INFORMATIVE WRITING FOR CONTENT, GRADES K-12

Julie Goldman, Ed.D., Coordinator
Kristen Blake, M.Ed., Coordinator
Today’s Outcome

Build awareness around research-based, high-leverage practices for informative/explanatory writing in grades K-12
Reflection

Share a positive experience you’ve had as a writer – personal or professional.
Values for Educating English Learners

1. Valuing Language and Culture as Assets
2. Ensuring Equity in Intellectual Richness
3. Building Content Knowledge and Language in Tandem
4. Attending to Specific Language Needs
5. Integrating Domains of Communication
6. Providing Appropriate Scaffolding
7. Evaluating Progress Appropriately
8. Sharing the Responsibility

—ELA/ELD Framework, p. 11

(Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013)
If we could institute *only one change* to make students more college ready, it should be to increase the *amount* and *quality* of *writing* students are expected to produce.

—David Conley, *College Knowledge*
Writing makes thinking visible.
21st Century Critical Thinking Skills in the Common Core

- Summarizing
- Synthesizing
- Comparing
- Contrasting
- Describing
- Evaluating
- Analyzing
- Persuading
- Proposing
- Solving problems
- Narrating
- Researching

Adapted information from the ELA Common Core State Standards
Common Core
College and Career Readiness Anchor Standards
for Writing

Text Types
- Informative/Explanatory
- Argumentative
- Narrative

Production
- Clarity and Coherence
- Writing Process
- Technology

Purposes
- Both Skills and Genre
- Response to Literature
- Response to Text

Range of Writing
- On-Demand Writing vs. Process Writing

WRITE Institute, San Diego County Office of Education
Adapted information from the ELA Common Core State Standards
Text Types: Genre Families

- Compare/Contrast, Descriptive, Evaluation, Problem/Solution, Research, Response to Text (Summary/Literary)
- Opinion, Argumentative
- Fictional/Personal Narrative

Informative/Explanatory

Argumentative

Narrative
Real world, authentic writing most often entails “blended” genre writing.
WRITE ELL Study

Six High-leverage, Research-based Practices

conducted by
WestEd, Oakland
UC Davis
# Building on Our Students’ Strengths

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Interests</th>
<th>Strengths as a Learner</th>
<th>Needs as a Learner (previous schooling, etc.)</th>
<th>Student Data (CELDT score, reading level, writing baseline score)</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Building on Our Students’ Strengths*
Begin with the end in mind.

What do I want my students to know and be able to do at the end of the unit?

What kinds of experiences will facilitate this learning?

What kinds of texts do I want my students to read? (written, video, art, etc.)
The Importance of Knowing Our English Learners’ Strengths and Needs

“When teachers collaborate to identify English learners’ strengths and needs and plan lessons together – and administrators provide ongoing support and monitoring – stakeholders create a climate where a range of voices engage in meaningful conversations and exploration around meeting the varied needs of their English learners.”

– English Learner Focus, a statewide collaborative quarterly research brief
Capacities of Literate Individuals

- demonstrate independence
- build strong content knowledge
- respond to the audience, task, purpose, and discipline
- comprehend and critique
- value evidence
- use technology and digital media strategically and capably
- understand other perspectives and cultures

-- CCSSI, 2015
Constructing a Shared Understanding around Quality Literacy Instruction

“Without a shared understanding of what we mean by quality instruction, we have no basis from which to mount an improvement effort.”

—Leading for Instructional Improvement, p. 5
How do we achieve high-quality learning for *each* and *every* student?

Six High-leverage Research-based Academic Literacy Practices
Academic Literacy includes the cognitive and tangible skills involved in reading and writing, as well as the integrative role of academic oral language.

—Genesse, Lindholm-Leary, Saunders & Christian, 2006; August & Shanahan, 2006; Short & Fitzsimmons, 2007
Academic Literacy

Reading

Writing

Academic Oral Language
Six Research-based, High-leverage Academic Literacy Practices

1. **Teach genre writing as a process.**
2. Build on students’ backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish (and celebrate!) student writing.

— Goldman, 2013
Three recent seminal reviews of the literature:

1. National Literacy Panel on Language Minority Children and Youth (NLP, August & Shanahan, 2006)


3. Carnegie Panel on Adolescent EL Literacy (Short & Fitzsimmons, 2007)
What has been your experience with genre-process writing? Have you experienced it as a student or as an educator?
An Integrative Approach to Literacy

– Bell High School, Los Angeles
# Building on Our Students’ Strengths

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Interests</th>
<th>Strengths as a Learner</th>
<th>Needs as a Learner (previous schooling, etc.)</th>
<th>Student Data (CELDT score, reading level, writing baseline score)</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice #1

Teach genre writing as a process.

“Genres function as frames for the ways we act, the thoughts we have, and the interactions we engage in.”

– Hyland, 2007
Writing Process

Introducing the Genre
Unpacking the Genre
Collaborative Writing
Organizing and Drafting
Editing and Revising
Publishing
Teach Genre Writing as a Process

- **Plan instruction.**
- Gather baseline writing data.
- Introduce the genre.
- Unpack the genre.
- Engage in reading complex texts.
- Facilitate collaborative discussions and writing around meaningful texts.
- Administer a writing prompt.
- Score rough drafts.
- Use data to provide students with specific feedback and to inform your instruction.
- Revisit key points.
- Provide opportunities to publish (make “public”) student writing.
1- Teach genre writing as a process.

<table>
<thead>
<tr>
<th>Introducing the Genre (Teacher-guided)</th>
<th>Unpacking the Genre (Teacher-guided)</th>
<th>Collaborating on Writing (Student-guided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce rubric criteria.</td>
<td>3-Model writing for and with students.</td>
<td>Engage in meaning-making: reading, discussions, and writing.</td>
</tr>
<tr>
<td>2-Build on students’ backgrounds.</td>
<td></td>
<td>4-Develop academic oral language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-Teach grammar and vocabulary in context.</td>
</tr>
<tr>
<td>Drafting (Student-guided)</td>
<td>Revising (Student-guided)</td>
<td>Publishing (Student-guided)</td>
</tr>
<tr>
<td>Guide students to organize and draft writing.</td>
<td>Score rough drafts.</td>
<td>6-Publish (and celebrate!) student writing.</td>
</tr>
<tr>
<td></td>
<td>Use data to inform classroom instruction.</td>
<td></td>
</tr>
</tbody>
</table>

Goldman, 2013
Writing Portfolios

Portfolios empower writers by...

- Developing language over time
- Goal setting and self-evaluating
- Inspiring creativity and promoting student responsibility
Informative Writing for Content

Compare/Contrast

CABE

March 2017
“Effective assessment begins with clear conceptions of the goals and objectives of learning.”

– ELA/ELD Framework, p. 65
WRITE Institute
Scoring Guide for Response to Text: Literary
A response to Text: Literary interprets some aspect of a literary work. The writer of the essay supports a clear thesis statement through specific examples from the text. Typically, writers support a universal theme (good vs. evil, individuality vs. conformity, sacrifice, coming-of-age) by focusing on a literary device (i.e., characterization, symbolism, imagery, or figurative language).

Scoring Range
Each category is worth 0-6 points.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>off topic/no evidence</td>
</tr>
<tr>
<td>1</td>
<td>minimal evidence of proficiency</td>
</tr>
<tr>
<td>2</td>
<td>some evidence of proficiency, but weak</td>
</tr>
<tr>
<td>3</td>
<td>developing proficiency</td>
</tr>
<tr>
<td>4</td>
<td>proficient</td>
</tr>
<tr>
<td>5</td>
<td>exceeding expectations</td>
</tr>
<tr>
<td>6</td>
<td>outstanding</td>
</tr>
</tbody>
</table>

Directions: Total points and divide by 10 to yield a score of 0-6.

CONTENT & ORGANIZATION

____ The introduction includes the title, author, thesis and summary of the text.
____ The introduction includes a thesis statement that provides a specific interpretation of the literary work (i.e., theme).
____ The introduction includes a brief summary of the text. (1-2 sentences).
____ The essay provides an understanding of the literary work as a whole.
____ The topic sentences support the interpretation (i.e., theme).
____ The writer makes inferences about the author’s purpose.
____ The writer paraphrases and quotes in order to avoid plagiarism.
____ The essay concludes with a summary of the interpretation, a commentary and/or a reflection.
____ The essay exhibits a coherent and logical organization.
____ The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.

____ Total (divided by 10) = _______ Score

Learning Intentions

Success Criteria

What do I want my students to know and be able to do?
WRITE Institute
Student Scoring Guide

Make a check mark if you have it in your writing.

___ I identify the subjects to be compared/contrasted.
___ I show how the subjects are alike and/or different.
___ I use facts about the subjects being compared/contrasted.
___ I describe using features.
___ I use comparing and/or contrasting words.
___ I organize the writing appropriately.
___ I conclude by connecting the two subjects.
___ I use appropriate sentence structure.
___ I use appropriate grammar.
___ I use capital letters and punctuation correctly.
___ I am a developing writer.

The dog is brown.
## CABE: Unit Instructional Plan for Compare/Contrast

<table>
<thead>
<tr>
<th>Introducing the Genre</th>
<th>Unpacking the Genre</th>
<th>Collaborating on Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set up portfolios/formative daily assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gather baseline data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduce the rubric criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can I connect this new learning to my students’ identities and cultures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Frameworks, Rubric, I am Just Like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Model the writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of writing do I want my students to produce?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What should the structure or organization of the writing look like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What language do they need to support this type of genre?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What domain-specific language do they need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Teacher Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read (deconstruct) text(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage in collaborative discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Identifying Similarities and Differences, Brainstorming Features, Identifying Features, Compare/Contrast Connect, Frames, Concept Catcher, The Gist, Summary Poster Template, Reciprocal Teaching, Socratic Seminar, Summing up the News</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizing and Drafting</th>
<th>Revising and Editing</th>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administer a prompt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Clipboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Score post writing (using language proficiency lenses).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hold writing conferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use data to inform next steps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Results Chart, Biggest Bang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Celebrate student writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grade final writing portfolio entry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> Portfolio Questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introducing the Genre

1. Collect baseline data.

2. Introduce the rubric.

3. Make connections to the genre.
Conduct a baseline writing assessment.
1. Model the thinking around writing in the genre.

2. Introduce text organization, grammatical structures, sequencing, tools (outlines, language frames, etc.).
Collaborating on Writing

Guide student to…

1. Read a text.

2. Engage in meaningful academic dialogue around the text.

3. Collaborate on writing in the genre.
“Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.”

— ELA/ELD Framework, p. 27
What Good Readers Do When They Read

*Establish clear goals* in mind for the reading
*Constantly evaluate* (their goals, text quality, etc.)
*Scan the text before they read* (note structure)
*Read selectively* (reading carefully vs. quickly)
*Question* (during and after the reading, consider the authors’ beliefs, historical context)
*Determine the unfamiliar words*
*Draw from prior knowledge*

– ELA/ELD Framework, p. 679
Reading Apprenticeship Framework

**Personal**
- Identity, fluency, metacognition, confidence, range

**Social**
- Discussing, noticing reading skills, problem-solving

**Cognitive**
- Big picture, goal-setting, monitoring

**Knowledge-building**
- Schema, content, texts, language

– ELA/ELD Framework, p. 680
Drafting

Guide students to…

1. Read and interpret the prompt.

2. Organize the writing.

3. Draft the writing.
Revising


2. Score rough drafts.

3. Use data to provide **additive feedback** and inform instruction.
The Biggest Bang!
Focusing feedback to students in order to maximize improvement in writing

It can sometimes be difficult for us, as writing teachers, to find sufficient time to conference with students about their writing during class time. For this reason, it is critical that we maximize those “little pockets of time” that we set aside for student conferences. If we know we only have ten minutes to conference with a student, we must strategize how to best use that time to get “the biggest bang for our buck.”

Minimally, we should accomplish two goals during each conference:

1. Motivate the student to continue the writing process. Donald Murray says, “A good writing conference is when you walk away and want to write more.” Young writers are motivated by specific praise and more importantly, by reader interest in the content of their essay. According to Nancie Atwell, “In questioning students, ask about something you’re curious about as an inquisitive human being. Forget you’re an English teacher, and focus on meaning.”

2. Guide the student in making improvements in one specific area (i.e., a rubric criterion), the improvement of which would have the biggest impact on the student’s next draft of the essay.

In order to focus on getting the biggest bang, we can begin planning for mini-conferences by asking the following questions:

What is your reaction to the student’s writing as “a reader?” (Not as “a teacher”)
What questions do you have for the student as “a reader?”

What type of encouragement would most motive the student to continue working on this draft?

What specific guidance would have the greatest impact on improving the student’s score on this essay?
Model for Improvement
What are we trying to accomplish?
How will we know that a change is an improvement?
What changes can we make that will result in improvement?
# Using Classroom Data to Inform Instruction

## Results of Summary Writing

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID Number</th>
<th>ELD Level</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Facts and details</td>
</tr>
<tr>
<td>Conveys author’s Message/Neutral</td>
</tr>
<tr>
<td>Paraphrases</td>
</tr>
<tr>
<td>Active Voice</td>
</tr>
<tr>
<td>Third person</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>Short and Concise</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Conventions</td>
</tr>
<tr>
<td>Total Score</td>
</tr>
</tbody>
</table>
Provide opportunities to publish (make “public”) and celebrate student writing!

Examples:
Edmodo
Screencasts
Presentations
Letters
Global Learning Networks
Writing Portfolios: STUDENT REFLECTION

• How specifically have you grown as a writer this year?
• What are your favorite genres?
• Which genres are the most challenging for you?
• What are your short-term and long-term writing goals?
• Which strategies helped you the most?
• What worked well about the collaborative projects?
• What suggestions to you have to improve the process?
What are you already doing that aligns to research-based instructional practices for language learners?

– Bell High School, Los Angeles
Practice #2

Build on students’ backgrounds.

“Pedagogy that encourages and supports students to bring their experiences, their culture, their heritage and language into the classroom maximizes learning by allowing students to build upon the full foundation of their prior knowledge.”

– Olsen (2010), Reparable Harm
Culturally and Linguistically Responsive Pedagogy

• Create a welcoming **classroom environment** that exudes **respect** for cultural and linguistic diversity

• Provide a **language rich environment**

-- ELA/ELD Framework, p. 61-62
Reflection

Share one way that you create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
I am just like...

I am ________________ just like ________________;
therefore, I ____________________________________.

I am ________________ just like ________________;
therefore, I ____________________________________.

I am ________________ just like ________________;
therefore, I ____________________________________.

I am ________________ unlike ________________;
therefore, I ____________________________________.

I am ________________ unlike ________________;
therefore, I ____________________________________.

I am ________________ unlike ________________;
therefore, I ____________________________________.
Summing Up the News

Breaking News English (emerging proficiency level)
CNN.com
Newsela (also in Spanish)
National Geographic
News in Levels (emerging proficiency level)
PBS News Hour
Scholastic News
Treehugger.com
Upfront News (Scholastic)
Practice #3

Model writing for and with students.

I don’t **tell** them how to draft **their** papers; I **show** them how I draft **my** papers.”

*Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts* (2011), Gallagher, p.15
Reflection

Discuss a time you learned something through modeling.
Writing Products

Articles (Issue-oriented)  
Biographies  
Editorials  
Journals  
Lab Reports  
Logs  
Notebooks (Science)  
Proposals  
Research Papers  
Responses to Questions  
Reviews  
Statement of Purpose Papers

My Personal Narrative
by Mrs. Q.

The smell of the Christmas tree in the air... the twinkling of the colored lights... the chill of the morning air... It was always so exciting to wake up on Christmas morning to open presents, but the year I turned 12 it seemed especially exciting. Little did I know I was about to get the best Christmas present I ever got. When I walked out of my room to meet my parents and two older sisters, I was a little puzzled that my mom was nowhere in sight. Still, I loved seeing all the colorfully wrapped presents under the tree! Since we weren't all there yet, I ran to get my slippers to warm my feet against the cold floor, and when I got back, everyone was looking at me. Confused, I looked around... and there she was. A tiny, bumbling ball of white and brown fur was creeping around the corner of the couch. "Ahhh!! A puppy??" I screamed, looking over at my parents. Everyone laughed when my mom said, "The little Shih Tzu puppy and she went scurrying behind the couch again. "Yep— a puppy. She's all yours. Merry Christmas!" Said my mom. I couldn't believe it. I had been asking for a puppy since I was 5 years old, and here she finally was. I picked her up and hugged her, and can't remember putting her down for the rest of the day. She was so sweet and playful, and her face was so cute with her warm brown eyes and nose -- I decided to name her Gizmo, after the cute creature in the movie Gremlins. For the next 15 years, I was as attached to her as I was that first morning. She's the best, most loyal dog I've ever had, and she'll always be the best Christmas gift I ever got.
Teacher-modeled Writing

What **kind of writing** do I want my students to produce?

What should the **structure or organization** of the writing look like?

What **language do they need** to support this text type or genre?

What **domain-specific language** do they need?
Dolphins and Sharks

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins live in warm and cold oceans all over the world. Like chimpanzees or dogs, dolphins are very intelligent mammals. Because they are mammals, they are warm-blooded, have bones, nurse their young, sleep and breathe air. They have fins and come in many shapes and sizes. Dolphins mostly eat fish and squid, but they don’t chew them. They gulp them whole! Large dolphins, called Killer Whales, sometimes eat sharks and other dolphins.

Similar to dolphins, sharks live in the world’s oceans, have fins, and come in different shapes and sizes. Sharks also gulp their food, mostly fish, squid and other marine animals. Contrary to what many people think, sharks don’t attack humans often—only when they mistake people for seals and sea lions. Unlike dolphins, sharks are cold-blooded, boneless fish. In contrast to very clever dolphins, sharks are only about as smart as birds or rats. Although sharks don’t sleep, they do have active and inactive periods.

Both of these extraordinary animals are also under threat due to overfishing for food and sport fishing. In both cases, this has a direct result on the marine ecosystem. For example, the domino effect of a decreased number of sharks in the ocean means that the scallop population is nearly extinct. Fewer sharks means more rays in the ocean; the increased number of rays results in too few scallops, the preferred food source for rays.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I’d rather meet a dolphin in the ocean than a shark!

Delfines y tiburones

Al igual que los delfines, los tiburones son animales sorprendentes. Los delfines usan la ecolocación que es como un radar. Emiten chasquidos en el agua que reboban en objetos cercanos para poder determinar la distancia a la que se encuentran los objetos. Los tiburones también, son muy sorprendentes. Han existido desde antes que los dinosaurios y tienen más de 3000 dientes en cinco hileras.

Los delfines viven en océanos tibios y fríos en todo el planeta. Como los chimpancé o los perros, los delfines son mamíferos muy inteligentes. Debido a que son mamíferos, tienen la sangre caliente, tienen huesos, amamantan a sus crías, duermen y respiran aire. Tienen aletas y los hay de muchas formas y tamaños. Los delfines comen más que nada peces y calamares, pero no los mastican. ¡Se los tragan enteros! Los delfines de mayor tamaño, llamados orca, de vez en cuando, comen tiburones y otros delfines.

Al igual que los delfines, los tiburones viven en los océanos del planeta, tienen aletas y los hay de muchas formas y tamaños. Los tiburones también se tragan la comida, más que nada peces, calamares y otros animales marinos. Al contrario de la creencia popular, los tiburones no atacan seguido a los humanos, solo cuando los confunden con focas y lobos marinos. A diferencia de los delfines, los tiburones tienen la sangre fría y no tienen huesos. En contraste con los delfines, que son muy inteligentes, los tiburones tienen la inteligencia de un pájaro o una rata. Aunque los tiburones no duermen, tienen períodos activos e inactivos.

Los delfines son mamíferos inteligentes y juguetones. Por otro lado, los tiburones son peces muy interesantes con muchos dientes aterradoros. Aunque ambos animales son sorprendentes, prefiero encontrarme con un delfín que con un tiburón en el mar!
Four Organizational Frameworks for Comparison/Contrast Essays

1. **S & D**
   - Discuss how the subjects are similar (compare)
   - Discuss how the subjects are different (contrast)

2. **S x S**
   - Discuss Subject 1
   - then
   - Discuss Subject 2 and compare/contrast it with Subject 1

3. **F x F**
   - Feature 1: Compare/contrast for both subjects
   - Feature 2: Compare/contrast for both subjects
   - Feature 3: Compare/contrast for both subjects
   - (continue for each feature)

4. **C³**
   - Compare how the subjects are alike
   - &
   - Contrast how the subjects are different
   - &
   - Connect thesis to broader concepts (commentary/reflection)

Compare/Contrast: Secondary

© WRITE Institute, September 2015
Language Classes: Learning to Write

Content Classes: Writing to Learn
Practice #4

Develop academic oral language.

All learning floats on a sea of talk.

—John Dewey
Structures for Engaging Students in Academic Conversations

Think-Pair-Share
Think-Write-Pair-Share
Quick-Write-Draw
Literature/Learning Circles
Inside/Outside Circles
Opinion Formation Cards

The Discussion Web
Expert Group Jigsaw
Structured Academic Controversy
Socratic Seminar

-- ELA/ELD Framework, p. 49-50
Frame: Compare

___________ and a __________ are similar.

They are both _________________________.

One has _________________. The other also has_______________________.

___________ is the same as _____________

because _______________________________.

_________ and ___________ are______________

_____________________.

Draw a Picture


Comparing
Sentence Frames for Comparing

Subject ___________________________ C/C Vocabulary

________________ and __________________ are similar.

________________ and __________________ are the same.

________________ and __________________ are alike.

________________ and __________________ are similar because ___________________.

________________ and __________________ are the same because they both ________.

________________ and __________________ are alike because they both ________.

________________ and __________________ both have ______________________.

Both __________________ and __________________ are ______________________.

________________ is similar to __________________ because ______________________.

________________ and __________________ have ______________________ in common.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.

Similarly, __________________ is ________, Similarly, ________ is ________.
**Sentence Frames for Contrasting**

<table>
<thead>
<tr>
<th>Subject</th>
<th>[information that is different]</th>
<th>C/C Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and</td>
<td>are different</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>because</td>
</tr>
<tr>
<td></td>
<td>is unlike</td>
<td>different than</td>
</tr>
<tr>
<td></td>
<td>is not as</td>
<td>as</td>
</tr>
<tr>
<td></td>
<td>is more</td>
<td>less than</td>
</tr>
<tr>
<td></td>
<td>is [bigger, smaller, etc.]</td>
<td>than</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>; however</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>, but</td>
</tr>
<tr>
<td>Although</td>
<td>is</td>
<td>has</td>
</tr>
<tr>
<td></td>
<td>has</td>
<td>(other verb)</td>
</tr>
</tbody>
</table>

**Contrasting**
<table>
<thead>
<tr>
<th>Summary Poster Template</th>
<th>Group: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(Attach here a copy of the text section assigned to this group.)</td>
<td>Key Points:</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing/Image/Symbol/Icon to represent the Main Idea:</td>
<td>Connections We See:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden Line (meaningful phrase or sentence):</td>
<td></td>
</tr>
</tbody>
</table>
Summarizing
Describing
Comparing
Contrasting

Similarities in Early Development

- Scientists make inferences about evolutionary relationships by comparing how different species develop.
- All vertebrates have a tail during development before birth.
- Also, all vertebrates have rows of tiny slits in their throats.

These similarities suggest that vertebrate species share a common ancestor.

Darwin theorized that organisms that have homologous structures share a common ancestor.
Identifying Similarities and Differences

different

same

different

same

different

Compare/Contrast: Secondary

© WRITE Institute, September 2015
### Identifying Features to Compare/Contrast

<table>
<thead>
<tr>
<th>Feature</th>
<th>Subject 1:</th>
<th>Subject 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C³ = Compare – Contrast – Connect

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
<th>Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How alike….)</td>
<td>(How different…)</td>
<td>(This reminds me of…)</td>
</tr>
</tbody>
</table>
Concept Catcher (expository text)
“Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.”

— ELA/ELD Framework, p. 27
Purposeful Speaking

Socratic Seminars

The purpose of a Socratic seminar is to learn through thoughtful dialogue by exchanging opinions and ideas. This 30-minute process of collective inquiry fosters creative thinking. It is important to remember during these sessions, that there are no right answers and that the seminar is not a debate.

Process
1. Read the selected text. (The text could be an article, film, topic from class, i.e., scientific hypothesis or historical event).
2. Generate questions or comments. (See roles below.)
3. Review the protocol.
4. Conduct the seminar (30 min.)
5. Debrief the seminar (5 min.)

Roles

<table>
<thead>
<tr>
<th>Leader</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Studies the text prior to the class</td>
<td>✓ Study the text prior to the class</td>
</tr>
<tr>
<td>✓ Questions to clarify and generate new ideas</td>
<td>✓ Listen actively and politely</td>
</tr>
<tr>
<td>✓ Monitors ‘air time’ of participants</td>
<td>✓ Respond by sharing new or related ideas</td>
</tr>
<tr>
<td>✓ Helps guide new interpretations</td>
<td>✓ Question and clarify ideas</td>
</tr>
<tr>
<td></td>
<td>✓ Support their ideas by referring to the text</td>
</tr>
</tbody>
</table>

Socratic Seminar Sample Questions

Sample Opening Questions:
What is the main idea of the text?
What is the author’s purpose or perspective?
What does __________ mean?
What is the most important word or sentence?

Sample Clarifying Questions (regarding the original question):
Is the question clear?
Does this question lead to other questions or issues?
What does this question assume about __________?

Sample Leader Questions:
Who has a different perspective?
Can anyone else give evidence to support that response?
Who has not had a chance to share yet?
How does that relate to what __________ said?
What would be an example of that?
What are your reasons for saying that?
Can you explain how you logically got from __________ to __________?

Sample Participant Questions:
What do you mean by __________?
How does __________ relate to __________?
Do you mean __________?

Sample Closing Questions:
Why is this text important?
How does the text relate to our lives?
How might other groups of people respond?

Sample Debriefing Questions:
What was something you noticed about the seminar?
How well did we follow our norms?
What could we do to improve the process for next time?
Getting the Gist: Purposeful Thinking, Speaking, and Writing
### Citing evidence...

<table>
<thead>
<tr>
<th>The evidence clearly shows</th>
<th>Statistic clearly show</th>
<th>There is strong evidence to suggest</th>
<th>The facts indicate</th>
<th>The evidence implies</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>__________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Giving reasons to support an opinion...

<table>
<thead>
<tr>
<th>One reason for</th>
<th>One advantage of</th>
<th>Another point in favor of</th>
<th>A further argument supporting</th>
<th>One other advantage of</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>_________________________</td>
<td>_________________________________</td>
<td>_____________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>is</td>
<td>_________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Responding to some else’s opinion...

<table>
<thead>
<tr>
<th>One disadvantage of</th>
<th>One objection to</th>
<th>One argument against</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>_________________________</td>
<td>_________________________________</td>
</tr>
<tr>
<td>is</td>
<td>_________________________</td>
<td>_________________________________</td>
</tr>
</tbody>
</table>
Engage students with interactive learning activities that are both low-tech...
and high-tech!
Teach grammar and vocabulary explicitly and in context.

“Keeping a vocabulary notebook is one of the most effective and efficient techniques for students to assume the responsibility for learning vocabulary.”

– Reid (2011), Writing Myths
## Vocabulary Notebook

<table>
<thead>
<tr>
<th>Word</th>
<th>My Definition</th>
<th>Dictionary Definition</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“A strong rationale supports the use of direct vocabulary instruction as a means to enhance academic background knowledge.”

Marzano (2004), Building Background Knowledge
Research on Grammar Instruction

1. Focus on highly frequent grammar.

2. Connect the grammar to the reading, writing, and speaking.

3. Use non-textbook grammar sources.

- Reid (2011), Writing Myths
## Word Parts

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Action)</td>
<td>(Person, Place, Thing, Idea)</td>
<td>(Word to describe nouns)</td>
<td>(Words to describe actions)</td>
</tr>
<tr>
<td>Investigate</td>
<td>Investigation</td>
<td>Investigative</td>
<td>Environmentally</td>
</tr>
<tr>
<td>Investigator</td>
<td>Environment</td>
<td>Environmental</td>
<td>Optionally</td>
</tr>
</tbody>
</table>
| Environment | Option | Optional | }
**Word Maps**

**Definition:**
Something that is large

**Antonyms:**
small, little, tiny

**Synonyms:**
huge, gigantic, very large

**Examples:**
skyscraper, airplane, ship

**Non-examples:**
ant, fly, earring
Practice #6

Publish (and celebrate!) student writing.

Making writing “public” through technology...

- Initiates discussions
- Reinforces content
- Fosters new learning
- Draws connections
- Encourages reflection

Examples:
- Edmodo
- Screencasts
- Presentations
- Letters
- Global Learning Networks

—Goldberg, Russell, & Cook, 2005
Reflection

Share one way that you “publish” student writing.
– Mueller Charter School, San Diego
Six High-leverage Instructional Writing Practices

1. Teach genre writing as a process.
2. Build on students’ backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish (and celebrate!) student writing.

— (Goldman, 2013) Teachers’ Sense of Efficacy in Teaching Second Language Writing to Middle and High School Long-term English Learners (Dissertation)
1- Teach genre writing as a process.

<table>
<thead>
<tr>
<th>Introducing the Genre (Teacher-guided)</th>
<th>Unpacking the Genre (Teacher-guided)</th>
<th>Collaborating on Writing (Student-guided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce rubric criteria.</td>
<td>3-Model writing for and with students.</td>
<td>Engage in meaning-making: reading, discussions, and writing.</td>
</tr>
<tr>
<td>2-Build on students’ backgrounds.</td>
<td></td>
<td>4-Develop academic oral language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-Teach grammar and vocabulary in context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drafting (Student-guided)</th>
<th>Revising (Student-guided)</th>
<th>Publishing (Student-guided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide students to organize and draft writing.</td>
<td>Score rough drafts. Use data to inform classroom instruction.</td>
<td>6-Publish (and celebrate!) student writing.</td>
</tr>
</tbody>
</table>

Goldman, 2013
End-of-Unit Assessments

• Have my students met the goals of the unit?
• Are there some students who need additional help to meet the goals of the unit?
• What help do they need?
• What improvements do I need to make in my teaching next time I teach this unit?
Teacher Journals:

Did my students learn what I wanted them to learn? How do I know?

What worked well?

What were some challenges?

What will I do differently tomorrow?

Adapted from *Building Teachers’ Capacity for Success; A Collaborative Approach for Coaches and School Leaders*, Pete Hall & Alisa Simeral
Write about real issues for real audiences.
WRITING OUR WORLD
STUDENTS AS WRITERS

Collaborative Projects that integrate Writing, Research, Technology, and Social Action
Snapshot of a collaborative writing project from a high school WRITE classroom (LTELs)
In small groups, students were invited to...

1. **Identify** problem in school and/or community.
2. **Research** problem and three possible solutions.
3. **Propose and defend** best solution to problem.
4. **Write problem/solution letters** and send to person, group, or organization to inform and/or request action.
5. **Use multimedia tools** to create and formally present project to whole class.
6. **Use a global learning network** to share process and project with “sister class.”
7. **Revise project** based on feedback.

Problem/Solution Project
Three examples of Common Core ELA Standards Addressed

“Conduct short as well as more sustained research to answer a question or solve a problem…”

“Make strategic use of digital media… in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

“Use technology, including the Internet, to produce, publish, and update individual or shared-writing products in response to ongoing feedback…”
Why don’t more Latinos at our school go to college?
Did you know that only 7% of Latino students at Cervantes High School go to college?
Compared to...

15% of blacks
25% of whites
40% of Asians

- Latino 7%
- African-American 15%
- Caucasian 25%
- Asian 40%
Why?
Top 3 reasons, based on our student and parent surveys...

- no family history
- lack of information
- expensive
How does not going to college impact students at our school?
Top 3 ways, based on our student & teacher surveys...

- high dropout rate
- high pregnancy rate
- few good job opportunities
What could happen if the problem isn’t solved?
• limited job choices
• more young Latinos in prison
• negative stereotypes about Latinos
Possible Solutions
(according to Gándara & Olsen)

1. Teachers learn more about Spanish-speaking cultures.

2. Schools inform and educate parents about the importance of college.

3. Students become more involved in school activities.
Students then included slides that addressed pros and cons of solutions, etc.
Reflection

Discuss the application of research practices to your classroom practice.
WRITE ELL Study

Six High-leverage, Research-based Practices

conducted by
WestEd, Oakland
UC Davis
It’s about **TEACHING** writing, not **ASSIGNING** writing!
Stocking the Toolbox

- **Standards** (language and literacy across content areas)
- **Student Data** (baseline, drafts, ongoing formative assessments, final writing/portfolios)
- **Assessment** (additive, formative, summative)
- **Instruction** (culturally responsive, research-based, pacing guides, learning intentions/success criteria)
- **Mindset** (growth, changing belief/culture systems)
Systemic Schoolwide Literacy Implementation

- Time
- Resources

- Strategic Systemic Support for Teachers

- Flexibility
- Accountability
WRITE Coaches...

Lead **systemic** professional learning around literacy

Facilitate **equitable** assessment practices

Integrate literacy and **technology**
the teacher perspective...

Training 1
- Orientation
- Intro to Scoring
- Unit 1

Training 2
- Reflect & Share
- Scoring
- Unit 2

Training 3
- Reflect & Share
- Scoring
- Unit 3

Training 4
- Reflect & Share
- Scoring
- Review & Plan

4-8 weeks to implement
“A very effective way [to create ‘expert’ teachers] is to have teachers experience this type of learning themselves, because, really, that is how we change – by experiencing something new that is successful in all its complexity.”

“One example of this approach comes from the WRITE Institute, a program that is part of the San Diego County Office of Education... The WRITE Institute approach...[is] based on how students and teachers learn, and there is evidence that this type of professional development improves teachers’ ability to implement these effective practices.”
“It [achieving quality learning] is the equity and social justice issue of our time.”

—Leading for Instructional Improvement, p. xviii
Leadership Institute

What? Two-day Institute and Quarterly Online Follow-up Sessions

Why? To create a shared understanding around integrated and designated schoolwide/districtwide


When?
Grades K-5: June 21st and 22nd or October 4th and 5th

Grades 6-12: May 9th and 10th or October 17th and 18th
Questions?
Writing Reform and Innovation for teaching Excellence

Julie Goldman, Ed.D., jgoldman@sdcoe.net
Kristen Blake, M.Ed., krblake@sdcoe.net