Agenda Session 6

- Housekeeping (3-3:10)
- Finish Video (3:10-3:20)
- More ways to think of ELD applications (3:20-3:30)
- Thinking about the relation between speaking and writing (3:30-3:45)
- Activity: Analyzing EL text with recommendations for better text cohesion (3:45-4:15)

Break

- Framing language tasks: Cloze options (4:30-4:40)
- Nifty tricks for encouraging writing (4:40-5:15)
- Group Reading Analysis (5:15-5:50)
- Closure and mid-quarter eval (5:50-6:00)
Curricular Adaptations

- Simplified Objectives
- Asking Students to Respond Using Non-Print Media
- Cooperative Learning (Pair with more advanced student).
- Modifying Assignment Length and Difficulty
- Use of Multiple Media/Objects
- Use of Culturally Relevant Materials
Instructional Adaptations

- slow the rate of delivery (sometimes)
- make use of redundancy and repetition
- avoid false starts, hesitations, incomplete sentences
- use short, syntactically simple sentences

ALL WITHOUT REDUCING THE RICHNESS OF THE CONTENT!
Cultural Thought Patterns in Intercultural Communication
Productive L: Speaking to Writing

- Silent period for writing in L2?
- “They write like they talk.”
  - How do we know? Should we then improve the structure of S speech?
- EL writer analysis
  - What’s needed here (morphologically, syntactically, semantically, pragmatically)?
  - What other ways could we structure writing, rather than temporally?
### Our Focus: What does good writing look like?

#### Typical Focus

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<tbody>
<tr>
<td>Is the overall meaning clear?</td>
<td>What kind of text is this?</td>
<td>Is the overall structural organization appropriate to the text type?</td>
<td>Are the ideas linked with the appropriate connectives? (note that these will vary with the text type, see Chapter 4)</td>
<td>Is there an appropriate variety of these connectives?</td>
<td>Are pronouns used correctly (e.g., he and she)?</td>
<td>Is this accurate (e.g., subject-verb agreements, correct use of tenses, correct use of word order, etc.)?</td>
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<tr>
<td>Are the main ideas developed?</td>
<td>Is this appropriate for the writer’s purpose?</td>
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<td>Are pronouns used correctly (e.g., he and she)?</td>
<td>Do pronouns have a clear referent (e.g., is it clear what words like he, she, this, there, etc. are referring to)?</td>
<td>Is this accurate?</td>
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<td>Does the writing reflect the writer’s other classroom language experiences (e.g., what they have read or talked about)?</td>
<td>Has the writer written this text type before?</td>
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<td>If the writer does not yet produce correct spelling, what does the writer know about spelling (e.g., evidence of sound-symbol correspondence)?</td>
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<td>What is your overall impression compared to other things the learner has written?</td>
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**Figure 4-5. Question Framework for Assessing Writing**

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Structuring Writing-New Ways to Create Text Cohesion

- Description (Free form)
- Collection (Four things I like about camping-first, second, finally)
- Causation (e.g., temporal-first we did this. Then...)
- Problem/Solution (One of the hardest tasks for the camper is...)
- Comparison (Camping is just like staying at home except...)
- Point of View (My mom likes to go camping... My dog loves to camp.)

Adapted from Teaching expository text structure to elementary students, LM McGee, DJ Richgels - The Reading Teacher, 1985
## Cloze Activities

<table>
<thead>
<tr>
<th>Method</th>
<th>Type of Words Deleted</th>
<th>Cloze Activity</th>
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</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Random words</td>
<td>Noam _____ was the first ______ to propose the ___ of a _____ Grammar</td>
</tr>
<tr>
<td>Syntactic</td>
<td>Structure words are deleted</td>
<td>Noam Chomsky was ___ first linguist ___ propose _____ idea ___ a Universal Grammar.</td>
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<tr>
<td>Semantic</td>
<td>Content words deleted</td>
<td>_______ was the first ______ to propose the idea of a Universal Grammar.</td>
</tr>
<tr>
<td>Graphophonic</td>
<td>Letters deleted</td>
<td>Noam Chomsky w_s the first lin_uist to pro_ose the idea of a Universal Gra_ _ar.</td>
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</tbody>
</table>

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Poetry Strategy

- Spine Poem (as an antidote to Haiku, diamonte, Cinquains, Acrostics, etc.)
  - 10 words designed to evoke a feeling, that’s it.

- Share poems using the Bob Dylan “Subterranean Homesick Blues” method.
Fun with Wordle (www.wordle.net)

- Have Ss write down all the words (e.g., nouns, verbs) they know in 10-30 minutes. See how many.
- Have Ss all write a summary of a story.
- Ss wordle their own story for a pictorial representation.
- Editing (look for overused words)
- Pre-reading strategy
The unit of language is the sentence.

Gaining a knowledge of semantics and syntax seems to supercharge language development.

In the Bailey chapter, she discusses the features of AEL, including discourse features.

- In your group, seek out some text (from the web) that might be used in a social studies assignment at your grade level. What general discourse features of the text do you notice? How can we help our ELs to recognize or even write using the discourse style found in social studies?
Cohesion in Text

- Two broad challenges for ELLs: Redundancy and a Lack of Cohesion in text structure.
- Sentences are linked with connectors, which can create text cohesion.
  - Temporal (First, Next, etc.)
  - Object (My dad, he, his x, the man who married my mom 15 years ago, Jim, as he is known to his friends, ...).
- Each sentence must contain a reference, a sliver of thought, from the one before.

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Text Connectors add to Cohesion

- Four major types of text connectors:
  - Additive (e.g., *in addition, and, moreover*)
  - Causal (e.g., *as a result, so [that], therefore*)
  - Adversative (e.g., *however, but, in contrast*)
  - Sequential (e.g., *first, second, finally*), summarizes or previews a text (e.g., *in summary*), temporal sequence of events (e.g., *subsequently, later*).
Questions/prompts/activities that may improve text cohesion

- Hook and circle diagramming
- How does this sentence relate to the one before
- Are you using connector words?
- How many different ways do you talk about x in your essay, story, work?