Informational Density*.
- Every phrase and clause provides fundamental information regarding the text.



# TEXT STRUCTURE

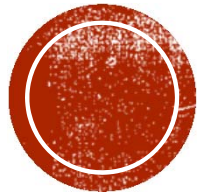
Let us take a closer look as to how a paragraph is developed.



# ***FANG*** PURPOSE, STRUCTURES, AND GRAMMATICAL FEATURES...

<b>Genre</b>	<b>Social Purpose</b>	<b>Text Structure</b>	<b>Grammatical Features</b>
Explanation	To explain how something occurs or is produced	Phenomenon identification Explanation sequence	<ul style="list-style-type: none"><li>• Technical terms</li><li>• Nominalizations</li><li>• Embedded clauses</li><li>• Process focused</li><li>• Mainly action verbs</li><li>• Passive voice</li><li>• Logical conjunctions with cause and effect relationships</li><li>• Present and past tense.</li></ul>





# PARAGRAPH FRAMES

Kate Kinsella & Tonya Ward Singer



# WRITING-SUMMARY (KINSELLA, 2010)

1. Highlight the most important points of the article
2. Make a **brief outline** of the most important points
3. Mention the author, the specific genre, and the title of the article in your first sentence
4. State the topic of the article and the thesis/main idea at the beginning of your summary
5. Include only the most important points and the main idea



# WRITING-SUMMARY (KINSELLA, 2010)

6. Paraphrase the author's ideas rather than copy sentences but be sure to include key vocabulary used in the article (**co-construct**)
7. Don't include your personal opinions or experiences
8. Present ideas in the order in which they were discussed in the reading selection
9. Introduce authors key points with citation verbs using present tense (e.g., the author points out, the writer mentions).
10. Use transitional expressions to make connections between ideas (e.g., first, also, in addition, furthermore, finally).



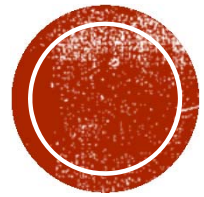
# PARAGRAPH FRAMES

## Identifying Significant Details

Use questions as starters for identifying details: *Who? Why? How? Where? What? When?*

In the \_\_\_\_\_ (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) \_\_\_\_\_, there are several significant details that help the reader (*learner, mathematician/ historian/ scientist, etc*) follow the action (*steps, problem, story, etc*) (*Topic Sentence*) First, (*who – Detail #1*) \_\_\_\_\_. Another important detail is (*what—Detail #2*) \_\_\_\_\_. The third detail important to the story (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) is (*where—Detail #3*) \_\_\_\_\_. Also significant is (*when—Detail #4*) \_\_\_\_\_. A key element of the \_\_\_\_\_ (*text/ novel/ story/ experiment/ math problem/ poem/ essay/ novel, etc*) is (*why—Detail #5*) \_\_\_\_\_. Finally, the writer (*textbook, math problem, experiment, etc*) tells (*how—Detail #6*). \_\_\_\_\_. All of these details are significant because \_\_\_\_\_. (Conclusion).



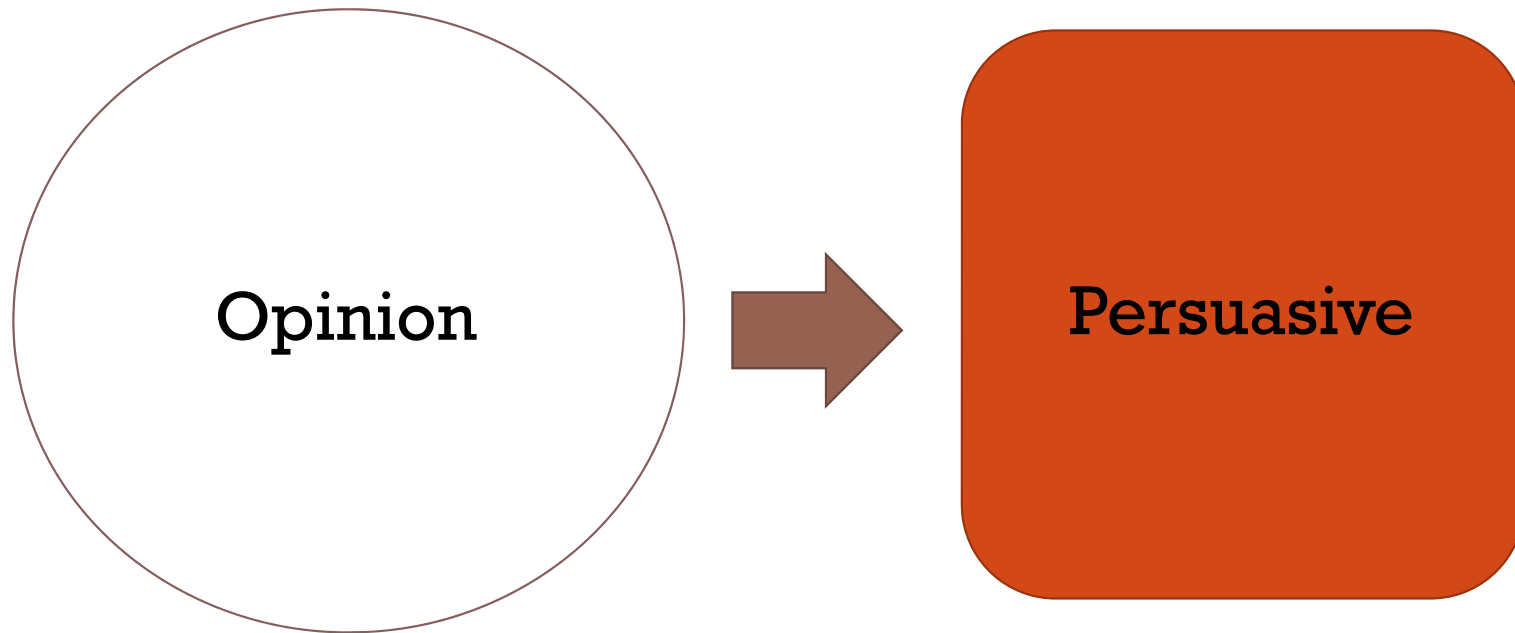


# WRITING SOLs

Leah Horrell

Writing SOLs 3 <sup>rd</sup>	Writing SOLs 4 <sup>th</sup>	Writing SOLs 5 <sup>th</sup>
<p>Students will write in a variety of forms to include <b>narrative, descriptive, opinion, and expository</b></p>	<p>The student will write in a variety of forms to include <b>narrative, descriptive, opinion, and expository.</b></p>	<p>The student will write in a variety of forms to include <b>narrative, descriptive, expository, and persuasive.</b></p>
<p>d) Use organizational strategies to structure writing according to type.</p> <p>g) Use transition words to vary sentence structure.</p> <p>h) Express and opinion about a topic and provide fact-based reasons for support.</p>	<p>e) Recognize different forms of writing have different patterns of organization.</p> <p>j) Express an opinion about a topic and provide fact-based reasons for support.</p> <p>k) Use transition words and prepositional phrases for sentences variety.</p>	<p>f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.</p> <p>h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.</p> <p>k) Vary sentence structure by using transition words and prepositional phrases</p>

- **The shift**



# PERSUASIVE

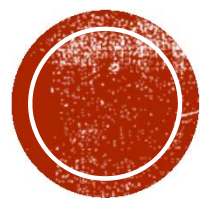
Your turn:

In your groups



- Write a *persuasive paragraph frame*





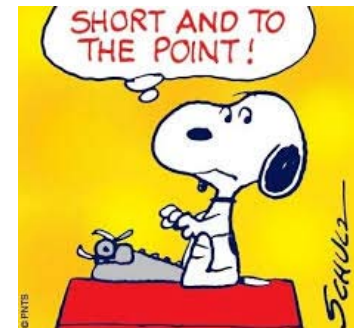
# MENTOR SENTENCES

Kelly Skinner



# WHAT ARE MENTOR SENTENCES?

- Mentor sentences teach grammar and author's craft through examples of excellent sentences from books you are using in your classroom.
- Be purposeful when you choose a model sentence from a text or book.
- Focus on skills you are teaching or skills you need to teach.



# MENTOR SENTENCE SAMPLE

Last Christmas, it was Gramps who gave Tyler a telescope. (Julia Alvarez, *Return to Sender*)

Why choose this sentence?

- Review Proper Nouns: Gramps, Tyler Christmas
- Teach introductory clauses and independent clauses. (Using the setting as an introductory clause to write a complex sentence.)
- Simple Past Tense Irregular Verbs: is-was, give-gave



# MENTOR SENTENCE STRUCTURE

Day 1: Write the sentence on sentence strips with visual supports.

- Ask what do you notice?
- Any interesting words
- Any special parts of speech that you have been studying.

Day 2: Students write the sentence in their notebooks.

- Label the parts of speech.

Day 3: Leave out one part of speech for students to fill in.

Day 4: Rewrite the sentence keeping the structure the same!



# DAY 2 SAMPLE

Adjective      Proper nouns      pronoun      linking verb  
Last Christmas, it was Gramps  
pronoun      verb      article      noun  
who gave Tyler a telescope.



# DAY 3 SAMPLE

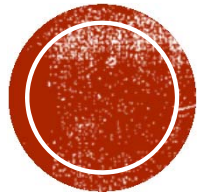
Last \_\_\_\_\_, it was \_\_\_\_\_  
who gave \_\_\_\_\_ a telescope.



## DAY 4 SAMPLE:

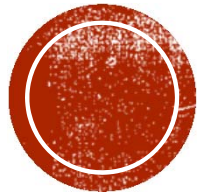
Last Thanksgiving, it was Dave  
who brought Sam a pie.





# GALLERY WALK





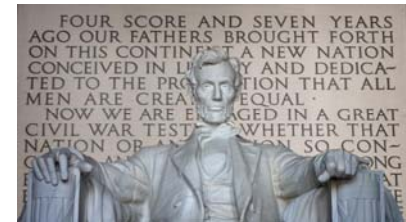
# THE DICTADO

Kathy Escamilla – Biliteracy Squared



# EL DISCURSO DE GETTYSBURG

“Hace ocho décadas y siete años, nuestros padres hicieron nacer en este continente una nueva nación; concebida en libertad y consagrada al principio de que todos los hombres son creados iguales”.



# PREVIOUSLY YOU HAVE SCAFFOLDED...

- **Academic language:** language objectives **and** vocabulary
- Content objectives
- **Comprehensible Input:** graphic organizers, visuals, labels
- **Oral language production:** setting up structures so that students have the opportunity to use the language you are expecting them to produce.



# THE DICTADO (ESCAMILLA ET AL., 2014)



- Teacher dictates a series of phrases or sentences to students.
- Students and teacher collaborate to create a corrected modeled of the focus text.
- Students correct their sentences using a two-color system to identify mistakes.
- The same phrases or sentences are repeated throughout the week (**multiple opportunities to practice the text**).



# THE DICTADO (ESCAMILLA ET AL., 2014)

- Explicit instruction during **the Dictado**:
- Not just the **basic writing skills** within each language (e.g., **using correct spelling, conventions, and grammar**)
- **Cross-language transfer** (understanding which structures are transferred in writing from one language to the other).
- Direct and explicit instruction is a necessary component of effective literacy instruction for emerging bilinguals (see **Genesee & Riches, 2006; Gersten & Baker, 2000; Slavin & Cheung, 2005**)



# THE DICTADO (ESCAMILLA ET AL., 2014)



- This method is not meant to be the only method provided.
- It should not take more than **15 to 20 minutes**.
- Three to five times a week.
- Mastering of the routine ***is crucial*** for implementation.





# THE DICTADO (ESCAMILLA ET AL., 2014) PG. 58

Processes that must be modeled and practiced until children are able to use them independently. Students will:

- Listen to and repeat verbally short phrases in order to encode them on paper.
- Cross-check information produced on the board to information produced on the paper.
- Identify approximations.
- Use established marking code to identify and correct approximations.



## Pages 59-60

### BOX 4.2 *Standard Marking Code*

Once once upon a time . . . ≡	To capitalize letters
Once onse	To correct spelling
a I had ^ ball.	To insert words
park ⊙ The girl is in the park	To add punctuation
homework home work	To put a word together
Once upon a Once upon a time	To separate words
¶ Once upon a time there was a little old lady who wasn't afraid of . . .	To indent paragraphs

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