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
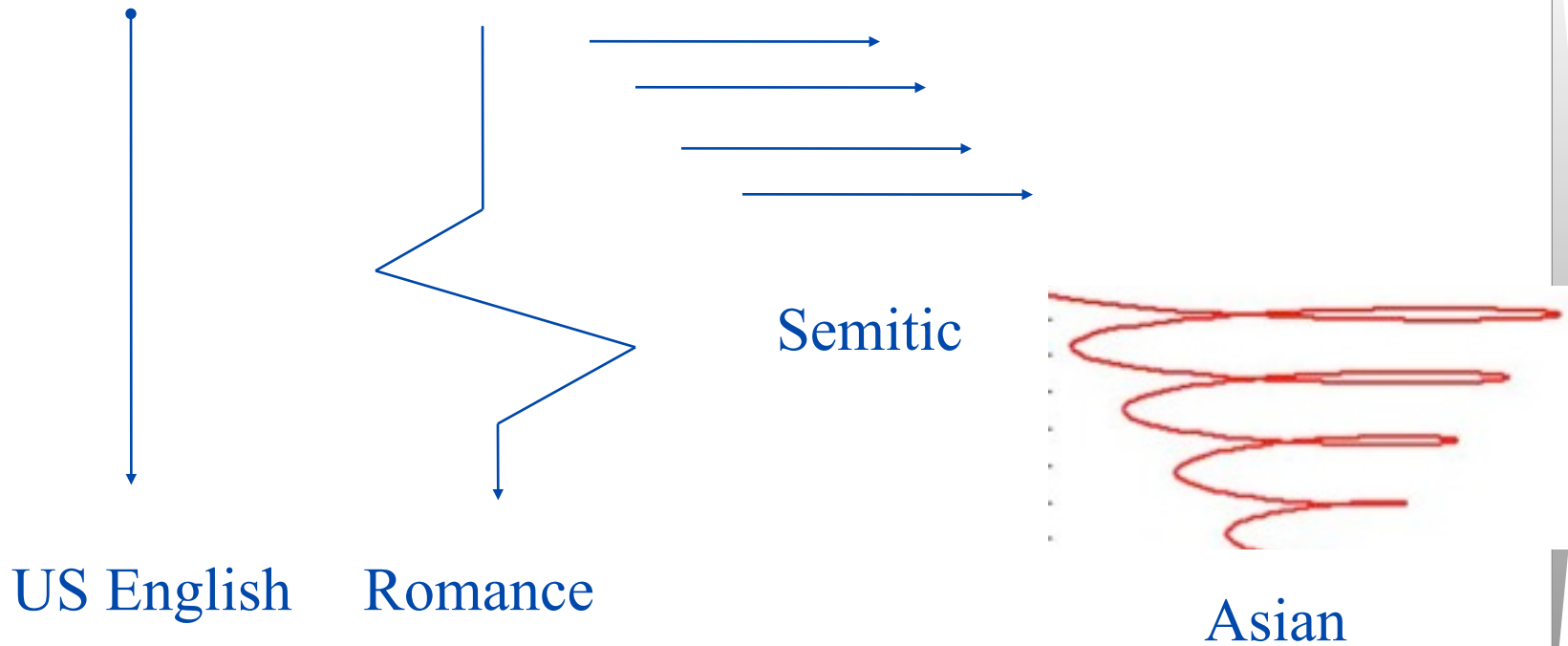
Instructional Adaptations

- 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

Semitic

US English   Romance

Asian

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?

5

Our Focus What does good writing look like? **Typical Focus**

1. General Comments	2. Text Type	3. Overall Organization	4. Cohesion	5. Vocabulary	6. Sentence Grammar	7. Spelling
Is the overall meaning clear? Are the main ideas developed? Does the writing reflect the writer's other classroom language experiences (e.g., what they have read or talked about)? What is your overall impression compared to other things the learner has written?	What kind of text is this? Is this appropriate for the writer's purpose? Has the writer written this text type before?	Is the overall structural organization appropriate to the text type? Are any stages missing?	Are the ideas linked with the appropriate connectives? *(note that these will vary with the text type, see Chapter 4)* Is there an appropriate variety of these connectives? Are pronouns used correctly (e.g., *he* and *she*)? Do pronouns have a clear referent (e.g., is it clear what words like *he, she, this, there,* etc. are referring to)?	Is appropriate vocabulary used? Is there semantic variety (e.g., does the writer use a range of words for "big": *huge, massive, large, gigantic,* etc.)? *(note that semantic variety will be appropriate for narratives and recounts, but probably not for more factual texts, such as reports and instructions)*	Is this accurate (e.g., subject-verb agreements, correct use of tenses, correct use of word order, etc.)?	Is this accurate? If the writer does not yet produce correct spelling, what does the writer know about spelling (e.g., evidence of sound-symbol correspondence)?

FIGURE 4–5. *Question Framework for Assessing Writing*

Wednesday, February 10, 2010

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

Traditional	Random words	Noam _____ was the first _____ to propose the ___ of a _____ Grammar
Syntactic	Structure words are deleted	Noam Chomsky was ___ first linguist ___ propose _____ idea __ a Universal Grammar.
Semantic	Content words deleted	_____ was the first _____ to propose the idea of a Universal Grammar.
Graphophonic	Letters deleted	Noam Chomsky w_s the first lin_uist to pro_ose the idea of a Universal Gra_ _ar.

Wednesday, February 10, 2010

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.**

Wednesday, February 10, 2010

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

Sentence Walls

- The unit of language is the sentence.
- Gaining a knowledge of semantics and syntax seems to supercharge language development.

- Carrier and Tatum (2006) Creating Sentence Walls to Help English-Language Learners Develop Content Literacy. Reading Teacher 60, no. 3: 285–288

Group Reading Analysis

- 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.**

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

EDUC 203

- 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?