Special Topics in English Learner Programming Monthly Webinar

Improving Skills in the Four Language Domains: Writing

April 11, 2019

Anika Harris

Welcome to OSSE's

Special Topics in English Learner Programming

Webinar for

April 2019!

Improving Skills in the Four Language Domains: Speaking

Anika Harris, Professional Development Specialist

Objectives

This monthly webinar series will cover a wide array of topics pertaining to English learners (ELs), English language acquisition, and EL program administrative and instructional activities.

Following the previous webinars on listening, speaking, reading, and writing, this four part series on the four language domains within the WIDA English Language Development Standards framework will address:

- An understanding of the writing domain within the broader context of communication.

- Challenges ELs face when writing

- Considerations for designing writing activities for both language and content development.

Introduction to Writing: A Case Study

Case Study

Moise is a 5 year old Kindergartener at ABC Public Charter School. He was born in the United States and speaks both Spanish and English at home.

The school is in the middle of ACCESS testing and Moise's test administrator notices Moise is struggling on the writing assessment. He can copy text with ease. He can describe what he wants to write in the narrative section, but just draws on the lines instead of writing out his thoughts just as he does in class.

You are asked to observe him in class.

Moise is a **5 year old** Kindergartener at ABC Public Charter School. He was born in the United States *and lives with his aunt and two teenage cousins. His father, a former migrant crab cleaner, is in an ICE detention facility in Snow Hill, MD and his mother was removed to Costa Rica.* He speaks both Spanish and English at home.

You observe Moise's during Writer's Workshop. He can draw picture related to his thoughts and his thoughts relate to the Writer's Workshop prompt. Moise label's his pictures with words using invented spelling. His teacher praises his work, leaves his table, and does not return. Moise colors his picture while the other students write their narrative.

What are some educated guesses we can make about Moise's experience in Writer's Workshop?

The Four Language Domains

The four domains of language are:

Reading

Listening

Writing

Speaking

Language Domains

WiDA CONSORTIUM

| **Listening** | Process, understand, interpret and evaluate spoken language in a variety of situations |

| **Speaking** | Engage in oral communication in a variety of situations for a variety of purposes and audiences |

| **Reading** | Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency |

| **Writing** | Engage in written communication in a variety of situations for a variety of purposes and audiences |

Language Domains

Oral language (listening and speaking) is the foundation of literacy (reading and writing).

School is usually the setting where literacy skills in the English language develop for ELs.

Within oral language:

- Listening and reading are receptive
- Speaking and writing are expressive

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency **Standard 1**	English language learners **communicate for Social** and **Instructional purposes within the school setting**	Social and Instructional **language**
English Language Proficiency **Standard 2**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency **Standard 3**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency **Standard 4**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency **Standard 5**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

The Importance of Writing

Writing Development in Phases

Phase One: Scribbling*
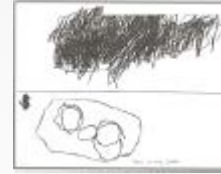
Phase Two: Letter-like forms*

Phase Three: Letter strings*
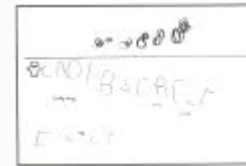
The three phases above are seen in early childhood.

Writing Development in Phases

Phase Four: Beginning sounds

Phase Five: Spacing and casing

Phase Six: Invented spelling with
                 sight words

Phase Seven: Transitional writing

Phase Eight: Standard spelling

The Importance of Writing

Writing:

- Represents what the EL is thinking <u>and</u> can likely say in English
- Reflects what we have heard and read
- Is one means by which we transmit ideas (speaking is the other)
- Expresses our needs, wants, comprehension, and fantasies
- Must be done frequently in order to improve
- Requires exposure to printed models in order to improve
- Can be leveraged to develop content knowledge

"Reading and writing float on a sea of talk." – James Britton

The Importance of Writing

Understanding how children learn a language helps us to:

- Know when a child is developing language well or needs an evaluation for a disability
- Create activities to help them progress in language acquisition
- Assess them and plan for further language acquisition progress

Remember…receptive *input* (listening and reading) alone will not make a language learner fluent – they need opportunities to practice *output* (speaking and writing).

Writing Challenges

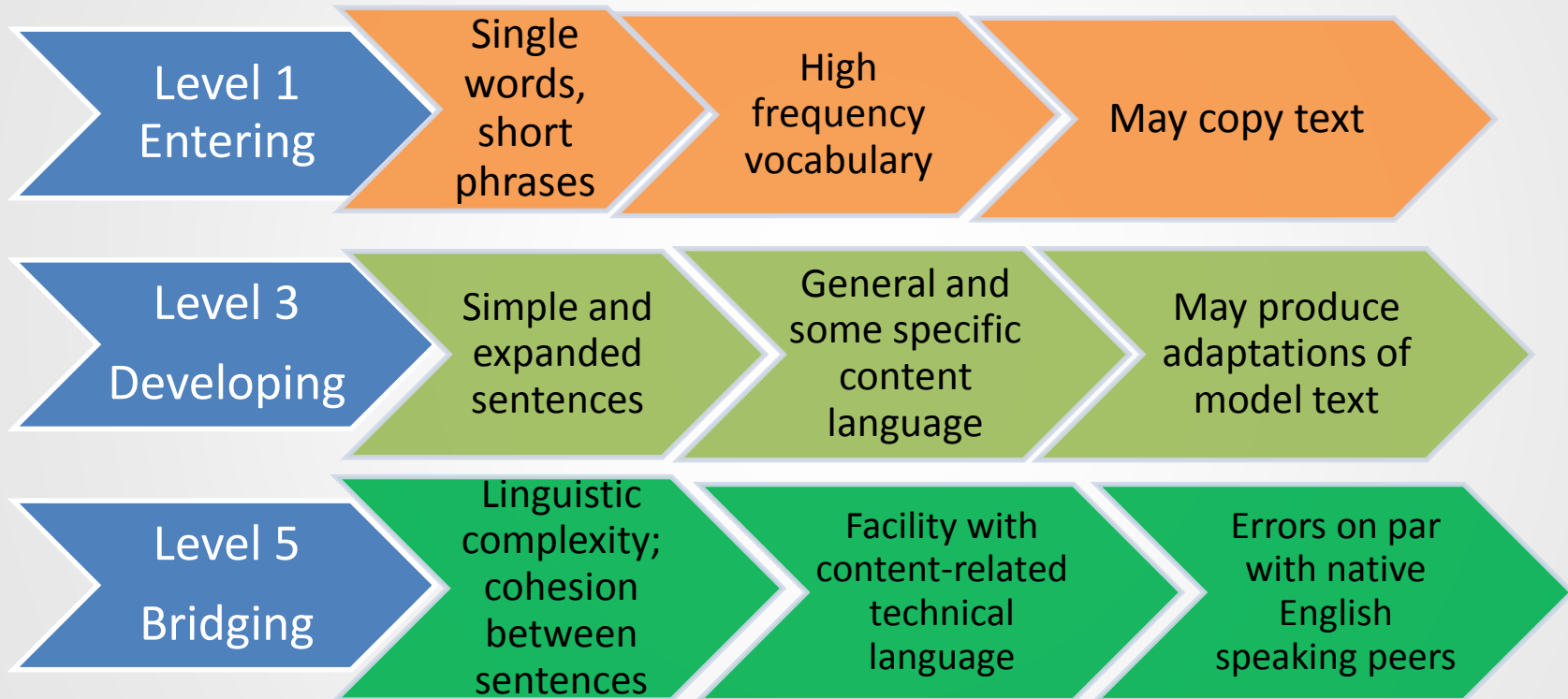| Prompt	Environment	Writer
• Instructions • Engagement • Familiarity with content • Quantity assigned • Related supports, i.e., illustrations, glossary, links to media	• Subject matter • Emotional state • Culturally unresponsive environment • Physiological needs (hunger, illness)	• Need for explicit instruction in alphabet, vocabulary, phrasing, mechanics • Task creates mental fatigue • Need for writing tools • Motivation

ELs develop better skills in writing when teachers:

- Create multiple opportunities for purposeful student talk

- Allow for time to think, process between languages, produce, and revise

- Provide models of a completed task or writing frames

- Move students along the proficiency continuum from recounting to explaining to arguing

WIDA Writing Rubric

Level 1 Entering	Single words, short phrases	High frequency vocabulary	May copy text
Level 3 Developing	Simple and expanded sentences	General and some specific content language	May produce adaptations of model text
Level 5 Bridging	Linguistic complexity; cohesion between sentences	Facility with content-related technical language	Errors on par with native English speaking peers

Labeling

1. Provide a picture related to the content.

2. Add lines for the student to labels the parts of the picture.

3. Provide a word bank or illustrated word bank the student can use to label the picture.

NGSS: HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

WIDA Standard: Language of Science

Language Objective: Students will be able to identify the parts of the skeleton using a picture and a word bank.
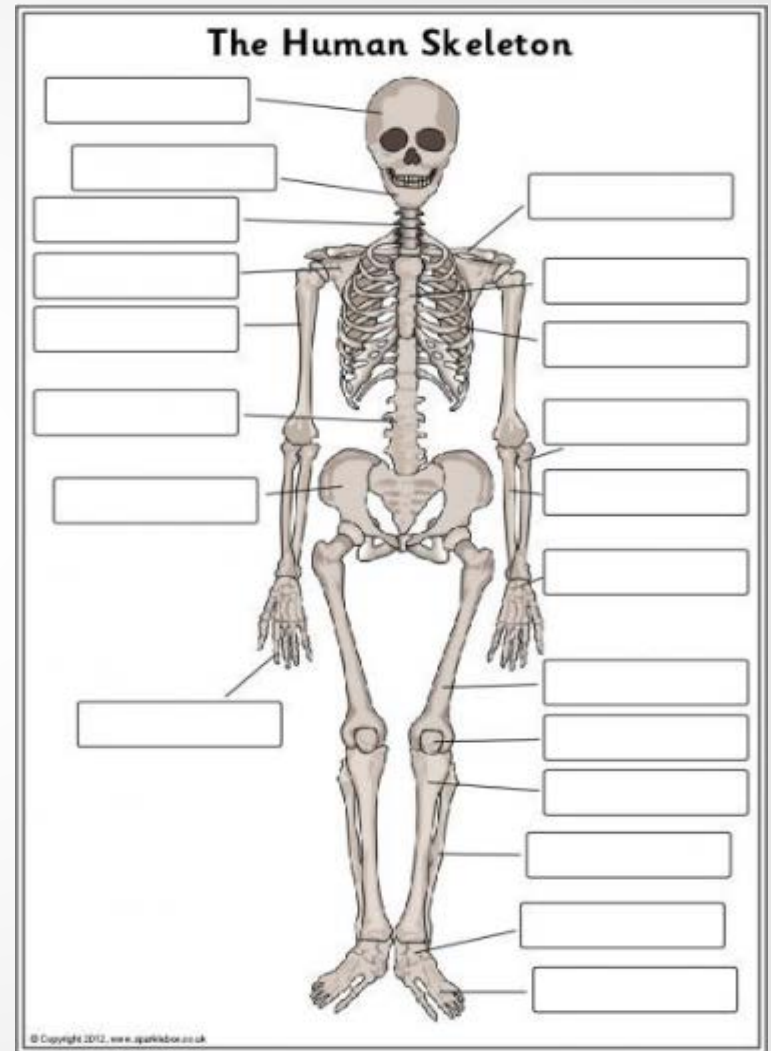
Cranium

Clavicle

Scapula

Costals

Cervical Vertebrae

Thoracic Vertebrae

Lumbar Vertebrae

Femur

Patella

The Human Skeleton

Challenge:

1. Have student write sentences using the same picture and word bank. Provide sentence frames.
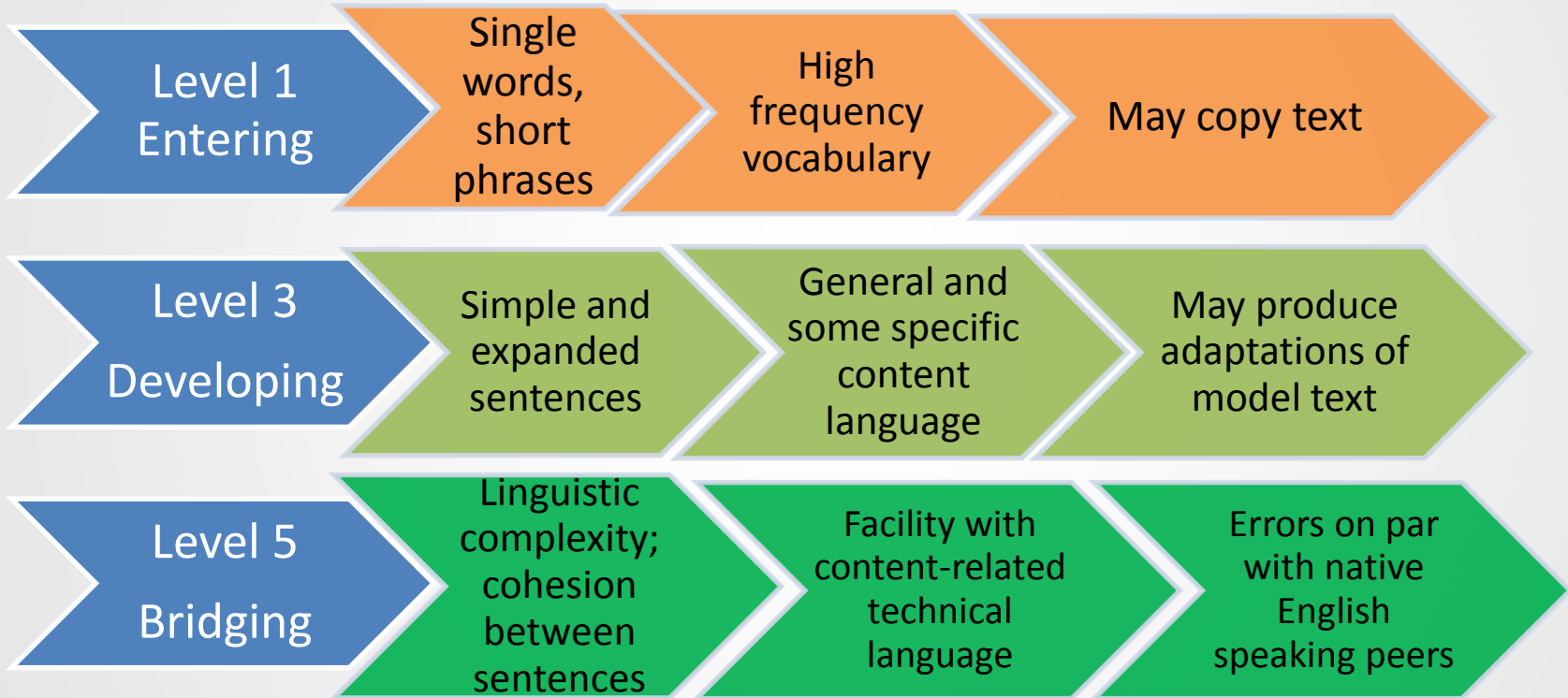
There are 11 _____ .

The _____, _____, _____, and _____ are in the leg.

2. Once the sentences are complete, have the student re-write the sentences in their entirety.

WIDA Writing Rubric

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Interactive Writing

1. Form groups of three.
2. Provide each member of the group with a different writing prompt related to the lesson.
3. Give the groups one minute to respond to the prompt.
4. After one minute, the students pass their papers to the right, then receive two minutes to continue writing.
5. Repeat step 4 giving three minutes to continue writing.
6. Pass the papers to the right. The original author should receive the paper he/she started. Allow the students time to re-write the entire response on a separate sheet of paper. They may ask clarifying questions of their group mates, if needed.

NGSS: HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

WIDA Standard: Language of Science

Language Objective: Students will be able to describe where an organ is housed in the human body using pictures, a word bank, and writing frames.

Prompt 1: The _____ is in the thoracic cavity. It is surrounded by _____. It is connected to the _____ on top and the
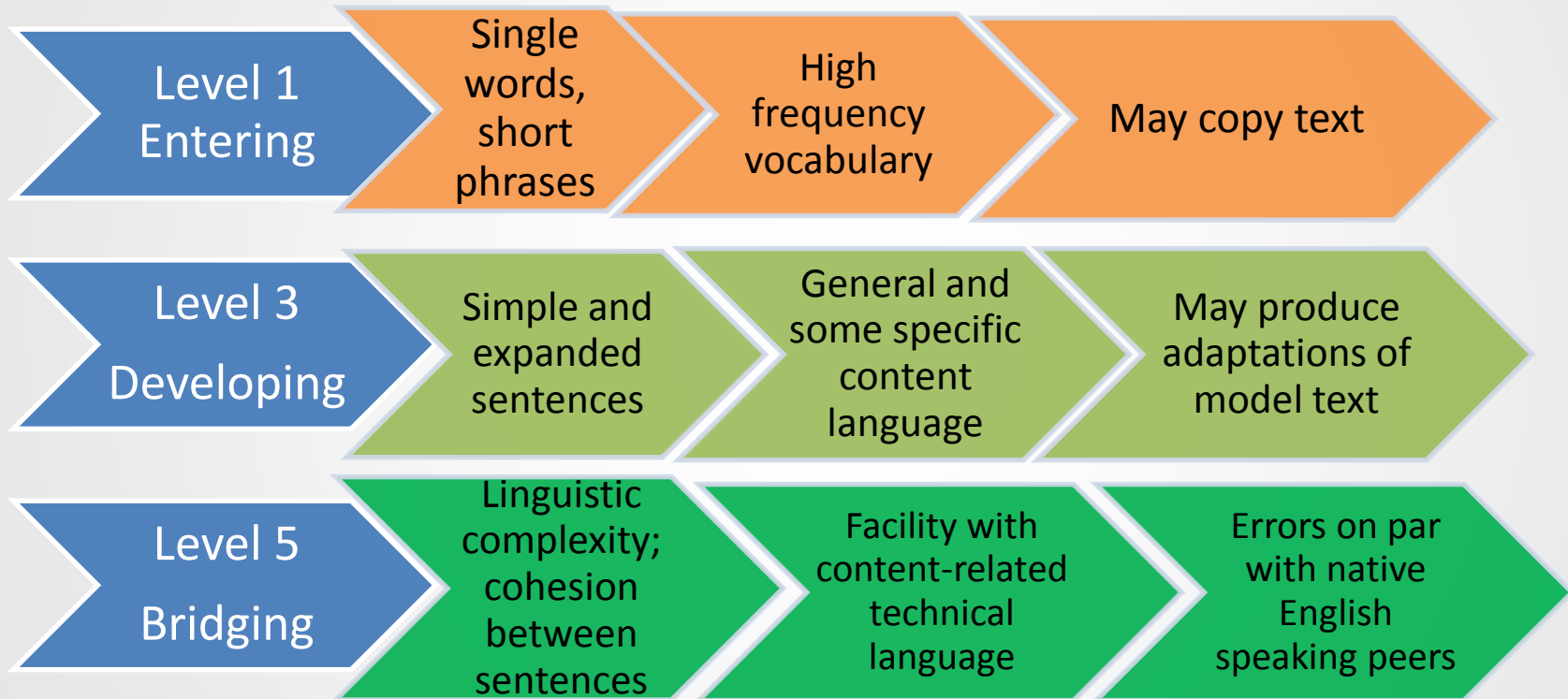
Parts of the skeleton

_____ on the bottom. The organs to its left and right are the _____ and the _____.

What else do you know about this organ? _____

WIDA Writing Rubric

Level 1 Entering	Single words, short phrases	High frequency vocabulary	May copy text
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Level 5 Bridging	Linguistic complexity; cohesion between sentences	Facility with content-related technical language	Errors on par with native English speaking peers

NGSS: HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

WIDA Standard: Language of Science

Language Objective: Students will be able to describe the function of the skeleton using a picture and a partner.

Describe the function of the skeletal system as a whole. Then, pick one of the sections of the skeletal system listed below and explain how it protects the organs within and/or surrounding it. Use the osseous composition and shape to support your answer.

Cranium	**Cervical vertebrae**
Pelvis	**Thoracic vertebrae**
Costals	**Lumbar vertebrae**

Level 5 (Bridging) Activities

1. Provide students with the writing prompt.
2. Provide time for the student to write an outline of their answer.
3. Next, let students pair up and exchange their outline.
4. Prompt students to first read their partner's outline, then the students take turns stating what more they need to know to complete the assignment. The partners can share their expertise in content or resources.
5. Have student work independently to turn their outline into a first draft. Students may incorporate feedback and use additional resources.
6. Repeat steps 3 and 4, this time letting partner's critique the draft.
7. Have students work independently to turn their draft into a final draft.

It is June and the English/Language Arts teacher of our Kindergartener, Moise, believe he has made rapid growth in writing English due to their new understanding of how to support him during Writer's Workshop. He is now writing narratives with short sentences and does not spend as much time on labeling and coloring his picture.

What are some possible reasons to explain Moise's progress in writing?

What activities could teachers recommend to his aunt to maintain his progress in writing over the summer?

Additional Resources

The updated publication *Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia* is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication *Delivering Education Services to English Learners*.

OSSE's new EL website is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! Contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov.

During the 2018-19 school year, OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 1-2 p.m. The next webinar will take place **Thursday, May 9, 2019**. Register here: https://attendee.gotowebinar.com/rt/1800935569566896397.

Save the Date! The Office of the State Superintendent of Education (OSSE) is pleased to announce its first Multilingual Learner Conference to be held on **Friday, June 7-Saturday, June 8, 2019** in Washington, DC. This conference will convene teachers, school leaders and community partners who support preK-12 dual language and/or English language programs, all united as change agents empowering student success through language learning.

OSSE EL Contacts

Assessment

Michael Craig

Assessment Specialist, Special Populations, Division of Data, Assessment, and Research
Michael.Craig@dc.gov

Data

Chandi Wagner

Education Research Analyst, Division of Data, Assessment, and Research

Chandi.Wagner@dc.gov

Professional Development and On-Site EL Program Assistance

Anika Harris

Professional Development Specialist, English Language Acquisition (K-12)

Division of Teaching and Learning Anika.Harris@dc.gov

English Learner Program and Policy Support

Dr. Jennifer Norton

English Learner Program Manager, Division of Teaching and Learning

Jennifer.Norton@dc.gov

Thank you!