CREATING MULTILINGUAL MAGIC

CABE 2014

Success for English Learners through the Common Core, the New ELD Standards, Technology & the Arts

Knox Education Presentation

Transition to Common Core

with Integrated Reading and Writing Units

Literacy and the Common Core Standards

LITERATURE READING WRITING SPEAKING & LISTENING LANGUAGE SCIENCE SOCIAL SCIENCE MATHEMATICS TECHNOLOGY HISTORY

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Charlotte offers her expertise in demonstration lessons, inservice/staff training, and development of customized teaching materials.
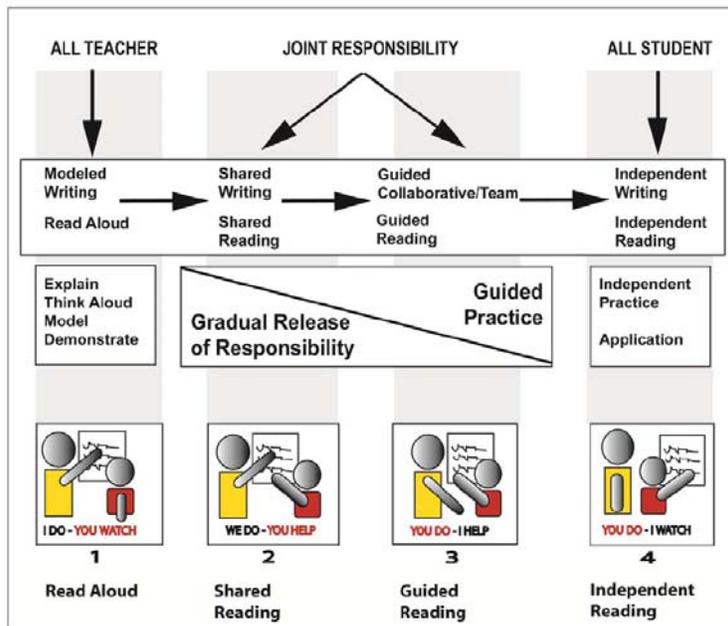
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Informative/Explanatory Tool Kit
Unit Plan Overview

The Gradual Release of Responsibility Model of Instruction

Week 1: Modeling:

- Choose a sub-topic of the content you and the students will be exploring over the course of the unit.
- Use this topic to model each step of the process in the unit.

Week 2-4: Shared/Guided:

- Research this sub-topic as a whole class.
- Use Shared Reading techniques to model and teach the reading processes.
- Use shared writing with student input via white boards to model and teach the steps of the writing process
- Label the parts of the writing piece and list the steps on a "how to" chart or student checklist.

Weeks 5-6: Independent:

- Offer voice and choice! Let the students choose another subtopic within the content as individuals or teams
- Provide clear procedures and timelines.
- Use buddy projects to support struggling students with more complex assignments.

The Writing Process

Sea of Talk

Sea of Talk

1. PLANNING

- Choose topic or analyze prompt
- Read, research and take notes
- Organize
- Draw
- Rehearse with talk

2. DRAFTING

- Write thoughts
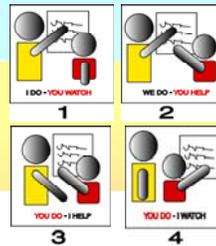- Use plan
- Re-read as you write
- Think about audience

3. REVISING

Reread and check:
- Make sense?
- Interesting words?
- Organized?
- Enough detail?

4. EDITING

Reread and check:
- Capitals
- Punctuation
- Spelling
- Format

5. PUBLISHING

Make final copy: type or re-copy
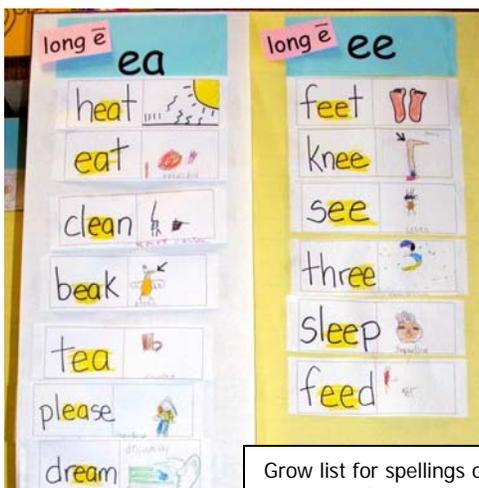- Share with an audience
- Get feedback

"Grow Lists"

Collecting words to learn about how language works

Students delight in the discovery of patterns and connections between the words they encounter in reading. If you set the stage for students to go hunting for words, they'll gladly gather up more than you'd imagine, and far exceed the typical vocabulary lists provided in vocabulary or spelling programs. This will set the habit of mind for noticing language as they are reading which will greatly increase the volume of new words acquired during pleasure reading.

Here's how to manage this process:

For spelling/phonics patterns:

1. Use your grade level language and foundational skills standards to determine which patterns you want the students to attend to. Post a piece of chart paper with the spelling pattern highlighted and a few words to start. Illustrate these words with pictograms to enhance comprehension and long term memory.

2. Tell the students to be on the look out for words that match this spelling pattern in their reading throughout the day. When a student finds a word they can either write it on the chart themselves, or if that's too hard to manage, have them write it on a slip of scrap paper and put it in an envelope attached to the chart or in a basket nearby. Make sure they sign their contribution so we can celebrate who "found" that word. This way allows multiple students to find the same words, and takes care of potential disappointment when a student discovers that a classmate has "stolen" his or her word.

3. Periodically add the collected words to the chart and talk with the students about what they are noticing about a particular pattern. Have the students highlight the target phoneme in the words after you or they add them to the class chart.

4. Ideally, students additionally collect these words themselves into their own word study notebook so that they have access to all of the words gathered over the course of the whole school year. For directions on how to set up a word studies notebook go to **knoxeducation.com** in the **Common Core Section** under **Language**.

Grow lists are a concept of word sorts used by Marzano and in Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, by Templeton, Bear, Invernizzi, and Johnston. 2007 Prentice Hall.

Grow list for spellings of the long "e" sound in first grade, Dunlap, CA.
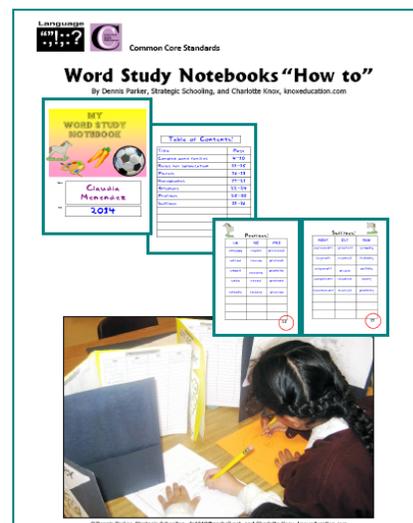
Grow Lists are part of vocabulary covered in the Common Core Standards under **Language**: **L4, 5, 6 and in Writing W2 and 4.**

Grow Lists for a Unit of Study

Step 1:   Introduce the topic and begin learning about it via reading, hands on experiences, multimedia, etc.

Step 2:   Ask students to list as many words as they know so far about the topic on their white boards. Have students share these out to create a whole class brainstorm using the "no repeats" strategy. As each student shares their list, others check off the words they have on their lists which are the same, so that when it is their turn, they only share the words that haven't been posted yet. Take care to call on the students with the fewest words first, so that they may shine, and the eager beavers will keep on working for you just so they can see their words posted.

amphibian webbed swim jump	sticky tongue → webbed tadpole → jump

Step 3:   Ask students to look over the big list and think of categories the words could be divided into, then re-build the list using those categories. Leave space so that this list can grow with student input throughout the unit of study.

Step 4:   Ask students to illustrate the list by adding Post-It® sketches directly onto the chart.

"Grow list" for words out of a text book chapter on the California Missions. Student illustrations on "post its", categories generated by fourth graders, Mountain View, CA.

Informative/Explanatory **Language**

Word banks are covered in the Common Core Standards under "domain-specific" language in **Reading RI 4** and **Writing W2 and Language L6.**

Note Taking: Using Matrix Charts
Content Area Matrix

Native American Tribes	Location & homes	Relationship to Nature	Beliefs and Rituals	Tools	Family Structure	Famous Members	

Thinking Skill: **Classifying and Categorizing**

Identify similarities and differences across a topic sits at the top of the list of the 9 most effective teaching strategies in Marzano's Classroom Instruction that Works. Use of the strategy has been associated with an average effect size gain of 45 percentile points on standardized tests (Marzano, 2001). These matrices can be built around the important categories of information to be compared in the study of virtually any topic. Common uses for matrices include comparing cultures, times in history, kinds of roles of members in a society, habitats, animals, events, etc.

You may want to use the table of contents or the bold headings in a chapter in a text book in order to determine categories for comparison. Typically teachers model for the group the specifics of one of the groups to be compared, and then small groups or teams can complete the chart for other groups. These charts can easily by built in a classroom by having students use 5X8 inch cards for each item in the chart and attaching those in grid form on a large sheet of bulletin board paper.

These matrices become the outline for multi-paragraph essays. Show the students how to convert their notes into outline form for writing.   Suggest some guiding higher level thinking questions for comparing elements in the chart such as:

How is the Native American's relationship to nature different from ours? Why might that be so and what can we learn from the Native Americans?

Marzano et al (2001) Classroom Instruction that Works. ASCD

Finding Key Words for a Summary

Select key content words in expository text and then use those words for oral and written summaries.

MATERIALS: short article on transparency, individual copies, highlighters for each student

PROCEDURE:

1. Choose a short, high interest passage. Make a transparency and copies for individual students.

2. Preview the topic with the students and make connections to any prior knowledge they may have about the material.

3. Read the passage to the students. After the first paragraph, show them how to select key content words in each line of text. Use "think aloud" strategies to make your reasons for choices of words clear (model). For example, "*I'm going to pick this word because it tells why…..*", or "*I don't need to pick this word because it says the same thing as….*" You can also show the students how you don't need to pick most of the small words such as **a, an, the, is, are,** etc.

4. Once students begin to see how to pick the words, ask them to help you pick words (guided practice).

5. Write the key words on the board, have students keep notes with you and also highlight them in the text. Have the students make a margin note next to each paragraph giving the "gist" of the section. These can become the outline for their summary. You may want to have them write the "gist" first, then select key words so they are thinking about the main idea of the paragraph as they select key words.

6. After you finish selecting words for the passage, cover the passage, have the students turn over their papers, and model for them how to use the key words in sequence to orally summarize or retell the passage. Then have pairs of students practice this orally.

7. Next, use Language Experience or Shared Writing to compose with the class a summary of the material using all of their input. As you write the chart in front of the students, highlight the key words you use on the chart as well.

8. Once students have had extensive practice with this as a group chart activity, they can write summaries on their own after selecting the key words in a text.

9. It is also helpful to develop a bank of "mortar words" that match the structure of the topic so that students can glue the content words together in a logical description. For example, with a sequence selection students may need, "first, then, next, finally".
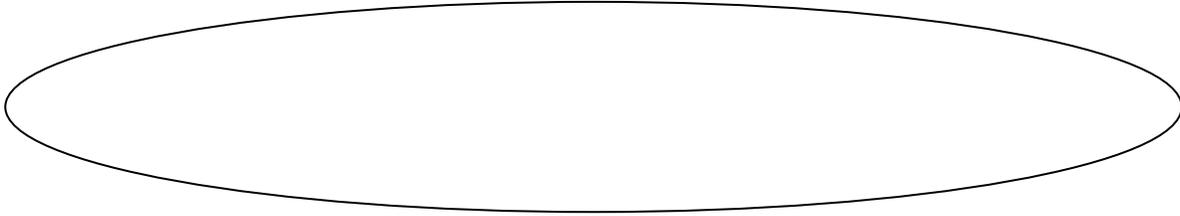
Informational Text

Summaries are covered in the Common Core Standards under **Reading**: **RI 2**.
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Key Word Strategy and 5-Star Checklist

Name: _____ **Date:** _____

Key Words

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

☆ PUNCTUATION	☆ CAPITALS	☆ SENTENCES or PARAGRAPH	☆ KEY WORDS	☆ EDIT
? 👓 . ! '	Only where they go... • Beginning of sentence • Names • Months or days of the week	• Title • Main idea, or • Make a connection • Indent • End point	• From text you read or heard? • Used in sentences?	• Spelling • Spaces between words • Neat

Informative/Explanatory Writing Assignment Sheet and Checklist

| Completed | | | Tasks to Complete |
You	Partner		
☐	☐	**1.**	**Complete a Matrix of information:** What do we want to learn about _____ ?
☐	☐	**2.**	Create a question to focus your writing**.**
☐	☐	**3.**	Complete an **outline** to organize your writing
☐	☐	**4.**	**Read and research from at least 3 sources** to answer your question. Some helpful websites: www.proquestk12.com www.erslibrary.org
☐	☐	**5.**	**Keep notes as you read. Remember "key words". Include the source with your notes.**
☐	☐	**6.**	**Write a rough draft for your project**
☐	☐	**7.**	**Create text features as needed:** ▪ **Title page and Table of Contents** ▪ **Diagrams, timelines, graphics, graphs** ▪ **Page numbers, Headings and sub headings** ▪ **Glossary and/or index**

☐	☐	**8.**	**Write your bibliography** with this format:
			A list in alphabetical order of your references
			If it is a book: author (last name, first name), (year published), <u>Title</u> (underlined), Publisher.
			    EXAMPLE: Jones, Henry, 2004, <u>The History of George Washington</u>. Random House.
			If it is a website: copy down URL and the date you accessed the web.
			    EXAMPLE: www.history.com/george_washington/gw.pdf, accessed January 11, 2011.

☐	☐	**9.**	**Revise your project**: read it out loud to your writing partner. Add details as needed. Select better words using a thesaurus to help you. Make sure you've used different kinds of sentences. Use transition words as needed to make the writing flow.
☐	☐	**10.**	**Edit your project**. Check your spelling and punctuation, including quotation marks. Have your writing partner check it too.
☐	☐	**11.**	**Publish your project**—type or recopy in pen with your best handwriting.
☐	☐	**12.**	**Illustrate your project:** draw pictures, download photos, make a cover.

THIS PROJECT IS DUE ON _____

MY NAME_____

MY WRITING PARTNER'S NAME_____

CCSS Unit Planner for Informative Writing

"Begin with the end in mind."

Grade		Topic:	

PLANNING

Big, Enduring Ideas and Concepts:
Use "Look At" document for content standards. http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp

Authentic Mode for Publishing/Sharing:
Format (something you would see in the real world— magazine, brochure, webpage, poster etc.)
Style is covered under Writing: W 4 and publishing is in W6 and Speaking and Listening: SL 1-5.

CCSS Grade level writing expectations:

Writing Standard 2: Informative and others

Authentic Audience (parents, classroom website/blog, other grade level peers, little buddies, library display, author's tea, etc.)   *Audience is covered in Writing: W 4 and W10; and Speaking and Listening: SL4.*

Assessment: district rubric, peer commentary, portfolio, self reflection
Revision is covered under Writing: W5, and peer assessment under Speaking and Listening: SL 1 and 4.

READING and RESEARCH SOURCES

Possible Sources: INTERNET
Internet resources are covered under Reading: RI7 and Writing: W6.

Possible Sources: TEXTBOOKS/BOOKS
Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.

Possible Sources: OTHER
(Guest speakers, community organizations, skype with expert etc.)
Interaction with people & resources is covered under Writing: W6 and Speaking and Listening: SL 1,2,3.

Evaluating Sources and Resources
Include a lesson on how to evaluate websites and conduct effective website searches. http://www.schrockguide.net/critical-evaluation.html_Excellent source of website evaluation lessons
Evaluation of resources is covered under Reading: R 7,8,9.

WEEK 1   6-Week Plan: Backwards Planning for Success in Informative Writing

Week 1 Dates: _____ Number of lesson periods _____

During Reading	▪ Connect **known to new**: brainstorm about what students already know about topic ▪ Generate **questions** about topic with students: **QFT**, use photos/images/video, chart questions ▪ Textbook walk: **THIEVES** or picture walk ▪ **Pictorial Narrative Input**: Draw/chart overall understanding of topic to research
During Writing	▪ **Model writing** a full piece. Label the parts of your piece showing elements of informative writing. Make sure to cover those listed on your **rubric**. ▪ Encourage "**quick tries**" with elements of writing you are modeling. (paraphrasing, topic sentences, etc.)

WEEK 2 6-Week Plan: Backwards Planning for Success in Informative Writing

Week 2 Dates: _____ Number of lesson periods _____

During Reading

- Shared Reading of texts about topic with a high level of guidance
- Teach "gist" and "key words" strategies
- Build a matrix or other graphic organizer with notes about what learning while reading

During Writing

- **Shared Writing** of an informative piece about a sub topic of the overall unit with class input. Walk through the process, encourage input with whiteboards or small group discussion, create a **"how to" chart**. Continue to encourage "**quick tries**."

Weeks 3-4 Dates: _____ Number of lesson periods _____

During Reading

- **Students read and research** about subtopics/individual questions about the overall unit. Give guidance and support as students read, note the **gist**, select **key words,** and **take notes** in a matrix or graphic organizer. Students may work in small groups and teacher rotates to support.

- Use shared reading to teach students **close reading strategies** and asking and answering **text dependent questions.**

During Writing

- **Guided Writing:** students choose a focus, plan, and draft one or more pieces following the process modeled in weeks 1-2.
- **Mini-lessons:** provide short targeted lessons on aspects of informative writing as needed.
- **Write anchor papers** with students to match their rubric.

WEEKS 5-6   6-Week Plan: Backwards Planning for Success in Informative Writing

Weeks 5-6 Dates: _____ Number of lesson periods _____

During Reading

Students continue to read and research as needed. Consider giving more time for writing during the last couple of weeks of the unit so that students have time to revise, edit, word process, and create visuals for their pieces.

During Writing

- **Revise:** students select one piece to take to publication. Conduct mini-lessons on revision using student work, conference with individuals as possible.

- **Edit and Publish:** use self and peer techniques as well as word processing to edit and publish.

- **"Dress Rehearsal":** conduct a trial of an on-demand write if time before assessment (page __).