Language-Focused Strategy Groups:

Supporting Language Learning in the Literacy Workshop

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Objectives

- Learn how strategy groups can support language development within the literacy workshop.
- Compare/contrast the structure and flow of a language-focused strategy group to other literacy workshop components.
- Determine language needs from student writing samples.
- Identify resources for language teaching points.
Strategy Group Essentials

- Teaching point determined by data-analysis (conferring notes, writing samples, reading responses, etc.) - *can be mixed levels*
- Not too many kids (4 is perfect)
- 7-10 minutes total
- Students practice in their own reading/writing, teacher coaches in
- Single session, follow-up as needed
- Take notes for yourself
## Strategy Group Structure

### Connect and Compliment:
- Compliment to reinforce a strength
- set clear purpose
- remind students of their goal

### Teach:
- state teaching point
- Choose teaching method (determine level of support needed)

### Actively Engage:
- Students try-on strategy in their own reading/writing
- offer differentiated, individualized support moving from student to student
- 30-60 seconds with each student - coaching as they practice

### Link:
- remind them to continue with this work
- Leave students with an artifact to remind them of the strategy (sticky note, mini-chart, goal-sheet, etc.)
<table>
<thead>
<tr>
<th></th>
<th>Conference</th>
<th>Strategy Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Done in the moment</td>
<td>Done ahead of time</td>
</tr>
<tr>
<td><strong>Decide</strong></td>
<td>Choose a compliment and a teaching point</td>
<td>Ahead of time, choose a compliment and a teaching point</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>Use one of the 4 teaching method to meet the student’s needs</td>
<td>Use one of the 4 teaching method to meet the student’s needs</td>
</tr>
<tr>
<td><strong>Active Engagement</strong></td>
<td>Support the student in trying out the teaching point</td>
<td>Support the student in trying out the teaching point</td>
</tr>
<tr>
<td><strong>Link</strong></td>
<td>Remind the student what was learned/tryed out today, connect to future work</td>
<td>Remind the student what was learned/tryed out today, connect to future work</td>
</tr>
</tbody>
</table>
Guided Reading vs. Strategy Group

Guided Reading
- *instructional level
- *All kids have the same book
- *20 minutes
- *Structure includes book intro
- *Why? Support move to next level

Strategy Group
- *independent level
- *Different books
- *7-10 minutes
- *Structure - intro to strategy
- *Why? Support independent level
**Language-Focused Strategy Groups**

* Fit within the workshop structure

* When analyzing student writing samples, add language needs for language learners into current record system

* Teaches language within academic context

* Mixed language levels with a similar need
Language “Enhancements” for Small Groups

- Students know they are working on language development, are taught to be metalinguistic, and receive follow-up practice with feedback.

- Monitor language proficiency through ongoing assessment of discourse, sentence structure, and vocabulary.

- Contextualize content & language (activating & assessing background knowledge, teaching vocabulary & concepts)

- Flexible and intentional grouping that considers proficiency in reading, writing, listening, and speaking in English and home language.

- Language goals in addition to content goals
Let’s see it in action...

4th Grade Strategy Group: Homophones

Vin—Tagalog, entry 12/14/16 (mid 4th grade)
   ELPA Placement—Level 2

Thong—Vietnamese, entry 11/30/15 (mid 3rd gr.)
   ELPA—R1, W1, L1, S1; emerging

Adiel—Spanish, Kindergarten start
   ELPA—R2, W3, L3, S3; Progressing

Araceli—Spanish, Kindergarten start
   ELPA—R3, W3, L4, S5; Progressing
We are going ___ after school.

____ talking too much!

That woman is ___ mom.

their they're there

I can choose the correct homophone in my writing by thinking about the meaning.

write right
# Homophones

- **Sound the same**
- **Spelled differently**
- **Mean different things**

<table>
<thead>
<tr>
<th>there</th>
<th>their</th>
<th>there’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>over there (a place)</td>
<td>their dog (belongs to them)</td>
<td>they’re they + are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>to</th>
<th>too</th>
<th>two</th>
</tr>
</thead>
<tbody>
<tr>
<td>for someone</td>
<td>Me, too! (also)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>by</th>
<th>by</th>
<th>bye</th>
</tr>
</thead>
<tbody>
<tr>
<td>by the tree (next to)</td>
<td>buy</td>
<td>goodbye!</td>
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<table>
<thead>
<tr>
<th>no</th>
<th>know</th>
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<table>
<thead>
<tr>
<th>your</th>
<th>you’re</th>
</tr>
</thead>
<tbody>
<tr>
<td>your dog (belongs to you)</td>
<td>you + are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>for</th>
<th>four</th>
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<tbody>
<tr>
<td>for you</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>it’s</th>
<th>its</th>
</tr>
</thead>
<tbody>
<tr>
<td>it + is</td>
<td>its tail (belongs to it)</td>
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<table>
<thead>
<tr>
<th>are</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb</td>
<td>our dog (belongs to us)</td>
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<table>
<thead>
<tr>
<th>where</th>
<th>wear</th>
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<tbody>
<tr>
<td>?</td>
<td>ask about a place</td>
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<table>
<thead>
<tr>
<th>one</th>
<th>won</th>
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<td>1</td>
<td></td>
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</tbody>
</table>
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   ELPA-R2, W3, L3, S3; Progressing

**Araceli** – Spanish, Kindergarten start
   ELPA-R3, W3, L4, S5; Progressing
Sources for Language Teaching Points

● CCSS:
  ○ Language Standards
  ○ Listening & Speaking Standards

● ELD Matrix of Grammatical Forms (Susana Dutro)

● *The Writing Strategies Book* and *The Reading Strategies Book* (Jennifer Serravallo)
Steps for Analyzing Writing and Planning for Language Strategy Groups

1. Read the students’ writing
2. Record strengths and needs
3. Consult resources
4. Plan instruction using the strategy group planning template
Talk to a partner:

How do/could strategy groups support ELL’s in your classroom or school?

Did this spark any new ideas?
Questions, comments, additions?
Thanks!

Think of more questions?

Don’t hesitate to contact us!

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