

Writer's Workshop in the ESL Classroom

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Thoughts on Writing...

“Members of the Literacy Club are people who read and write, even the beginners, and the fact that one is not competent yet is no reason for exclusion or ridicule. A newcomer is the same kind of person as the most proficient club member, except he or she hasn't yet had much experience.

Frank Smith, [Joining the Literacy Club](#)

Where our journey began...

ACCESS Scores in Spring 2013-2014 was a new playing field for us. Things that went well, and things that we needed to work on...WRITING!

Next steps...

- WIDA Rubric & Common Core
- Department-wide writing prompts - scored individually and collectively crossed scored amongst schools
This enabled us to have a common understanding of what good writing looks like
- Supervision and Evaluation professional

Professional Development

- Teacher's College, Writer's Workshop
- LPS K-5 System Wide On Demand Writing Scoring

Resources

- Finish Line For ELLs Grades 1-5
- Lucy Calkins - Units of Study for Writer's Workshop
- ACCESS Practice Tests
- National Geographic Reach

Opinion Writing

Grades 1-2

Reference:

Writing Reviews Grade 1 Opinion (Calkins, 2013)

Common Core Expectations

- Introduce a topic
- State an opinion
- Give a reason for the opinion
- Provide an ending

Goal

Assist ELLs to understand that they will think logically to support or persuade their opinion by sorting their ideas and providing strong reasons.

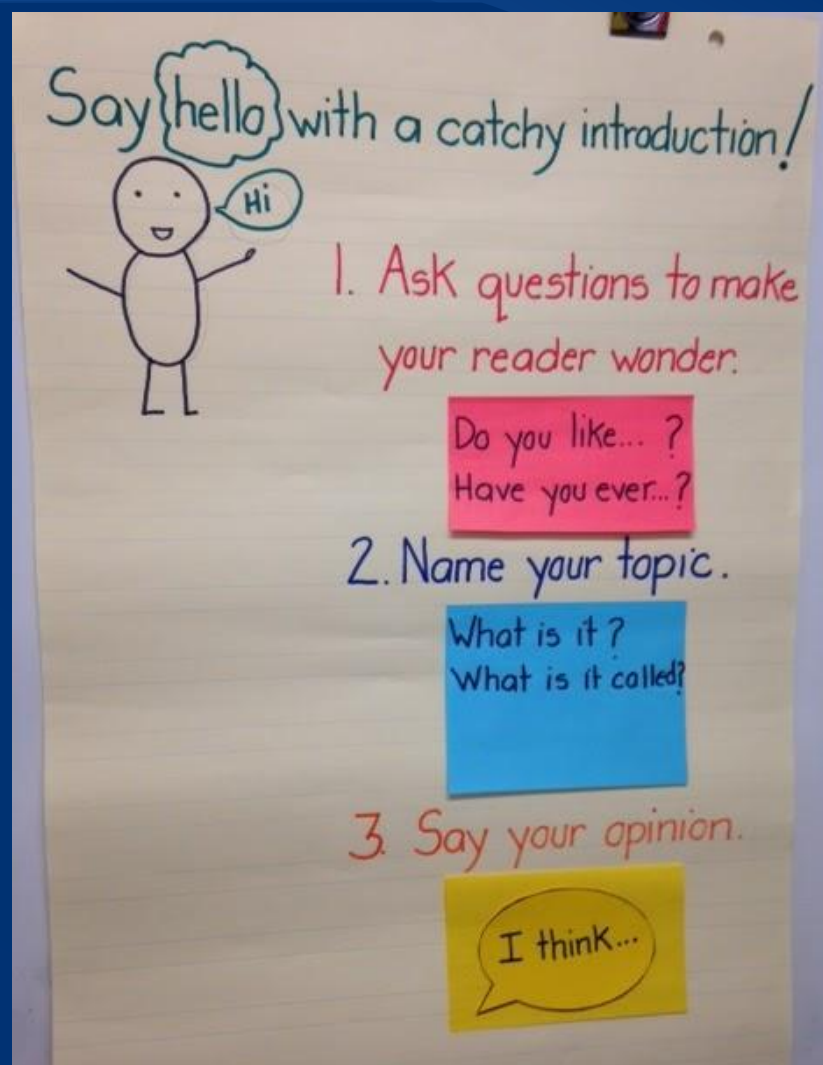
Introduction

- Writer's write introductions to grab the reader's attention right from the start.
- Show students a chart that lists the steps to writing a catchy introduction.

Catchy Introduction


- Ask questions.
- Name your topic.
- Say your opinion.

These anchor charts are created based on Lucy Calkins' *Writing Reviews* (Calkins, 2013).



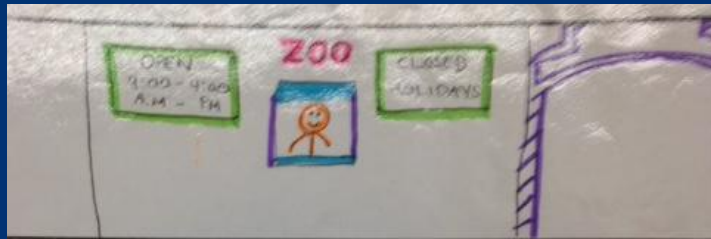
Model

Name _____



Do you like going to the
zoo? Have you ever been to
the Roger Williams Zoo in
Providence, Rhode Island?
I think Roger Williams Zoo
is the BEST!

Convince Your Reader



Roger Williams Zoo is open all year. It opens at 9:00 and closes at 4:00. It is closed on special holidays.

Convince Your Reader!

Give lots of reasons

1. 2. 3.

One reason is ...
Another reason is ...
Also ...

Add details

* For example ...
* I think this because ...

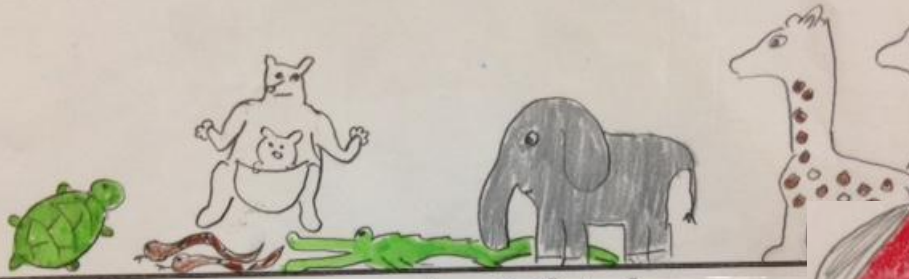
Talk back!

Some people say ...
I still think ...
I disagree because ...

Add important information!

Where?
When?

Model



One reason why I think Roger Williams is the best zoo is because there are tons of animals to see. You can see kangaroos, elephants, turtles, alligators and many cool giraffes!



Another reason is there are other things to do at the zoo. For example, you can visit a treehouse, play at a playground with a water park and even ride a merry-go-round.

Closure

Be sure to say
goodbye!

Be sure to say goodbye!



1. Say your opinion
again.

I think...

2. Say the big
reasons again.
because

3. Tell your reader
to do something.
You should try...
Go visit...

Model

I think Roger Williams is the best zoo because you can enjoy seeing animals, visit a treehouse, play at a playground and ride a merry-go-round. Make sure you visit Roger Williams Zoo!

Student's Work



If you like frozen
yogert? than you
will love Orangen
Leef. its the Best.
Its in Lexington

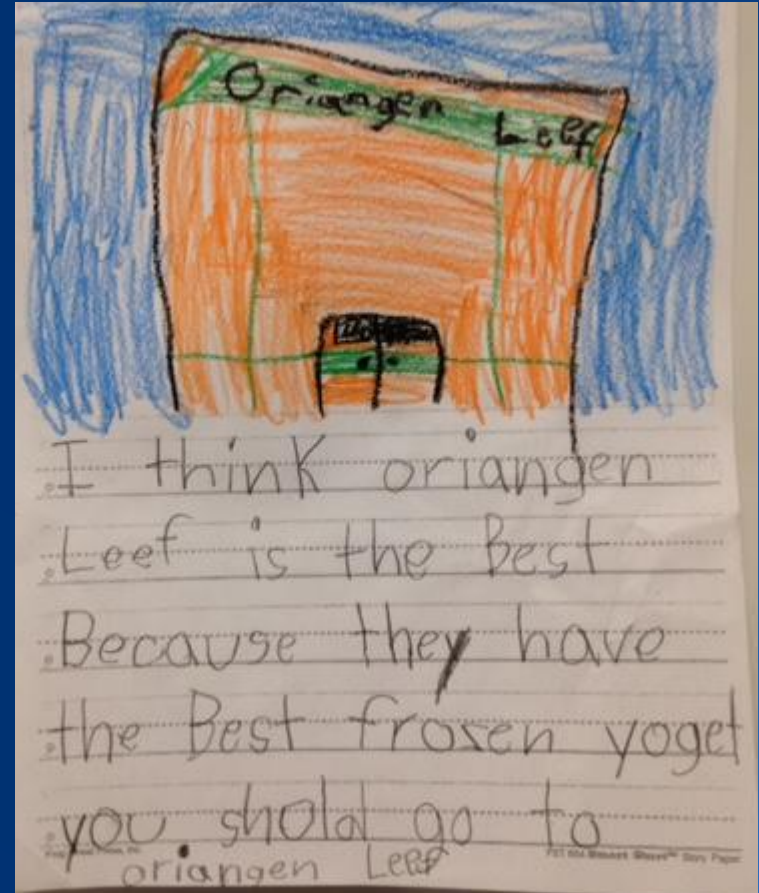
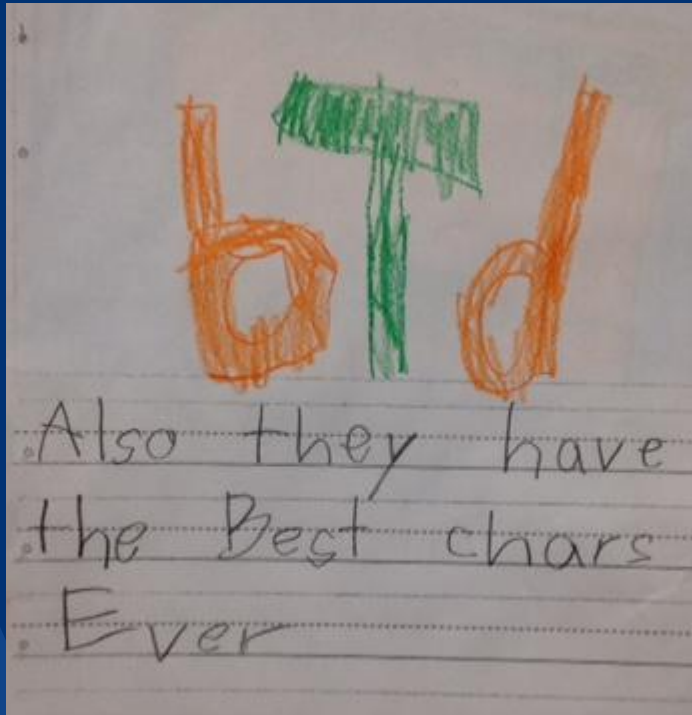


A reason is they
have the Best frozen
yogert. Another reason
is they have a lot of
topings.



For Example they
have sprinkles and
Blueberrys

Continued from Student's Work



???

Questions?



Informational Writing

Grade 3

Reference:
Writing Pathways Grades K-5 (Calkins, 2013)

Common Core Expectations

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

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Goal

Assist ELLs to understand that they will teach their audience about one topic by writing facts, definitions, details, and observations.

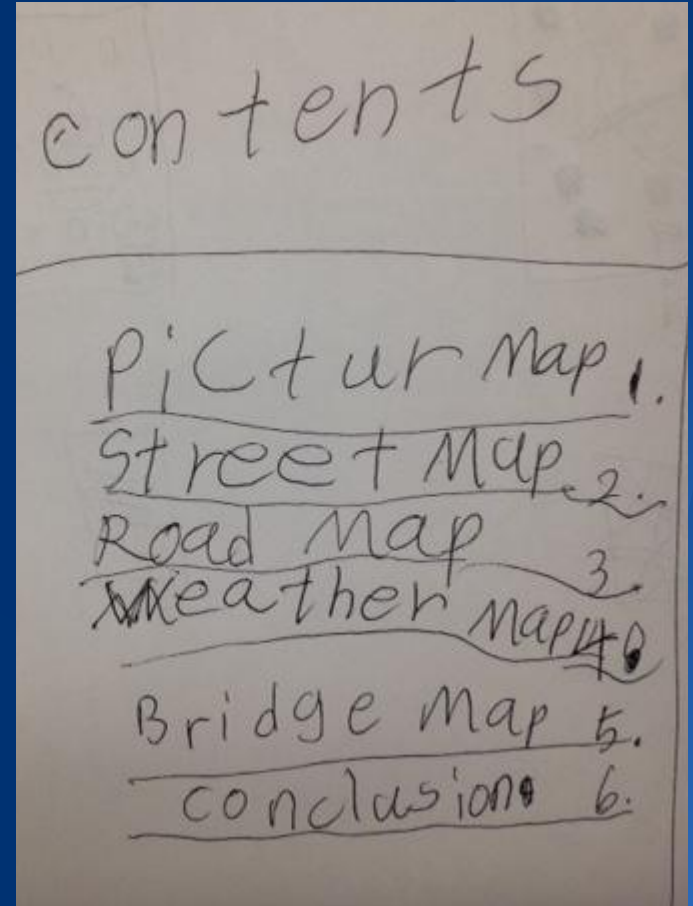
Before Start: Read Mentor Text

Map Book

- Text Features:
Cover Page, Table of Contents, Chapters, Captions,
Glossary, and Index
- Preview and review content vocabulary.

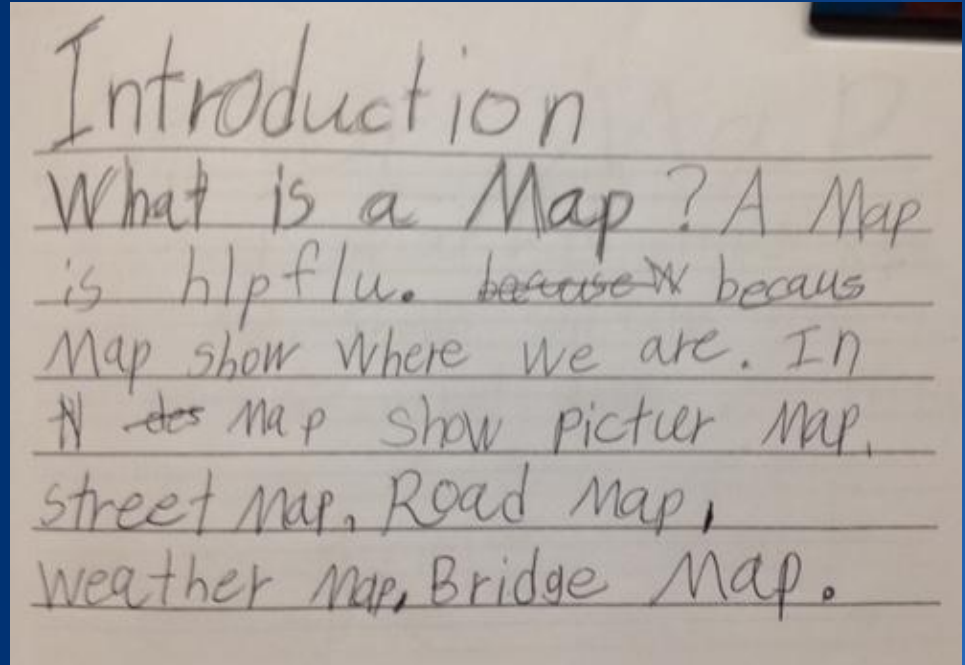
Create Table of Contents

It is easier for ELL students to start with TOC. TOC helps ELLs to visualize the structure of their book and organize their ideas for each chapter.



Introduction

- State a topic.
- Write a good lead to hook the audience so that readers will be ready to learn the information about the subject.



Chapters

- Group information into parts.
- Each group of text should be about one thing that connected to the big topic.

Weather Map

A weather map shows
~~the~~ weather. The weather
symbols are sunny,
mostly sunny, cloudy,
rainy.

~~A weather map is helpful to weather
map. A weather map shows~~

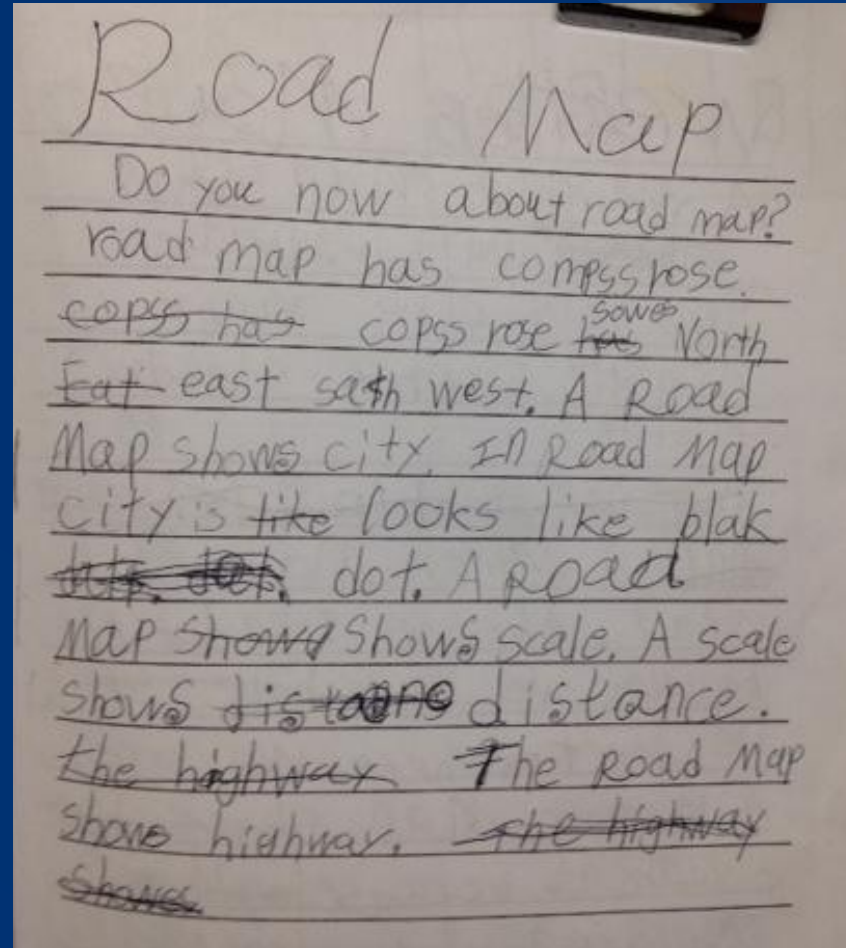
street Map

street Street map has street
names. For example first
street, second street. Street
map has compass rose. A street
map has shapes. A street
map shapes square, circle,
street map has key too.

~~read it. It
have streets.
We are,
shows the
shows
not my
now
the~~

Word Usage

- Preview and review content vocabulary.
- Use transitioning words to show sequence (e.g. next, before, after, then, and later).



Pictures and Captions

- Draw pictures to help the readers understand the topic.
- Write captions to explain the picture.



Ending

Write an ending to draw conclusions, ask questions, or make suggestions.

Conclusion

~~The~~ Picture Map is important, because we ~~don't~~ have picture map, we don't get lost, street map shows street, street map have key, road map is important to drivers, because drivers sees road map drivers can find their way. Weather map ~~now~~ show weather. A weather map show big ~~ed~~. because if ~~it~~ weather map show not my country I do not know the weather.

Glossary

- Have students create their own glossary.
- Glossary can be used for assessments.
(e.g. the students' knowledge of content vocabulary, sentence structures, comprehension of the topic, etc.)
- You can provide content vocabulary for beginners.

Assessment

Peer Evaluation:

Compliments & Next Steps

- Students will read their peers' writing with the teaching objectives in mind. (Reinforcing the objectives)

Name: _____

Date: _____

Compliments:

- The writer used good leads to hook the readers ready to learn about the subject.
- The writer grouped information. Each group of text was mostly about one thing that connected to the big topic.
- The writer put in ideas, observations, and questions to teach the readers about the subject.
- The writer used words to show sequence. (e.g. before, after, then, and later)
- The writer wrote an ending that drew conclusions, asked questions or suggested ways readers might respond.

Example sentence(s): Page # _____

Next Steps:

- The writer should use good leads to hook the readers ready to learn about the subject.
- The writer should group information. Each group of text should be mostly about one thing that connected to the big topic.
- The writer should put in ideas, observations, and questions to teach the readers about the subject.
- The writer should use words to show sequence. (e.g. before, after, then, and later)
- The writer should write an ending that drew conclusions, asked questions or suggested ways readers might respond.

Current sentence: Page # _____

Suggested sentence(s):

This form was created based on Lucy Calkins' Student Checklists in *Writing Pathways* (Calkins, 2013).

Revise/Edit

- Students will mark compliments and next steps.
- They also provide recommending sentences. (Reinforcing the objectives)

Name _____
Date: 11/24/14

Compliments:

- The writer used information from the text.
- The writer used key words.
- The writer included details.
- The writer had supporting examples.

Example sentence(s) : Page #: 2
street Map has street name.
For example, First street SEcono
street, ~~street~~ map has compass
rose.

Questions? _____

Next Steps:

- The writer should use more information from the text.
- The writer should use more key words.
- The writer should include more details.
- The writer should include more supporting examples.

Current sentence: Page # 3
The road map shows highway.
-end-

Suggest sentence:
The road map show highway.
highway ~~show~~ is a car ~~to~~
car is move fast in highway.

- Students use these suggestions as their reference in order to revise and edit.

Celebrate!

- Celebration is an important part of writing. Students share their writing with peers, teachers, and parents.
- Students are encouraged to use a pen for their fluency. Writing with a pen also shows where they revised/edited, which they should be acknowledged and receive compliments for making improvements of their writing.



Questions?



Reference

- Calkins, L. (2013). *Writing Pathways*.
Portsmouth, NH: Firsthand, Heinemann.
- Calkins, L. (2013). *Writing Reviews*.
Portsmouth, NH: Firsthand, Heinemann.