

Exploring Effective Writing Strategies for Dually Identified Students (EL SWD)

Title III Statewide Consortium Conference

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Purpose

- Explore research based writing strategies effective for English Learners Identified with a Disability (EL SWD) and analyze tools that support the development and assessment of purposeful and strategic writing instruction.



Outcomes

- To recognize and apply research based writing strategies that effectively engage the English Learner identified with a disability (EL SWD)
- To utilize appropriate tools designed for progress monitoring in order to reflect on student data that includes English Learner identified with a disability (EL SWD)



Who are you?



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Roles



Resources

- Packet materials
 - List of present Resources
 - “Brick and Mortar”
 - Vocabulary Tiers
 - *Explicit instruction of expressive vocabulary*
 - Differentiation
 - Self-regulated strategy development (SRSD)
 - POW
 - POW + TREE
 - *Optimal Learning Environment (OLE)*
 - *Gibbons – Spoken to Written language*



Using Research-Based Strategies

- Best practices focusing on English Learners Identified with a Disability (EL SWD) is a growing field
- Choose a blended instruction that fits the need of the individual student (palette)
- The uniqueness of the exceptional child will determine the strategy



Trio Talk

How might this quote reflect the writing experience of an English Learner Identified with a Disability?

“A writer in the act [of writing] is a thinker on full-time cognitive overload.”

- Flowers & Hays (1981)

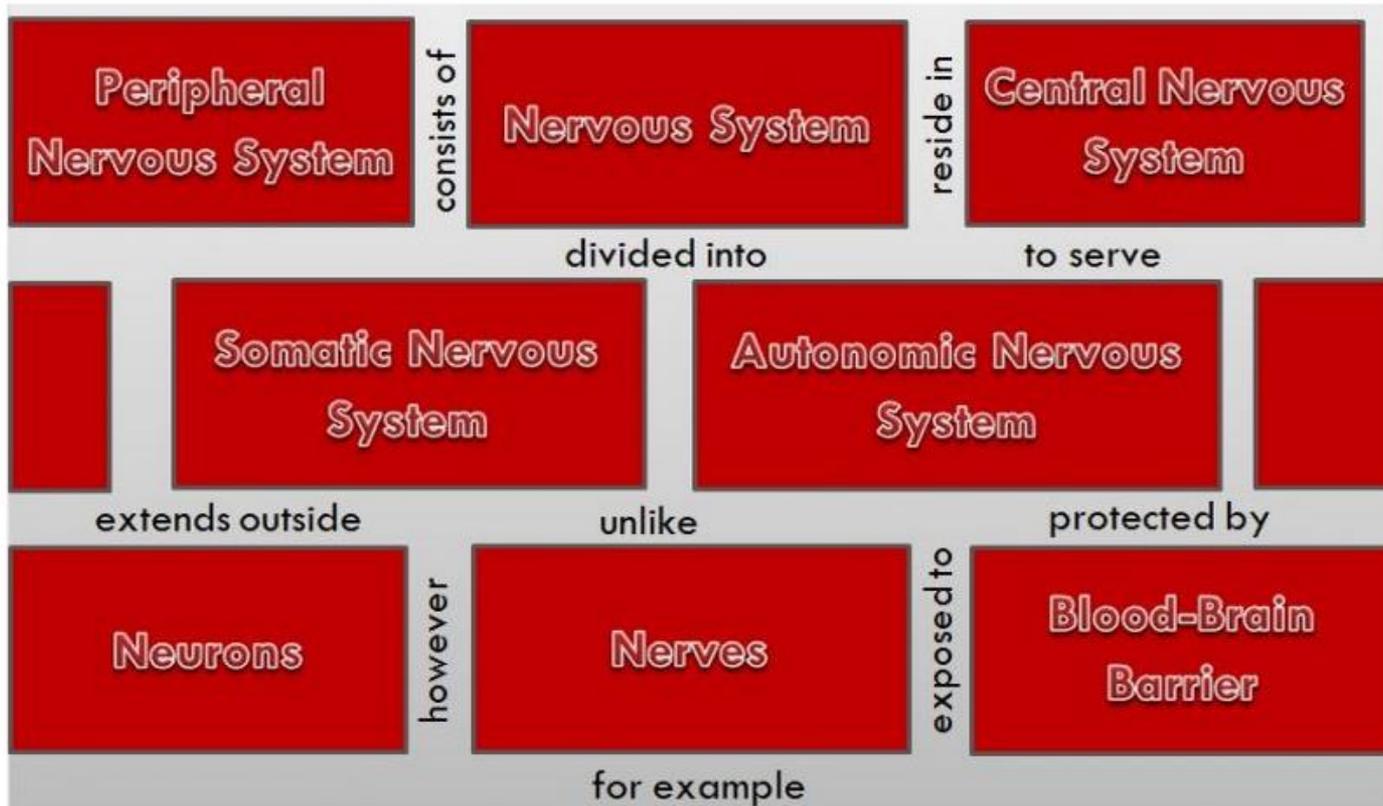
Building Background

- “Brick and Mortar”
 - Prewriting
 - Using the academic “brick” vocabulary
 - Applying “mortar” words that depict relationships between the ideas
 - **Explicitly taught**
 - Multiple texts and visuals related to the topic at hand
 - Multiple opportunities to talk about their ideas with peers and the educator



There are two types of academic vocabulary: **Brick Words & Mortar Words.**

- Learning brick and mortar words will help you connect Biology 30 **concepts** and **processes**.

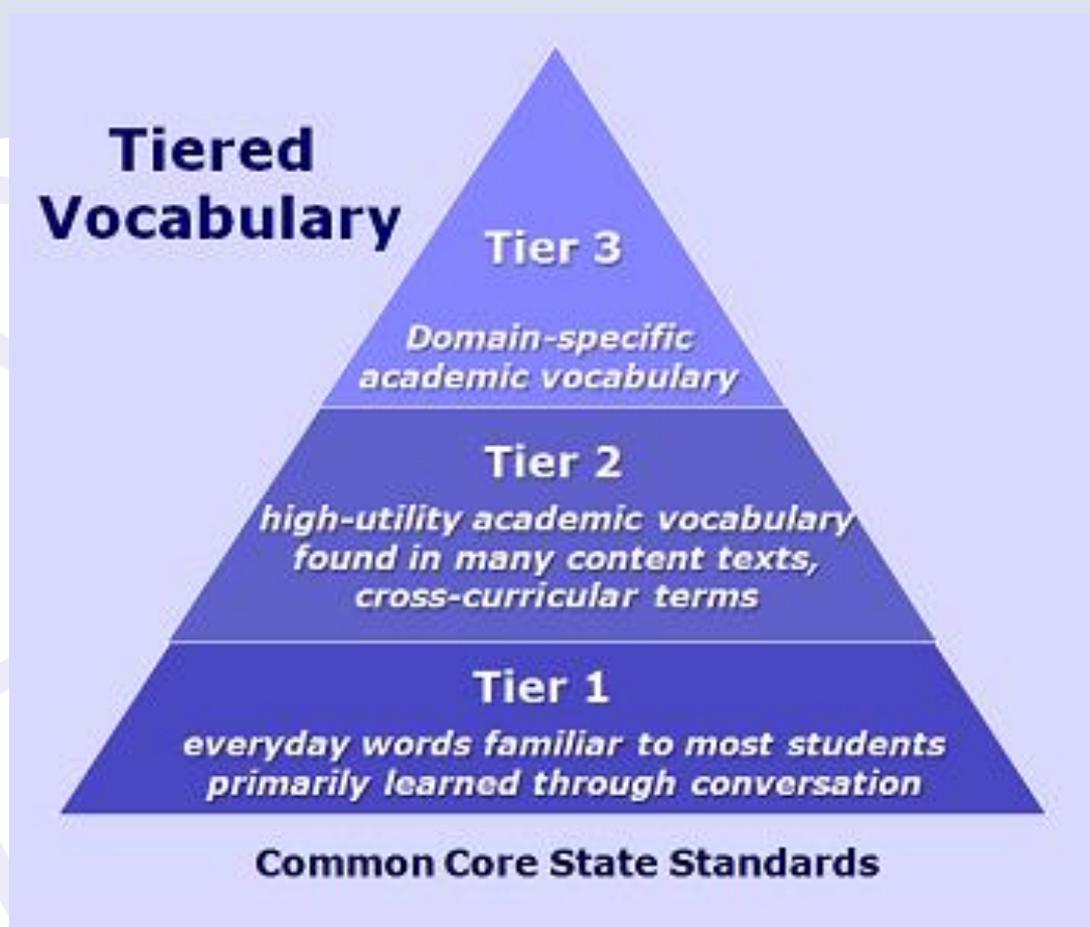


Building Background

- Brick and Mortar
 - Drafting and Editing
 - Scaffold grammatical instructions
 - Use sentence and paragraph frames
 - **Explicitly** teach the Editing process
 - Anchor or checklist common spelling errors
 - Focus on the “brick” and “mortar” and Tier 1-3 Vocabulary



Vocabulary Tier



Writing with Differentiated Strategies

1. Develop knowledge about the topic
2. Model the genre
3. Joint construction
4. Independent writing
5. Revise
6. Shared writing

In your trio, discuss an example for one of the six stages using one of the differentiation strategies.



Self-Regulated Strategy Development (SRSD)

- Strengthens the ability
 - to engage with learning
 - to benefit from instruction
 - to succeed
 - Ideally suited for students with disabilities and English Language Learners
- Self-regulation
 - Taking charge of personal learning



Self-Regulated Strategy Development (SRSD)

- Six Steps
 1. Develop background knowledge
- Five Elements with Impact
 2. Discuss it
 3. Model it
 4. Support it
 5. Memorize it or Make it your own
 6. Independent performance



POW and POW +TREE:

- Pick, Organize, Write, and say more
- Pick, Organize, Write,
 - Topic, Reasons, Ending

POW

P Pick my Idea
O Organize my Notes
W Write and Say More

TREE

T **TOPIC** Sentence
Tell what you believe!

R **REASONS - 3 or More**
Why do I believe this?
Will my readers believe this?

E **ENDING**
Wrap it up right!

E **EXAMINE**
Do I have all my parts?

Optimal Learning Environment (Ole)

- Integrates the four language domains
- Combines with *writing-as-a-process* and

Turn and Talk

How do you think 'Ole' would support English Learners with a disability (EL SWD)?

– Literature study with response journals

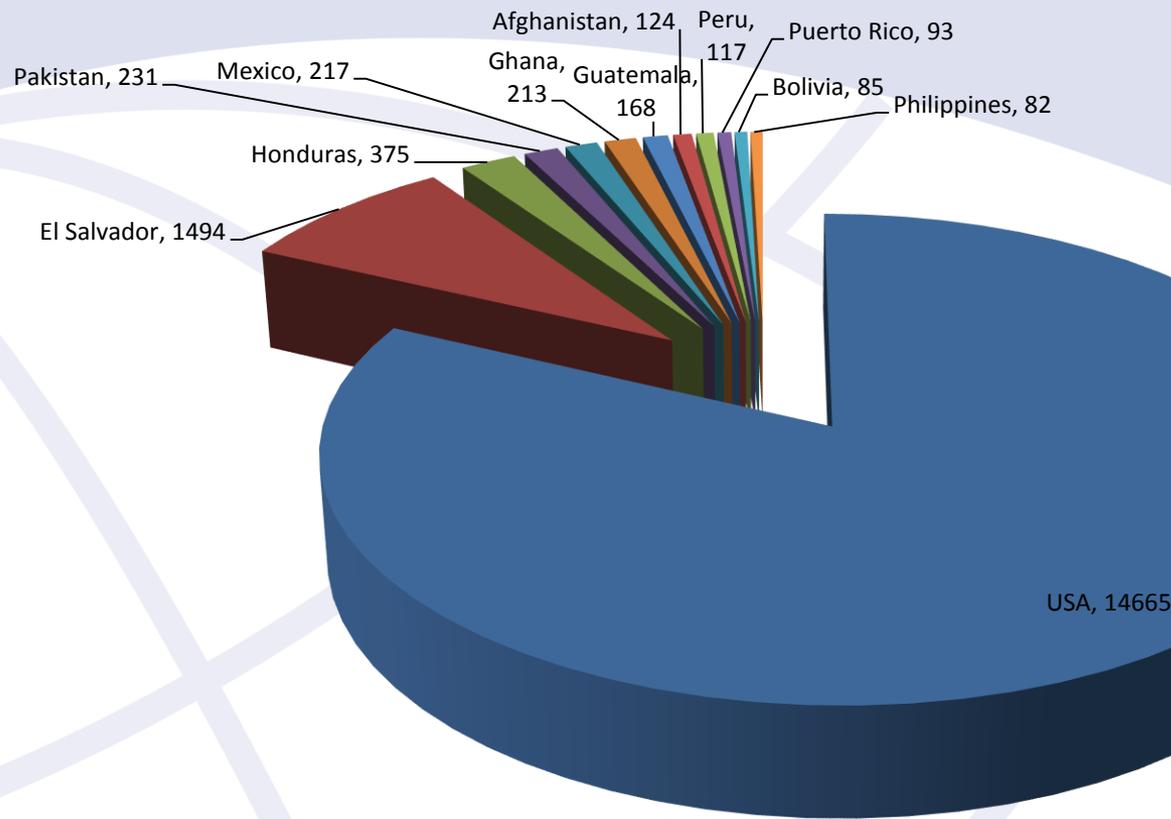


Spoken to Written Language

- Gibbons (2015) stresses the importance of talk or speaking as a building block for writing
- Discussion before writing
 - Provides scaffolding for academic language
 - Is needed for development and clarification of ideas
 - Creates context for second language development

Gibbons, P. (2015) *The Mode Continuum (excerpts)*.
Preconference Institute WIDA 2015.

Cultural Diversity in PWCS: Countries of Origin* for English Learners



PWCS Data Gathering Tool

- Tool to analyze writing at a given point in time
- Developed to assist with planning for future instruction
- Can be used in combination with the WIDA Writing Rubric

DATA GATHERING TOOL FOR STUDENT PERFORMANCE			Writing Rubric of the WIDA™ Consortium Grades 1-12			
Student Name: _____			Date: _____			
Circle domain: Speaking or Writing			ELP Level: _____			
Grade: _____			Evidence of Understanding Content Knowledge/Key Concepts: _____			
Features of Academic Language	Evidence of Academic Language	Evidence of C	Level	Linguistic Complexity	Vocabulary Usage	Language Control
Linguistic Complexity (Discourse Level)			6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
Language Forms and Conventions -Language Control- (Sentence Level)			5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
Vocabulary Usage (Word/Phrase Level)			4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times; errors don't impede the overall meaning; such errors may reflect first language interference.
Next Instructional Steps:			3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
			2 Beginning	Phrases and short sentences; varying amounts of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
			1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.



Tool for Gathering Data to Monitor Language Development

Data Gathering Tool for Student Performance

Features of Academic Language	Evidence of Academic Language	Evidence of Cross Linguistic Transfer
Linguistic Complexity (Discourse Level)		
Language Forms and Conventions -Language Control- (Sentence Level)		
Vocabulary Usage (Word/Phrase Level)		
Evidence of Content Knowledge:		Underlying Conceptual Understandings:
		
Instructional Next Steps:		

Tool for Gathering Data to Monitor Language Development

Data Gathering Tool for Student Performance



Features of Academic Language	Evidence of Academic Language	Evidence of Cross Linguistic Transfer
Linguistic Complexity (Discourse Level)	Expanded sentences Descriptive writing Opening/topic sentence	Subject Verb Predicate Use of 'and' to connect thoughts Use of ' <u>bicas</u> ' to explain
Language Forms and Conventions -Language Control- (Sentence Level)	Accurate verb tense Punctuation Sentence structure	Adjective after noun – "color gray and brown" begins sentences with 'and' Phonetic use of English/Spanish
Vocabulary Usage (Word/Phrase Level)	General and Content specific vocabulary Example vocabulary: kangaroo (<u>cangrou</u>), pouch or pocket (<u>pacet</u>), enemy (<u>enemi</u>), fight (<u>fait</u>)	Use of cognates: <u>favorito</u> Sound/letter agreement in English and Spanish:
Evidence of Content Knowledge: jump, fight, eat leaf, enemy		Underlying Conceptual Understandings: adaptations, predator and prey
Instructional Next Steps: Explicit contrastive instruction on the differences between sound/letters in English and Spanish ... Explicit instruction in English sentence structure ... Provide additional "connector" words to create expanded and complex sentences		

WIDA Writing Rubric

Evaluate the student's level using the WIDA Writing Rubric by analyzing the information from the Data Gathering Toll



Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

Adapted from ACCESS for ELLs™ Training Toolkit and Test Administration Manuals, Series 103 (2007-08)

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.



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Case Study

- Choose ONE writing Sample from your packet
- Evaluate by using the Data Gathering Tool and WIDA Writing Rubric
- Work in a trio (one of each role per trio)
 - **Yoda** = keep the group on track referring to strategies/theories discussed today
 - **Luke** = the scribe – fill out and write the “next steps” on the Data Gathering Tool
 - **Artist’s pallet** = keep the group on track by suggesting which strategies can be blended to meet the needs of your individual student.



Reflection

“Children’s lives are filled with stories that they are more than willing to share. One task of the teacher is to help students discover the stories of their lives and to write about them.”

Lenski, S. & Verbruggen, F. (2010) *Writing instruction and assessment for English learners K-8*. New York: Guilford Press.



Questions



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