The Proud Team of Val Verde Welcomes You!

https://tinyurl.com/vvusdelemcabe
Presenters

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Improving Writing Through an Engaging Process

Val Verde Unified School District
English Learner Support Services
The Val Verde Story...
VVUSD Board Goals

2016-2017 Val Verde Unified School District

**Reading by Third Grade**
- Increase family & community engagement focused on reading.
- Increase early childhood development of pre-reading activities.
- Implement data driven interventions.
- Provide extended learning opportunities.
- Reduce chronic absenteeism.
- Establish, evaluate, and monitor indicators, activities, and timelines within the Strategic Reading Plan.

**Student Achievement for College and Career Readiness**
- Align instruction to support Future Ready Schools and deeper learning competencies through an application based approach.
- Offer free PSAT/SAT to students in grades 8-12.
- Refine and support AVID TK-12.
- Establish a baseline of students requiring remediation in college.
- Increase A-G completion rate by 4%.
- Pre-AP rate by 5%.
- CTE course participation rate by 5%.
- College Going rate by 3%.
- AP Test Pass rate and participation by 3%.

**Fiscal**
- Develop a system of fiscal control to provide greater insight into financial management.
- Reduce the 2017-18 deficit spending by 25% (as of June 30, 2018).

**Professional Development**
- Continue to refine research-based intervention practices for grades K-3.
- Continue to provide job aide professional development for CSEA.
- Increase use of technology and technology support.

**Community Relations**
- Support parent empowerment programs.
- Support parent classes for technology and ESL.
- Increase the percentage of students served by Summer Feeding/Reading Program.

**Community Engagement Center by 5%**

**Facilities**
- Provide safe and well maintained facilities.
- Provide solar at all school campuses.

- We will increase the number of school sites receiving a score of exemplary as measured by the annual Facilities Inspection Tool (FIT).

**Overall Goal**

**Writing Focus!**
GOAL:
Maximizing, supporting, and ensuring student reading & writing across all content areas

**Phase I**
*Writing vision/goal for all learners
*Writing Brainstorms & Scaffolds: Thinking Maps Across all Content Areas
*Review: ELPAC / ELPI / LOLs / Language Star
*Review: EL Data by grade-level

**Phase II**
ELA/Math/Science CCLs (Aug. - Oct.)
*Fostering critical thinking through academic writing, & inquiry stems across all content areas
*Bellwork routines using four language domains
*Review: ELPAC / ELPI Updates
*Review: EL Data by teacher / CUPs trends

**Phase III**
January 2, 2018
* Deconstructing & Reconstructing Complex Texts Across all Content Areas
*Review: ELPAC / ELPI Updates
*Review: EL Data by teacher / CUPs trends
Content Objective:

Educators will explore high quality writing strategies and resources to engage students in an interactive, collaborative, and engaging writing process.

Language Objective:

Educators will engage in a collaborative conversation to determine 1-2 writing strategies they will adopt in their classroom.
Writing Process Resources

A teacher's guide to improve student writing through the process across all genres

Digital Copy of this Booklet: https://tinyurl.com/vvusdwritingbooklet
Step up to Writing...

&

Other GREAT strategies!
Even though the RMS Titanic was thought to be unsinkable, the forces of nature and human error had other plans.

**Speed**
- Facts: Ignored warnings
- Facts: Top speed
- Reasons for Opinion: Most of its mass underwater

**Iceberg**
- Reasons for Opinion: Hull was able to be breached
- Reasons for Opinion: Optical Illusion

The RMS *Titanic* barrelled down to the bottom of the Atlantic Ocean, and lays there indefinitely as a casualty of both nature and human error.
Expectations!

What could writing look like in my grade-level?

K-5 Grade Paragraph Posters

~It is important for students to have a rubric before they begin their writing~
~They should know what is expected of them and the writing task~
Kinder-5th Grade Improving Writing Through the Process

**Planning**
- **Step 1**: Explicitly identify writing task/prompt (Dissecting the Prompt)
- **Step 2**: Explicitly unpack genre elements with videos

**Prewriting**
- **Step 3**: Teacher models writing on thinking map & 2-3 column notes & students write along

**Collaborative Writing**
- **Step 4**: Modeled through oral/TPR discussion
- **Step 5**: Sketch paragraph/essay

**Organizing & Drafting**
- **Step 5**: Finalize sketch paragraph/essay
- **Step 6**: Amplify paragraph/essay
- **Step 7**: Students write 1st draft

**Editing & Revising**
- **Step 8**: Collaborative Draft Share Out
- **Step 9**: Class Revision
- **Step 10**: Class Editing

**Publishing & Celebrating**
- **Step 11**: Students publish their writing after they have jointly edited and revised it (peer-peer, teacher feedback)
- **Step 12**: Teacher selects 3-5 students to share their final written piece with the class (Author’s Chair)
Understanding the Prompt
What is your task?
“Dissecting the Prompt”

Narrative Prompt:
Write a paragraph about a time you were scared. Use vivid details and dialogue to tell your story.

Informative:
Write a paragraph that tells about current transportation methods. Describe how people get around town.

Opinion:
In your opinion, should students have homework? Write a paragraph stating your opinion and support it with strong reasons.

Important!
Create prompts that specify a clear “do” (verb), a clear “what” (product) AND that will work with the genre elements!
Planning & Prewriting: Building Background & Generating Ideas

Teacher and students plan writing ideas together!

1. Ensure all students clearly understand the prompt/task

   Supporting our English Learners!

2. Ensure students understand genre elements (practice orally & physically)

   Narrative Genre Elements Video
   Opinion Genre Elements Video
   Informative Genre Elements Video

3. Generate ideas whole class, groups, pairs
   - Teacher leads students to complete graphic organizer
     (thinking map, 2 & 3 column notes, etc.)

   Talk, Talk, Talk about it!
Collaborative Writing

Tools to Write Collaboratively:

*Kinder Narrative Writing Sketch Map
*Kinder Informational & Opinion Writing Sketch Map
*1st Narrative Writing Sketch Map
*1st Informational & Opinion Writing Sketch Map
*2-5 Writing Sketch Map (Narrative)
3rd Writing Sketch Map (Info. & Opinion)
*4-5 Writing Sketch Map (Info. & Opinion)

Teacher and students collaboratively Sketch!

Supporting our English Learners!

4. Teacher facilitates TPR card activity for students to listen to a “model” paragraph
   ○ Depending on grade-level and/or needed scaffold, students write the “class modeled paragraph” or they write their own!

5. Once students have heard, acted out, and experienced a “model” paragraph, they are ready to sketch their own ideas
   (or class ideas per teacher discretion)
Organizing & Writing

Teacher and students collaboratively write 1st Draft!

6. Teacher guides students to “transfer” their sketch into their “amplified” paragraph OR essay pages

7. Once students complete their drafted pages, they transfer their writing into “paragraph” or “essay” format.

Tools to Organize & Write:

- *Kinder Narrative Paragraph Amplified
- *Kinder Informational & Opinion Paragraph Amplified
- *1st Narrative Paragraph Amplified
- *1st Informational & Opinion Paragraph Amplified
- *2-5 Narrative Paragraph OR Essay Amplified
- *2-5 Informational & Opinion Paragraph OR Essay Amplified
Content Objective:

Educators will explore high quality writing strategies and resources to engage students in an interactive, collaborative, and engaging writing process.

Language Objective:

Educators will engage in a collaborative conversation to determine 1-2 writing strategies they will adopt in their classroom.
Second Week of Writing...

Diving Deeper into Student Writing...

Idea: do the following once/twice per Unit of Study!
Acquiring **Audience’s Perspective**: Centering the Clay

1. Take out your _____ (written piece)
2. With your partner (or group), take turns reading it

**Reader:** Read your 1st draft

**Listener:** Listen, then respond with 1 compliment & 1 suggestion. Use your speaking frames.

- Compliment Starters: “I like how you…”
- Suggestion Starters: “Have you thought of …”

~Teacher walks around/collects writing for a quick evaluation of students’ writing needs~

**Switch Roles!**
Revising: “Mini Revision Lesson”:
Forming the Clay (with teacher’s help)

1. Take out your _____ (written piece)
2. Based on students’ needs, teacher provides a “mini revision lesson”
3. Students revise their writing based on the teacher delivered “mini lesson”

~ Revision key points on next slide ~

Teacher guides students to focus on 1-2 revision points
(Based on current students’ improvement needs)
Revising: your writing: Making it **SOUND** better

Forming the Clay

Teacher guides students to focus on 1-2 of the following revision points
(Based on current students’ improvement needs)

1. Take out your ______ (written piece)
2. Self-read it
3. Read through the lens of the audience

**SOME REVISING FOCUS POINTS (TEACHER PICKS 1-2)**

- Add, change, delete parts of your writing to help the writing flow (smoother read)
- Turn “boring” words into vivid words ([banish boring words link](#))
- Did you hook your reader?
- Does your conclusion sum things up?
- Add specific descriptions, explanations, and details
- Organize ideas in an order that makes sense
- Add “**hooks**” to enrich writing
- Add “**clever Conclusions**” to enrich writing (revise elem.)
Editing your writing: Making it *look* better

Forming the Clay

*Based on students’ observed needs, teacher provides a “Mini Editing Lesson”
Teacher guides students to focus on 1-2 of the following editing points

Some Editing Ideas:
* Change letters to CAPITAL or lowercase
* Correct misspelled words
* Add, delete, or change punctuation
* Indent your paragraphs

1. Take out your _______ (Draft 1)
2. Self-read it
3. Edit your writing (based on teachers “Editing Mini Lesson”)
4. Write Draft 2!
Publishing: Final Shape

1. Take out your _____ (Draft 2)
2. With your partner, take turns reading it

**Reader:** Read your 2nd draft  
**Listener:** Listen, then provide any final revision/editing suggestions

3. Make any final changes / additions to your writing based on your partner’s suggestions (spell check/grammar/punctuation/organization)

Switch Roles!

4. Publish...Write or Type It!  
**Final Draft!**
Pre-Author’s Chair **Interview:**

1. Take out your _____ (Published Writing)
2. With your partner, take turns reading it

**Reader:** Read your _____

**Listener:** Formulate 3 leveled questions (Costa’s levels) about your partner’s published written piece.

**Reader:** Orally answer your partner’s questions

Switch Roles!
Author’s Chair: Writing Showcase

Recognize the differences in each other’s writing!

3-5 Students share their writing piece with class (determined by teacher)
Writing Formative Assessment

**Purpose** of Writing Formative Assessment:

- Check for student progress
- Provide feedback for improvement - not meant to “red mark” all mistakes

Remember that grading students’ writing is not an “I gotcha” - provide rubrics before they begin the writing task to give them a chance to live up to your expectations

- Use feedback/graded writing as a guide for skill / concept focus to be taught / re-taught
- Guide small group intervention writing needs

**PLC Model:**

It is powerful to “score” paragraph writing as a team to calibrate each other’s grading & collaborate on:

* What do we do when students can’t write a complete paragraph
* What do we do when students successfully write a complete paragraph
Val Verde Unified School District

English Learner Support Services

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