

**4 STRATEGIES TO BUILD
PROFICIENCY IN WRITING**

**2020 NATIONAL BEST
PRACTICES CONFERENCE**

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HOW LONG DOES IT TAKE TO LEARN ENGLISH?

3

2 to 3 years:

Social or playground language, is referred to as *Basic Interpersonal Communication Skills (BICS)*.

5 to 7 years:

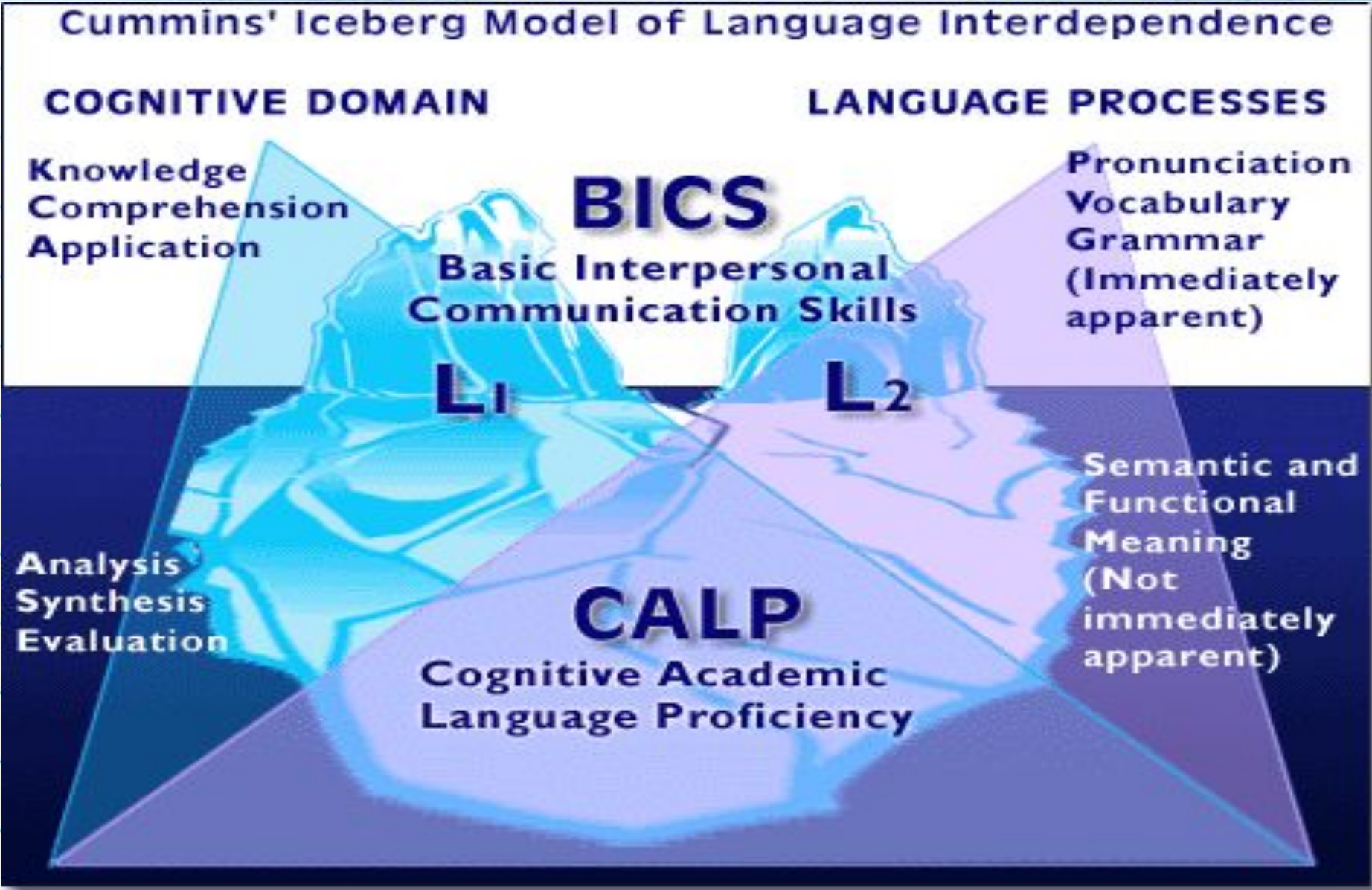
Academic English, is referred to as *Cognitive Academic Language Proficiency (CALP)*

Source: Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework* . Los Angeles: Evaluation, Dissemination and Assessment Center California State University.

But...

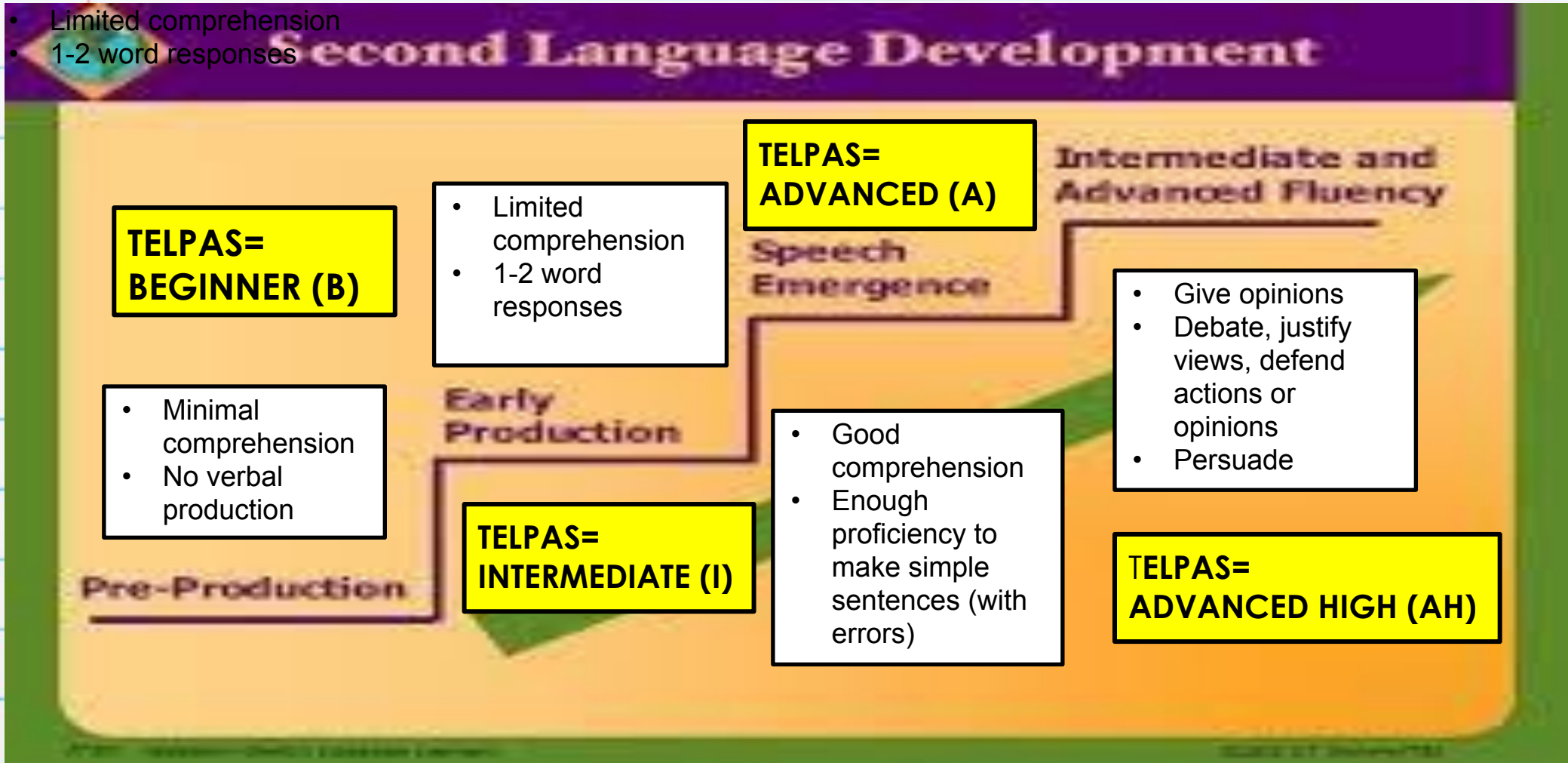
how do we help our ELL develop writing skills?

- ✓ **Recognize** BICS/CALPS
- ✓ **Distinguish** the stages of SLA and
Connect to TELPAS



KNOW THE STAGES OF LANGUAGE ACQUISITION

- Limited comprehension
- 1-2 word responses



MAJOR CHALLENGES for EL STUDENTS

Translations → ELs produce translated writing and produce ideas in native language then translate.

La tienda de dulces. The store of candy.

Verb Tenses → are inaccurate → usually write in the present tense

I go to the park yesterday.

Limited Vocabulary → Repeat the same words and phrases in writing

She said hello. I said hello. She was nice. She is my friend.

MAJOR CHALLENGES for EL STUDENTS

8

Mechanics → *how to form the letters → where to place the adjective → how to spell → what punctuation marks to use.*

Proficiency → *mental lexicon-word meaning, pronunciation, syntactic characteristics → understanding grammar.*

Content knowledge → *what the ELs knows about the subject of the writing project.*

STRATEGY ONE:

SENTENCE FRAMES

STRATEGY ONE: SENTENCE FRAMES

Sentence frames help scaffold the bricks and mortar students need to communicate across all subject areas and in many different situations.







Beginner: **XL**
Intermediate: **L**
Advanced: **M**
Advanced High: **S**

Sentence Frames: with word bank

- ✓ Provide sufficient structure and support to ensure accurate responses.

How does your best friend **get** to school?

My best friend to school.

Verb Bank: (present tense +s)

- walks
- rides her bike
- gets a ride
- rides the bus

Scaffolding level:
HIGH
for Beginner writers

XL size training wheel

Sentence Frames: construction chart with options

- ✓ Provide structure and support with additional opportunities and options to ensure accurate responses.

How does your best friend **get** to school?

My best friend _____ to school _____.

verb +s

- Walks
- rides her bike
- gets a ride

how often?

- every morning
- sometimes
- on Fridays

Scaffolding level:
MEDIUM
for Intermediate
Writers

L size training wheel

Sentence Frames: construction chart

- ✓ Provide structure and support with opportunities to experiment to ensure accurate responses.

How does your best friend **get** to school?

My best friend .

- *walking at the school.*
- *walk to the school.*
- *walked to school.*

Scaffolding level:
LOW
for
Advanced Writers

M or S size training wheel

STRATEGY TWO:

SENTENCE PATTERNING

WHAT IS SENTENCE PATTERNING CHART?

A strategy that uses patterning to teach parts of speech and a descriptive approach to English sentence patterns adapted from Robert and Marlene McCracken.

This strategy is an excellent method for exposing learners to English language structures while teaching content.

This strategy is highly recommended by Project GLAD.

BENEFITS OF SENTENCE PATTERNING CHARTS

- *Lowers the affective filter*
- *engages learners*
- *builds vocabulary*
- *provides oral language practice*
- *categorizes words and models sentence formation*
- *offers and opportunity for shared reading and writing*

EXAMPLE:

adjective	noun ♀	verb	prepositional phrase
respectful	friends	taking turns	around the school
smart		sharing	at the playground
cooperative		playing	in the classroom
nice		behaving	at the lunch table
kind		caring	in the cafeteria
sweet		reading	
fun		walking	
		eating	
		talking	

*Respectful friends taking turns at the playground.
Smart friends reading in the classroom.*

SCIENCE: LEARNING ABOUT SEALS

ARTICLE	ADJ.	NOUN	VERB	ADV.	PREP. P.
The	cute	S E A L	jumps	beautifully	in the ocean
	adorable		swims	horribly	at Sea World
fat	eats		horribly		
small	wiggles		quickly		
A	big		slides	quietly	on the island
	tiny		bites	slowly	on the rocks
	happy		plays	happily	
	chubby		leaps	maddly	on T.V.
		smells	saddly		

KINDER-1ST GRADE LANGUAGE ART SAMPLE

<p>adjective</p> <p>describe nouns</p>	<p>noun</p> <p>person, place, or thing</p>	<p>verb</p> <p>action word</p>	<p>prepositional phrase</p> <p>where?</p>
<p>cute</p> <p>soft</p> <p>small</p>	<p>bunny</p>	<p>hops</p> <p>eats</p> <p>hides</p>	<p>in the grass</p> <p>in a hole</p> <p>in the woods</p>

The cute bunny hops in the grass.



The small bunny eats in the grass.

The cute bunny hops in the grass.

The small bunny hops in the grass.



LEARNING ABOUT ROCKS (SPANISH)

Sustantivo	adjetivo	Verbo	frase prepositiva <small>¿cuándo?</small> <small>¿dónde?</small>
La roca 	ígnea/o suave fuerte	endureció derritió durmió	por la mañana a las 8:30
El mineral 	picuda/o metamórfica/o chueca/o grande raspada/o negra/o brillante	brilló quebró calentó pateó bailó	en la casa sobre la mesa debajo del pizarrón arriba del sillón
	plana/o dura/o blanca/o	comió leyó rodó cambió coloreó	entre las cobijas a través del bosque en el desierto encima del árbol frente a parque por la tarde por el valle dentro del volcán

subject

predicate

Adjectives describe	Noun - person	Verbs action Do?	Adverbs how? Fly	Prepositional phrase where?
chivalrous brave strong courageous loyal powerful valorous virtuous religious determined	knights	fight kill eat destroy joust betray pray retreat die attack scurry protect	well strongly courageously bravely honestly violently happily sadly powerfully religiously angrily faithfully	on the battlefield at the castle in their country on their horses in a castle outside the castle behind their shields in the village on a ship in the town at the jousting tournament

STRATEGY THREE:

PROCESS GRIDS

STRATEGY THREE: PROCESS GRIDS

- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for gathering information
- G.L.A.D. strategy

Animal	Class	Food	Physical Adaptations	Behavioral Adaptations	Reproductive Adaptations
pallid bat	mammal - hair on the - live babies	insects scorpions (omnivore)	large ears to hear prey immune to scorpion's venom	nocturnal - emerges at night uses echolocation to find prey	gives birth in cooler season in summer
tarantula	arachnid - eight legs - two body parts	scorpions insects (insectivore)	hairy legs keep cool light tan color camouflage	stays in burrow keeps cool	mates in fall - cooler -
coyote	mammal - fur - live babies	meat plants berries (omnivore)	keeps less fur mountain coyotes - less fur	stays in denser burrow - holes - cool -	mates in January - cooler -
tortoise	reptile - cold-blooded - lays eggs - dry, scaly skin	herbs grasses wildflowers (herbivore)	releases foul- smelling liquid when lifted - protection	naps in daytime - keeps cool	reproduces in early fall - cooler -
roadrunner	aves (bird) - wings - lays eggs - warm- blooded	insects lizards snakes (carnivore)	strong feet long tail - runs to escape predators - eats meat for water	reduces activity in middle of day - keeps cool	mates in January - cooler -

Process
Grid







Cooperat
Strin

Chick tiny, white, and it has fluffy feathers



Type of Animal	Classification	Habitat	Body Temperature	Appendages	Food	Special Features	How is this animal like me?
Fish 	Kingdom Animalia ↓ Phylum Chordata ↓ Superclass Agnatha ↓ Superclass Gnathostomata	water: ocean lake saltwater sea river freshwater pond tank	cold-blooded • changes with the environment	• mostly fins - soft dorsal fin - spiny dorsal fin - pectoral fin - caudal fin - pelvic fin - anal fin • also have - legs - wings	- plants (herbivore) - meat (carnivore) - both (omnivore)	• slime for protection • scales • gills gill rakers gill filaments • vertebrae • lay eggs	We both breathe oxygen They are alive and we are too. They have a backbone like us. Some fish eat fish and we eat fish too. We both swim. We are both from Kingdom Animalia and Phylum Chordata. We both die.
Crustaceans 	Kingdom Animalia ↓ Phylum Arthropoda ↓ Class Crustacea	sand ocean saltwater freshwater sea lakes land	cold-blooded • changes with the environment	• usually 10 appendages "decapod" • chelipeds → claws • jointed segments	• scavengers - eat whatever is on the bottom - mostly dead	• exoskeleton • invertebrates muscles are attached to inside of exoskeleton • antennae • gills • bilateral symmetry	We both have muscles. We both walk. We both have appendages (connect to body). We both have cartilage. We both have joints. We both breathe oxygen. We both have bilateral symmetry.



Types of Rocks	How it was formed	Names of Rocks		Physical Properties	What it's used for	Where to find it	Interesting Facts
Igneous "Full of Fire" - Latin	Rocks that form when melted minerals & magma cool down and harden.	 granite Formed from cooled magma	 basalt formed from cooled lava	granite - light, pink, dark gray with black & gray specks, large/coarse grained basalt - dark, gray black fine grained pumice - froth of lava, hardened tiny gas bubbles, light gray fine grained obsidian - smooth glossy, sharp like glass, black	granite - buildings, monuments, fire, towers basalt - roads, buildings pumice - on abrasive for removing dead skin, polishing, scouring obsidian - Knives, jewelry	granite - Yosemite Half Dome basalt - black sand beaches in Hawaii pumice - Near areas with young volcanic fields (U.S. & Italy) obsidian - Mexico, Western States like California, Oregon & Utah	granite - Mt. Rushmore, four presidents are carved on granite basalt - 70% of Earth's crust pumice - Only rock that floats because of air bubbles obsidian - Native Americans make/made arrowheads, knives & jewelry
Sedimentary "Settled down"	Formed when soil, sand, bits of rock, animal or plant material get washed into the sea/river/delta. Sediments are pressed together until they harden and are recycled into new rocks.	 conglomerate made from smoothly rounded pebbles	 shale made from fine grains of mud or clay	conglomerate - color varies, very coarse pebbles shale - "soft rock", smooth, almost greasy to touch, can be scratched by knife sandstone - rust, gray, looks like dark hardened sand tinged w/ rust red limestone - gray, white, bluish, fine grained	conglomerate - concrete, not very strong shale - bricks, ceramics and pottery sandstone - buildings, houses "broomstone fronts" limestone - chalk, buildings, cement	conglomerate - bridges, rivers flowing out into the plains in desert Death Valley shale - dry deserts, deltas, rivers sandstone - Near rivers, lakes, desert regions limestone - warm fresh water lakes	conglomerate - may be found near conglomerate formations shale - Contains fossils of plants & animals sandstone - Grand Canyon, dunes & dunes limestone - Egyptian pyramids are made of limestone.
Metamorphic "To change form" - Greek	With heat, pressure and time, igneous, sedimentary or other metamorphic rocks can turn into other metamorphic rocks.	 gneiss was once granite	 slate Comes from shale	gneiss - pink gray bands of dark minerals slate - dark gray, black shiny and flat, breaks into smooth plates easily marble - light colored white or gray, contains pale streaks of color sugary texture quartzite - looks like brown sugar, one of the toughest rocks around	gneiss - buildings slate - tile roofs, blackboards, pool table marble - statues, tile quartzite - building, table tops, floor, roads, chisel & cut	gneiss - Adirondacks in New York slate - Crissy Springs of mountain regions marble - Agnese Mt. in Italy, Oregon, Carlsbad quartzite - bar, jagged rock outcrops	gneiss - Resistant to weathering slate - Ideal roofing material marble - Lincoln Memorial made of marble quartzite - some of the hardest rocks around the planet (5.5 on Mohs)



STRATEGY FOUR:

COOPERATIVE STRIP PARAGRAPH

STRATEGY FOUR: COOPERATIVE STRIP PARAGRAPH³¹

- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study.
- Adaptation of Nancy Whitsler's model

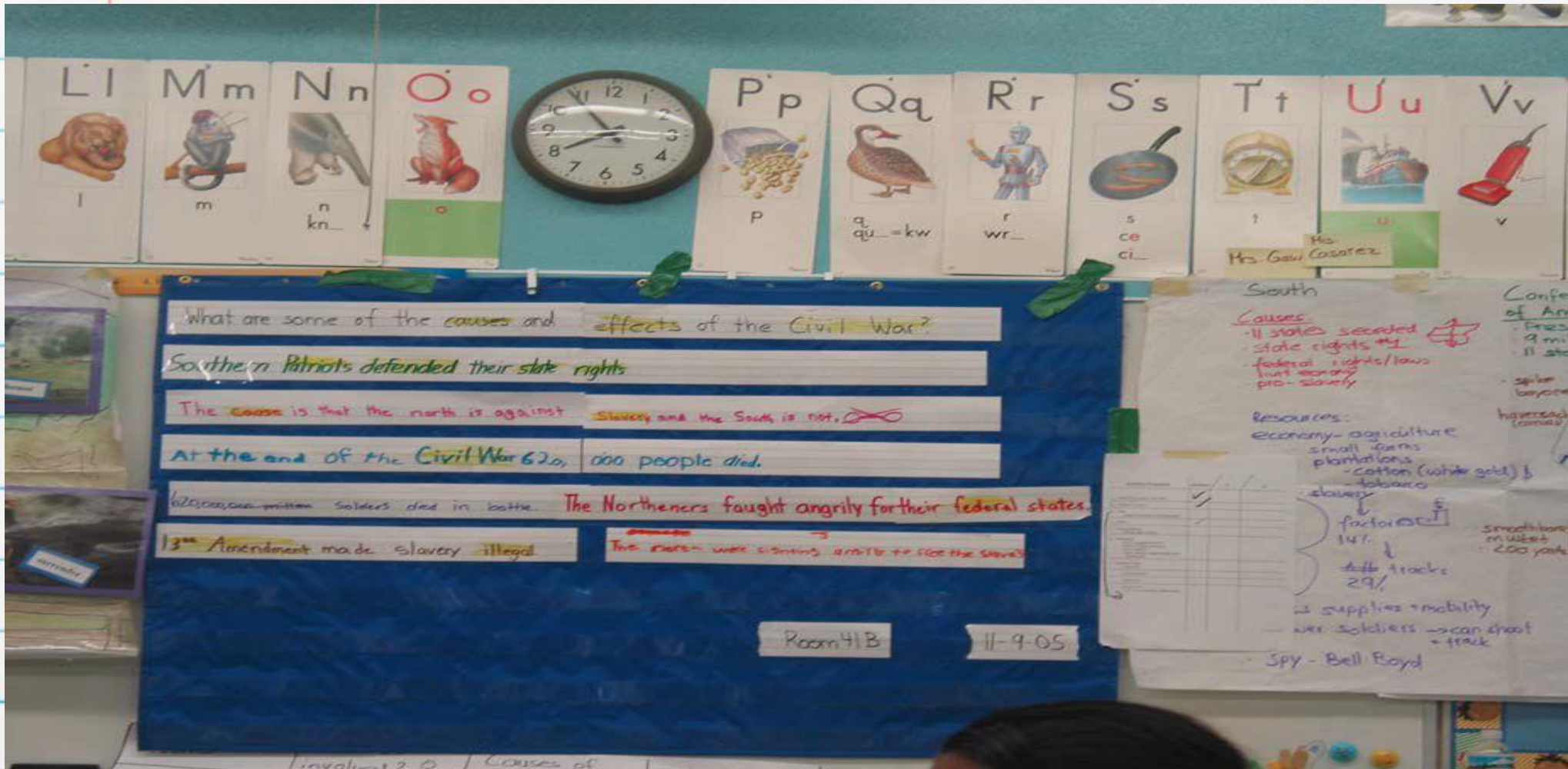
STRATEGY FOUR: COOPERATIVE STRIP PARAGRAPH

Coop Strip Paragraph

The Orca and the Great White Shark are different in many ways. Orcas belong to the mammal family, whereas the sharks are fish ^{a group} family. Rough skin with denticles and taste pits are found on sharks, while orcas have smooth sleek skin. ^{The enormous killer whales} Orcas hunt in pods, whereas sharks are solitary predators. Orcas are torpedo-shaped, while sharks have a sleeker shape. The shark uses ^{its} sense of smell to find prey, while the orca uses echolocation. The differences between the orca and the GWS make it easy to tell them apart.

The Orca and Great White Shark
The Orca and the Great White Shark are different in many ways. The Orca belongs to the mammal family, whereas the shark is a fish. The Orca has a rough skin with denticles and taste pits, while the Great White Shark has smooth skin. The Orca hunts in pods, while the Great White Shark is a solitary predator. The Orca is torpedo-shaped, while the Great White Shark is sleeker. The Orca uses echolocation to find prey, while the Great White Shark uses its sense of smell. The differences between the Orca and the Great White Shark make it easy to tell them apart.

STRATEGY FOUR: COOPERATIVE STRIP PARAGRAPH



STRATEGY FOUR: COOPERATIVE STRIP PARAGRAPH

Civil War

What ^{were} are some of the ^{reasons} causes and ^{results} effects of the Civil War?

One ^{was} The ^{was} cause ~~is~~ that the north ^{was} is against Slavery and the South ^{was} is not ~~is~~ so ~~the north~~ ^{was} The north

^{was} ~~was~~ fighting ^{courageously} against the South ^{slaves} to free the Slaves

Another cause ^{was that the} Southern Patriots defended their state

rights while ^{fight} The Northerners ^{bravely} fought angrily for their federal ^{rights} states.

One of ^{the} effects was that the 13th Amendment made slavery illegal.

At the end of the Civil War, 620,000,000 ^{soldiers} ~~million~~ soldiers died in battle, from sickness,

from and hunger.

These are some of the reasons and results of the Civil War.

Room 41B 11-9-05

LO/CO

CONTENT & LANGUAGE OBJECTIVE FRAMES

SUBJECT: _____

DATE: _____

CONTENT OBJECTIVE (CO)-this is the learning objective to be mastered, or the *what*. Content Objectives correlate with the TEKS but should be paraphrased so that students can understand them. The exact objective, goal or number is not acceptable.

I / we will be able to _____(insert verb) _____**regarding** _____ (insert learning objective) _____.

Sample verbs for content objective

Knowledge	Comprehension	Application	Synthesis	Evaluation
list, identify, locate, memorize, review, label, describe, define, name, match	recall, reproduce, summarize, explain, demonstrate, translate, rephrase	predict, compare, contrast, solve, classify, categorize, show, apply, make, build a replica	build a model, combine, compile, compose, construct, create, design, elaborate, test, infer, predict, hypothesize, invent, design	choose, decide, recommend, select, justify, defend, support

LANGUAGE OBJECTIVE (LO)- delineates which language domain(s) -L, S, R & W- will be used to master the learning objective, or the *how*. Language Objectives correlate with the ELPS and demonstrates what the students will be doing.

I /we will _____(insert verb) _____**by** _____(insert student product in relation to the CO above)_____.

Sample verbs for language objective

Listening	Speaking	Reading	Writing	Vocabulary Development
tell, role play, identify, listen for, recognize, pint, show, follow directions, listen for, react, rehearse.	name, discuss, rephrase, ask, answer, predict, say steps in a process, pronounce, repeat, respond, state, summarize, explain, tell, use, articulate, debate, define, describe, elaborate, express, recite, narrate, share.	preview, read aloud, find specific information, identify, skim, explore, explain, to read, find the main idea, justify.	list, summarize, ask and answer questions, create sentences, state and justify opinions, write, compare contrast, classify, record, compose, persuade, revise, use complex sentences.	define isolated words, define words in context, find words and construct meaning, academic vocabulary, subject-verb agreement, using precise adjectives, clarifying questions, past-tense verbs, personal pronouns, prepositional phrases.

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38

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