



Coffee Chat

with the Diverse Learners Cooperative



Increasing Opportunities for EL Writing Online

- Friday, September 25th
- 8:30 - 8:45am CST



Diverse Learners COOPERATIVE



The Diverse Learners Cooperative connects teachers and leaders with professional **learning, resources,** and **networks** to improve outcomes for diverse learners + increase teacher and leader retention

Today's Mission

To find ways to increase opportunities for students to produce writing during virtual learning.

AGENDA:

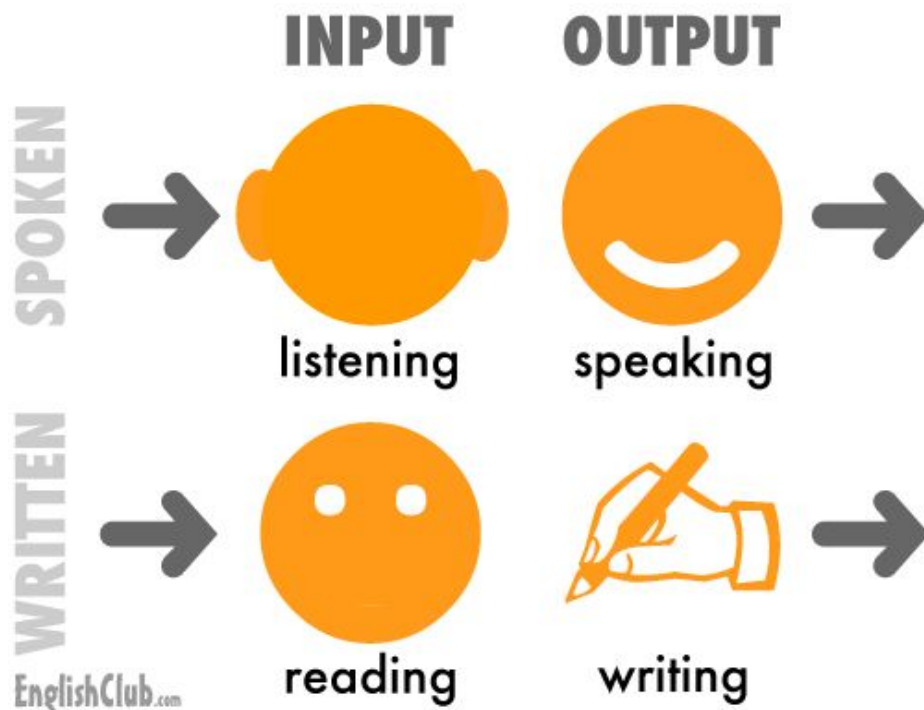
1. The **Why**
2. High-Leverage **Opportunities**
3. **Resources**



What's the Issue?

Students and teachers are spending their days in virtual classrooms. A high percentage of that time is spent **receiving** language instead of **producing** it.

With reduced time practicing their production of language, multilingual students are on track to fall behind the progress they could be making if they were physically present in school.





VISION

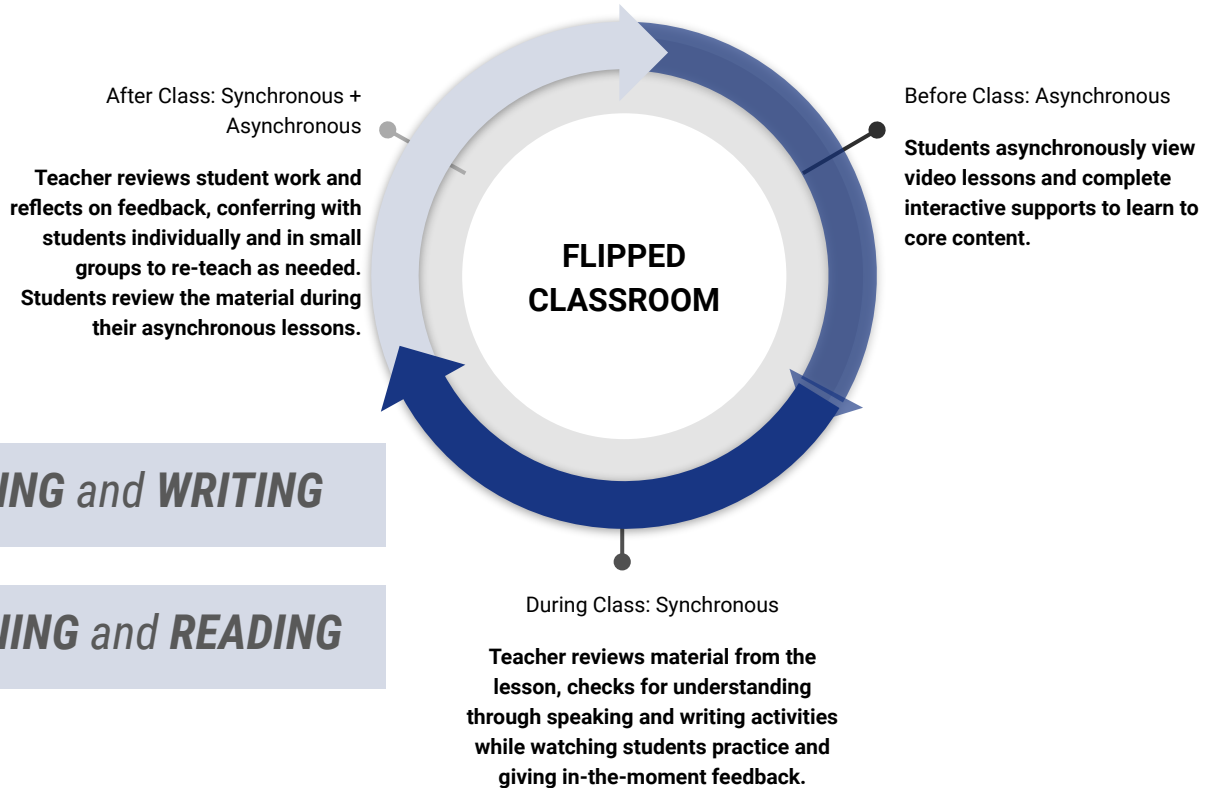
We envision a virtual learning environment in which *all* students actively engage, with opportunities to authentically produce language that supports their developing English skills.



High-Leverage Opportunities to Create



Flip the Classroom



*Synchronous: Focus on **SPEAKING** and **WRITING***

*Asynchronous: Focus on **LISTENING** and **READING***



Create Specific Language Objectives

- A content objective tells **what** a student will learn.
- A language objective tells **how** a student will use language to demonstrate their learning.

Content Objective:



The students will find the lowest common multiple of 2 or more numbers.

Language Objective

The students will write the steps to solve the problem using procedural words (first, next, last).



Vary Your Supports

The goal of language supports is **not** to make the work easier, or less complex for students.

Instead, **the goal is to move students towards mastery** of academic content by **removing barriers** that keep them from accessing the content.

- Sentence Stems and Frames, dropped into the chat box
- Verbally process, muted and unmuted
- Thinking Maps, drawn in [widgets](#)
- Weekly modeling of writing expectations
- [Exemplar](#) texts
- Vary support based on [ACCESS levels](#)



Interactive White Board

Use an interactive white board, which can just be a simple spreadsheet or document, to gather student responses.

In this format, you can:

- Allow students to respond semi-anonymously
- Address common misunderstandings
- Provide sentence stems for students who might require one
- Call on students to respond based on their typed answers
- Suggest ideas without students realizing it comes directly from the teacher
- Foster discussion based on written responses

	A	B	C	D	E	F
1	How might you use this math concept in your own life?					
2	I would use this equation when...					
3						
4						
5						
6						



Turning Thinking Maps into Writing



Turn this thinking map into writing by using sentence frames.
Eventually, students will be able to do this on their own.



are

- green
- brown
- slow
- reptiles

can

- swim
- lay eggs
- eat plants,
fish, or insects

have

- shell
- tail
- head
- 4 legs



Turtles are _____.

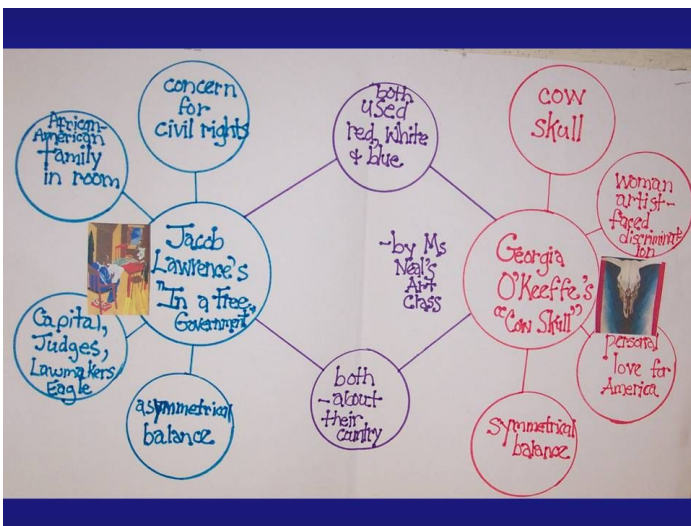
They can _____.

They have _____.



Turning Thinking Maps into Writing

★ Turn this thinking map into writing by using sentence frames. Eventually, students will be able to do this on their own.



After viewing two pieces of art, _____ and _____, you can see many similarities and differences. They are different in these ways. You can see that _____'s painting _____ shows _____. You can see that _____'s painting _____ shows _____. However, they are similar because _____ and _____.



Give Feedback

Know the students' ACCESS levels so you can provide feedback to students as quickly as possible.

WIDA Writing Rubric GRADES 1-12

Level	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
6 Reaching	<p>Text is fully comprehensible and appropriate to purpose, situation, and audience, comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:</p> <ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a full range of sentence patterns and grammatical structures matched to content area topics consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
5 Bridging	<p>Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:</p> <ul style="list-style-type: none"> extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a broad range of sentence patterns and grammatical structures matched to the content area topic nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the writing purpose
4 Expanding	<p>Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:</p> <ul style="list-style-type: none"> connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> a range of sentence patterns and grammatical structures characteristic of the content area generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate vocabulary usage that generally fulfills the writing purpose

WIDA Writing Rubric GRADES 1-12

Level	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
3 Developing	<p>Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:</p> <ul style="list-style-type: none"> text that shows developing organization in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing range of sentence patterns and grammatical structures common to content areas developing use of conventions to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of common cognates, words, or expressions related to content areas as appropriate vocabulary usage that attempts to fulfill the writing purpose
2 Emerging	<p>Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:</p> <ul style="list-style-type: none"> text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas variable use of conventions 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
1 Entering	<p>Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:</p> <ul style="list-style-type: none"> language that represents an idea or ideas varying amounts of text that may be copied adapted text that may contain some original language 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations possible use of some conventions 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions



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Last revised 3/1/2020



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Effective Feedback



Timely



Specific



Data-Centered



Encouraging



For Growth



A Dialogue



Prompting Guide

TEACH	PROMPT	REINFORCE
<ul style="list-style-type: none"> → "This is one way to say it." → You can think about how you want to say it. → If you can say it, you can write it. → Discuss your ideas. → Talk about what you want to write. → You can say it slowly and listen for all the words you want to write. → This is a phrase. Add a (subject/verb/other) to make it a sentence. 	<ul style="list-style-type: none"> → Talk more about that. → Can you say more about this subject? → How would that be said in the book? How would the author phrase that? → What do you think about this idea? → How do you know this is the case? Share evidence in writing. → How would the character say that? How would they feel? → What is the problem here? What is a solution? → What is another word for this word? 	<ul style="list-style-type: none"> → What an interesting way to say that! → This reminds me of ____. → That sounds exciting/interesting/detailed. → You really organized your thinking on the page. → You used a variety of strong words! <p style="text-align: right;"><i>Created by the DLC</i></p>



RESOURCES

[Flipped Classrooms](#)

[Flipping Your Virtual Classroom](#)

[Content + Language Objectives](#)

[Thinking Maps](#)

[Sentence Stems and Frames](#)

[WIDA Writing Rubric](#)

[Writing Prompting Guide](#)

1


Highlight key words or important words green.

Put this red star on the sentence you think is the Central Idea.

2

The Island of Hope and Tears

What is Ellis Island?
Many people have moved to America over the centuries. Some people have ancestors who moved to America recently and others moved to America long ago. If someone moved to America between 1892 and 1954, that person probably arrived at Ellis Island. Ellis Island is an island near New York City that is next to the Statue of Liberty. Ellis Island was the first stop for immigrants who wanted to live in America; twelve million immigrants arrived, were organized, and were examined.



Examples of comprehension and writing supports from LEAD Southeast Middle

DLC Flipped PD -- EL Writing Strategies coming soon!



All Courses

Speaking Strategies For Multilingual Learners


22 Lessons | \$85.00



All Courses, Self-Directed Learning Opportunities

English Learner Teacher Jumpstart

43 Lessons | \$150.00





Thank you!

www.dlresourcecenter.com

Join us [here](#) next time for:

Systematic Reading Intervention

- Oct 2, 2020
- 8:30 - 8:45am CST

Let's hear from you.

