

WRITING FOR ELLS

Supporting the
Maryland College and
Career Ready
Standards

CCRC 2014

WHAT DO YOU WANT ME TO DO?

Plenteous engrossment has been embossed laterally in erudition and in ratiocination by a mooting that converges on the essence of the cognitive mechanism that shepherds our proletariat psychical practices.

Expound upon your presuppositions and prevalent inquests.

Translation:

A lot of discussion has been happening among the well-educated about working class psychology. Explain your position.



WIDA'S CAN-DO DESCRIPTORS

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text Use picture dictionaries/ illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/ phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., “cell,” “table”) Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., “dark as night”) Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/ phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend “sentence starters” with original ideas Connect simple sentences Complete graphic organizers/ forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/ citations Begin using analogies Critique literary essays or articles 	

What can we expect from ELLs at various levels?

What should we be doing to scaffold for text complexity?

Grade 7 PARCC Prompt

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person.

Consider the argument each author uses to demonstrate Earhart's bravery. Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts.

Remember to use textual evidence to support your ideas.

Grade 10 PARCC Prompt

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus." As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis. Develop your essay by providing textual evidence from both texts.



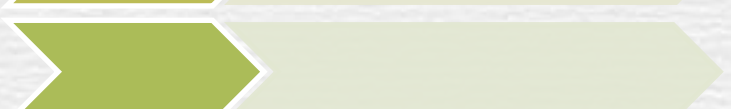
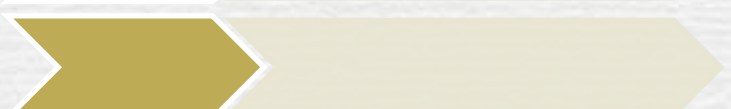
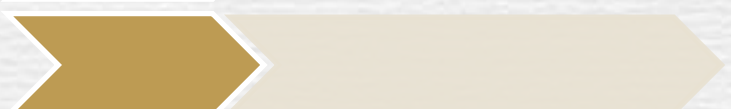
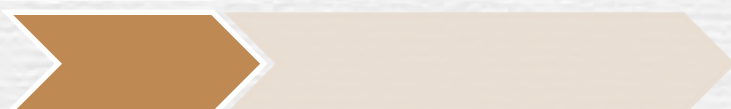
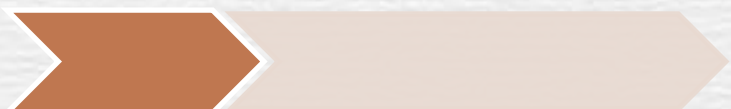


THE WRITING TOOLBOX

1. **Do What:** Deconstruct the prompt
2. **Hand Plan:** Defend your position using the trigger words; balance pros and cons
3. **Trigger Words:** Choose words that connect your thesis to the prompt
4. **Sentence Starters:** Build your essay with sentence starters and transition words
5. **Quotes:** Punctuating dialogue and introducing quotations

DO **WHAT?**

[main verb] [details]



DO WHAT?!?

1. Read the prompt and circle the prompt's main verbs (the DO).
2. Underline the details (the WHAT) that follow each main verb.
3. Write the main verbs into the small arrows on the left.
4. Write the corresponding details into the large arrows on the right.
5. Plan and write a response that will *do what* the prompt asks you to do!

Grade 10 Prompt

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to **write** an essay that **analyzes** how Icarus’s experience of flying is portrayed differently in the two texts.

Develop your essay by **providing** textual evidence from both texts. Be sure to **follow** the conventions of standard English.

DO [verbs]

WHAT? [details]

use

what you have learned from reading

write

an essay

analyze

how Icarus’s experience of flying is portrayed differently in 2 texts

develop

your essay

provide

textual evidence from both texts

follow

the conventions of standard English

THE HAND PLAN

Argumentative

1. Thesis
2. Example / Explain #1
3. E/E #2
4. E/E #3
5. Opposing Viewpoint ☹️
6. Conclusion



Narrative

1. When, where, who, problem
2. First... (action verb, rising action)
3. Next (same)
4. Then (climax)
5. In the end (resolution)

TRIGGER WORDS

Sample Prompt from ACCESS for ELLs :

A local **charity** donated \$10,000 to your school. The principal has asked the students for ideas on how to **spend** the **money**. These are the most popular ideas:

Some students want to spend the money to **buy** new books and **materials** for the library. Some students want to spend the money on **new and better** computers for the computer lab. Some students want to repaint, **repair** and redecorate the school hallways. Some students want to spend the money to buy new **equipment** for the sports teams.

Write about your idea on how the **school** should spend the money. You can write about one of the four **most popular** ideas or you can write about your own new idea. Try to give 3 good **reasons** to explain why your way to spend the money is best.

SENTENCE STARTERS

To add an idea or a new example

also, furthermore, similarly, for example

To show contrast, different point of view

although, but, however, instead, nevertheless

To show cause and effect

as a result, consequently, because, since, thus

To clarify

in other words, for instance, that is

QUOTES

Writing Dialogue

1. Teach the lead-in words: *he said, she asked, they wondered...*
2. Punctuate dialogue properly:
He said, "No way!"
3. Use dialogue to move the plot along
4. Use dialogue to provide more information or insight into characters

Quote Sandwich (CEC)

1. **Context** – Give the source's name and the context (where, when, why) of the quote
2. **Evidence** – A quote that answers the question or proves your point
3. **Connection** - Explain how this quote answers the question or proves your point

See CEC Method Handout

SHARE WHAT WE MADE

What other kinds of support would you add to the toolbox?

How could The Writing Toolbox be improved?

NEXT STEPS

How will you share and/or apply this information when you go back to your schools or school system?

[Presenter names]
[Presenter contact
info]

THANKS!