

Adapting Writers Workshop to Meet the Needs of ELL Students



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TEKS Types of Writing



Literary Texts

- Fiction Stories
- Personal Stories
- Poems



What do all Literary Texts Have?

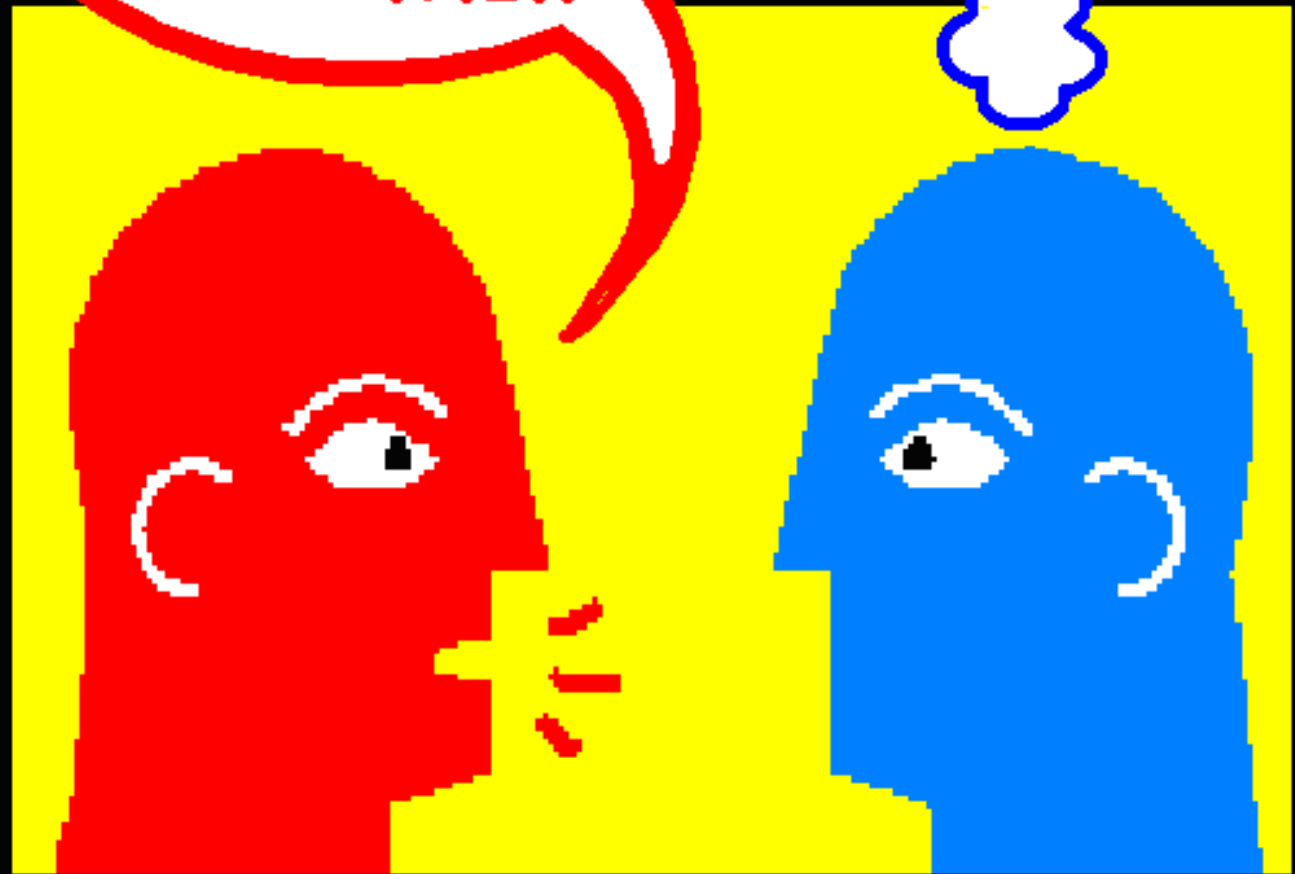
- Characters
- Setting
- Dialogue
- Actions
- Thoughts
- Narration
- Purpose/Focus

Writing Literary Texts

- Personal Narrative (K-2)
 - True Story of the “Time when...” something happened or I did something (p22)
 - 1 scene long
- Fiction Story
 - Characters who have a problem
 - 3-4 scenes long (p23)
 - Somebody – Wanted – But – So (p24)
 - Somebody – Wanted – Because – But – Because – So (p25)

"TALK"
TALK! TALK!
TALK!

?
THINK!
?! ?! ?



“Real World” Application

- Turn and Talk: When do YOU use this type of Writing or Speaking?
- What opportunities will students have when they graduate High School to Write and Speak Literary texts for their Career or Social Lives?

Expository Texts

- Informational
- All About _____
- Research Report



What Do All Expository Texts Have?

- Topic with sections (order should be logical but is not critically important)



All About _____

- Section 1

- Section 2

- Section 3

- Details, facts, examples, etc.

- Details, facts, examples, etc.

- Details, facts, examples, etc.



“Real World” Application

- Turn and Talk: When do YOU use this type of Writing or Speaking?
- What opportunities will students have when they graduate High School to Write and Speak Procedural texts for their Career or Social Lives?

Procedural

- How-To
- Lab Report
- Process

What do Procedural Texts Have?

- Topic with steps/sequence (order of steps is critical)
- Explanations, Examples, Descriptions



How To _____

- Step 1

- Step 2

- Step 3

- Details, facts, examples, etc.

- Details, facts, examples, etc.

- Details, facts, examples, etc.



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“Real World” Application

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Persuasive/Argumentative Texts

- Persuasive Letter
- Persuasive Essay
- Persuasive Review



Key Features of Writing to Persuade

- Emotive language
- Repetition
- Real life examples
- Rhetorical questions.
- Quotations
- Lists of three
- Statistics
- Facts and opinions
- Bullet point lists
- Alliteration
- Pictures / photographs
- Personal Pronouns (directed at reader)
- Graphs / tables / charts

I Think/You Should _____

- Reason 1
- Reason 2
- Reason 3

- Details, facts, examples, etc.
- Details, facts, examples, etc.
- Details, facts, examples, etc.

What Do Persuasive/Argument Texts Have?

- Thesis/Belief
- Reasons/Supports
- Evidence and explanations



Opinion	Persuasive	Argument
<p>I think</p> <ul style="list-style-type: none"> • b/c • b/c • b/c 	<p>You should/should not</p> <ul style="list-style-type: none"> • b/c • b/c • b/c 	<ul style="list-style-type: none"> - Fair and mature tone - Acknowledge and refute the counterclaims - Cite research
<p>To express your point of view</p>	<p>To get your audience to take action (do or not do something)</p>	<p>To be seen as fair, well researched, and mature</p>



“Real World” Application

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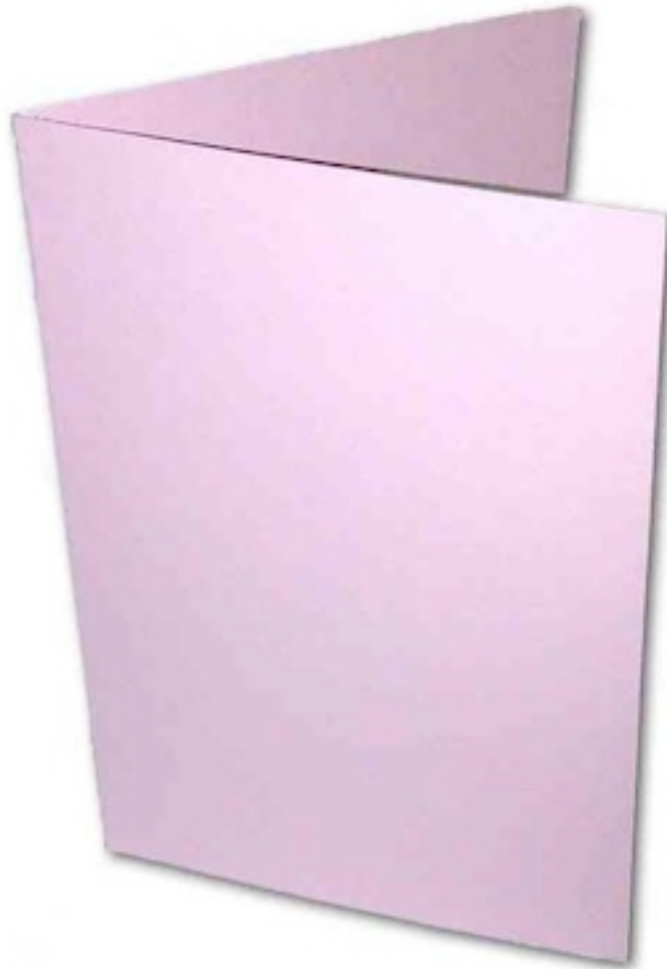
Narrative

- Fiction Stories
- Personal Narrative

Non Narrative

- Expository
- Informational
- Procedural
- Argument
- Persuasive
- Opinion

Formative Assessment



Stop and Think...

- Title: The TEKS Types of Writing
- Page 1: Literary Texts
- Page 2: Expository/Procedural
- Page 3: Persuasive/Argument

On the pages of your “book” Jot down...

- What are some opportunities students in your class have to write or speak
 - Literary Texts
 - Expository Texts
 - Procedural Texts
 - Persuasive/Argument Texts



**KEEP
CALM
IT'S
BREAK
TIME**

What Lenses Do We Look Through When We Assess a Piece of Student Writing?



Spelling
Punctuation
Capitalization
Grammar
Usage
Paragraphing
Handwriting

1. Structure
2. Elaboration
3. Craft
4. Meaning/Si
gnificance

Which of These Pose the Greatest Challenges for ELLs?

- Structure
- Elaboration
- Conventions

Supporting ELL Learners in Writing Workshop



Writing Workshop: Materials

Page 2

- Writing Folder – Page 3
 - 2 pocket folder
 - Brads
 - Sheet Protectors
 - Personal Word Wall – Page 4
 - Anchor Charts/Strategy Cards – Page 5-6

Anchor Charts

- Describe a process that is easy to replicate
- Uses pictures, words, labels, diagrams, etc.
- Made IN FRONT OF students (ownership)
- Hung in a cluster by topic
- Always has a Title that supports it's use

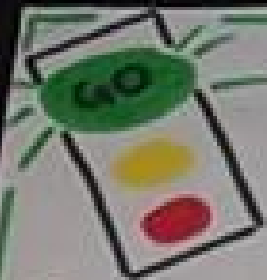
How to compose an AWESOME Argument:

- Start with strong lead and claim statement
- Transition to your most convincing piece of evidence/support
 - 1) Introduce it
 - 2) Quote or refer to a source (or sources) - cite!
 - 3) Explain it
- Transition to your second most convincing piece of evidence/support
 - 1) Introduce it
 - 2) Quote or refer to a source (or sources) - cite!
 - 3) Explain it
- Acknowledge opposing viewpoints
 - 1) Say what they might (or probably) think.
 - 2) Briefly explain/validate why they think this.
 - 3) Refute the position - Say why you disagree.
- Conclude: Use an effective conclusion technique and tie it back to the claim statement

What is a LABEL?

A label gives the reader information about a picture





Leads

(Hook the reader and make them want to read more!)

Question Lead

Have you ever wanted to learn more about Pandas?

Setting Lead - (time or place)

Keeper was out at night in a boat. — Campbell

Dialogue Lead "Wake up

Jacob — Jacob and Jessica" yelled Dad.

Sound words Lead

Pow, Went the thunder!
— Addie

Action Lead

Pecan was making rude faces at Hickory until something happened.

Describing Character Lead

Harry Potter was a very unusual boy...

What writers do-

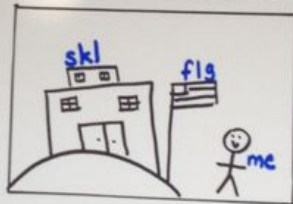
1. Think



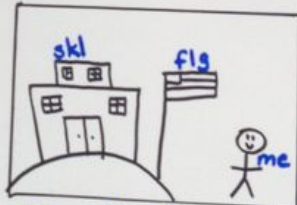
2. Draw



3. Label



4. Write





I wlk to skl

5. Add details



I walk to school.

 The flower bloomed.

 Butterflies fly above us.

Verbs

a I am a baby

We will swim tomorrow

Link things together:

Some verbs show action:

Ants eat crumbs

Helping verbs HELP you show action:

The popcorn will be popping soon

The beach ball is floating.

action

- swim
- dance
- tiptoe
- paddle
- travel
- walk
- jump
- run
- skate

helping

- may might must
- be being been
- am are is
- was were
- do does
- did should
- could would
- have has had
- will can shall

linking

- be
- is
- am
- were
- was
- are
- being
- been

Google Images and Pinterest

- www.google.com
 - Anchor Chart + Writing Workshop + Topic
- www.pinterest.com



Writing Process

Page 7-8

- Supports Independence
- Easily replicated/repeated
- “Where Am I in the Writing Process?”

Simple Writing Process: ELLs

- Think of an idea
- Say it to a partner
- Use your hand to stay organized
- Sketch/Label/Word Bank
- Write the sentences that match
- Revise to elaborate or raise up the level of craft (transitions, descriptive details, etc)
- Edit for Conventions
- Publish final copy

Think of An Idea

- I'm going to teach someone all about holidays



Plan It On Your Hand



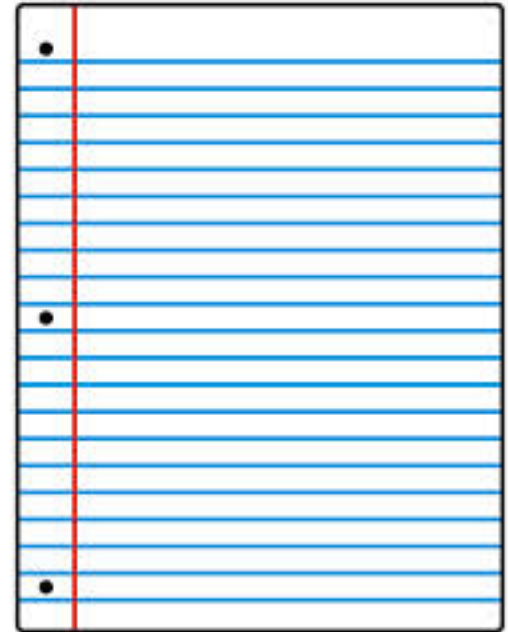
Tell It To a Partner

- I'm going to teach my reader all about Holidays.
- Chapter 1: Halloween
- Chapter 2: Thanksgiving
- Chapter 3: New Years Eve
- Chapter 4: Valentines Day



Take a Drafting Booklet and Use your Hand to Label the Pages

- Cover
- My Intro
- Page 1: Ch 1
- Page 2: Ch 2
- Page 3: Ch 3
- Page 4: Ch 4
- My Closing



The image shows a vertical rectangular form, likely a template for a drawing or writing exercise. It is divided into two main sections by a horizontal line. The top section is a large, empty square area, outlined by a double-line border in a light blue color. The bottom section is a writing area, containing ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, all in a light blue color. The entire form is enclosed in a thin black border.

Create Your Word Bank for Each Chapter

Thanksgiving

- Turkey
- Family
- Dinner
- Stuffing
- Pie
- cook

TURKEY sweaters
CRANBERRIES GRAVY
MASHED POTATOES
CRACKLING FIREYAMS
LAUGHTER FOOTBALL
LOVE TOGETHERNESS
PUMPKIN PIE CORN
FALLING LEAVES
HAY RIDES NOVEMBER

Turn Each Word Bank Word Into at least 1 Sentence

Thanksgiving

- ✓ Turkey
- ✓ Family
- ✓ Dinner
- ✓ Stuffing
- ✓ Pie
- ✓ cook

Thanksgiving is a fun holiday. Your family comes over. You cook a big dinner. My family cooks turkey and stuffing. For dessert we have pie.

Write Your Intro and Closing (Grade 2 and higher)

Intro:

Holidays are so fun! There are so many holidays during the year. This book will teach you about some of the funnest holidays for kids.

Closing

Fun, Food, and Family – this is a holiday! This book taught you all about different holidays that we celebrate. Next time you're feeling down, just remember another holiday is just around the corner.

Read Your Book/Draft to a Partner and Find Places to...

- Elaborate – add a second sentence to each word bank word
- Use new transition words (another, additionally, furthermore, however, etc.)
- Fix conventions

Publish and Share Final Copy

- Replace word bank with pictures
- Make sure your writing is legible
- Revise title (All About Holidays → Happy Holidays!)



**KEEP
CALM
IT'S
LUNCH
TIME**

Using the Writing Process to Support Language Learners

Step 1: Immersion

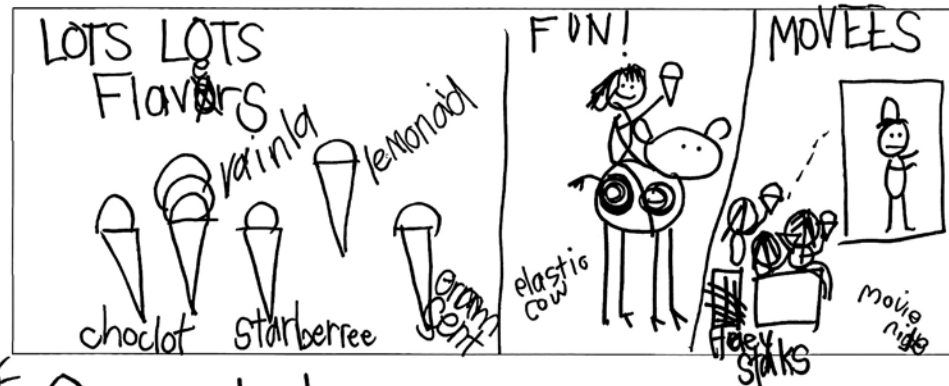
- We read the genre we plan to write
- We look at student-written/teacher written examples
- We “mark them up”
- We keep them in our writing folder to lean on when we lose the “sound” or “look” of this type of writing
- We record the type of transitions that we want to use later

Examining Student Writing Samples

- Select 3 samples to view
- Save these in Writing Folder
- Select samples that are solid samples without being “super high”
- When students forget what this type of writing “looks like” or “sounds like” they can reread the samples to get the “sound” of this type of writing back in their ear

Tori S.

5-15



☀️ On a hot summer day you want ice
 creme and you want ice creme then
 go to ~~Apple Gate~~ ^{Apple Gate} farms! The ice creme
 at ~~Apple Gate~~ ^{Apple Gate} farms isn't good its
GREAT! Apple Gate farms has flavors
 that are sweet and some are ~~salty~~ ^{salty} and some
 are sore but all the flavors are deelisus
 If you go to ~~Apple Gate~~ ^{Apple Gate} farms one ~~time~~ ^{time} you will
 You will go there again and again and again.

EFFECTS OF PARENTS FIGHTING

Parents fighting effects kids very much. Two people a kid loves yelling at each other really penetrates a kids mind. It makes kids yell for things, it makes them choose sides between their parents, the most terrible thing about parents fighting is that it makes the kid start not trusting people.

Parents fighting makes kids yell for things instead of asking nicely. One time my parents fought and I watched. So when I went to school I wanted the glue so I yelled for it because that's how my parents get things from each other. Another time my parents had a fight and I watched and then I went to my cousins house and yelled at them for the controller because it was my turn to play Nintendo. Another time my parents had a fight and I watched and then I was hungry and I yelled at Mom to make

MENTOR TEXT

VS.

TOUCHSTONE TEXT

Getting Ideas

- From Our Head – page 9
 - Experiences
 - Interests/Favorites
 - What we know how to do
- From What We Read – page 10
 - Research
 - Non Fiction/Informational Text

Stop and Jot

Personal “Expertise”

- Favorites
- Interests

From Research/Study

- What are some topics/books that you cover/study in your class that could be grown across topics?

WRITE WHAT YOU KNOW

6

Places I ♥

1. McDonalds
2. Chuck E Cheese
3. The beach
4. Disney World
- 5.

Activities

1. Soccer
2. Ballet
3. Going to my Uncle's ranch
- 4.

Holidays

1. Halloween
2. Xmas
3. Easter
- 4.

Seasons + Activities

1. Ice skating
2. Pumpkin picking
- 3.
- 4.

TV/Movie

1. Frozen
2. Full House
- 3.
- 4.

Things I ♥

1. Watching baseball
2. Going on YouTube
- 3.
- 4.

Interesting Family members

1. Uncle Matt
2. Grandma
- 3.

Interesting Friends

1. Jen A.
2. Jen C.
3. Cameron
- 4.

Things I can do

1. Rollerblade
2. Speak 2 languages
3. Cook/bake
- 4.

Accessible Text for Research By Level

- www.readworks.org
- Set up a FREE Account
- Search by Literary or Informational Text

Research from Picture

- “Read” an Image/Graph/Chart/Map/Diagram
- Say what you say
- Name facts on your fingers
- Write off of each fact



Getting Ideas: Story Writing

- Use familiar characters from books, movies, tv shows
- Use people you know and give them a new situation/problem
- Use places you know and create a problem that would occur in that place

Now that we have IDEAS...

Planning: Non Narrative

Graphic Organizers...

Is it a Tool?

- Effective over and over again
- Students know WHEN to use it
- Students know HOW to make it
- Students know WHY to use it
- Easy for students to create

Is it an Assignment?

- Students are given a pre-made graphic organizer
- Told “Fill this in”
- Complicated – lots of boxes/bubbled and arrows
- Structure isn’t clear enough for students to remember how to replicate it on a plain piece of paper

Planning

- Plan on Your Hand – Page 12
- Plan Across Pages – Page 13-14
- Say More – Using a Word Bank and Transitions to create sentences on the topic – page 15

Non Narrative Planning: Giant T

Page 16-19

Drafting Across Pages in a Booklet

Planning: Narrative

Story Planning

- C
- P
- W
- FS1
- FS2
- R
- LL

Andy and his sister were walking home from school when they suddenly realized their house-key was missing.
Write a short story about this.

Story Planning

- C – Andy and Sarah
- P – lost housekey
- W
- FS1
- FS2
- R
- LL

Drafting Across Pages: Scenes

Revising

- Transitions
- Word Choice
- Sentence Variety
- Twin Sentences
- Opening and Closing Sentences

Step 6: Editing

Conventions

- Spelling
- Punctuation
- Capitalization
- Grammar
- Usage
- Mechanics
- Legibility

Publish Final Copy

- Determine final form
- Type if appropriate
- Book Features
 - Front Cover
 - Back Cover
 - Table of Contents
 - About the Author

Using Tools for Writing AND Reading

- Giant T
- SWBBBS