

Increasing Elementary ELs' Writing Achievement through Authentic Experiences and Texts

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MATSOL
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Who I Am

- Classroom Teacher
- Literacy Specialist
- Literacy Consultant
- Assistant Professor

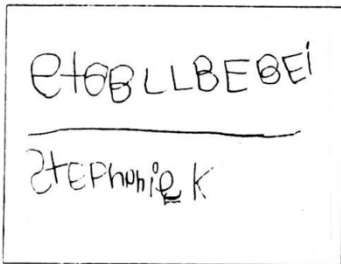
Agenda

- What do we know about ELs' writing?
- What do we mean by authentic?
- How can we do to support ELs' writing through authentic experiences and texts?
- Therefore, what?

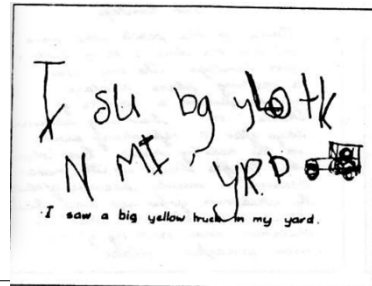
What We Know from Research about ELs' Writing

1. The writing development for ELs is similar to the process for proficient English speakers.

Writing Development Phase 1: Role Play Writing



Writing Development Phase 2: Experimental Writing



Writing Development Phase 3: Early Writing

15/5/89

Once there was a ^{the} dinosaur called Big Ben and one day a Tyrannosaurus Rex came to fight Big Ben and Big Ben killed the Tyrannosaurus Rex and all the dinosaurs lived happily ever after the End By Nathan. ✓

Writing Development Phase 4: Conventional Writing

The First Boomerang

One day many years ago, there lived an Aboriginal carpenter named Heaw. He was well respected by his tribe and was noted for his creative sculptures. For many years he had carved creatures from the local yarran trees.

As he sat in the warm sun a noisy snake slithered by. Heaw decided to carve a snake. Slowly he got up to find the right piece of wood. When he was satisfied with his selection he began to whittle away with his best blade. The wood was hard and the carving slow. Heaw began to get drowsy. His head nodded and he fell asleep.

Writing Development Phase 5: Proficient Writing

Our Heritage

Many of the people who want to save the last part of history and heritage. The tree was a meeting place, a place of happiness, a source of shade on burning summer days after a refreshing swim in the nearby river. But then the traffic built up the river became a murky passage of sludge. The children grew up and had their own children but their children knew nothing of this once peaceful place.

What We Know from Research about ELs' Writing


- 2. ELs' ability to express themselves in written English is highly dependent on their level of oral English proficiency.
- 3. Students with literacy skills in their home language can transfer many of these skills to English writing.

Dend ay it a sanwich end hotchetoo.

Findings from National Literacy Panel and CREDE

Student Writing

My Grandma LIKES to Cacer Sueteres. for my Chivava.




Students will use their two languages when they write.

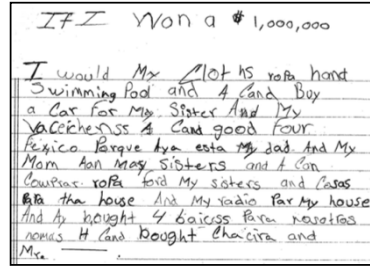
- Encourage use of ALL linguistic resources to learn and to communicate.
- Reflection of their environment




What We Know from Research about ELs' Writing

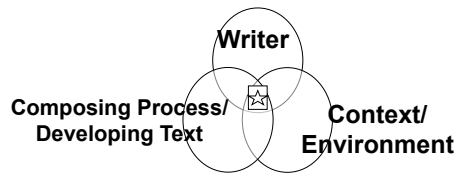
- 4. English oral language skills have little impact on English word-level writing skills.
- 5. English oral language skills have a strong impact on English text-level writing skills.
- 6. Age and prior knowledge affect ELs' writing ability in English.


Findings from National Literacy Panel and CREDE  13





Literacy is context dependent.



 Writing Experience

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Applying What We Know

- Think of one student who is “interesting” to you.
- Under what conditions, has your student been successful* as a writer?
- *Successful according to the student



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Authentic Learning

- “Replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose.”

Duke, Purcell-Gates, Hall, & Tower, 2006

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Not as authentic...



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More authentic...



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Describe an authentic writing experience you have taught or witnessed.

How did students' respond to this experience?

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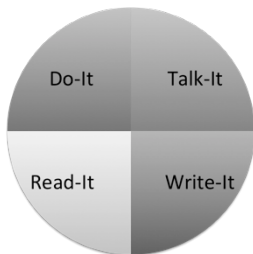
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Multi-modal approach to learning (Pearson et al., 2010)

Introducing and using the language of experiments and science



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Do Science

- Conduct experiments
- Go on fieldtrips
- Watch videos
- Keeping scientific journals—integrating writing



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Talk Science

- What I thought I knew
- What I have learned as a scientist chart (Revised KWL charts)
- Discussing experiments—making predictions, discussing results, drawing conclusions
- Shared writing experiences



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Write Science

- Wrote lab reports (informational)
- Wrote guides—how to prepare for a natural disaster in Salem (informational)
- Wrote about experiences on field trips and what happened when they touched the animals (narrative)
- Wrote to advocate to Save the Manatees (opinion)



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Date: JULY 8/2013
 Temperature: 80°F
 Weather: SUNNY
 Wind description: no wind right now
 Cloud description: white and dark clouds
 Water description: NO water
 Other details: I hear birds and feel the wind it's a cool breeze I see flowers and trees

Date: JULY 15/2013
 Temperature: 80°F
 Weather: RENY hot out.
 Wind description: not really windy.
 Cloud description: there are cirrus clouds
 Water description:
 Other details: I hear birds and I see a lot of bugs.

Date: JULY 16/2013
 Temperature: 80°F
 Weather: sunny and hot w/ sun
 Wind description: little wind
 Cloud description: little clouds
 Water description: low tide
 Other details: someone cutting the grass and two people fishing for clams.

Date: JULY 22/2013
 Temperature:
 Weather: Foggy and windy
 Wind description: Little wind
 Cloud description: VERY CLOUDY
 Water description: can't see water
 Other details: 5 or 6 people I saw the first move in the water. I see the water moving. I see flowers. The fog is very low. I see a eagle close to the water.

A Few Take Aways

- Writing in the same genre daily (or an extended period of time) builds capacity.
- Add language and description by repeated exposure and oral rehearsal.
- Students need iteration more than just repetition.

More opportunities to write

Is my pinhead missing? What does this mean?

Est

When crabs grow they get as big as their old shell and grow a new one.

like wet sand

walk sideways

have 8 legs

have 2 legs

have 10 legs

can crawl a few blocks

at the beach

like to eat

like to eat

Shared writing— Observing Like Scientists

It rained on our walk!
We observed a change. 7-16-2014

words

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Scientists observe and record.

Cats Cove Field Trip

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When one man, for whatever reason, has the opportunity to lead an extraordinary life, he has no right to keep it to himself.
- Jacques Cousteau

Mrs. Destiny
I am a scientist because I love to study and learn things.

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Coral
Sea star
Algae
Mussels

34

The KREB IS BWW
at km + p r o t
The WTP

What did you see at the beach yesterday?
I saw a sea star and a mussel.

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Read Science



- experiences with reading texts
- Topic-based texts for read alouds and guided reading
- Reading and rereading multiple texts— independently, in pairs, rereading, with support, as read alouds
- Researching their own questions—paired research

The Sun is a star. It is very hot and bright. It gives us light and heat. Every day we see it in the sky. It is the center of our solar system. It is made of gas and is very big. It is the source of energy for life on Earth.

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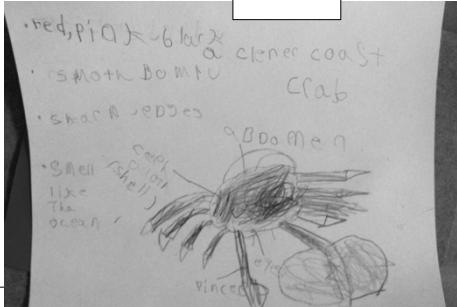
Reading...

- Independent level text
- Instructional level text (guided reading—guiding children in their discomfort and independent attempts to work through text)
- Frustrational level text (with support in modeled or shared reading)

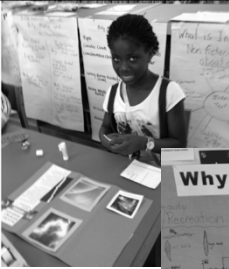



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Reading for authentic purposes naturally leads to writing.



red, pink, black a cleaner coast
smooth bottom Crab
sharp edges a Bottom
shell (shell) Pinch




Why is the Ocean Important?



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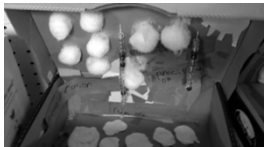

Draw a Scientist



What does a scientist do?
Scientists work in their lab.
I want to be a Scientist
So much Scientist are good at finding things.

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Demonstrating Knowledge

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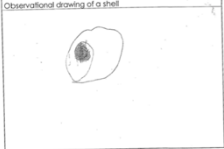
Name: _____ Date: 7/18/2014

Today is Monday, July 20th

New word for today: CLOTH

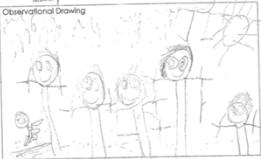
Today I observed: THE WIND

Observational drawing of a shell:



I noticed it is pink.

Observational Drawing:



Today I liked learning in this way: I LOVE ACTIVITY


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Name: _____ Date: 7/1/2014

New word for today: puddle

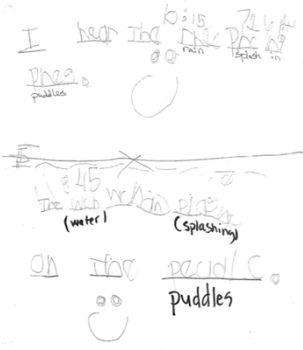
Today I observed: puddles

Observational Drawing



Today I liked learning in this way: puddles

I hear the birds fly
 I see the water splash
 I see the water splash (water) (splashing)
 ON THE BEACH
 puddles



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Scaffolds (in service of authentic writing experiences)


- Oral rehearsal
- Scribing for the student
- “Sharing the pen”
- Word banks
- Sentence stems and frames
- Graphic organizers*

Every interaction leads to more autonomy.

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Pre-Program Writing

I know the weather can be rainy and sunny and cloudy and snow cold and windy. I look. I hear. The rainy.



the weather
 can be rainy and sunny
 and cloudy and snow
 and windy. I see
 the rainy.

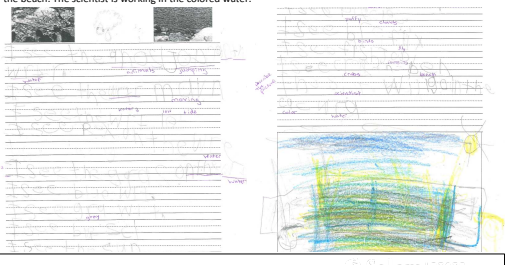
rainy and wet
 sunny and hot
 cloudy
 snowy



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Post-Program Writing

I see the animals jumping on the water. I see the water moving. I see the water low tide. I see rocks on the water. I see the grass on the water. I see blue water. I see gray water. I see big sky. I see the sun. I see the sun on the water. I see bees on the flowers. I see puffy clouds. I see birds fly. I see fish jumping. I see crabs on the beach. The scientist is working in the colored water.



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Dere,
 Ms. Condie
 when I come to school on Fridays
 at every day and Sunday? I Kelly like
 since

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Thank you!

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