Bilingual/ESL Certification and Sheltered Instruction Training

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Professional Learning Essential Agreements/Norms

- Mute microphones throughout the training

- Submit any questions you may have in the chat box

- Follow along using the agenda and/or PowerPoint provided

- Be respectful of others

- Be an active participant (chat box, breakout sessions, etc.)
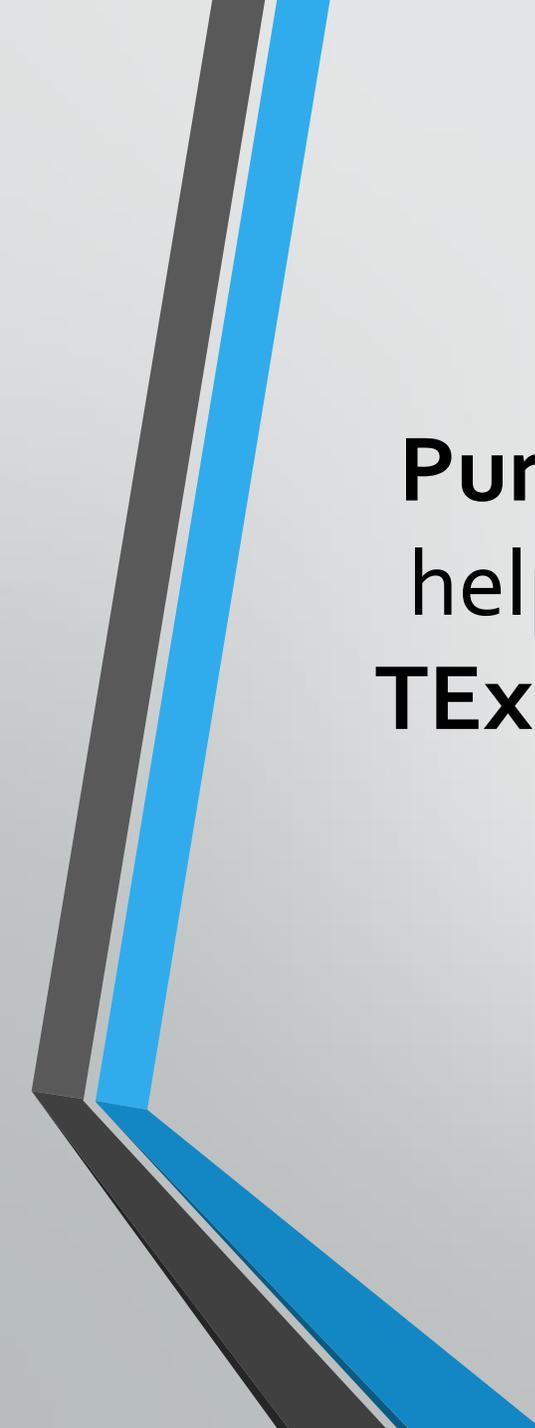
Purpose: This informative training is designed to help teachers **prepare for the Bilingual and ESL TExES certification exams** plus teach **researched based sheltered instruction strategies**

Agenda

1. Review of Competency 4: Communicative Language Development

2. Continue Domain II - ESL Instruction and Assessment

3. Competency 5: Literacy Development

4. Self-Check

5. Practice Items for Competency 5

Review: Competency 4

Competency 4: Communicative Language Development

The ESL teacher knows **how to promote students' communicative language development in English.**

Review Competency 4

An Elementary school teacher gives her beginning EL students the following directions:

1. Form your reading circles in your usual areas.

2. Tell your reading circle partners your birthdate (month, day, and year).

3. Talk with your reading circle partners to figure out who has the earliest birthday in the year.

4. Whoever has the earliest birthday hands out the reading circle books today.

This class interaction activity reflects which of the following EL teaching concepts?

A. Total physical Response

B. Immersion

C. Classroom community

D. Pragmatics

The correct response is A. The teaching activity focuses on following simple directions, which is the hallmark of TPR. Furthermore, the directions call for the learners to respond physically by forming a reading circle, briefly talking to each other and then doing the distribution activity.

Response B is incorrect because this isolated activity does not offer sufficient context to classify the approach as immersion (which is characterized by minimal L1-L2 scaffolding). Furthermore, *immersion* is a holistic approach; the scenario focuses on a specific, distinct class activity, not on a whole program approach.

Response C is incorrect because the activity is focused on organization and following instructions rather than shaping community.

Response D is an area of linguistics (covered in Competency 1), **not a teaching strategy.**

Review Competency 4

A Texas history teacher has assigned an informal speech on important figures in Texas politics. About 50% of the class is made up of EL students. As part of the preparation for this assignment, the teacher shows several videos of famous individuals delivering speeches. The teacher first shows the videos with the sound turned off and then with the sound on. Which of the following rationales best explains how this activity will promote EL students' language development?

A. Watching film segments with the sound off will provide an opportunity to notice how non-verbal cues, body language, and gestures contribute to communication.

B. Watching a film prior to a challenging assignment reduces anxiety and helps students perform at a higher level.

C. Watching film clips will enable students to recognize how important it is to memorize a speech in order to avoid errors in delivery.

D. Watching film clips will show students how important props are in delivering a good speech performance.

The correct response is A. Response A describes a prolific strategy for helping EL students recognize how nonverbal and body language enhance oral communication.

Response B is incorrect because the teaching activity is focused on constructing meaning from a visual text, not on reducing anxiety.

Response C is incorrect because the scenario explains that students will be delivering an *informal* speech, not one that needs to be memorized.

Response D is incorrect because the scenario does not specifically mention ancillary materials in the speech.

Continue with Domain II: ESL Instruction and Assessment

Domain II focuses on how knowledge and practices in general pedagogy can be adjusted for teaching ESL. Teaching ESL does not require *different* pedagogical practices, but it does require fine tuning and adjusting what we do in the classroom of native speakers in order to meet the needs of students who are both learning English and *in* English.

Competency 5: Literacy Development

The ESL teacher understands **how to promote students' literacy development in English.**

Competency 5: Literacy Development covers the following general areas:

- Knowledge of relevant TEKS and ELPS

- Interrelatedness of language domains in promoting literacy

- Connection of phonology and phonics to literacy

- Components of comprehension

- Connections between L1 and L2 literacy

- Impact of diversity on reading and writing proficiency

Competency 5: Literacy Development covers the following general areas (continued):

Literacy is usually thought of as the ability to read (limited definition).

- Literacy and literacies present a complex set of abilities that pull together not just the four language domains but also suggests possibilities for *using* literacy.

Lets start with the definitions as presented by the International Literacy Association:

- **Literacy** – The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

- **Literacies** – The distinct written and oral language practices evident across varying social circumstances, domains and classes. As such, literacies are plural, with multiple manifestations, that cover various aspects of human life and social organizations (e.g. school literacy, workplace literacy, science literacy).

Competency 5 Core Content

The following key terms are important to know and understand:

Competency 5 Core Content

TEKS applicable to literacy	ELPS proficiency level descriptors for reading	ELPS proficiency level descriptors for writing	interrelatedness of four language domains
strategies for developing literacy	phonological awareness	reading comprehension skills	transfer from L1 to L2 literacy
individual differences	factors that affect learning	designing instruction	rich language/print environment
conventions of written English	common difficulties	TEKS English Language Arts and Reading curriculum relevant to ESL	responsive instruction
patterns of written discourse	literacy	critical thinking process	comprehension
fluency	teaching writing	teaching reading	literacy development

Self-Check

- **How is ELPS connected to the content of Competency 5?**

- What are some core practices for promoting reading proficiencies?

- What are some core practices for promoting writing proficiencies?

- How does learner diversity impact literacy instruction?

Reading and Writing ELPS

Fully understanding the scope of Competency 5 involves close attention to **two relevant areas of ELPS** (TAC, 2007):

- **§74.4(c)(4)-(5)**   describe student expectations in **reading and writing** in **cross-curricular** areas.

- **§74.4(d)(3)-(6)**   present descriptors of student performance in **reading and writing** in the four **proficiency levels**, subdivided at Kindergarten-Grade 1 and Grades 2-12 levels.

Reading and Writing ELPS (continued)

ELPS describes EL students' observable behavior using specific, distinct terminology associated with reading and writing learning and pedagogy and which offers clues as to what descriptors mean.

- For example, from the ELPS for beginning level reading, Grades 2-12, terms such as *environmental print, high frequency words*, and *concrete words that can be represented by pictures* should channel images of classrooms with charts, labels, images, and other vocabulary support for learners.

- While ELPS focuses on student expectations for reading and writing, we can infer what pedagogical practices might be effective strategies for designing and implementing appropriate instruction for supporting EL students' literacy.

Self-Check

- How is ELPS connected to the content of Competency 5?
- **What are some core practices for promoting reading proficiencies?**
- What are some core practices for promoting writing proficiencies?
- How does learner diversity impact literacy instruction?

Teaching Reading in the Context of ESL

The variable levels of English proficiency presented in any group of learners makes teaching reading and writing a particular challenge.

- SLA theories hold that L2 acquisition is enhanced by the learner's interdependence of L1, but that assumes a solid grounding in L1 cognitive proficiencies.

- Very young newcomers may have limited L1 cognitive proficiencies; older students with interrupted schooling may have limited L1 social and cognitive platforms.

- Full understanding requires strong platforms in basics of reading and writing instruction that can be adapted for teaching ESL.

- Regardless of EL students' cognitive, social, and affective levels, some teaching practices are foundational for developing literacy skills.

Starting Points: Areas of Reading Instruction

Reading instruction starts at early stages of academic learning with emergent literacy as young learners start recognizing reading basics such as the alphabetic principle, the symbolic nature of language, and the way that meaning is constructed from experience rather than extracted from text.

- ELPS expectations for cross curricular proficiencies and reading proficiencies point to content-area teachers' responsibilities in knowing what constitutes effective reading instruction.

Starting Points: Areas of Reading Instruction (continued)

Principal points in reading instruction include the following:

- **Alphabetic Principle** – the understanding that alphabetic symbols represent sounds that are combined into meaning-making structures.

- **Comprehension** – the integration of multiple reading strategies to construct meaning from a text.

  - The strategies include phonemic awareness, vocabulary knowledge, semantic cues, schema construction, and numerous other critical reading abilities.

- **Context clues** – using information embedded in a text to decipher the meaning of a new or unknown word.

- **Decoding** – the ability to interpret the words on a page by relying on multiple abilities including knowledge of phonology, semantics, syntax, morphology as well as prior and/or background knowledge.

Starting Points: Areas of Reading Instruction (continued)

- **Drop Everything and Read (DEAR)** – a prolific reading appreciation strategy in which teachers set aside a short period for self selected reading that has no objective other than to allow students free time to read something they want.

- **Emergent reader** – a young learner who is discovering basic elements of reading, such as the fact that sounds and words he/she knows are represented by symbols, that English is read from left to right, that meaning is segmented into words, phrases, and sentences marked with various punctuation.

- **Levels of comprehension** – literal, inferential, and evaluative understandings of the text.

  - Experienced, successful readers rely on simultaneous application of all three levels.

Starting Points: Areas of Reading Instruction (continued)

- **Literal comprehension** – literal understanding focuses on what is actually in the text being read, generally providing a limited, rudimentary construction of meaning.

- **Inferential comprehension** – sometimes referred to as "reading between the lines."

  - This is the meaning implied by the author, with the understanding that the reader will have sufficient prior knowledge and/or ability to apply context and other clues to derive the intended meaning.

- **Evaluative comprehension** – the "highest" level of reading.

  - The reader may question the ideas or connect them to similar, broader ideas.

Starting Points: Areas of Reading Instruction (continued)

- **Critical reading** – reading that engages the reader in significant consideration of the constructed meaning.

    - Critical reading involves inquiry, assessment, evaluation, association, perhaps even rejection of the ideas.

- **Vocabulary instruction** – instruction focused on helping students learn more words.

    - At early stages of reading, readers need to have sufficient words in their lexicon to support reading.

    - This is why books for very young readers sometimes have a list of words at the back or front of the text to alert readers and teachers to basic vocabulary needed

    - For content-area learning, ESL or regular, learners must know words relevant to the new content.

    - Additionally, vocabulary can be fortified by frequent required or self-selected reading.

Starting Points: Areas of Reading Instruction (continued)

- **Distinguishing between fact and opinion** – the ability to differentiate between observable, quantifiable data and a position or assertion.

  - Fact is something that can be proved with observable or quantifiable data from real experiences; opinion represents a position, assertion, or argument which could be based on observable experience but could also be whimsical and/or unsupported.

  - Readers must be able to distinguish between these critical forms of information in a text in order to decode meaning successfully and accurately.

- **Fluency** – reading pace. Effective readers read with ease and understanding when they are working with texts appropriate to their current reading proficiency.

  - Fluency can be cultivated through frequent reading practice, development of vocabulary, and application of metacognitive reading strategies.

Starting Points: Areas of Reading Instruction (continued)

- **Drawing conclusions** – using personal experience, prior knowledge, and critical thinking to shape a holistic understanding of the text that extends beyond the literal or inferential meaning.

  - Drawing conclusions can also show the reader's response to a logical framework presented by the writer.

  - Inductive reasoning allows the reader to infer a reasonable conclusion based on the presentation of information in the text; in inductive reasoning, the reader infers or perhaps even guesses intelligently at the writers intention.

  - Deductive reasoning follows the writers stated logic to arrive at a conclusion directed by the author of the text.

- **High frequency words** – words that occur frequently in texts and that have specific textual, semantic, and syntactic functions.

  - Words such as *the, is, of, are, were, in, it, has* are considered high frequency words.

Starting Points: Areas of Reading Instruction (continued)

- **Oral reading** – a pedagogical practice that views performative reading as a means of promoting a learner's reading proficiency.
  - Oral reading, however, can be anxiety producing for learners who are self-conscience about their language proficiency.
- **Prediction** – a manifestation of the psycholinguistic aspects of reading.
  - Adept readers do not decode individual words as they read.
  - Instead, they "absorb" chunks of texts based on semantic, syntactic, and phonological predictions of meaning.
- **Prereading** – a pedagogical strategy for preparing readers to enter a new or challenging text.
  - In academic texts, prereading may involve looking at subheadings in the text or at highlighted words.
  - The teacher can create prereading supports by providing bullet points of what learners should anticipate in reading the text.

Starting Points: Areas of Reading Instruction (continued)

- **Semantic cues** – Clues within the linguistic elements of the texts.

  - Texts are syntactically and semantically redundant, which create clues and cues as to how decoding should occur, especially when their might be ambiguity in how a segment of the text should be interpreted or decoded.

- **Sight words** – Words that occur so frequently or that are so short that they do not need to be decoded by young or experienced readers because they are more or less visually "memorized."

  - There is an overlap among sight words and high frequency words, but sight words can also be words that don't follow phonemic and orthographic "rules" such as *are, heard, our, their.*

- **Sustained silent reading (SSR)** – another term for DEAR.

Reading with EL Students

To read effectively, efficiently, and meaningfully, EL students need to demonstrate skills in phonics, vocabulary development, word recognition, comprehension, and fluency.

- They need to negotiate literal, inferential, and evaluative reading.

- They need to differentiate among the disciplinary literacies required to comprehend texts in different subjects:

  - they need to know the linguistic markers that distinguish a math text from a literary text from a history text.

- They need to use developing L2 skills to learn *in* L2

Reading with EL Students (continued)

What can ESL teachers do to support this growth?

- **Regardless of the proficiency level, learners need to be in print-rich environment.**

  - Words associated with the content area should be displayed in posters, with image support if possible.

  - Classroom enhancements such as word walls, word mobiles, bulleting boards, word-of-the-day activities can continually enhance EL students' development in content-area vocabulary that will enhance comprehension of discipline-specific texts.

- **Reading supports** such as chapter or lesson previews, graphic organizers, glossaries, dictionaries, note-taking skills should be integrated into all content areas.

Reading with EL Students (continued)

- **In-class reading** should happen often.

  - Teachers can do read alouds or think alouds to demonstrate cognitive processing of content area texts.

  - In small groups, students can read text selections aloud to each other and complete targeted collaborative texts.

  - When introducing a new text, whether it's a chapter in a science book or a story for an English class, teachers can do book talks to create anticipation in the learners and activate prior knowledge or schemas.

- **Comprehension can be monitored** through whole-class discussions, think-pair-share activities, jigsaws, reports based on collaborative group activities, or targeted writing activities such as quickwrites.

- **Higher-level cognitive skills** such as drawing inferences or reaching conclusions should be supported with teacher modeling, demonstrations, applications, and guided practice before learners are required to create learning products based on these skills.

Reading with EL Students (continued)

- **Content-area teachers should guide students** in recognizing structures, patterns, words, genres, and variations distinct to the discipline.

- **Distinctions among literal, inferential, and evaluative reading** should be integrated to show students how to read context-area texts deeply and meaningfully.

  - Teachers should demonstrate the limitations of literal reading through activities such as having students identify information that is actually presented in the text.

  - Inferential reading can be presented as expectations based on what the reader is expecting to bring to the text from experience and linguistic experience.

  - EL students will need guidance and modeling in constructing inferential meaning because it is often based on cultural or collective knowledge.

Reading with EL Students (continued)

- Evaluative reading involves stepping back from the specific text and contextualizing it in a greater understanding of the content and context.

- EL students may have limited contextual resources to create robust evaluative comprehension of texts.

- But teachers can do things such as have anticipation activities or brainstorming to activate prior knowledge when complex texts are discussed.

- Teachers can guide students in recognizing schemas in all content areas to support new knowledge.

- **Teachers should allow time for self-selected reading** in discipline-specific texts.

  - This might mean constructing a class library of math books, science books, or geography books.

  - Students need to see the language of the discipline presented in various genres so that comprehensible input is provided in multiple, meaningful ways.

Reading with EL Students (continued)

- **Teachers should use oral reading judiciously and carefully.**

  - Oral reading can be unnerving, anxiety-producing, and counterproductive for EL students.

  - Oral reading is a *performance* before peers and before a judge (the teacher).

  - In contrast, small group reading aloud sessions allow learners to support each other in non-stressful peer situations.

  - Or teachers can demonstrate oral reading by doing read alouds.

- **Although reading falls into the CALP category, reading can be used to develop BICS.**

  - The many skills subsets in reading – phonology, word recognition, guessing, establishing literal meaning, testing inferences, inquiry, distinguishing between fact and opinion, finding connections to other disciplinary knowledge – merge basic and academic language skills.

Reading with EL Students (continued)

- Foundational to reading skills is the awareness that **symbol-based print can be decoded into meaningful content.**

  - This is an emergent reading skill traditionally learned at a very young age, but young EL students or older students with limited or no formal education may have to be taught that alphabetic symbols are combined in language-specific patterns to create meaningful strings of texts.

  - Older students who have never learned to read in L1 or students whose L1 alphabet is syllabic or non-Roman, will also need to learn directionality of English text.

  - Transference and interdependence of L1 and L2 allows contextualizing L2 sounds within existing L1 phonological knowledge; however, this vital SLA strategy may be limited for students with little or no formal education in L1.

  - Students who have never attended school will have intuitively learned the phonological, semantic, and syntactic systems of L1, but they may not have awareness of the alphabetic principle or orthographic knowledge or sound segmentation that are vital to reading.

Reading with EL Students (continued)

- **Even when students have a strong L1 literacy foundation, L2 reading fluency is likely to be significantly slowed** as the learner works through transfer of L1 skills into L2 contexts.

  - In fluent reading, the reader does not read word by word; instead, the reader anticipates based on phonological, syntactic, morphological, semantic, and contextual knowledge.

  - The reading input occurs in chunks of about seven words at a time.

  - Thus, reading becomes a fluid, fluent, meaning-construction activity.

  - For EL students, however, reading has to slow down tremendously as they consciously process individual words into sentences and meaning.

  - At very early stages of L2 acquisition, the EL reader may even be "reading" by sounds and syllables.

  - Awareness of where the EL student is in his/her reading proficiency in L2 enables the ESL teacher to devise appropriate instruction and support to guide the learner toward subsequent levels of achievement in reading.

Self-Check

- How is ELPS connected to the content of Competency 5?

- What are some core practices for promoting reading proficiencies?

- **What are some core practices for promoting writing proficiencies?**

- How does learner diversity impact literacy instruction?

Teaching Writing in the Context of ESL

- Writing is one of the few academic subjects that is taught consistently from the beginning to the end of students' educational journeys, in traditional classes, teachers can expect some prior learning , consistency, and readiness for new learning in writing.

    - In ESL teaching, there are many variables that make writing a challenging but also creative teaching opportunity.

    - In the context of ESL, the same variables we mentioned that must be factored into reading instruction are relevant in teaching writing, but perhaps the degree of formal education in L1 is the most salient in creating appropriate instruction for EL writing.

Teaching Writing in the Context of ESL (continued)

ESL teachers should start with some fundamental understandings about what works in writing instruction.

- **Writing can be a way of learning**, a way to get learners to think, to explore, to practice.

    - Writing is not just the production of essays or reports for grading or meeting curricular expectations.

    - Writing can be a prolific, versatile tool for engaging learners in immediate preparation for or application of new learning.

    - Writing can be something as practical as creating a word cloud or writing a response

    - Writing can happen on the whiteboard, on a 3X5 index card, on a spiral page, on a computer screen, on a phone.

    - Writing to learn is "short, spontaneous, unedited, exploratory, personal writing… used not to affect an audience but to channel, crystallize, record, direct, or guide students' thinking" (Zemelmann & Daniels, 1988, p. 103).

Teaching Writing in the Context of ESL (continued)

- **Writing is a process,** something that happen in stages that can be reworked, something that generates thoughts as the writing is happening.

  - For EL students, presenting writing as a process that is approached in levels or stages is a way of scaffolding their learning.

  - While a lot of things are going on cognitively during the writing process – like decisions about commas, spelling, sentence structure, applications of rhetorical strategies, and thinking about what the next sentence might be – if writing tasks are presented in manageable incremental tasks, instructional tasks can be modulated for developing the literacy skills of EL students.

Teaching Writing in the Context of ESL (continued)

- **Writing is cross-curricular and cross disciplinary.**

  - Writing should not be something that only happens in English class.

  - While traditional essays such as the type of essays that are required on STAAR writing exams may be the province of ELA teachers, writing can fit productively in all disciplines.

  - For example, a math teacher could promote students' content-area literacy by having them work collaboratively to construct word problems. A science teacher could have students create word cloud posters on key concepts in a chapter. A history teacher could have students construct a dialogue between two historical figures. A social studies teacher could have students write a hypothetical email to a politician.

  - Content-area applications of writing offer the teacher a chance to guide learners into the discourse of the discipline by showing them the linguistic patterns, the thought patterns, the special vocabulary, and the "norms" for writing in that subject area.

  - Knowing how the writing of the discipline works will also support the learner's comprehension of context-area texts.

Teaching Writing in the Context of ESL (continued)

- **Technicalities, conventions, and linguistic expectations require special attention** when we work with EL students.

    - Teachers can operationalize knowledge of linguistics (phonology, morphology, semantics, and syntax) to help EL writers understand the causes of errors and the route to solutions.

    - Teachers should use mentor texts to illustrate writing expectations and should construct learning activities that enable EL writers to see the way texts are put together rhetorically.

    - Teachers should be attuned to L1 to L2 confusion over functional and transitional words that can be so similar in meaning but which trigger different semantic ranges and specialized syntactic structures.

    - Consider how confusing it can be for an EL student to understand the difference among words like *therefore*, *thus*, *consequently*, *so* and the accompanying differences in syntactic markers.

    - Younger EL students or students who have had no formal classroom instruction in L1 may be at emergent levels of writing, with limited ability to attempt or complete grade-level writing assignments.

Teaching Writing in the Context of ESL (continued)

- **Effective writing takes time.**
  - Writing should not be rushed.
  - Essay-length tasks should be spread over several days, with teacher guidance, mentor texts, conferencing, revision opportunities, and rubrics to guide the learners progress.
  - Teachers can also adopt the mantra to write smaller (Gallagher, 2006, p. 68) and construct assignments that allow writers to zoom into small moments of experience or understanding to write micro-essays or quickwrites thereby making writing tasks manageable in terms of time and effort.

Self-Check

- How is ELPS connected to the content of Competency 5?

- What are some core practices for promoting reading proficiencies?

- What are some core practices for promoting writing proficiencies?

- **How does learner diversity impact literacy instruction?**

Principles and Practices in Teaching Writing

ELPS categories in cross curricular writing and the proficiency levels for writing reflect many basic pedagogical practices relevant to general writing instruction.

- ELPS makes it clear that writing is not just the province of ELA teachers; it is also a vital part of promoting EL students' holistic language proficiency.

Lets look at some strategies that are common in writing instruction from K-12:

- **Brainstorming** – a strategy for coming up with preliminary ideas for a writing task.

  - Brainstorming can take the form of lists, mapping, word clouds, oral suggestions, or possibly even outlines.

- **Collaboration** – working with other writers.

  - Networking with other writers as a writing task is being completed stimulates ideas and allows learners to learn from each other.

Principles and Practices in Teaching Writing (continued)

- **Conferencing** – working individually with learners on a specific writing task.
  - Conferencing can be very short and focused, such as asking learners to identify a focal point or to show an example of a compound-complex sentence.
  - Individualized instruction is considered one of the best ways of teaching writing.
- **Conventions of written English** – traditional and expected ways of producing utterances and writing.
  - Conventions overlap with rules and mechanics.
  - Writers should be reminded about things such as capitalization of the pronoun "*I*" or the importance of spelling words fully and completely, especially in the age of ubiquitous, truncated communication of social medial.
  - The expectations for paragraphing and spacing are considered conventions.

Principles and Practices in Teaching Writing (continued)

- **Drafting** – writing that includes multiple versions of a writing product.

  - Drafting with opportunities for revision and with feedback from the instructor eases the anxiety that is so often caused by writing tasks.

- **Revision** – going back into a text you've written and making changes and improvements.

  - Revision can be triggered through self-assessment, peer review, or teacher feedback on drafts.

  - Revision should address global, holistic concerns, such as focus and development, as well as surface level features, like word choice and syntax.

- **Editing** – the last stage of writing.

  - All the holistic concerns have been spoke and the writer can check for conventions and mechanics prior to submitting the piece for assessment.

Principles and Practices in Teaching Writing (continued)

- **Mechanics** – expectations for the way we present written texts that do not necessarily change the core meaning.
  - Usage rules for apostrophes and quotation marks are considered mechanics.
  - But mechanics also includes expectations about indenting and spacing.
- **Technological tools** – technology-based recourses that can be integrated in writing instruction.
  - Word-processing and internet recourses can vastly enhance writers' composing experiences and processes.
  - Teachers should take time to show learners how to use word-processing tools available on programs to give learners flexibility in producing their texts.

Principles and Practices in Teaching Writing (continued)

- **Assessing student writing** – examining the writing that students do to determine how effectively they are meeting expectations.

  - Assessment should include feedback on what the writer has done effectively and what can be done to improve.

  - Teachers should develop a philosophy and approach to assessing student writing.

  - Whenever feasible, teachers should consider creating rubrics to stipulate expectations and performance levels and to give learners a heads-up on what is required.

- **Genres** – the forms in which texts are constructed.

  - Writing occurs in many forms: narrative, explanatory, exploratory, fantasy, analytical, researched-based.

  - Teachers should make expectations for each genre explicit to students when a writing task is assigned.

Principles and Practices in Teaching Writing (continued)

- **Freewriting** – a discovery strategy where writers write in short bursts, in a timed setting, focusing on fluency and simple production rather than on shaping the writing into a type of discourse.

  - Freewriting may start with a topic provided by the teacher or may be completely open-ended with the writer writing on whatever he/she wants to.

  - Freewriting should never be evaluated because that compromises the freedom associated with this type of writing.

- **Grammar** – the "rules" of writing.

  - Students worry about grammar expectations in their writing.

  - Teachers should integrate grammar instruction in the context of writing, for example by showing students how to turn simple sentences in their drafts into longer sentences using strategies for creating complex, compound, or compound-complex sentences.

  - Teachers should also differentiate among "types of grammar," distinguishing among rules, possibilities, and rhetorical choices.

Principles and Practices in Teaching Writing (continued)

- **Peer editing** – a strategy that involves having students work collaboratively to provide targeted feedback during drafting stages.
  - Peer editing should never encourage students to find errors in each other's writings but instead should guide learners in recognizing good writing strategies in each other's writing.
- **Prewriting** – strategies for discovering ideas and possibilities for a designated writing task.
  - Brainstorming is a form of prewriting but prewriting can also include strategies such as writing kernel essays, coming up with questions, interviewing classmates on idea possibilities, and doing internet research.
- **Quickwrite** – a very short writing task designed to focus students' writing output on a targeted topic.
  - Quickwrites should be low stress, limited in expectations, and frequent.

Principles and Practices in Teaching Writing (continued)

- **Stages of writing** – the increments of a final written product.
  - Writing should be taught as a multi-stage process that begins with inquiry or prewriting, moves through several drafts, includes feedback from teacher and peers, applies feedback in revision, and culminates in a written or presented product.
- **Usage** – "rules" that govern correct forms and conventions of writing.
  - For example, some teachers do not want their students to use contractions or colloquialisms.
  - But usage also refers to errors that occur by using mistaken forms, such as using *there* instead of *their*, or *affect* instead of *effect*.

Principles and Practices in Teaching Writing (continued)

- **Writer's block** – not being able to produce evidence that a writing task is being attempted.
  - Writer's block generally occurs when students have not been appropriately "primed" for a task through prewriting activities and collaborative sessions in class.
  - Assigning topics that show no connectivity to students' knowledge or experience results in writer's block.
- **Writing workshop** – writing in class in extended sessions that include collaboration, reports of progress, and conferencing with the teacher.

Accommodations and Adaptations for Literacy Instruction

Reading and writing are intertwined linguistic skills.

- Writers learn how to write by paying attention to texts.

- Readers know how to interpret or process texts because they themselves are writers who write for readers.

In the context of developing EL students' literacy skills, teachers can shape their pedagogy around understanding of what constitutes effective ESL instruction.

Accommodations and Adaptations for Literacy Instruction (continued)

Examples of effective ESL instruction, in the context of developing EL students' literacy skills are:

- **Transfer and interdependence.**
  - Possibly the most powerful SLA tool that EL students have is their dependence on L1 knowledge in moving toward L2 proficiency.
  - That knowledge varies according to learner's level of L1 education, but even intuitively acquired knowledge of L1, as would occur in the absence of formal education, will provide substantive scaffolding for L2 growth.
  - EL writers will use false cognates, approximations, direct translations, L1 syntax with L2 language, and rhetorical patterns from L1.

Accommodations and Adaptations for Literacy Instruction (continued)

Continue with **Transfer and interdependence:**

- EL readers will pronounce L2 words using L1 phonetic knowledge and L1 syllabic emphasis.

- ESL teachers should recognize that such errors are evidence of growth as the learner tries to position him/herself in the context of L2 literacy.

- Appropriate accommodations for handling errors include communicating to the learner the correct form, explaining how the form reflects L2 linguistic structures, comparing the correct L2 form to the approximation, asking the learner to say the structure in L1 to detect the writer's intention, directly offering the correct structure.

Accommodations and Adaptations for Literacy Instruction (continued)

- Even in a single, timed constraint class session, **instruction can be** *sequenced*.

  - When instruction is **sequenced**, there is a clear, logical, coherent trajectory from basic to culminating activities.

  - Lessons should start with an activity that activates students' prior knowledge or helps learners construct and appropriate schema.

  - There should be prereading or prewriting activities to serve as cognitive "warm ups" for the lesson input.

  - The lesson should be presented in manageable chunks, ideally in mini lessons that end with a think-pair-share, reflective, or even quizzing activity.

Accommodations and Adaptations for Literacy Instruction (continued)

Continue with **sequenced** instruction:

- In a guided practice segment, the teacher should circulate and offer one-to-one help to learners as they apply new knowledge in a succinct, focused activity.

- If there is time, learners can work on an independent application or can be assigned a targeted homework task.

- Teachers should shape their lessons with the understanding that input, both linguistic and content, must be comprehensible if learning is to occur.

- Sequencing contributes greatly to promoting comprehensible input.

Accommodations and Adaptations for Literacy Instruction (continued)

- In *scaffolded instruction*, teachers provide cognitive and structural support for reading and writing activities.

  - **Scaffolding** is based on the principle that new learning happens more efficiently and effectively if learners can gradually build new knowledge with the support of the teacher and peers as the lesson gradually moves towards greater complexity.

  - Learners need to have a starting platform for new learning and then gradually work toward the learning goal.

  - Presenting the lesson agenda in enumerated format offers rudimentary scaffolding.

  - But the scaffolding can be strengthened if the teacher offers a summary of the upcoming lesson content and provides a list of key terms.

Accommodations and Adaptations for Literacy Instruction (continued)

Continuing with **scaffolding instruction**:

- In a lesson dependent on reading, teachers can use the jigsaw approach to allow learners to focus on designated segments of the text.

- The lesson can expand to having the learners pull from the jigsaw reports as they read the chapter or story silently on their own in class or for homework.

- When writing tasks are required, teachers can create stem sentences to serve as triggers for a short writing task and to prevent learner confusion about what is required.

- Scaffolding operationalizes Vygotsky's zone of proximal development and Krashen's $i+1$ principle (which we addressed in Competency 2).

- Recall that both Vygotsky's and Krashen's construct explain how new learning is founded on the learner's need to have a mentor or model to guide him/her into the next level of understanding.

Difference and Diversity

The variable literacy levels that EL students bring into ESL and content-area classrooms call for **differentiated**, learner centered instruction.

- Teachers should develop a robust repertoire of activities that reflect multiple learning styles.

- Something as simple as having learners move from their desk to do a gallery walk can change the way learning happens.

- In writing classes, peer reading of each other's work can be targeted on choices that the writer has made instead of correctness.

- For example, students could be asked to highlight the best sentence of their peer's science poster and explain why it stands out.

- Such an adjustment to peer reading enables learners to focus on how the writer's linguistic and rhetorical choices work in the context of the writing not whether it is right.

  This type of accommodation celebrates difference and creativity.

Difference and Diversity (continued)

Beyond accommodations, there is day-to-day, sometimes **teaching moment-to-teaching moment awareness of what the learner needs.**

- That is **responsive teaching**.

- A responsive teacher may see learner confusion and do an immediate teaching intervention.

- A response teacher may recognize that a planned class activity is failing to engage learners and may change the activity on the spot.

- Responsive teaching requires immediacy and continual self-assessment of what is happening in the classroom.

Culturally Responsive Teaching

Teachers also need to accommodate learner differences that stem from socio-economic status (SES), immigrant history, cultural distinctiveness, and pass educational experience.

- There should never be a stated or tacit expectation that the learner should know X.

- A funds of knowledge mindset recognizes that the learner's life experiences offer a rich context for classroom learning.

- Funds of knowledge is the "totality of experience" from family, culture, outside school peer groups, individual history, and current environment that the learner brings to the classroom (Moll, Amanti, Neff, & Gonzalez, 1992, p. 134).

- Funds of knowledge can constitute areas of expertise distinct to the learner even of those areas of experience do not seem to reflect traditional literacy.

Culturally Responsive Teaching (continued)

- Within the classroom, the learner must feel validated as an individual with a distinct identity and as a learner who can participate meaningfully in new learning despite apparent lapses in education or experience.

- Operating from a funds of knowledge approach, teachers see possibilities and potentialities in each learner and are able to work from the learner's experiential repository towards new levels of literacy.

- Here's how one set of researchers explain it:

  - Student knowledge and expertise can be joined with the strategies required for reading with understanding different types of texts (e.g., literature, science) that involve varied prior knowledge, text structures, vocabulary, and goals. This work can be the beginning of an intellectual journey that is rewarding for both teachers and students. (Risko & Walker-Dalhouse, 2007, p. 100)

Summary, Action Plan, and Competency 5 Wrap-Up

Competency 5 in many ways overlaps with several other competencies because of the focus on linguistic knowledge in developing literacy.

- To read effectively, EL students must rely on reinforcement from listening to L2 in social as well as academic contexts.

- To write effectively, EL students must rely on what they have inferred about writing structures from text they read.

- But writing also involves constructing a writing presence.

- The writers persona can be influenced by noticing the impact of listening and speaking possibilities .

- Additionally, ESL teachers must be ever aware that reading and writing proficiencies are assessed in STARR and TELPAS exams, so there is an overlay of demonstrable accountability which intensifies the exigency of knowing how to devise instruction that genuinely promotes EL students' developing literacy.

Self-Check

- How is ELPS connected to the content of Competency 5?

- What are some core practices for promoting reading proficiencies?

- What are some core practices for promoting writing proficiencies?

- How does learner diversity impact literacy instruction?

Practice Items for Competency 5

Students in a math class are working on think alouds in groups as a preliminary step in solving a set of fraction problems. While monitoring the groups, the teacher notices that Lin, an EL student, is having trouble pronouncing the terms *numerator* and *denominator* when she talks about the problem in the group. The teacher works with Lin individually to show her how to break up the terms into syllables, models the vowel sounds, and then has Lin pronounce the terms. This teacher activity best illustrates which of the following literacy development strategies?

A. Authentic assessment

B. Content-area vocabulary practice

C. L1 transfer

D. Linguistic accommodation

Response D is correct. By showing the student how the word is linguistically structured, modeling the pronunciation, and then listening to the student pronounce the words, the teacher is providing linguistic accommodations to develop her literacy skills in specific math content.

Response A is incorrect because the item stem does not indicate that the teacher has constructed the think aloud as an assessment activity. The students are doing a collaborative activity to practice content-area material.

Response B is incorrect because content-area practice would most likely involve the entire class in a holistic activity of terms relevant to the current lesson. The student knows the content-area words, so practice is not the focal activity in this scenario.

Response C is incorrect because the student's L1 linguistic knowledge does not figure into the specific explanation and modeling that the teacher does to help her master the pronunciation of the content-area terms.

Practice Items for Competency 5

A middle school history teacher has a class that includes 50% EL students. For the past three weeks, the class has been working through a unit on the Texas Revolution. As a culminating unit assignment, students will write a 300-word character sketch of one of five historical figures they have studied. Students signed up for the historical figures on a first come, first choice basis, so everyone now has a designated historical individual with five students working on each historical figure. Which of the following activities would be the best initial activity to support EL learners' literacy development in doing this writing task?

A. The teacher has students write a summary of what they know so far about all the historical figures on the basis of the unit activities.

B. The teacher asks students to make a list of words they don't understand in the chapters they covered in the unit.

C. The teacher has students work collaboratively in groups based on the designated figures to create word clouds that identify the historical person's contribution to the Texas Revolution.

D. The teacher has students work individually to construct an idea web that connects the historical figure to other individuals in the Texas Revolution.
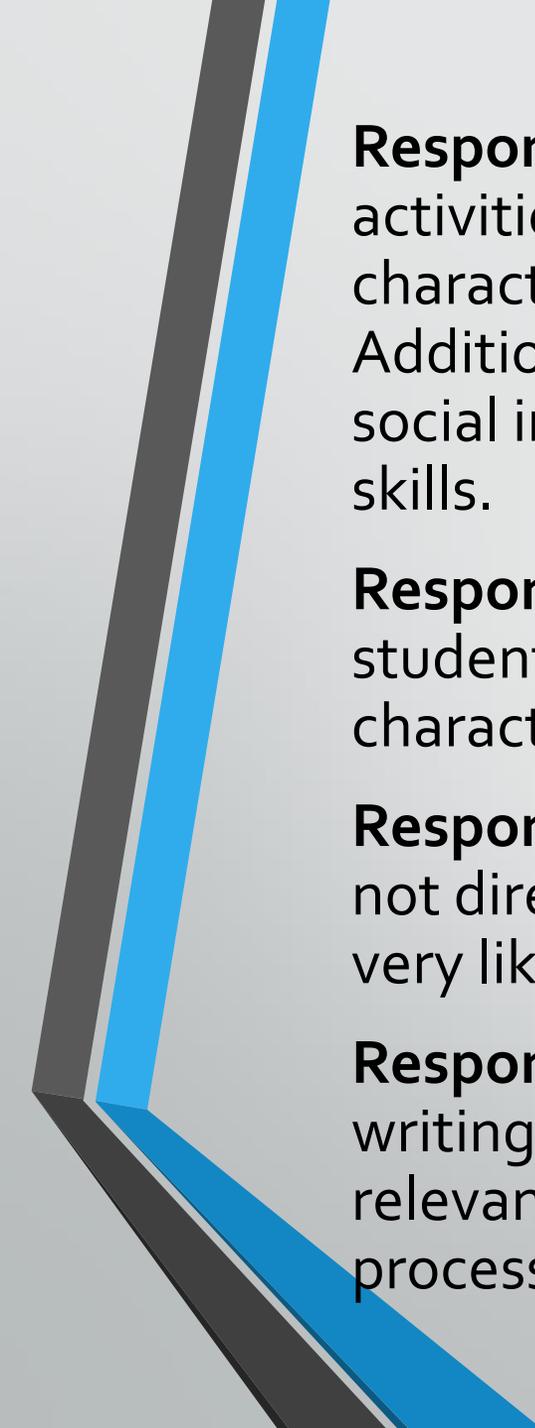
Response C is correct. The cue in the item stem is "initial." while all the activities would be appropriate during the process of creating the assigned character sketch, the word cloud is the most appropriate starting activity. Additionally, the word cloud activity is done collaboratively, thereby providing social interaction for students, integrating writing, speaking, and listening skills.

Response A is not the best initial starting activity because it involves students in a different writing task which takes the focus off the designated character sketch task.

Response B is incorrect because the list of terms from throughout the unit is not directly relevant to the designated writing task. Listing unit words would very likely have been done throughout the unit.

Response D is incorrect because it is not the best choice for starting the writing process. The connections among the historical figures might be relevant, but the activity could be integrated at a later point in the writing process.

This Concludes

- **Competency 5: Literacy Development**: The ESL teacher understands how to promote students' literacy development in English.

Thank you!

7 Steps to a Language – Rich Interactive Classroom by John Seidlitz and Bill Perryman

- Focuses on **student interaction** with academic literacy

- Teaches students learning strategies that will help them find **success in the real world**

- **Based on four key ideas, or TIPS**, that lay the groundwork for a successful language-rich interactive classroom

  - **Total** Participation

  - **Incorporate** Academic Vocabulary

  - **Promote** Literacy and Language Development

  - **Support** for Struggling Learners

Step 7: Have students participate in structured reading and writing activities.

Students read and write all the time in our classes.

- Step 7 is about structuring these reading and writing activities so that students gain a deep understanding of content concepts.

- We create structures by clearly defining our purpose, our plan, and the process for each reading and writing activity.

Structured Reading Activities

All reading activities should be purpose-driven.

- In other words, we should be able to answer this question:

  - Why am I having my students read this?

- We derive purpose from our content objectives and the state standards for each subject.

- Therefore, aligning the reading activity with the content objective gives us a clear purpose for the assignment.

Structured Reading Activities (continued)

Once the purpose of the reading material is defined, we need to make a plan.

- Asking, "How will I make sure my students are ready to read this?" helps the planning process.

- We need to decide whether students are ready to read the text independently, and if they are not, supports need to be put in place to ensure success.

- To prepare students to read independently, we can establish prior knowledge of the reading assignment, scan the text for unfamiliar words, and allow students to partner-read the text.

Structured Reading Activities (continued)

When students read the assignment, it is good to customize the selection of the structured reading activity because the goal is to ensure student success.

- Specifically, we want to think about the strategies students will use to make sense of the text.

- Different types of texts require diverse strategies.

- The thinking that goes on while reading a fairy tale is very different from the thinking required when reading a word problem in math class.

- Here are two specific strategies that help students understand various texts:
  - Somebody Wanted But So
  - Summarization Frames

Somebody Wanted But So

The Someone-Wanted-But-So strategy is used during or after reading to help students understand literary elements such as conflict and resolutions.

- It is also a great summarization technique for social studies, since so much of world history is based on the wants and needs of humans.

- Students determine the main character (somebody), his/her motivation (wanted), the main conflict (but), and the resolution to the conflict (so).

Somebody	Wanted	But	So
The Big Bad Wolf	Pigs for Dinner	They hid in the brick house.	He went hungry.
Anne Frank	To hide from the Nazis	Someone turned her in.	She died in a concentration camp.

Summarization Frames

This strategy provides a way of structuring summaries of content-area text.

- The frames involve specific questions that help students summarize different kinds of texts.

- Marzano et al. (2001) and Hill & Flynn (2006) provide the following frames as examples:

  - Narrative Frame, Topic Restriction Illustration Frame, Definition Frame, Argumentation Frame, Problem Solution Frame, and Conversation Frame.

- To use this strategy, we select the most appropriate frame for the assigned text.

- As students read the text, they answer the questions from the frame, and then use those responses to create a summary of the text.

Example of a Topic-Restriction-Illustration Frame

This pattern is commonly found in expository material. The questions that frame the summary are:

Topic: What is the general statement or topic?

Restriction: What information does the author give that narrows or restricts the general statement or topic?

Illustration: What examples does the author give to illustrate the topic or restriction?

Text: Mammals are a group of vertebrate animals – animals with backbones. Mammals are warm blooded, which means their body temperature is within a narrow range, despite changes in the environment. Mothers give birth to live babies, and they nourish their babies with milk. One sub-group of mammals is the marsupial group. Marsupials give birth to live young, but the babies are still underdeveloped when they are born. Baby marsupials live inside a special pouch on the mother's stomach and feed on milk supplied by her nipples. Kangaroos are one type of marsupial. They live in Australia and on nearby islands. Kangaroos use their large back legs and tails for hopping. Another marsupial is the opossum. The Virginia opossum is the only marsupial that lives in North America. Long, shiny white hair and an undercoat of soft, woolly fur cover the Virginia opossum. An opossum has 50 teeth. It sleeps during the day and hunts for food at night.

Example of a Topic-Restriction-Illustration Frame (continued)

Topic-Restriction-Illustration Frame Questions:

Topic: *What is the general statement or topic?*

Mammals have backbones, are warm blooded, and give birth to live babies that are fed with mother's milk.

Restriction: *What information does the author give that narrows or restricts the general statement or topic?*

Marsupials are one subgroup of mammals.

Illustration: *What examples does the author give to illustrate the topic or restriction?*

Kangaroos are one kind of marsupial that live in Australia. The Virginia opossum is the only marsupial that lives in North America.

Summary: *Mammals are warm-blooded animals with backbones. Mothers feed their young with milk. Marsupials are a category of mammals. Two examples of marsupials are kangaroos and the opossum.*

Other Examples of Structured Reading Activities

SQP2RS ("Squeepers")

- This is a classroom reading strategy that trains students to use cognitive and metacognitive strategies to process nonfiction text.

- The steps are: **Survey, Question, Predict, Read, Respond, and Summarize.**

Cornell Notes

- This is a method of note taking in which paper is divided into two columns.

- In one large column, the students take traditional notes in outline form.

- In the second column, students write key vocabulary terms and questions.

Idea Book Marks

- In this activity, students take reflective notes on bookmark-sized pieces of paper.

- The bookmarks include quotes, observations, and words from the reading that strike the reader as interesting or effective.

Insert Method

- In this activity, students read text with a partner and mark the texts with the following coding system: A **"√"** to show that a concept or fact is already known, a **"?"** to show that a concept is confusing, a **"!"** to show something is new or surprising, or a **"+"** to show an idea or concept that is new.

Structures Writing Activities

Much like reading activities, the first step in creating structured writing activities is to determine why students need to write.

- Specifically, we want to define how the writing task will help students gain understanding of the content objective.

- For example, if a science objective requires students to explain the difference between the three states of matter, the writing assignment needs to support that goal.

Structures Writing Activities (continued)

The second step for creating a structures writing activity is to ask, "Can my students successfully complete the writing task on their own?"

- If the answer is No, then supports that lead to writing independence need to be put in place.

- Modeling is a very effective strategy, and all students benefit from explicit modeling of the writing task.

- In a think-aloud strategy, we verbalize the thinking that goes on in the writer's mind while writing.

- This helps establish a common ground for writers and demystifies the writing process for students.

- Alternative strategies include establishing prior knowledge and using sentence frames.

- This technique reminds students about more ideas to use in writing.

- Providing sentence and paragraph frames gives students more language to use to begin writing.

- The more ideas and language students have before they begin to write, the more independent and confident they become as writers.

Structures Writing Activities (continued)

Lastly, we decide on a specific writing strategy, structure, or process that reinforces the content goals.

- Writing activities range from informal written responses on sticky notes to formal research reports with presentations.

Two examples of structured writing activities are:

- RAFT (Role, Audience, Format, Topic)

- Expert Writing

RAFT (Role, Audience, Format, Topic)

This writing format enables students to write from various points-of-view, using different genres, topics, and audiences.

- The strategy works well in all subjects, especially in language arts, RAFT is also highly engaging for students in content-area classrooms because it injects creativity into sometimes dull concepts.

- **RAFT** stands for **Role** (the perspective the student takes), **Audience** (the individuals the author is addressing), **Format** (type of writing that will take place), and **Topic** (the subject of the writing).

- We can select all four categories for students, or allow students to self-select some or all of them.

RAFT (Role, Audience, Format, Topic) Examples

Class	Role	Audience	Format	Topic
Language Arts	Myself	Classmates	Narrative	Summer vacation
Math	Triangle	Other shapes	Persuasive speech	Why I can't be a square
Science	Sir Isaac Newton	Students	Letter	Laws of motion
Social Studies	Native American chief	Younger tribesman	How to	Survive (find food, shelter, clothing, protection)
Physical Education	Fifth grader	First-grade class	List	Expectations in gym

Expert Writing

This strategy involves students taking on the role of "expert" for a given topic, concept, or unit of study.

- An effective way to introduce this strategy is to have all students find an area in which they are already an expert (cleaning their room, irritating their siblings, making macaroni and cheese, etc.) and to complete the expert writing process with that topic before moving to academic concepts.

- When ready to tackle an academic topic, students brainstorm (individually or with partners) the questions that someone would ask an expert relating to their area of expertise.

- For example, an expert of the Civil War might be asked the following things: Who fought in the Civil War? Why were the states fighting? Who won the Civil War?

- During the unit of study, or individual lesson, the student makes notes about the answers to those questions.

- The student then writes an explanation or description of the topic or concept including all of his or her "expert knowledge."

- Expert writing works across all content-areas and grade levels.

- Including an **Expert/Novice** Conversation during the brainstorming phase helps generate more ideas.

Expert Writing (continued)

Expert/Novice: This is a simulation involving two students.

- One student takes on the role of an expert and the other a novice in a particular situation.

- The expert responds to questions asked by the novice.

- The procedure can be used for lower level cognitive activities, such as having students introduce one another to classroom procedures or for higher level activities, such as explaining content area concepts in depth.

- The procedure can also be used to model the difference between formal and informal English, with the expert speaking formally and the novice informally.

Examples of Structured Writing Activities

Dialogue Journal:

- This is a journal that is exchanged between the student and teacher or between two or more students that focus on academic topics (the language used in the journal should be content-focused and academic).

Letters/Editorials:

- During this activity, students write letters and editorials from their own point-of-view or from the point-of-view of a character in a novel, person from history, or a physical object (sun, atom, frog, etc.)

Read, Write, Pair, Share:

- This strategy encourages students to share their writing and ideas during interaction.
- Students read a text, writes their thoughts using a sentence stem, pair up with another student, and share their writings.

Draw and Write:

During this activity, students express knowledge of academic content by drawing and writing.

What research Says

Structured reading strategies are essential for creating deep comprehension of new learning.

- They also help to create effective processes that can be used to "cross-check" and make sense of new material.

- According to Marie Clay (1991), these strategies can become a process for students to use to search for meaning in their reading.

- Reading strategies allows students the chance to engage in metacognition as they self-monitor their understanding of the text.

- Active instruction should include useful strategies that mode what good readers do (Allington, 2002).

Structured writing strategies are tools for learners.

- Fountas & Pinnell (2001) state that these strategies help students to understand the structure of informational text.

Working on a chart with students or having them work in pairs assures that students understand text at a deeper level.

Frequently Asked Questions

Why do all structured reading activates require students to write?

To measure the effectiveness of structured reading activities, it is important to assess student comprehension. The thinking that occurs when students read is an internal process, and in order to assess student comprehension, we must create a path for making that process visible.

Writing about the text provides a way for students to demonstrate their understanding of the reading. An alternative way to measure reading comprehension is to have students discuss what they have read. Students can discuss their reading in groups or with the teacher, using structured conversations or sentence stems. In essence, it isn't enough to ask students to read; they must read and make sense of the text. When students respond in writing or in conversation, it is easy to see what they have learned.

Frequently Asked Questions (continued)

What can I do to help my struggling readers and writers achieve success during structured reading and writing activities?

We all have students who encounter difficulty in the classroom. **To help these struggling students, teach with an "I do, we do, you do," mentality.** This approach is a simplified way to foster student independence. Let's look at the Draw and Write structured writing activity as an example. Our first step is to explicitly model the activity (I do). The teacher draws a picture of her thinking and then writes sentences that explain or support her drawing. Next, the teacher and the students, draw a picture of their collective thinking and then interactively write sentences to clarify the picture (we do). Lastly, students draw and write independently (you do). On-level students may only need one explicit example of this technique and one shared example in order to be successful independently, whereas our struggling students may need multiple modeled examples and many practice opportunities to master the activity.

Many teachers use students' independent work time to pre-teach concepts and vocabulary for their next days lesson. This gives struggling students additional exposure to the material they will need. **Three other ways to offer support are: to provide an already completed example of the reading or writing task for students to reference; to use adept texts – those with abbreviated language, and to maintain a dialogue journal with each student in order to identify and correct specific areas of concern.**

Frequently Asked Questions (continued)

How do I incorporate these activities and get my students ready for the state assessments in reading and writing? There isn't enough time to do both.

It is easy to think of test prep and high-interest activities as mutually exclusive, but they are just the opposite. **Making structured reading and writing activities an integral part of your lessons provides students with consistent opportunities to practice the same critical-thinking skills required of them on state tests.**

For example, determining a character's motivation and summarizing a narrative are both common state standards. **We can teach to these standards using a structured reading activity and at the same time prepare students for the state test.** Whether we choose good literature or use pre-released state tests, we can incorporate the language of the test in our instruction. To measure student comprehension, we can assign a multiple-choice worksheet (like state assessments offer), or we can have students participate in a structured reading activity like the one called Somebody-But-So. Students only have to select an answer choice to complete the multiple-choice worksheet, but they must write thoughtful, individual responses based on their understanding of the narrative for the Somebody-But-So activity. **This writing-after-reading exercise requires much higher-order thinking skills, and in the end, this kind of activity better prepares students for state tests.**

This Concludes

Step 7: Have students participate in structured reading and writing activities.

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Thank you