

MOVING FROM **SPOKEN**
TO **WRITTEN**
LANGUAGE WITH **ELLs**

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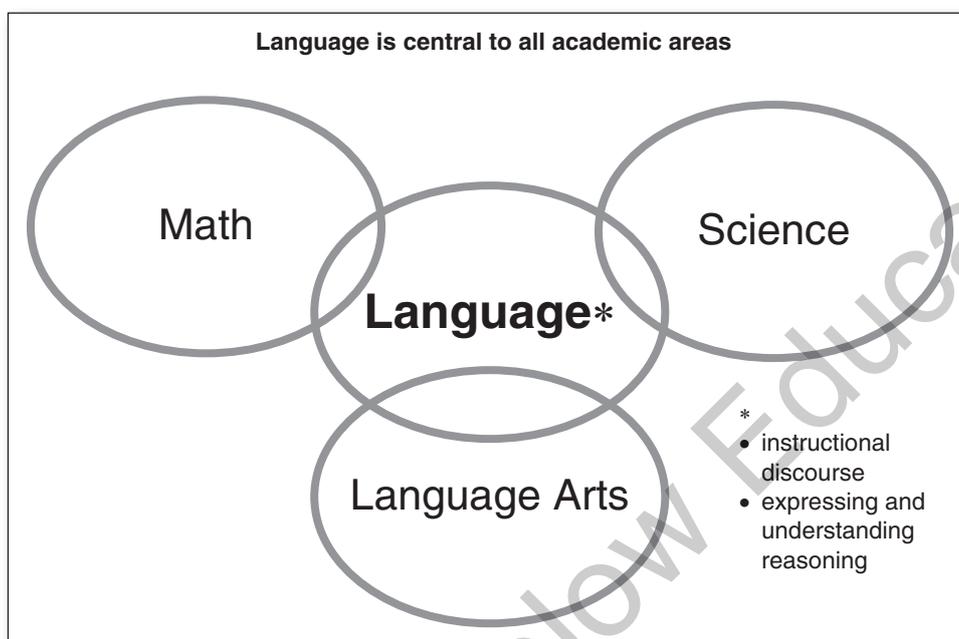


Contents

Acknowledgments	viii
About the Author	ix
Introduction	1
Chapter 1: Academic Oral Language Development as a Scaffold for Writing in the Common Core	5
Embedding Language Development Across the Curriculum	5
Increased Focus on Oral Language and Multiple Opportunities for Speaking and Listening	6
<i>Kindergarten to First Grade: Progression of College and Career Anchor Standards for Speaking and Listening #1</i>	9
<i>First to Second Grade: Progression of College and Career Anchor Standards for Speaking and Listening #1</i>	9
<i>Linking the Listening and Speaking Standards to Strategies</i>	10
One-on-One Oral Exchanges: Think-Pair-Share Strategy	11
<i>Think-Pair-Share Graphic Organizer</i>	11
<i>Designing Open-Ended Questions Using Depth of Knowledge Matrix</i>	11
<i>Connection Between Think-Pair-Share and CCSS Listening and Speaking Standards</i>	17
<i>Teaching Active Listening</i>	17
<i>Collaborative Conversation via Think-Pair-Share</i>	19
<i>Think-Pair-Share in the Primary Grades</i>	19
<i>Metacognition and Think-Pair-Share</i>	21
<i>Active Listening During Think-Pair-Share</i>	23
<i>Consensus/Sharing Out With the Whole Class</i>	25
Emphasis on Collaboration, Inquiry, and Teamwork	28
<i>Group Work Essentials</i>	28

Planning Guide for Productive/Effective Group Work	30
<i>Connection to the CCSS for Listening and Speaking</i>	
Anchor Standard #1	31
<i>Progression of Listening and Speaking Anchor Standard #1 From Grades 7 to 8</i>	33
<i>Progression of Listening and Speaking Anchor Standard #1 From Grades 9 to 10</i>	34
Group Work to Build Background Knowledge	35
<i>Ways to Build Background Knowledge</i>	35
<i>Selecting Group Worthy Tasks</i>	36
<i>Small Group Exchanges: Reciprocal Teaching Strategy</i>	37
<i>Reciprocal Teaching Steps</i>	38
<i>Additional Reciprocal Teaching Support</i>	38
<i>A Reciprocal Teaching Classroom Conversation</i>	39
<i>Accountable Talk: Using the Power Walk</i>	39
Removing the Scaffold: Reciprocal Teaching in a High School English Class	42
<i>Whole Group Exchanges: Socratic Seminar Strategy</i>	44
<i>Teacher and Student Roles During Socratic Seminar</i>	45
<i>Procedures for Socratic Seminar</i>	45
<i>Guidelines for Socratic Seminar</i>	46
Chapter 2: Moving From Speaking to Writing Across Genres (the Curriculum Cycle)	49
Integration of Language With Content	51
<i>The Curriculum Cycle</i>	53
A Genre Approach to Teaching Writing	55
<i>Key Elements of the Curriculum Cycle Lesson Plan</i>	56
<i>Transferring Background Knowledge Into Writing Success</i>	57
<i>Incorporating the Frayer Model Into the Lesson Plan Organizer</i>	58
<i>Scaffolding the Frayer Model</i>	60
<i>Incorporating Think-Pair-Share Into the Lesson Plan Design</i>	62
<i>Putting It All Together Across Genres of Writing</i>	63
Chapter 3: From Spoken Language to Narrative Writing (Language Arts—Elementary)	65
Purpose	65
Language	66
<i>The Reading and Writing Connection</i>	67
<i>Mentor Texts to Teach Children About Personal Narratives</i>	68
<i>Building Background Knowledge of the Text Type</i>	68

Personal Narrative Lesson Plan	69
<i>Frayer Model: Building Background Knowledge Around Memes</i>	71
<i>Academic Oral Language Development: Think-Pair-Share</i>	73
Chapter 4: From Spoken Language to Argumentative Writing (History—High School)	76
Reliable Versus Unreliable Sources	76
Genre Approach to Argumentative Writing	77
Moving From Argumentative Speaking to Writing	79
<i>Think-Pair-Share in Argumentative Writing</i>	82
<i>Frayer Model in Argumentative Writing</i>	83
Building Background Knowledge Around	
Academic Vocabulary	83
<i>Building Background Knowledge Around Einstein: Substantive Texts</i>	83
Analyzing Primary Source Documents	85
<i>Productive Group Work</i>	87
<i>Putting It All Together</i>	88
Chapter 5: From Spoken Language to Informational Writing (Science—Middle School)	90
Informational Writing Expectations	92
<i>Building Linguistic Knowledge</i>	92
<i>Building Content Knowledge</i>	92
<i>Extending Writing With Think-Pair-Share</i>	97
Conclusion	99
Appendices	100
References	108
Index	111

Figure 1.2 New CCSS Paradigm

Source: Californians Together, 2012.

settings.” Additionally, students need to “collaborate to answer questions, build understanding, and solve problems” (Common Core State Standards, 2013). This means that teachers must prepare intentional plans in order to elicit more opportunities for academic oral language development in the classroom setting. Oftentimes, however, educators may not realize the importance of incorporating academic talk into their classrooms, or they may not have been taught how to apprentice students into academic discourse, including active listening. The strategies introduced later in this section are designed to specifically assist teachers to successfully teach the speaking and listening standards.

Deborah Meier, visionary teacher, author, and founder of successful small schools in New York City and Boston suggests that “Teaching is listening, learning is talking” (<http://deborahmeier.com/>). The notion that students need to engage in more academic talk is at the heart of the CCSS movement, but it is essential to reorient our teaching in such a way that we systemically and intentionally begin to release more responsibility to students where they practice academic talk. In essence, we are reconceptualizing the last decade or so of educational policies and expectations, where the reverse was true: the teacher was talking and students were regurgitating information, not necessarily learning or internalizing concepts or content.

Figure 1.10 Think-Pair-Share Cards for Primary Grades

<p><u>Speaking Stems</u></p> <p>“I think/believe . . .”</p> <p>“The most important idea is . . .”</p> <p>(Back of Card)</p>	<p>(Front of Card)</p> 
<p><u>Listening Stems</u></p> <p>“My partner said . . .”</p> <p>“What I hear you saying is . . .”</p> <p>(Back of Card)</p>	<p>(Front of Card)</p> 

highlights each of the steps in Think-Pair-Share, including sitting in close proximity; looking at your partner when they are speaking (as a sign of respect and active listening); speaking with appropriate volume when sharing (which needs to be taught, perhaps using the volume dial on a radio); and then turning to the whole group to share the information. The notion of using polite voices, sharing one’s thinking, and learning from each other are benefits of using this tool to acclimate students to the expectations of Think-Pair-Share. It further connects to the listening and speaking standards, including “listening to each other with care” and “speaking one at a time about the topics and texts under discussion.” The chant can be posted in the room and sung when first introducing Think-Pair-Share to the class.

Metacognition and Think-Pair-Share

Once the appropriate questions are constructed for Think-Pair-Share (based on the standard, assessments, and/or objectives of the lesson), the

- ✓ The task is cognitively appropriate.
 - *The global warming article is a grade-level text that adequately challenges students in comprehending and extending their knowledge of the content.*
- ✓ The task is integrated with the broader topic.
 - *The article on global warming lends itself to a second reading with a Reciprocal Teaching role because the text is quite dense and students can benefit from talking about the text in small groups.*
- ✓ All children are involved.
 - *Each student reads and becomes an expert on a section of the text that is reread with a particular role in mind, and then taught to classmates.*
- ✓ Students have enough time.
 - *Students have 10 minutes to reread their segment of the article on global warming, and 5 minutes to complete their assigned Reciprocal Teaching role. Once the 15 minutes are up, they have 5 to 10 minutes to discuss the reading selection in groups of four.*
- ✓ Students know how to work in groups.
 - *Prior to the assignment, the teacher has modeled and practiced each role within Reciprocal Teaching, before expecting students to complete the roles on their own and in groups.*

Source: Gibbons, 2002.

Notice how the Planning Guide for Productive/Effective Group Work assists a teacher with thinking through and anticipating the expectations for a group work project. Teachers can also build and plan for these eight characteristics during collaboration time so that group work is codeveloped and structured.

Connection to the CCSS for Listening and Speaking Anchor Standard #1

An analysis of the College and Career Anchor Standard for Speaking and Listening #1 suggests: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and argumentatively.* Figure 1.19 is the progression of the Speaking and Listening Standards for Grades 7 through 10 for the College and Career Anchor Standard for Speaking and Listening

Figure 2.3 Curriculum Cycle Features

Type of Text	Recount	Narrative (story)	Report	Procedure/ Informational	Discussion (one side)
	What I did at the weekend?	The Elephant and the Mouse CCSS=20 percent	Insects	How to make a healthy meal CCSS=40 percent	Argument (two sides) (e.g., should smoking be made illegal?) CCSS=40 percent
Purpose	To tell what happened	To entertain, to teach	To give information	To tell how to do something	To persuade others, to take a position and justify it.
Organization	<ul style="list-style-type: none"> Orientation (tells who, where, when) Series of events Personal comment/conclusion 	<ul style="list-style-type: none"> Orientation (tells who, where, when) Series of events Problem Resolution 	<ul style="list-style-type: none"> General statement Characteristics (e.g., habitat) Characteristics (e.g., appearance) Characteristics (e.g., food, etc.) May have subheadings 	<ul style="list-style-type: none"> Goal Steps in sequence 	<ul style="list-style-type: none"> Personal statement of position Argument(s) and supporting evidence Possibly counter-argument(s) and supporting evidence Conclusion
Connectives (Linking Words)	To do with time (first, then, next, afterwards, at the end of the day)	To do with time (first, then, next, afterwards, at the end of the day)	Not usually used	First, second, third, finally, etc.	First, second, in addition, therefore, however, on the other hand
Other Language Features	Past tense, tells about what happened <ul style="list-style-type: none"> Describing words 	Past tense, tells about what happened <ul style="list-style-type: none"> Action verbs May have dialogue and verbs of "saying" 	Uses "to be" and "to have" (e.g., A fly is an insect. It has six legs.) <ul style="list-style-type: none"> Special vocabulary 	Uses verbs to give instructions (e.g., take, mix, add, chop, bake, etc.)	May use argumentative language (e.g., it is obviously wrong)

Source: Adapted from Gibbons, 2002.

4

From Spoken Language to Argumentative Writing (History—High School)

Whether narrative or argumentative, a common thread throughout the CCSS genres of writing is making evidence-based claims. For the argumentative genre of writing, it is important for students to know their own argument inside out, as well as to thoroughly know the counterarguments so that they effectively support their position. The reason to understand counterarguments to a claim is that it demonstrates that a student knows the topic well enough to refute the other side of a claim. Correspondingly, knowing both sides of a claim also assists students with understanding multiple perspectives and various points of view, which then transfers when students are expected to collaborate and “work respectfully with diverse teams” (CCSS, 2013). In essence, students learn how to have an academic disagreement or cognitive dissonance as well as how to respond objectively.

RELIABLE VERSUS UNRELIABLE SOURCES

One of the key instructional shifts with the CCSS is “Focus on reading, writing, and speaking that is grounded in evidence collected from multiple sources” (CCSS, 2013). In the genre of argumentation, students must

Figure 5.3 Characteristics of an Informational Essay

Procedure/Informational (e.g., How to make a healthy meal?)
Purpose: To describe how to complete or execute something
Organization <ul style="list-style-type: none"> • Goal • Steps in sequence
Connectives <ul style="list-style-type: none"> • First • Second • Third • Finally, to name a few
Other Linguistic Tools May use verbs to give instructions (e.g., take, mix, add, chop, bake, etc.)

Source: Gibbons, 2002.

Think-Pair-Share discussion using open-ended questions, students read a brief National Geographic article called, “Miracle Above Manhattan” to learn more about the history and design elements of the urban garden space (Goldberger, 2011).

Once students watch the video and read the article, they complete the Think-Pair-Share organizer. Figure 5.4 records how student conversations might sound.

After their initial Think-Pair-Share conversation about space for gardens, students go online to review the layout for the White House garden (Lee, 2009) and First Lady Michelle Obama’s 2013 website, *Let’s Move!* This website is an excellent resource for helpful information on the development of the White House garden. Once the class reviews these materials, thus increasing their background knowledge about gardens, they are ready to define the target phrase, *garden layout*, with the teacher facilitating this exercise using the Frayer model process (see the example in Figure 5.5).

Once students define the words, *garden layout*, they then begin the process of discussions with their partners about the kind of layout they want for their own school garden, including the space and sunlight requirements. A partner conversation might go as shown in Figure 5.6.

The last two pieces of research that students review to develop their own garden is the school garden checklist from First Lady Michelle Obama’s *Let’s Move!* website (Let’s Move!, 2013), as well as a section on the