

NYS Statewide Language RBERN
at the
**Metropolitan Center for Research
on Equity and the Transformation
of Schools, New York University**

**Advancing the Academic
Listening and Writing Abilities
of Grade 3-8 Transitioning and
Expanding ELLs**

**January 23, 2017
8:30-2:40**

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Agenda

- Define the language characteristics of Transitioning and Expanding ELLs and identify the target skills needed to reach the next stage of proficiency in listening, speaking, reading and writing
- Review the 6 +1 Traits approach to the teaching of writing with application to second language learners and using culturally responsive texts
- Consider ways to use children's literature as mentor texts for moving student narrative and expository writing forward
- Use read alouds, book trailers, recorded book readings and author interviews as a way of moving ELL academic listening skills forward
- Explore strategies for assisting soon-to-exit ELLs with close reading of children's books in order to advance students' academic vocabularies and writing skills across the genres

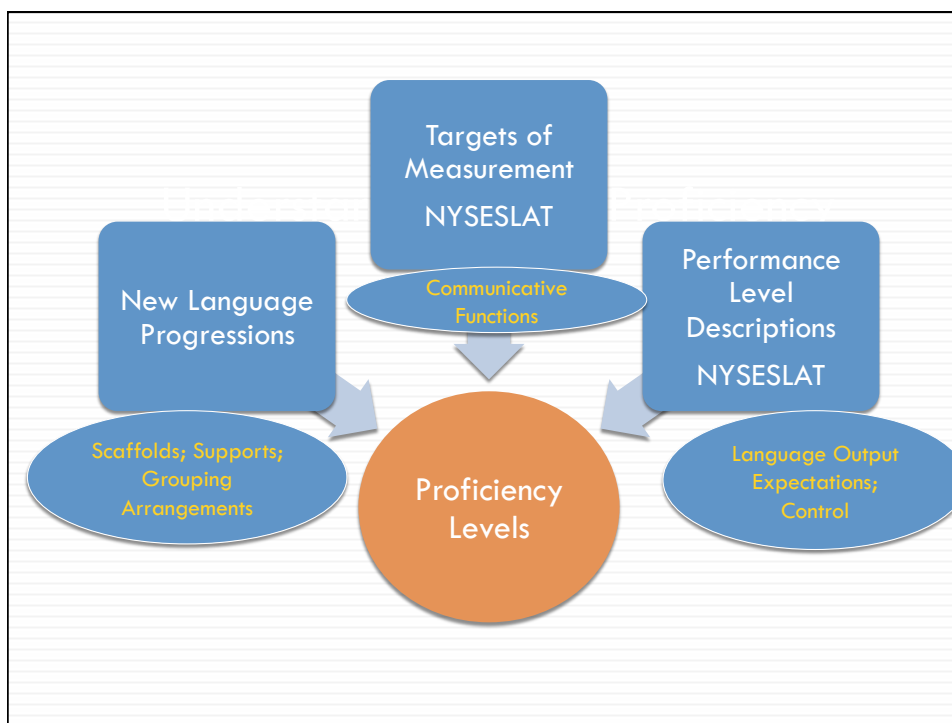
NYS Proficiency Level Descriptions

Let's Learn About Transitioning and Expanding ELL Student Needs

Let's Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents



What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do ?



Dimensions of Performance:

Communicative task—What the student is asked to do/performance task (identify, determine, organize, evaluate, integrate *information/ideas*)

Linguistic Complexity/Language Expectation- the amount and nature of spoken or written output expected; coherence/cohesion of ideas, sentence types (few words, short phrases, predictable sentences, simple sentences, expanded, complex or variety of sentence types)

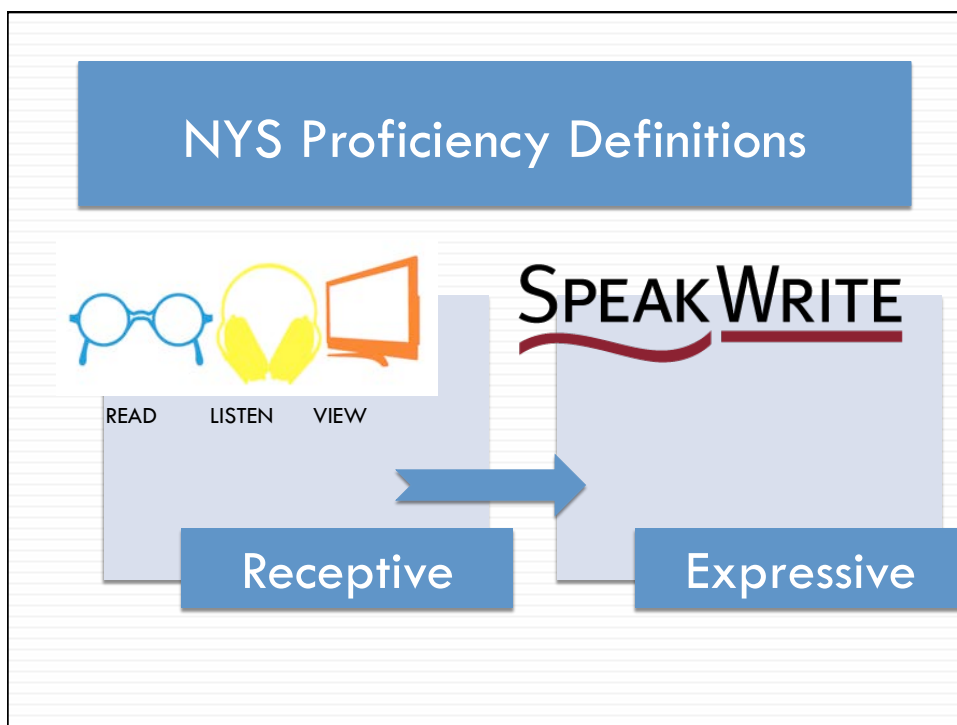
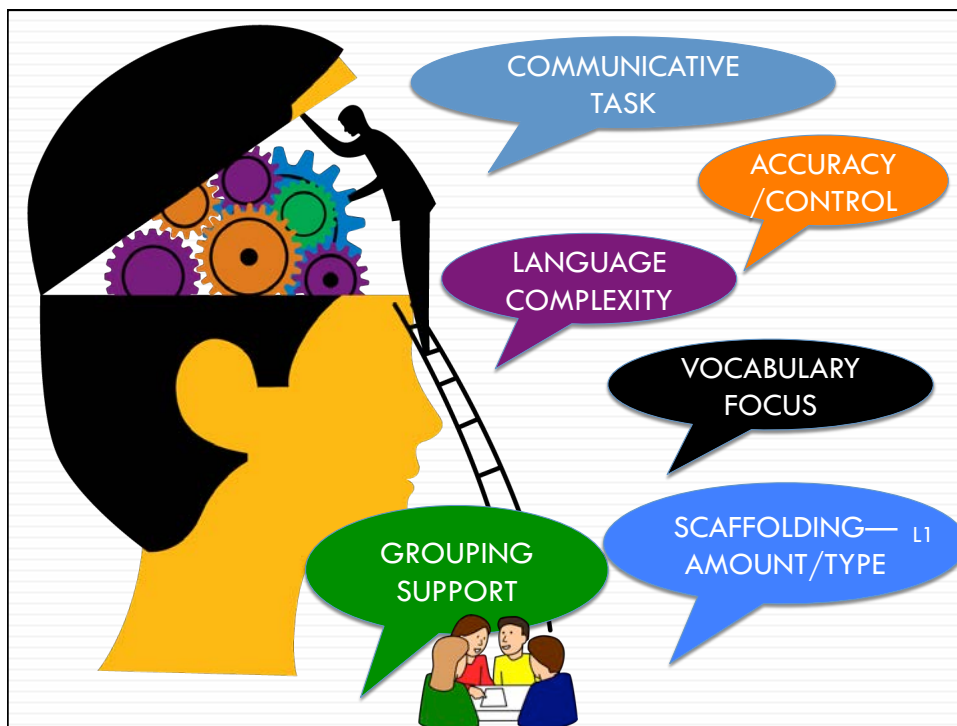
Level of Accuracy/Language Control (*expressive*): numerous-to frequent,-to occasional-to infrequent errors; errors totally-mostly-partially-minimally obscure meaning

Level of Support: Substantial, moderate, limited, high level of independence, no support

Type of Support/Scaffolds: use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language (e.g. graphic organizers, pre-taught, pre-identified words and phrases), L1/L2

Teaching Arrangements: read alouds, partnerships, teacher-led, small groups, whole class, independent learning arrangements

Vocabulary – the amount of and precision of words or phrases expected; Focus on Tier 1, 2 (3) words (few, some, many)



Listening

2016 LISTENING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse. Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in grade-level spoken discourse.	Student may determine the literal meaning of some Tier 1 words in grade-level spoken discourse.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

Grade 6: Speaking and Listening 1


Common Core Anchor Standard (SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		MAIN ACADEMIC DEMAND <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i>			
Common Core Grade 6 Standard (SL.6.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 6 topics, texts and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material, explicitly draw on the preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, set specific goals and deadlines and define roles as needed; c. Pose and respond to specific questions with elaboration and detail by making that contribute to the topic, text or issue under discussion; d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e. Seek understand and communicate with individuals from different perspectives and cultural backgrounds.		GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations</i> Respond to <i>Follow Rules for Discussions</i> <i>Specific Questions with Elaboration and Detail</i>			
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions in <i>the new and/or the home language.</i>	Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions in <i>the new and/or the home language.</i>	Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion web, after teacher modeling</i> , to identify evidence on the topic, text or issue to use in discussions in <i>the new language.</i>	Reading-Centered Activity: Organize <i>preidentified words and phrases on a note-taking guide, independently</i> , to identify evidence on the topic, text or issue to use in discussions in <i>the new language.</i>

Draft

NLAP Speaking and Listening (SL)

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Support Examples



Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams & drawings Magazines & newspapers Physical activities Videos & Films Broadcasts Models & figures 	<ul style="list-style-type: none"> Charts Graphic organizers Tables Graphs Timelines Number lines 	<ul style="list-style-type: none"> In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet (Web sites) or software programs In the native language (L1) With mentors

WIDA Consortium
Intro to WIDA ELD Standards 35

Targets of Measurement: Writing

2016 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	ANCHOR 1 Students can create and structure a written text.	TOM.W.5–6.1 Students can use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure in a written text.	produce: a clear introduction or orientation logically ordered ideas linking words or phrases to connect and develop ideas concluding words or phrases
	ANCHOR 2 Students can adapt vocabulary appropriately when writing.	TOM.W.5–6.2 Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.	provide or describe: an individual, an event, a place, or an idea precisely precise, relevant details for a description precise, relevant detailed facts grade-level Tier 2 words to explain ideas or facts
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	ANCHOR 3 Students can create a narrative written text.	TOM.W.5–6.3 Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.	establish or develop: narrative elements (narrator, characters, setting, situations, events) descriptive details to create precise images transitions between sequential events closure to a narrative
	ANCHOR 4 Students can create an informational written text.	TOM.W.5–6.4 Students can use grade-appropriate language to provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.	produce or develop: relevant information, facts, or examples about a topic supportive ideas from a text logical transitions between ideas a logical sequence of information closure to a topic

Writing


2016 WRITING Performance Level Descriptions – Grades 5–6					
GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can create and structure a written text.	Student may use words or short phrases to provide an orientation or an idea in a written text.	Student can use words, phrases, and simple sentences to provide an orientation, ideas with transitions, or closure in a written text.	Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, developed ideas using transitions, and/or closure in a written text.	Student can use simple, expanded, and/or complex sentences to provide an orientation, logically developed ideas using transitions, and closure in a written text.	Student can use a variety of simple, expanded, and complex sentences to sufficiently provide an orientation, logically developed ideas using transitions, and closure in a written text.
Target of Measurement 1 Students can use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure in a written text.	Writing lacks orientation, development of ideas, or closure. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic orientation, development of ideas using transitions, or closure. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited orientation, development of ideas using transitions, and/or closure. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial orientation, logical development of ideas using transitions, and closure. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient orientation, logical development of ideas using transitions, and closure. Writing may include infrequent errors; errors do not obscure meaning.
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2 Students can adapt vocabulary appropriately when writing.	Student may use the most frequent Tier 1 words or predictable phrases to describe ideas or facts in a written text.	Student can use words and short phrases, including Tier 1 and common grade-level Tier 2 words, to describe ideas or facts in a written text.	Student can use words and phrases, including Tier 1 and a few grade-level Tier 2 words, to describe detailed ideas and/or facts in a written text.	Student can use words and phrases, including Tier 1 and some grade-level Tier 2 words, to describe detailed ideas and facts in a written text.	Student can use words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.
Target of Measurement 2 Students can use grade-appropriate words and phrases , including grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.	Writing lacks description of ideas or facts. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic descriptions of ideas or facts. Writing includes frequent errors; errors may obscure meaning.	Writing includes minimally detailed descriptions of ideas and/or facts. Writing includes occasional errors; errors may obscure meaning.	Writing includes partially detailed descriptions of ideas and facts. Writing may include occasional errors; errors do not obscure meaning.	Writing includes precisely detailed descriptions of ideas and facts. Writing may include infrequent errors; errors do not obscure meaning.

New Language Progressions-Writing

5 Levels of Language Development	Entering	Emerging	Transitioning	Expanding	Commanding
PRODUCTIVE	S. Use <i>pre-taught words</i> and a <i>revision guide</i> to complete sentence starters that suggest a new approach to a peer's writing, when giving feedback in <i>partnership and/or teacher-led small groups</i>	S. Use <i>pre-identified words and phrases</i> and a <i>revision guide</i> to complete sentence starters that suggest a new approach to a peer's writing, when giving feedback in <i>partnership and/or small groups</i>	S. Use a <i>bank of phrases and short sentences</i> and a <i>revision guide</i> to suggest a new approach to a peer's writing, when giving feedback in <i>partnership, small group and/or whole class settings</i>	S. Use a <i>glossary</i> and a <i>revision guide</i> to suggest a new approach to a peer's writing, when giving feedback in <i>partnership, small group and/or whole class settings</i>	S. Use a <i>revision guide</i> to independently suggest a new approach to a peer's writing, when giving feedback in <i>partnership, small group and/or whole class settings</i>
	W. Use <i>pre-taught words</i> and a <i>revision list</i> to revise, edit, rewrite or try a new approach with <i>two or more paragraphs</i> to develop and strengthen writing	W. Use <i>pre-identified words and phrases</i> and a <i>revision list</i> to revise, edit, rewrite or try a new approach with <i>two or more paragraphs</i> to develop and strengthen writing	W. Use a <i>bank of phrases and short sentences</i> and a <i>revision list</i> to revise, edit, rewrite or try a new approach with a <i>short essay</i> to develop and strengthen writing	W. Use a <i>glossary</i> and a <i>revision list</i> to revise, edit, rewrite or try a new approach with an <i>essay</i> to develop and strengthen writing	W. Use a <i>revision list</i> to independently revise, edit, rewrite or try a new approach with an <i>essay</i> to develop and strengthen writing
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

DRAFT FOR REVIEW
September 14, 2016NLAP Writing (W)
WLE-WLE-F

engageNY

Listening (5-6)					
Communicative Functions: identify, signal, refer to, provide, information, meaning of vocabulary, central ideas; details, evidence, conclusions, relationships; describe concepts, points of view, events; develop narrative elements; theme or message; determine development of ideas (not Entering)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs don't apply</i>	Identify a few words Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description, sequence, relationships, connections, conclusions, and/or evidence)	Determine the literal meaning of some Tier 1 words 	Organize pre-taught words and phrases on a table or graphic organizer In new and/or home language	Partnerships Teacher-led small groups	Substantial support
Emerging	Identify some words, phrases or a few simple sentences (that...)	Determine the literal meaning of some Tier 1 and a few Tier 2 words and phrases	Organize phrases and sentences on a (partially completed) table or graphic organizer; In new and occasionally in the home language	Partnerships Small groups	Limited Support
Transitioning	Identify most phrases, simple sentences or a few expanded or complex sentences (that...)	Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words and phrases	Organize sentences/information on a table or graphic organizer In new language	Partnerships Small group Whole class	Largely Independent
Expanding	Identify most simple and some expanded or complex sentences (that...)	Determine most of the literal, figurative or connotative meanings of Tier 1 and 2 words & phrases	Organize information on a self-created table or graphic organizer independently In new language	Partnerships Small group Whole class	No Support Needed
Commanding	Identify a variety of simple, expanded and complex sentences (that...)	Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words and phrases			

** Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement*

Reading (5-6)					
Communicative Functions: identify, determine central ideas/information, key details, topic or theme, key narrative elements, meaning of vocabulary, evidence, conclusions; describe events, sequence of events, connections, relationships among ideas; development of ideas (not Entering)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs not applicable</i>	Identify a few words Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, sequence, connections, evidence, etc.)	Determine the literal meaning of some Tier 1 words	Organize pre-taught words and phrases on a web; chart; graphic organizer In new or home language	Partnerships Teacher-led small groups	Substantial support
Emerging	Identify some words, phrases or a few simple sentences (that...)	Determine the literal meaning of some Tier 1 and a few Tier 2 words	Organize phrases and sentences on (using a bank of phrases and short sentences or a partially completed...) web; chart; graphic organizer; In new, and occasionally, the home language	Partnerships Small groups	Limited Support
Transitioning	Identify most phrases, simple sentences and a few expanded or complex sentences that...	Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 & Tier 2 words	Organize sentences/information on a web; chart; graphic organizer after teacher modeling (or with prompting and support-e.g. glossary) In new language	Partnerships Small group Whole class	Largely Independent
Expanding	Identify most simple or some expanded or complex sentences that...	Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words	Organize information on a self-created web; chart; graphic organizer, independently; In new language	Partnerships Small group Whole class	No Support Needed
Commanding	Identify variety of simple, expanded and complex sentences that...	Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words			

** Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement*

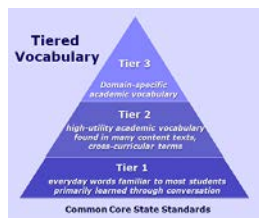
Tiered Vocabulary: Definitions and Examples

Definition: Tiered Vocabulary is an organizational framework for categorizing words and suggests implications for instruction. (The three-tier framework was developed by Isabel Beck and Margaret McKeown.)

Tier 1: Common, Known Words

Examples: big, small, house, table, family

Tier 1 words are basic, everyday words that are a part of most children's vocabulary. These are words used every day in conversation, and most of them are learned by hearing family, peers, and teachers use them when speaking. These words are especially important for English language learners who may not be familiar with them.



Tier 2: High-Frequency Words (aka Cross-Curricular Vocabulary)

Examples: justify, explain, expand, predict, summarize, maintain

Tier 2 words include frequently occurring words that appear in various contexts and topics and play an important role in verbal functioning across a variety of content areas. These are general academic words and have high utility across a wide range of topics and contexts.

Another way to think of Tier 2 vocabulary is as cross-curricular terms. For example, the term "justify" and "predict" frequently appear in Science, Social Studies, and English texts.

Tier 3: Low-Frequency, Domain-Specific words

Examples: isotope, tectonic plates, carcinogens, mitosis, lithosphere


Tier 3 words are domain specific vocabulary. Words in this category are low frequency, specialized words that appear in specific fields or content areas. We anticipate that students will be unfamiliar with Tier 3 words. Beck suggests teaching these words as the need arises for comprehension in specific content areas. Source:

<http://www.learningunlimitedllc.com/2013/05/tiered-vocabulary/>

Resource Article for You

Speaking (5-6)					
Communicative Functions: participate in/contribute to discussions, discuss a topic or text, ask questions, describe a character, provide information on a topic or text, describe/convey details, narrate/retell a story or process in sequence, analyze a topic or text, provide an opinion, express feelings					
Proficiency Levels	Language	Errors	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering Some ToMs not applicable	Uses a few short phrases Predicts	Response may contain errors that are mostly obscure meaning	Use pre-taught words and phrases to complete sentence starters; In new and home language	Partnerships Teacher-led small groups	Substantial support
Emerging			Use pre-identified words and phrases to complete sentence starters; In new and home language	Partnerships Small groups	Moderate Support
Transitioning	Uses simple sentences and expanded sentences	Response may contain errors in words and structure that partially obscure meaning	Use word bank; graphics In new and occasionally in the home language	Partnerships Small groups Whole class	Limited Support
Expanding	Uses simple, expanded or complex sentences	Response may contain some errors in words and structure that minimally obscure meaning	Use previously completed graphic organizer In new language	Partnerships Small Groups Whole Class	Largely Independent
Commanding	Uses a variety of simple, expanded and complex sentences and fluid language	Response contains few or no errors in word choice and structure that obscure meaning	Use knowledge of the topic, text or issue, independently; In new language	Partnerships Small groups Whole class	No Support Needed

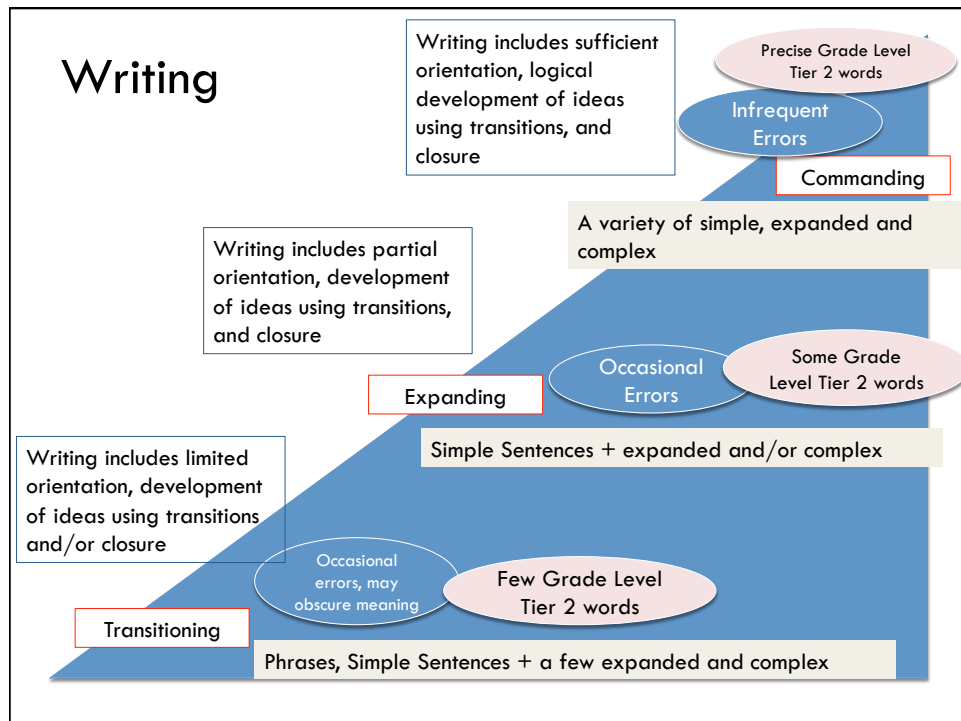
* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

Writing (5-6)						
Communicative Functions: structure thoughts and ideas; create and structure written text, adapt vocabulary; orient the reader, develop ideas, precisely describe detailed ideas and facts; provide closure; create a narrative; refer to characters, story details and events, write about informational texts and topics, precisely state and link ideas, provide support.						
Proficiency Levels	Language Expectations	Errors	Organization	Vocabulary Targets	Type of Support Scaffolds	Support
Entering <i>Some ToMs not applicable</i>	Words or Short phrases	Writing includes numerous errors; errors may totally obscure meaning	Writing lacks orientation, development of ideas or closure	Use the most common Tier 1 words and predictable phrases; Describe ideas or facts	Use pre-taught words and phrases* to complete a cloze paragraph; New or home lang.	
Emerging	Words, phrases and simple sentences	Writing includes frequent errors; errors may obscure meaning	Writing includes basic orientation, development of ideas using transitions or closure	Use words and phrases including Tier 1 and common grade level Tier 2 words; Describe ideas or facts	Use previously completed graphic organizer & word bank to write a short essay; New & occasionally in home language	
Transitioning	Phrases, simple sentences & occasionally expanded and/or complex sentences	Writing includes occasional errors; errors may obscure meaning	Writing includes limited orientation, development of ideas using transitions and/or closure	Use words and phrases including Tier 1 and a few grade level Tier 2 words; Describe detailed ideas and facts	Use previously completed graphic organizer & word bank to write a short essay; New & occasionally in home language	Small groups Whole class
Expanding	Simple, expanded and/or complex sentences	Writing includes occasional errors; errors do not obscure meaning	Writing includes partial orientation, development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe detailed ideas and facts	Use previously completed graphic organizer & a teacher-provided model to write an essay; New lang.	Partnerships Small groups
Commanding	A variety of simple, expanded and complex sentences	Writing may include infrequent errors; errors do not obscure meaning	Writing includes sufficient orientation, logical development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe precisely detailed ideas and facts	Use knowledge of the text/topic independently to write a multiple-paragraph essay; New language	Largely Independent Partnerships Small groups Independently No Support Needed

How do language expectations, errors, organization, vocabulary change for Writing?

*including previously taught transitional words, phrases & clauses for Level 3 + up

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Things I Can Use to Move Kids Forward:

RECEPTIVE:

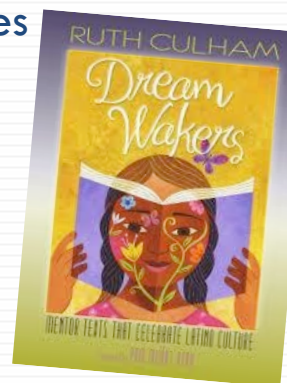
- In-classroom supports to help them capture information through listening and reading
- Time to process information; chances to work with peers and the teacher to be sure they receive the information
- Teach strategies for capturing information through listening and reading (focused listening, code the text)
- Provide plentiful practice opportunities

EXPRESSIVE

- Offer tools to support them in expressing themselves well (graphic organizers, charts, templates)
- Offer editing checklists; writers tools (**thesaurus**), writing guides
- Provide models, demonstrations, coaching
- Use close reading to **expand, refine language**; dig into language

The 6 + 1 Traits Approach

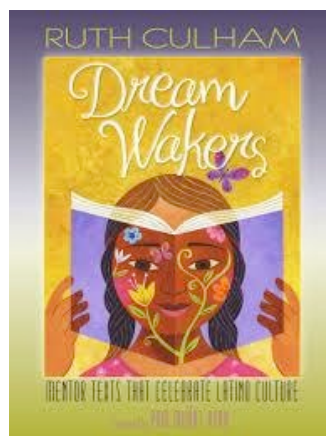
Review of Essential Features



Key Teacher Resource Book



Ruth Culham



The Motive for Mentor Texts That Celebrate Latino Culture



Pages 98-100

Also read Yuyi Morales
Pages 128-9

Let's Read the Entry by Monica Brown.

What impressed you?

Cite two memorable lines and tell why they resonated with you.



by Monica Brown

I am the daughter of a North American father and a South American mother. When I was young, my mother told me that I was a citizen of the world, and I believed it. I have been inspired to write by my own experiences—my life and that of my siblings, my cousins, and my own children. I grew up with a fluid idea of borders—traveling between the United States and Peru.

... across the globe. My work has been translated into seven languages, and I delight in the wonder of words and art connecting people and cultures.

My mother, Isabel María Yáñez Valdivia, was born in Lima, Peru, and she was one of my greatest inspirations. She was an amazing artist who nurtured me and inspired me. I grew up surrounded by her paintings, which I realize helped me think visually and write better for the artists I collaborate with. Picture books are, after all, the meeting place of text and art. In the present, the way I nurture my own creativity is to be open to the magic and whimsy and challenges of living each and every day. Laughter is a big part of that: searching out new experiences is part of that, and being engaged in my community, large and small. I read a lot and surround myself with art—my mother's local artists, and art by folks such as John Perre and Rafael Lopez, my collaborators.

I love creating books that are bilingual, with my two beautiful languages, English and Spanish, side by side on the page. I believe children's books can enhance and even transform the modern classroom and curriculum. To me, their ability to do that is as important as any textbook ever writes. The very best of literature, with its beautiful, inspiring, and powerful texts, can elegantly students and engage them in ways that exercises and test preparation cannot. And, at the same time, reading children's books still supports important skills such as critical thinking and imagining.

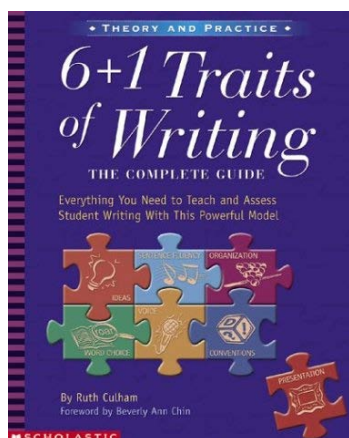
With my picture book biographies of figures such as Gabriel García Márquez (*My Name Is Gabito: The Life of Gabriel García Márquez/Me llamo Gabito: la vida de Gabriel García Márquez*), Dolores Huerta and Cesar Chavez (*Side by Side/Side a Side: The Story of Dolores Huerta and Cesar Chavez*), and

100

experience testing because of that difference. My characters find the resolution, humor, and family support to move forward with fierceness and love. These characters are the present and the inevitable future—one that crosses borders and boundaries.

We need to raise our children to be proud of their multiracial heritages and to explore the multiplicity of their own being. We need to think beyond boxes and labels, because so many of us never fit in just one in the first place! Perhaps it is the border-dwellers—those of us who straddle multiple cultures and communities—who can help us celebrate our connectedness. I hope the literature I create inspires children to open their minds and heart to the wholeness and beauty within us all. ☺

ASSESSMENT LINKED TO INSTRUCTION



www.nwrel.org

<http://educationnorthwest.org/traits>

The 6 traits:

- *Ideas*
- *Organization*
- *Voice*
- *Word Choice*
- *Sentence Fluency*
- *Conventions*

6 + 1 Traits



<https://www.youtube.com/watch?v=23af-ASifr4>

Ruth Culham Introduction (2 minutes)

<https://www.youtube.com/watch?v=S6BEyUmtUZ4>

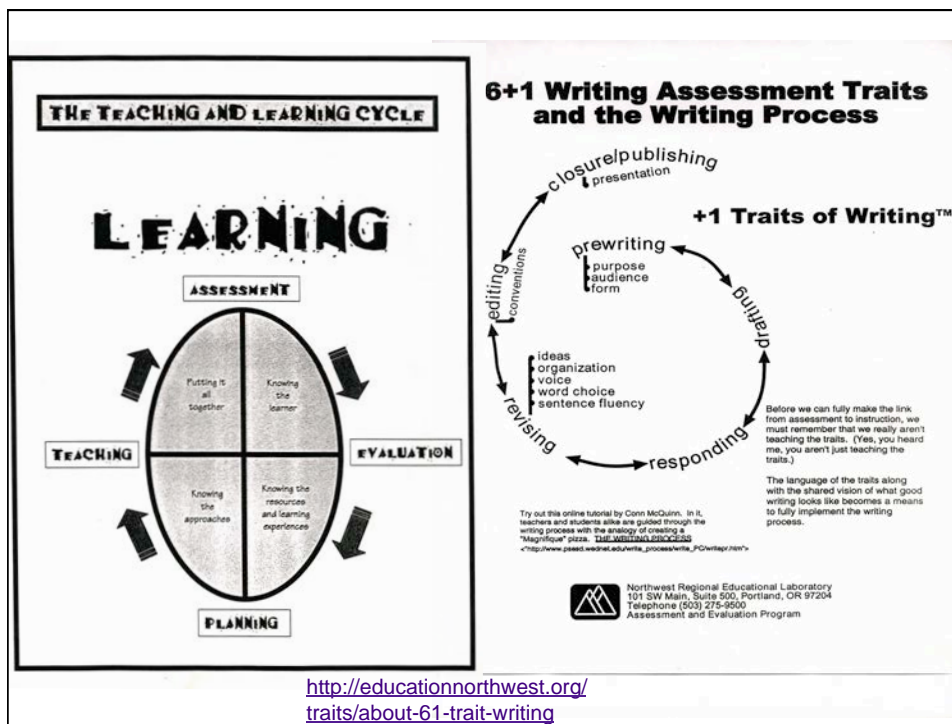
Mini Lessons in Middle Grades (1:36)

<https://www.youtube.com/watch?v=GryFnZ7NEsw> (2:36)

Dream Weavers/Mentor Texts/Reading as a Bridge to Writing

<https://www.youtube.com/watch?v=vappZxnMzm8>

Why Kids Need to See Themselves in Books (3 mins.)



6 Traits:

- ♦ Ideas
- ♦ Organization
- ♦ Voice
- ♦ Word Choice
- ♦ Sentence Fluency
- ♦ Conventions

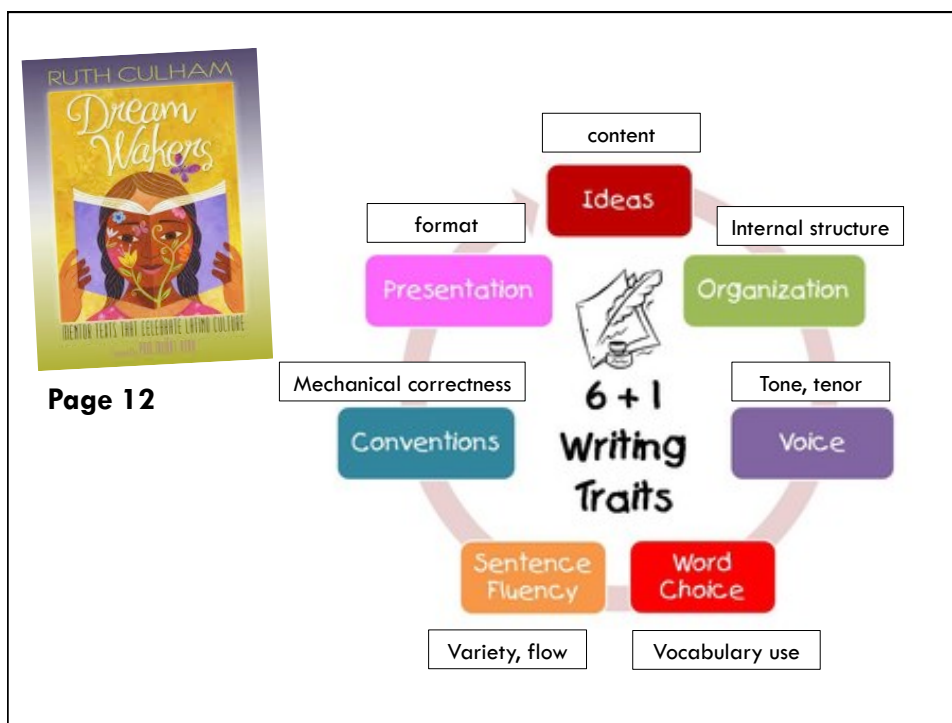
+ 1
Presentation

6+ 1 Trait™ Writing

Assessment Scoring Guide



Northwest Regional Educational Laboratory



education northwest

ABOUT US ▾ AREAS OF WORK ▾ SERVICES ▾ RESOURCES ▾ NEWS ▾ EVENTS ▾ BLOG

6+1 Trait® Writing

About
FAQ
Research
Trait Definitions
Traits and the CCSS
6+1 Trait® Rubrics

Contact

Mark Workman
6+1 Trait Writing Coordinator
For questions about 6+1 Traits Writing workshops contact Mark Workman.

Jacqueline Raphael
Manager
Jacqueline manages the program and serves as a lead on several school improvement projects. For questions about our 6+1 Traits Writing work contact Jacqueline Raphael.

6+1 Trait Subscription
Enter your email address in the field below to subscribe to the 6+1 Traits mailing list to stay up-to-date on 6+1 Trait Writing news, resources, services, and

6+1 Trait® Writing
Pioneered by Education Northwest three decades ago, the 6+1 Traits continue to help thousands of teachers worldwide improve their writing instruction, better understand the qualities of good writing, and hone their ability to provide student feedback. Contact [Jacqueline Raphael](#) for a free consultation.

Upcoming 6+1 Traits Institute

Improving Writing Instruction: An Advanced Institute in 6+1 Trait® Writing
March 12, 2015 to March 19, 2015
San Antonio, Texas
Learn more deeply about our proven writing model and construct a plan for implementing 6+1 Trait Writing across your district or school.

Resources **News** **Services** **Events**

Crosswalk Between 6+1 Traits and CCSS English Language Arts Standards for Writing and Language
This Traits-Common Core State Standards crosswalk provides a side-by-side comparison between the content of the 6+1 Traits and the first three CCSS writing standards for grades 11–12.

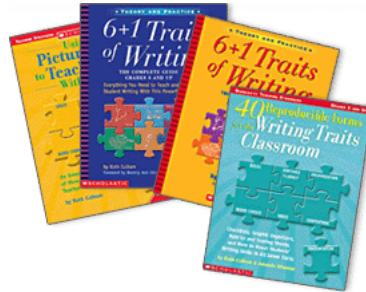
6+1 Trait® Rubrics
Newly Revised 6+1 Trait® Writing Rubrics Aligned to Common Core Standards K–2 Rubric 3–12 Rubric* The core of the 6+1 Trait® Writing Model of Instruction & Assessment is...

Common Core State Standards Samples of Student Writing, Scored With a 6+1 Trait Rubric
This collection of K–12 student papers and the accompanying annotations come from Appendix C: Samples of Student Writing of the Common Core State Standards (CCSS) in English...

Experimental Study on the Impact of the 6+1 Trait® Writing Model on Student Achievement in Writing
This report presents the results of a study that examined the efficacy of professional development for teachers using the 6+1 Trait Writing model with respect to improving

Scholastic + 6 traits Resources

<http://teacher.scholastic.com/products/scholasticprofessional/authors/culham.htm>



Using Children's Literature as Mentor Texts



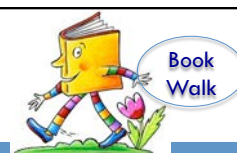
To Move Narrative
Writing Forward

Trait: What to Work On:	
IDEAS	<ul style="list-style-type: none"> Finding a topic; Focusing the topic Developing the topic Using details
PRESENTATION	<ul style="list-style-type: none"> Creating the lead; Structuring the body Using sequence and transition words Ending with a sense of resolution
VOICE	<ul style="list-style-type: none"> Establishing a tone; Conveying the purpose Creating a connection to the audience Taking risks to create voice
WORD CHOICE	<ul style="list-style-type: none"> Using strong verbs; Using striking words and phrases Using specific and accurate words Choosing words that deepen meaning
SENTENCE FLUENCY	<ul style="list-style-type: none"> Crafting Well-Built Sentences Varying Sentence Types Capturing Smooth and Rhythmic Flow
CONVENTIONS	<ul style="list-style-type: none"> Checking spelling; Capitalizing Correctly Punctuating Effectively and Paragraphing Accurately Applying Grammar and Usage
Presentation	Appearance; Neatness; Formatting (Font, Spacing, Headings) Adding Visuals and Graphic Features

Organization of the
For Note Taking for
the Upcoming Slides

Level 3
and 4
Need Most

Teaching the Traits



IDEAS: Chapter 2 (pp 21-22)

- ☐ Finding a topic
- ☐ Focusing the topic
- ☐ Developing the topic
- ☐ Using details

Choosing Mentor Texts:
Pages 23-24

More than Prompts!

ORGANIZATION: Chp. 3 (p. 44)

- ☐ Creating the lead
- ☐ Using sequence and transition words
- ☐ Structuring the body
- ☐ Ending with a sense of resolution

Differences in Narrative,
Informational and Opinion
Writing--Pages 45-46

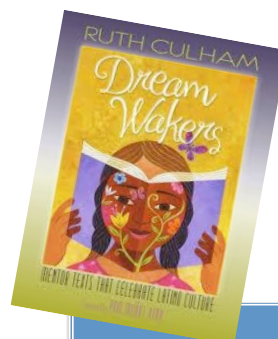
Using Mentor Texts: Pages
46-47

Beware of Formulas!

Organizing Your Classroom Library

Page 13

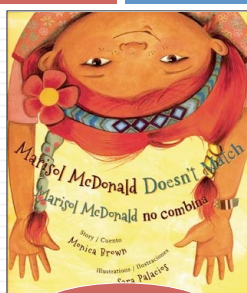
- ❑ Ideas-blue
- ❑ Organization-orange
- ❑ Voice-green
- ❑ Word choice-red
- ❑ Sentence fluency-turquoise
- ❑ Conventions-purple



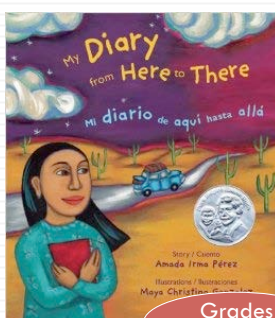
Included Books are
Labeled: I, O, V,
WC, SF, C

Our Children's Books Referenced in Dream Wakers

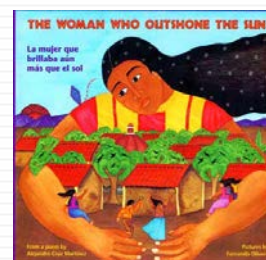
For Teaching the Traits of Writing



Grades
3-4



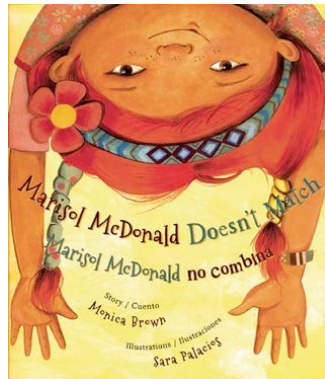
Grades
5-6



Grades
7-8

Teaching IDEAS/ORGANIZATION: Page 32

Fiction

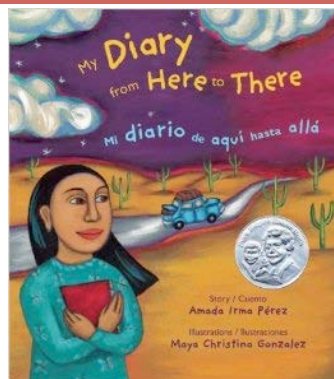


Monica Brown



Teaching IDEAS/ORGANIZATION: Page 33

Fiction



Amada Irma Pérez





What Other Children's Books Do You Use that Are Referenced in this Section?

Notice the traits other than **Ideas** that can be taught with books in your libraries

IDEAS

Take a Book Walk From Pages 27-40

How many of the 27 books named are in your classroom/school library?




Notice the traits other than **Organization** that can be taught with books in your libraries

What Other Children's Books Do You Use that Are Referenced in this Section?

ORGANIZATION

Take a Book Walk From Pages 49-60

How many of the 26 books named are in your classroom/school library?

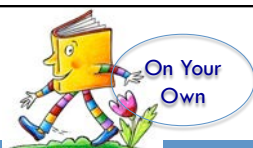


Homework!

In Each Chapter, Continue to Look for Listed Books in Your School/Classroom Library

Voice,	Word Choice, Sentence Fluency, Conventions
<p>Notice the traits you can teach with each book; Create some of your own!</p>	

Teaching the Traits



VOICE: Chapter 4	WORD CHOICE: Chapter 5
<ul style="list-style-type: none"> <input type="checkbox"/> Establishing a tone <input type="checkbox"/> Conveying the purpose <input type="checkbox"/> Creating a connection to the audience <input type="checkbox"/> Taking risks to create voice <p>Choosing Mentor Texts— page 66</p> <p style="color: #e67e22; font-weight: bold;">Energy; Expression</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Using strong verbs <input type="checkbox"/> Using striking words and phrases <input type="checkbox"/> Using specific and accurate words <input type="checkbox"/> Choosing words that deepen meaning <p>Choosing Mentor Texts— page 84</p> <p style="color: #e67e22; font-weight: bold;">Choosing words for audience and purpose</p>

WORD CHOICE

Let's Read and Discuss

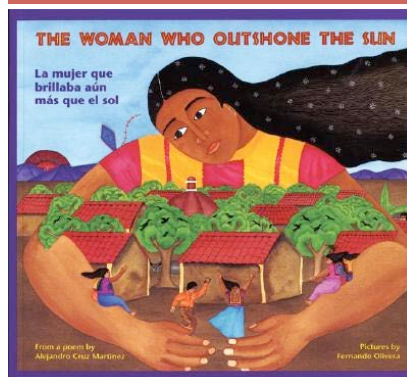
Read: Pages 85-86

What do you take away from this section about teaching word choice?



Word Choice: Page 93

Fiction



The Legend of Lucia Zenteno

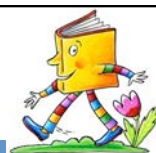
Qualities of Characters:

- ☐ Kindness
- ☐ Honesty
- ☐ Integrity
- ☐ Loyalty
- ☐ Compassion
- ☐ etc.

Brainstorm in Spanish and English



Teaching the Traits



SENTENCE FLUENCY: CHAPTER 6

- ❑ **Crafting Well-Built Sentences**
- ❑ **Varying Sentence Types**
- ❑ **Capturing Smooth and Rhythmic Flow**
- ❑ **Breaking the Rules to Create Sentence Fluency**

Choosing Mentor Texts:

Pages 103-104

Reading Aloud To Give ELLs "Sentence Sense" in English

CONVENTIONS: CHAPTER 7

- ❑ Checking spelling
- ❑ Punctuating Effectively and Paragraphing Accurately
- ❑ Capitalizing Correctly
- ❑ Applying Grammar and Usage

Choosing Mentor Texts:

Pages 125-6

Mechanical Correctness is not Writing; it is Editing!



Ideas for Teaching Conventions with Picture Books—Pages 131-135



Person A: Read **Check it Out**

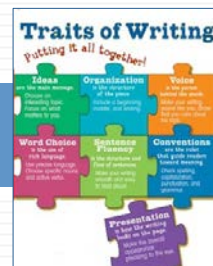
Person B: Read **Outta Here**
& **Air Quotes**

Person C: Read **Snaps for**
Caps or **Take It Out, Put it In**

Triad Share



+1 PRESENTATION



Overall Appearance

Neatness

Handwriting Quality

Use of White Space

Formatting (*Font, Spacing, Headings, etc.*)

Adding Visuals and Graphic Features (*Pictures, Drawings, Illustrations, Maps and other Graphics*)

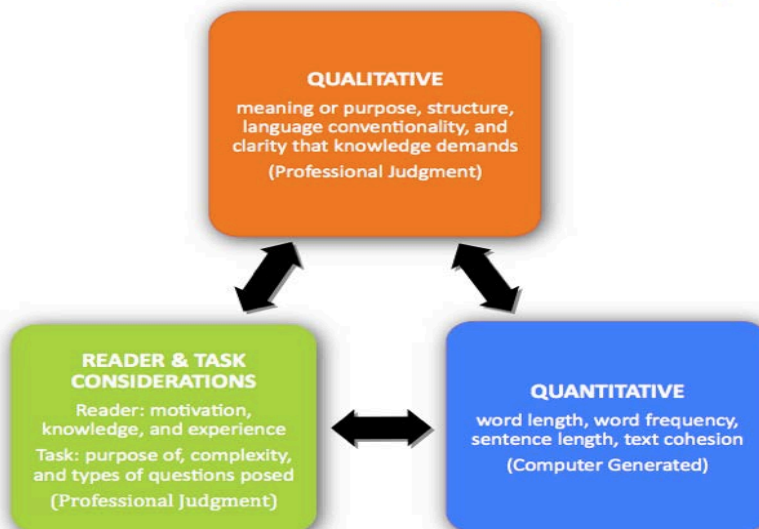
Using Our 6 Children's Books

To Teach *Listening* and *Writing Skills* to
Transitioning and Expanding ELLs



What is text complexity?

Common Core Model of Text Complexity

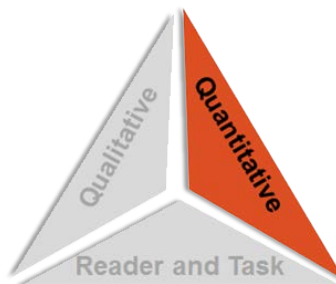


Adapted from Appendix A of The CCSS for Literacy and English Language Arts

Quantitative Measures of Text Complexity

These metrics give **different weights** to the following proxies for **semantic and syntactic complexity**:

Word Length
Word Frequency
Word Difficulty
Sentence Length
Text Length
Text Cohesion



Research shows that **no metric is better than the others** at either predicting text difficulty or student performance on tests

ESL Website <http://esl.ncwiseowl.org/>

Quantitative Measures and the CCSS

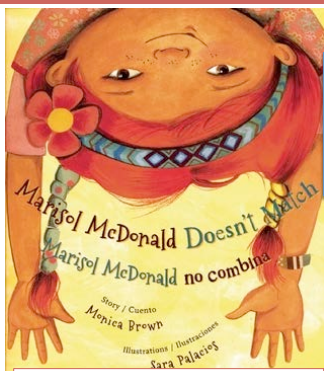
The CCSS include a **staircase of increasing text complexity** from elementary through high school keyed against recalibrated **Lexile** scores

Grade 3	360L to 720L
Grade 4	480L to 830L
Grade 5	620L to 950L
Grade 6	690L to 1020L
Grade 7	780L to 1090L
Grade 8	820L to 1140L

Lexile.com

Children's Books: Grades 3-4

Fiction



Gr. Level 2.8
GRL = L
Lexile 580

Grade
3-4
Lexile
360-830



Gr. Level 3.9
GRL = O
Lexile 730

4:23

<https://www.youtube.com/watch?v=05DmF...>

3:22

<https://www.youtube.com/watch?v=Z5riHdQRmM0>



Pura Belpre Award

<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal/belprepast>

<https://americanlibrariesmagazine.org/blogs/the-scoop/pura-belpre-award-to-celebrate-20th-year/>

<http://coloursofus.com/pura-belpre-award-winners-1996-2016/>

Celebrated Authors/Illustrators

Monica Brown

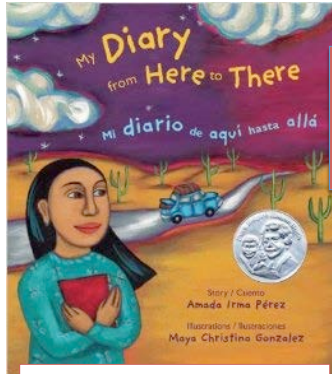


Lucia Gonzalez/Lulu Delacre




Children's Books: Grades 5-6

Fiction



Gr. Level 3.4-4.0
GRL = N
Lexile 720

Grade 5-6
Lexile
620-1020

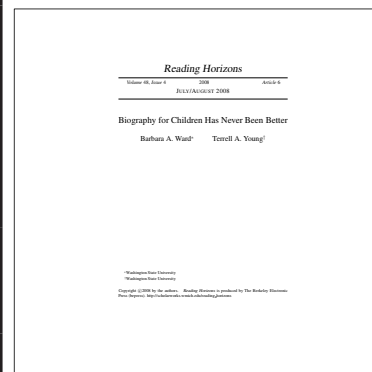


Wangari Muta
Maathai

Gr. Level 4.8
GRL = R
Lexile 820

Table 1. Types of Biographies

Type	Attributes	Notable Examples
Picture Book Biography	<ul style="list-style-type: none"> • Pictures may carry a substantial part of the story • May be authentic or fictionalized • May be complete or partial 	<ul style="list-style-type: none"> • Martin's Big Words by Doreen Rappaport • A Picture Book of John Hancock by David & Michael Adler • Michelangelo by Diane Stanley • Gregor Mendel by Cheryl Bardoe
Simplified Biography	<ul style="list-style-type: none"> • Written in simple language • Usually short • Has many illustrations • Maybe written in brief chapters 	<ul style="list-style-type: none"> • Jessie Owens by Carole Boston Weatherford • The Secret World of Hildegard by Jonah Winter • The Boy on Fairfield Street by Kathleen Krull
Partial Biography	<ul style="list-style-type: none"> • Only part of the subject's life • May be only an episode or a day of selected events from the whole life 	<ul style="list-style-type: none"> • Phillis's Big Test by Catherine Clinton • Rosa by Nikki Giovanni • The Snow Baby by Katherine Kirkpatrick
Complete Biography	<ul style="list-style-type: none"> • Spans lifetime • Most common type of biography 	<ul style="list-style-type: none"> • Up Close: Johnny Cash by Anne E. Neimark • MLK: Journey of a King by Tonya Bolden • Something Out of Nothing: Marie Curie and Radium by Carla Killough McClafferty
Collective Biography	<ul style="list-style-type: none"> • Contains brief selections about several subjects • May range from one-paragraph sketches to long essays • Often selected by theme 	<ul style="list-style-type: none"> • Hitler Youth by Susan Campbell Bartoletti • Wildly Romantic by Catherine M. Andronik • On My Block: Stories and Paintings by 15 Artists by Dana Goldberg
Autobiography and Memoir	<ul style="list-style-type: none"> • Written by subjects themselves • Subjective • May also fit into other categories 	<ul style="list-style-type: none"> • Before It Wiggles Away by Janet Wong • Miss American Pie by Margaret Sartor • Tasting the Sky by Ibtisam Barakat



Celebrated Authors and Illustrators

Amada Irma Pérez

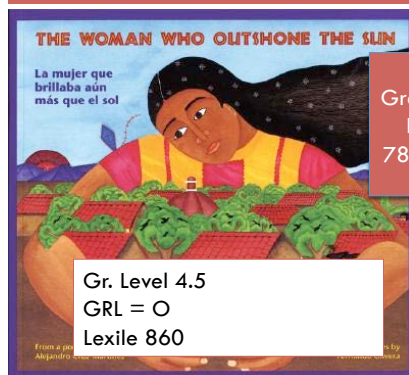


Jen Cullerton Johnson and
Sonia Lynn Sadler



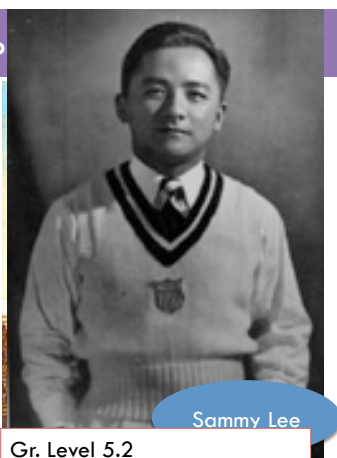
Children's Books: Grades 7-8

Fiction



The Legend of Lucia Zenteno

Histo



Sammy Lee

Gr. Level 5.2
GRL = S
Lexile 880

Authors and Illustrators

Alejandro Cruz Martínez and Rosalma
Zubizarreta-Ada (Translator)
Illustrator Fernando Olivera



Paula Yoo; Illustrator Dom Lee



Give 3 reasons



Why We Should Care
About Who The Authors and
Illustrators Are for the Books
We Use with ELLs

Use Read Alouds, Book Trailers,
Recorded Book Readings and Author
Interviews as a Way of Moving ELL
Academic Listening Skills Forward

Why Listening in a Second Language is Hard for Our Students:

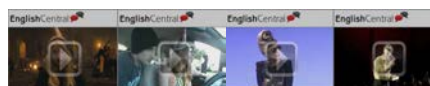
- They are trying to understand every word
- They get left behind trying to work out what a previous word meant
- They just don't know the most important words
- They don't recognize the words that they do know
- They have trouble with different accents
- They lack listening stamina/they get tired
- They have a mental block or are distracted by background noise
- They can't cope with not having visual images

Resource for You: Using Video in the Classroom



Using Video In The Classroom

An Activity Guide



Why Video?

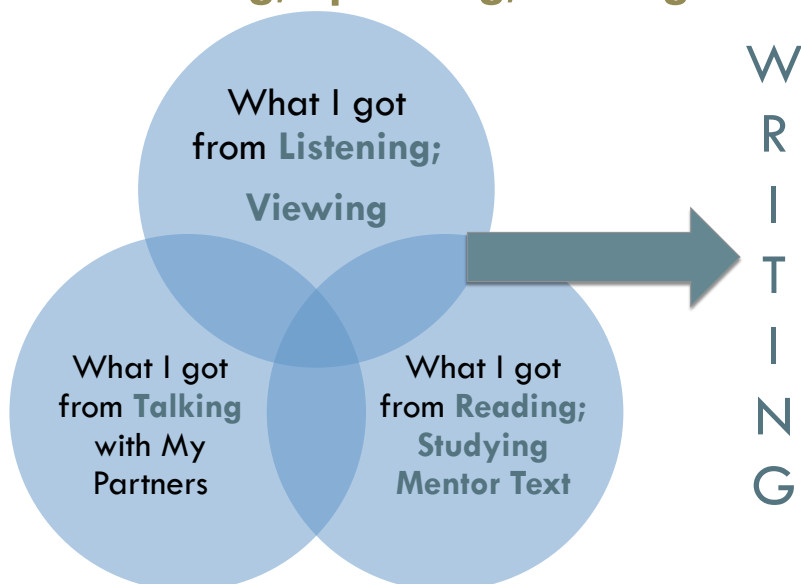
Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only can't.

Nowadays, students are very much visual learners. Further, with the quick spread of broadband internet access, is making the use of video in the classroom much more reliable. Video is a medium which is replacing print – [Chris Anderson of TED](#) goes as far as suggesting it is a "revolution" transcending that of the Gutenberg revolution. It is changing both the way we learn and the way we interact with each other.



Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical know how and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It's an exciting time to be both a teacher and a student. The world is our classroom.

Create Units with Connected Listening, Reading, Speaking, Writing





Goals of a Listening Activity

- ❑ **Identification:** Recognizing or discriminating specific aspects of the message, such as sounds, unknown words, key words, grammar usage (past tense, etc.)
- ❑ **Orientation:** Determining the major facts about a message, such as topic, text type, setting
- ❑ **Main idea comprehension:** Identifying the higher-order ideas (author's purpose, main arguments, etc.)
- ❑ **Detail comprehension:** Identifying supporting details
- ❑ **Replication:** Reproducing the message orally or in writing

Steps in a Listening Lesson: Pre-listening

This activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. This activity can also provide the background needed for them to understand the text, and it can focus attention on what to listen for.

- assess students' background knowledge of the topic and introduce the linguistic content of the text
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess

Sample Pre-listening activities:

- **looking at pictures, maps, diagrams, or graphs**
- **reviewing vocabulary or grammatical structures**
- **reading something relevant**
- **Completing an anticipation Guide**

Steps in a Listening Lesson: During the Listening

Caution: Keep writing to a minimum during listening! Why????

The task should involve the listener in getting information and in immediately doing something with it.

Sample while-listening activities:

- **listening with visuals**
- **filling in graphs and charts**
- **checking off items in a list**
- **listening for the gist**
- **Collecting answers to questions posed**

Steps in a Listening Lesson: Post-listening

This activity should help the listener to evaluate success in listening.

- **Choosing from alternatives such as pictures, objects, texts, or actions;**
- **Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)**
- **Performing a role play**
- **Engaging in a follow up writing or speaking task**

Sources: Carol Van Duzer
Center for Applied Linguistics, 1997 and the National Capital Language Resource
Center, Washington DC (2003-2007)

Author Interview; Read Aloud; Book Talks

Author Interview

- <https://www.youtube.com/watch?v=1RH1qtq1Cu4>

-2 minutes

See
Activities

Author Read Aloud: (to page 8)

- <https://www.youtube.com/watch?v=uvPJCswVieI>

Read aloud in Spanish and English-10 minutes

- <https://www.youtube.com/watch?v=Ughnlcazuy0>

Read aloud English version: 7 minutes

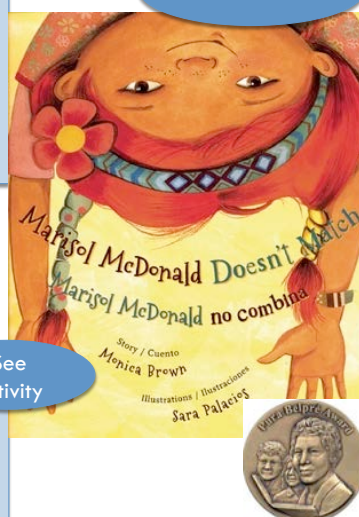
- https://www.youtube.com/watch?v=7h08_1R2wAw

Book Talk: (2 minutes) Level of Vocabulary

- <https://www.youtube.com/watch?v=CHJ4MldpxbU>

Book Talk: (1 minute)

- <https://www.youtube.com/watch?v=Ja19kK8ODpo>



Grade 3-4

See
Activity

Author Interview: Listening Activities

Listening for the Meaning of Words

- ☐ Bilingual
- ☐ Biracial
- ☐ Nonconformist
- ☐ Freckles
- ☐ Juxtaposition

Listening for Important Information

- ☐ Was it easy for her to get her book published?
- ☐ What did her uncle tell her was the way she got her freckles?
- ☐ Why do you think she wrote the book?

Book Talk Focused Viewing

Focused Viewing Activity: Book Talk Marisol McDonald

What She Looks Like	What She Likes to Eat	Interesting Facts About the Book

Author Interview; Read Aloud; Book Trailer

Grade 5-6

Author Talk About Her Books: (2:43)

<https://m.youtube.com/watch?v=ztBvmCEqLSA>

Read Aloud/Book Summary (5 minutes)

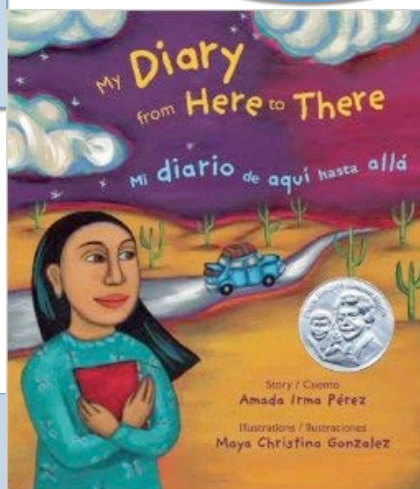
<https://m.youtube.com/watch?v=Q39Edifc218>

Full Read Aloud: (some pronunciation issues)

<https://www.youtube.com/watch?v=5GjXvTjduUg>

Book Trailer: (2 minutes, no sound)

<https://www.youtube.com/watch?v=EBHO0ApvQc4>



Teacher Resources: Prezi; Lesson Plans

Grades 7-9

The Zapotec Prezi

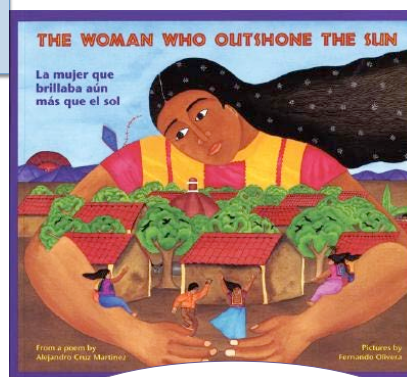
<https://prezi.com/d3gg0klyhlfh/untitled-prezi/>

Lessons:

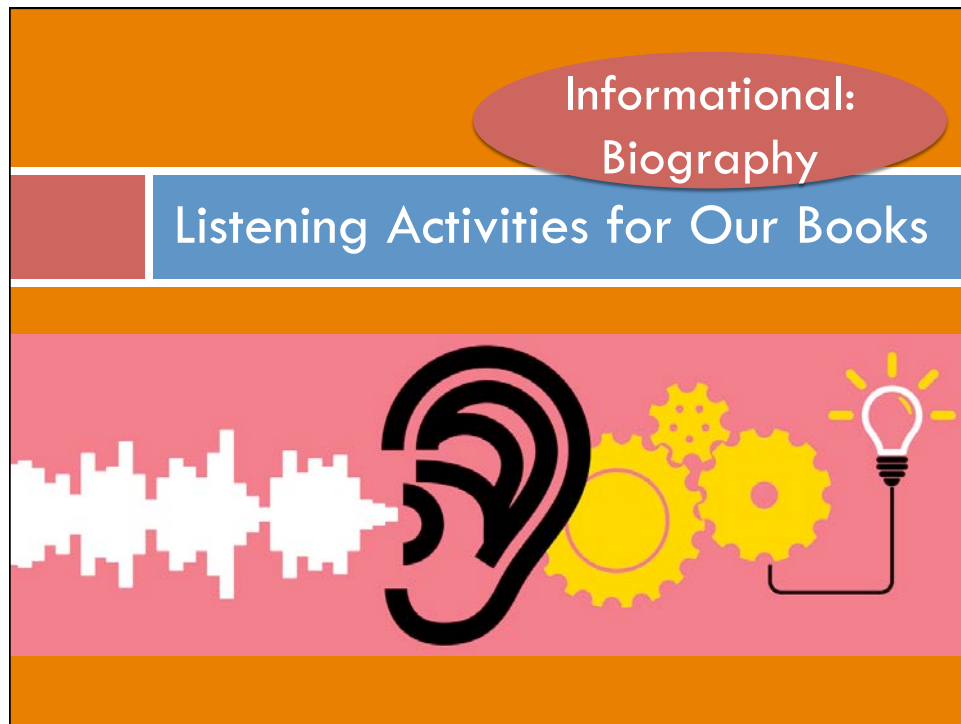
<http://archives.lessoncorner.com/432f6feb4409bf20f.pdf>

whp.uoregon.edu/curricula2011/PRSilva/ui.doc

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-explore-952.html?tab=4> (Session 2)



Create Your Own
Read Alouds; Book
Talks



Biography: Grades 3-4

Anticipation
Guide Activity

Lucia
Gonzalez
Pura Belpre



Author Lucia González Interview- 2 mins.

Colorin Colorado Videos-4/10 Pura Belpre and
5/10 Storyteller's Candle (how she researched the
book)

<http://www.colorincolorado.org/videos/meet-authors/luc%C3%ADa-gonzález>

Illustrator: Lulu Delacre (researching the book)

<https://m.youtube.com/watch?v=rDihe5SvP2Y>

6 minutes; deciding on illustrations, use of collage



Anticipation Guide

Anticipation Guide:

<i>My Opinion</i>	<i>My Partner's</i>	<i>Textbook</i>	<i>What Do YOU think?</i>
			1. Pura Belpré wrote and published children's books.
			2. Pura Belpré served the Latino community by telling stories in Spanish; not English.
			3. Pura Belpré always lived and worked in Puerto Rico.
			4. Library services have always been provided in Spanish.

✓ Agree

X Disagree

Expand Outward to True Biographies

<http://reformamembershipsoftware.org/content.asp?pl=7&...>

<http://reformamembershipsoftware.org/content.asp?pl=7&...>

Pura Belpré

For Pura Belpré Award information, [click here](#).

Biographical Notes

Pura Belpré was a talented author and storyteller who wrote and re-interpreted Puerto Rican folk tales. As the first Puerto Rican librarian in the New York Public Library system she pioneered the library's work with the Puerto Rican community.

Belpré was born in Cidra, Puerto Rico. There is a discrepancy in her date of birth, which is variously cited as February 2, 1899 - December 2, 1901 - or February 2, 1903. She graduated from Central High School in Santurce in 1919 and enrolled at the University of Puerto Rico in Río Piedras. Soon thereafter, in 1920 she interrupted her studies in order to attend her sister Elisa's wedding in New York. As it turned out, except for brief interludes, Belpré was to remain in New York for the rest of her life. Like many of the Puerto Rican women who came to New York at that time, Belpré's first job was in the garment industry. Her Spanish language skills soon earned her a position as Hispanic Assistant in a branch of the public library at 150th Street in Harlem. Belpré became the first Puerto Rican to be hired by the New York Public Library (NYPL).

It was while working in the children's division that Belpré discovered her passion for storytelling, her love for children's literature, and her interest in librarianship. In 1926 she began her formal studies in the Library School of the New York Public Library. One of the courses that most inspired her was storyteller Mary Gould Davis' "The Art of Storytelling." As a course requirement Belpré wrote her first folk tale using a story she had heard as a child from her grandmother in Puerto Rico. This story, Pérez and Martina, love story between a cockroach and a mouse, became the first Puerto Rican tale to be shared with children at a story hour in the public library.

In 1929, due to the increasing numbers of Puerto Ricans settling in southwest Harlem, Belpré was transferred to a branch of the NYPL at 115th Street. She quickly became an active advocate for the Spanish-speaking community by instituting bilingual story hours, buying Spanish language books, and implementing programs based on traditional holidays such as the celebration of Three Kings Day. In her efforts to reach children and adults, she attended meetings of civic organizations such as the Puerto Rican Brotherhood of America and La Liga Puertorriqueña e Hispánica. Through Belpré's efforts, the 115 Street branch became an important cultural center for the Latino residents of New York City. Belpré also worked for a time at the Aguilar branch on East 110th Street in East Harlem where she initiated small programs to expand library services to Puerto Ricans.



In 1940, Belpré was invited to present a paper about her work



with the Spanish-speaking community of New York City at a conference of the American Library Association in Cincinnati, Ohio. While in Cincinnati, Belpré met her future husband, the African-American composer and violinist, Clarence Cameron White, who was there conducting the June Festival of Music. They were married on December 26, 1943. Belpré, who had been working as a children's librarian, decided to take a leave of absence in 1944 and at the end of the year resigned her position to go on tour with her husband and to devote herself to her writing. Belpré's first book, Pérez and Martina: a Puerto Rican Folk Tale had been published by Frederick Warne in 1932. Her second story "The Three Magi" was published in 1944 as part of the anthology The Animals' Christmas by Annie Thaxter Eaton. Once she stopped working in the library, Belpré pursued her literary ambitions earnestly. During this period she compiled a collection of tales titled The Tiger and the Rabbit and Old Tales which was, in fact, the first English collection of Puerto Rican folk tales published in the United States. Consequently, she became a well-published writer, editor, and translator. Although, she collected children's tales from many countries, her primary concern was the preservation and dissemination of Puerto Rican folklore.

Throughout their lives together, Belpré and her husband maintained their residency in New York City. In 1960, while still of cancer and Belpré returned to part-time work in the library as the Spanish Children's Specialist. She worked all over the city wherever there were large numbers of Puerto Rican children. In 1968, she retired from this position, but was persuaded to work with the newly established South Bronx Library Project, a community outreach program to promote library use and to provide needed services to Latino neighborhoods throughout the Bronx.

In addition to her work in the library and her literary activities, Belpré participated in numerous cultural and civic organizations during her lifetime. In 1939, for example, she was a member of the Association for the Advancement of Puerto Rican People. She helped establish the Archivo de Documentación Puertorriqueña, an early effort to collect original Puerto Rican documents, and she helped develop children's programs at the Museo del Barrio. It was largely through her efforts that the New York Public Library began to address the needs of the Spanish-speaking community and to acquire culturally relevant materials.



Pura Belpré died on July 1, 1982 leaving a rich literary legacy. Several of her books, long out of print are finally being re-issued, and giving a new generation of children the opportunity to enjoy them.

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2016 Celebration

Read Aloud: Storyteller's Candle

How can you use the read aloud to promote active listening?

<https://m.youtube.com/watch?v=rDihe5SvP2Y>

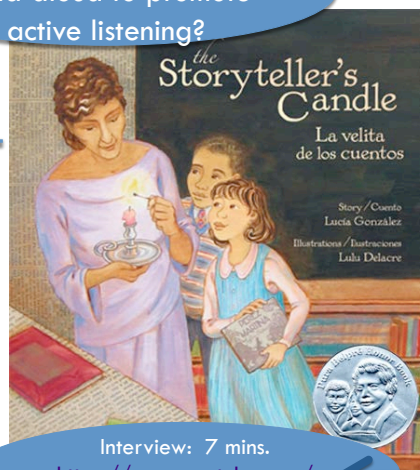
1 minute (author); p. 11

<https://www.youtube.com/watch?v=4ChpfAqubMg>

3 minutes (illustrator)

Read Page 6 of the book;

Listen to the Illustrator from 1:18



Interview: 7 mins.

<https://www.youtube.com/watch?v=K7x9H4TCrY>

Biography: Grades 5-6

Strategy:
Listening
Multiple
Times

Role of L1

Capturing
Different Accents

Wangari

Maathai



Biography in Spanish – 3 minutes

<https://m.youtube.com/watch?v=lcLdbQPpZec>

In her own words – 3 minutes (two URLs)

<https://m.youtube.com/watch?v=p5GX6JktJZg>

<http://www.pbs.org/video/1818141671/>

For second grade with Children's Drawings (British English) – 3 minutes (*Rate of Speech; High level of vocabulary*)

<https://www.youtube.com/watch?v=6BAFFOVEPQc>

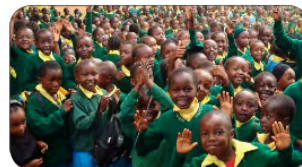
Resource for Teachers:

<http://kidworldcitizen.org/2012/04/24/introduce-kids-to-nobel-peace-prize-winner-wangari-maathai/>



TABLE OF CONTENTS

1	Introduction	5
2	Biography	7
3	Comic strip	8
4	Pedagogical unit	44
5	Bibliography	58



2 Biography

Wangari Maathai and the Green Belt Movement

Wangari Maathai (1940–2011), the first woman to obtain a PhD in East and Central Africa, was a scholar, and an environmental and human rights activist. In 1977, she founded the Green Belt Movement, a non-governmental organization, which encourages women to plant trees to combat deforestation and environmental degradation. To date, the Green Belt Movement has planted over 50 million trees.

In the face of regular opposition, she succeeded in deepening and expanding her engagement with local communities through an impressive network of regional and international alliances, which made the Green Belt Movement a model women's organization.

Increasingly aware that the environment was directly linked to issues of governance, peace and human rights, Maathai began to use her organization as a springboard in the struggle against abuses of power, such as land-grabbing or the illegal detention of political opponents.

She was eventually elected as a Member of Parliament upon Kenya's effective return to multiparty democracy in 2002, also serving as Assistant Minister in the Ministry for Environmental and Natural Resources. In 2004, she was the first African woman to be awarded the Nobel Peace Prize.



Photograph by Martin Sotelo, 2002.

7



10

Wangari Maathai - Comic strip

Wangari Maathai – Biography

Seeds of Change Trailer and Book Report

Book Trailer:

https://m.youtube.com/watch?v=_Ug9ssHpdjg

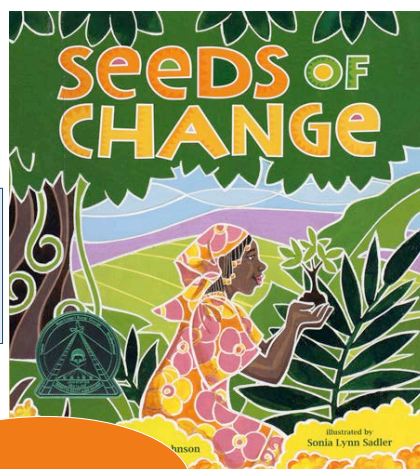
(2:36)

What do you think about the rate of speech?

What words would you need to frontload?

Book Report:

<https://m.youtube.com/watch?v=QaGJ7tXAZjU>



Mentor Clips




Wangari, Nderitu (brother)
Mugumo (tree)
Kikuyu (people)

seeds of
CHANGE

© 2010 Sonia Lynn Sadler

Mining for Vocabulary--Text Read Aloud

<https://m.youtube.com/watch?v=uLOjaDRKvbY>



Word Catcher
Activity

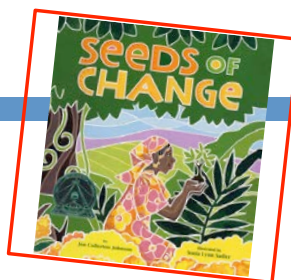
As you listen—
Jot down any strong/vivid verbs you hear
After we pause, compare with your neighbor

OR, listen for Tier 2/3 nouns
After we pause, compare with your neighbor

Recently Located:

Add to your
Resource List!

TeachingBooks.net
Sonia Lynn Sadler



Illustrator **Audio File** on How She
Illustrated the Book (2:32)

□ [https://www.teachingbooks.net/
book_reading.cgi?id=4917&a=1](https://www.teachingbooks.net/book_reading.cgi?id=4917&a=1)

Biography: Grades 7-8

Sammy Lee



Sammy
Lee

Biography: (with historical footage)

<https://www.youtube.com/watch?v=rntQeLcih8>

3 minutes

& 1 minute update on his death in 2016:

<https://www.youtube.com/watch?v=8yoAYHuEmMc>

Video (from his Alma Mater); 4 minute narration in
his own words: (Memoir, Occidental College)

<https://www.youtube.com/watch?v=FlpReAAeeuc>

Interview with Sammy Lee

Interview with Sammy Lee:
<https://vimeo.com/41163125>

8 minutes

How could you break up this
video

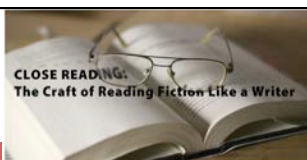


WORD CHOICE

Using Our Books To Advance the Writing
Skills of Our Students By Focusing On:

- ◆ Word Choice
- ◆ Sentence Fluency

SENTENCE FLUENCY



Close Reading Strategies— for Language Development


1. Observe facts and details about the text.
2. Read with a pencil in hand, and annotate the text. Underline or highlight **key words and phrases**.
3. Look for **patterns in the text**—details that convince us of our location or the feelings of characters
4. Why were these **words or phrases** selected? Notice interesting words (precise vocabulary) and the use of figurative language.
5. Ask questions; **interpret meanings**
6. Look at style, tone conveyed through **word choice, sentence structures**.

Use Small Segments:
Do a Close Reading

CLOSE READING
..... anchor chart

CLOSE READERS
 DO THESE THINGS









- ☒ Read the text slowly at least twice ► x 2
- ☒ Get the gist of what the text is about ★
- ☒ Circle words you aren't sure of and try to figure them out
- ☒ Reread, annotate, and underline key vocabulary
- ☒ Use the text to answer questions ???
- ☒ Gather evidence from the text 🔍
- ☒ Talk with each other about what you think it means
- ☒ Read again to summarize or answer specific questions ↶



READ WITH A PEN

ANNOTATING MARKS

9TH-12TH

-  Circle powerful words or phrases
-  Underline words or phrases you do not understand
-  ? Raises a question *Write question in margin*
-  ! Something that surprises you *Note what caught your attention*
-  → Draw an arrow when you make a connection to text, ideas, or experiences *Note connection*
-  EX When author provides example
-  1, 2, 3,... Numerate arguments, important ideas, or key details *Write words or phrases that restates them*
-  Write important thoughts in the margin

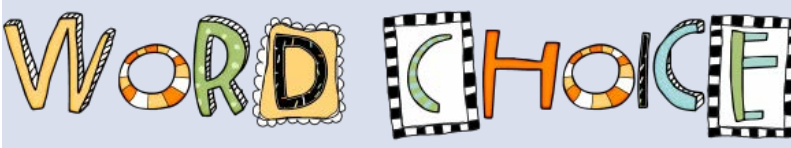
Read With A Pen Attribution Some rights reserved by Tracy Watanabe Photo Attribution Some rights reserved by miradrebis

Annotating the Text

TEXT ANNOTATION

A STEP BY STEP GUIDE TO INCREASE READING COMPREHENSION

Step One: Number	Number each paragraph.
Step Two: Chunk	Divide the text into chunks. • Draw a line between paragraphs that are similar, to divide the page into smaller section.
Step Three: Key Words	Circle key words. • Key terms are words like: repeated words, figurative language, powerful verbs, descriptive words
Step Four: Left Margin	For each chunk of text; do the following in the left margin: • Summarize in your own words (10-15 words or less) • Draw a key next to any key ideas. Explain why you think it is important.



Focusing Heavily on Word Choice to:

Refine and Expand the Vocabulary of Level 3 and 4 Students (Transitioning/Expanding)

Grade 3-4

When we get to the pound, there are big dogs and little dogs. There are dogs with long noses and dogs with smushed faces. There are chocolate colored puppies and smoky gray puppies and puppies the color of caramel.

How will I ever choose?

Then I see him. He has one floppy ear and one pointy ear, one blue eye and one brown eye. He is beautiful!

I walk over and he leaps into my lap. I cuddle him and it sounds like he purrs.

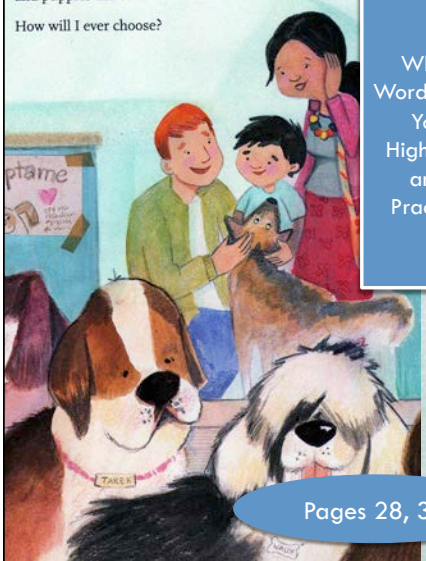

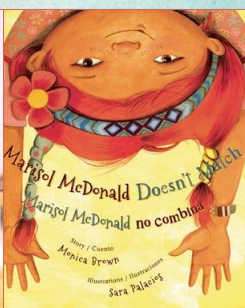
"I think we found just the right dog for you, Marisol," Mami says.

My puppy is perfect. He's *mismatched* and simply *marvelous*, just like me. I think I'll name him...

Kitty! **WORD CHOICE**

What Words Will You Highlight and Practice

Pages 28, 31

Grade 3-4

WORD CHOICE

Pages 4, 27

Hildamar shivered with cold as she walked home from school with her cousin Santiago. The icy afternoon wind froze their hands and burned their faces. It was the last week of school before winter break. It was also Hildamar's first *Navidad* in New York!

The winter surprised Hildamar. She had never felt so cold before! Only a few months earlier, Hildamar had traveled with her family from Puerto Rico to New York on a large ship called *El Ponce*. The journey took five days. Now the summer sun seemed very far from *El Barrio*.

And so Hildamar and Santiago rushed home as fast as they could to warm their hands by the old iron stove.

The next day, everyone came from far and near. Outside, the snow was rising high. Inside the library, the logs burned in an open fireplace and the storyteller's candle flickered. The room bubbled with the voices of children and adults. Everyone spoke at once, in Spanish and in English.

"Ay, *qué lindo!* How beautiful!"




The reading room had become an island in the Caribbean. A group of children sang *aguinaldos* while others waited impatiently for the show.

Al día siguiente, todos llegaron, de lejos y de cerca. Afuera se amontonaba la nieve. Dentro de la biblioteca, los troncos ardían en la chimenea y la llama de la vela de los cuentos titilaba. La sala...

What Words Would You Choose To Work On?

...ado en una isla en el Caribe. Mientras un grupo de niños cantaba aguinaldos, otros esperaban impacientes a que comenzara el programa.

27

WORD CHOICE

Grade 5-6

Pages 13, 29

Our trip was long and hard. At night the desert was so cold we had to huddle together to keep warm. We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and enormous clouds. I made a wish on the first star I saw. Soon there were too many stars in the sky to count. Our little house in Juárez already seems so far away.

I wrote to Michi today.

Dear Michi,

I have stories for you! Papá found a job in a factory, and we're living in a creaky old house in El Monte, east of Los Angeles. It's not at all like Juárez. Yesterday everything started shaking and a huge roar was all around us—airplanes, right overhead! Sometimes freight trains rumble past our house like little earthquakes.

Every day I hold my special rock and I think about home—Mexico—and our walks to the park. Papá says we might go back for the holidays in a year or two. Until then, write me!

*Missing you,
Amada Irma*

What Words Would You Choose To Work On?

WORD CHOICE

Grades 5-6

Page 1

...ome," Wangari's mother called. She beckoned her young daughter over to a tall tree with a wide, smooth trunk and a crown of green, oval leaves.

"Feel," her mother whispered. Wangari spread her small hands over the tree's trunk. She smoothed her fingers over the rough bark. "This is the mugumo," her mother said. "It is home to many. It feeds many too."

She snapped off a wild fig from a low branch, and gave it to her daughter. Wangari ate the delicious fruit, just as geckos and elephants did. High in the tree, birds chirped in their nests. The branches bounced with jumping monkeys.


**Expanding the words students know and use:
What words would you focus on for Level 3 and 4 Students on these pages?**

NEW WORDS

Words used in a new way

Feel
Whispered
Spread
Smoothed
Feeds
Snapped
Chirped
Bounced

Trunk
Branch
Bark
Fig
Geckos
Nests
Rough
Wild
High
Jumping



Multiple Meanings: e.g.
Branch : division (office headquarters), turnoff (in a road, fork, tributary), area (field, topic, domain, sphere), part (section, division, department, wing, arm)
bough (limb, stem, twig), **split** (divide, diverge)

"Feel," her mother whispered.
Wangari spread her small hands over the tree's trunk. She smoothed her fingers over the rough bark.
"This is the *muyumo*," her mother said. "It is home to many. It feeds many too."
She snapped off a wild fig from a low branch, and gave it to her daughter. Wangari ate the delicious fruit, just as geckos and elephants did. High in the tree, birds chirped in their nests. The branches bounced with jumping monkeys.

CONTEXT

CONTEXT **WORD** CONTEXT

CONTEXT

Trunk


Branch



My body has got 3 parts











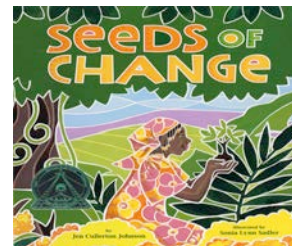




Differences in Vocabulary Teaching Across Types of Texts (Hiebert)

- The networks in narrative texts are synonyms related to story elements (e.g. traits, actions, emotions of characters, etc.)

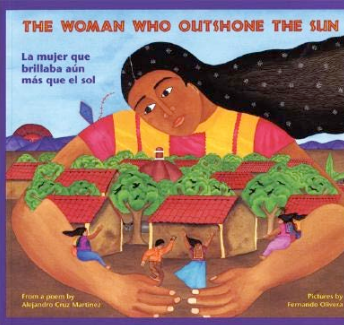
In the book	Beyond the Book
beckoned	Invited Enticed Asked Gestured Called
spread	Reached Spanned Stretched
rough	Coarse Rugged Jagged Sharp Craggy
delicious	Appetizing Delectable Scrumptious Tempting Mouthwatering



The day Lucia Zenteno arrived, everyone in the village was astonished. No one knew where she came from. Yet they all saw that she was amazingly beautiful, and that she brought thousands of dancing butterflies and brightly-colored flowers on her skirts. She walked softly yet with quiet dignity, her long, unbraided hair flowing behind her. A loyal iguana walked at her side.

Grades 7-8

Pages 2, 6



THE WOMAN WHO OUTSHONE THE SUN
La mujer que brillaba aún más que el sol
From a poem by Alberto Cruz Martinez
Pictures by Fernando Ochoa

There used to be a river that ran by the town, almost the same river that runs by there now. And people said that when Lucia Zenteno went there to bathe, the river fell in love with her. The water rose from its bed and began to flow through her shining black hair.

Cerca del pueblo había un río, casi el mismo que corre allí ahora y la gente decía que cuando Lucía Zenteno se fue a bañar al río, el río se enamoró de ella. El agua se salió de su cauce y comenzó a fluir suavemente por los negros cabellos de Lucía.

WORD CHOICE

What Words Would You Choose To Work On?

Pages 1, 23


The sign at the swimming pool read, MEMBERS ONLY.

Twelve-year-old Sammy Lee knew exactly what that sign meant—only whites were permitted to enter even though it was a public pool. This was the practice in 1932. Sammy would have to wait until Wednesday, when people of color were allowed to go inside. In the meantime, he would get no relief from the blazing California summer sun.

Sammy clutched the chain-link gate. He gazed in envy at the children splashing and shouting in the water. He watched as a boy stood on the diving board and held out his arms. The boy flew high in the air and broke the surface of the water with hardly a splash.

I want to learn how to do that, Sammy thought.

Grades 7-8



SIXTEEN YEARS IN SIXTEEN SECONDS
The Sammy Lee Story

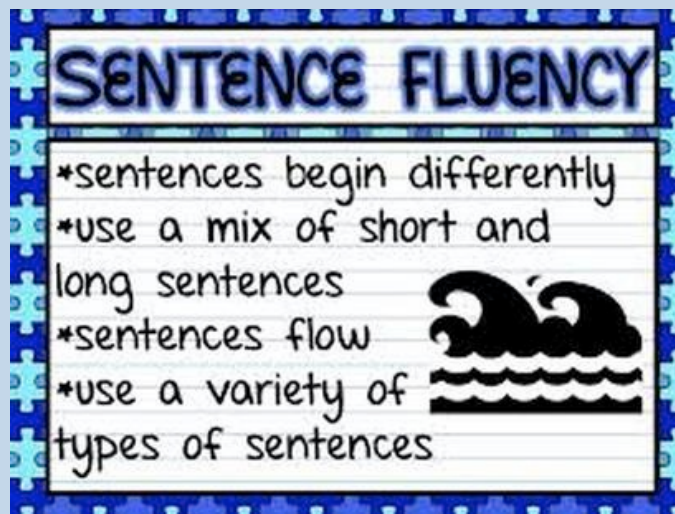
For his final dive in the 10-meter platform event, Sammy decided to perform the forward three-and-a-half somersault. This was a very dangerous move. The slightest miscalculation in timing could lead to a serious, even fatal, injury.

Sammy faced a crowd of thousands. His mouth was dry. He heard the sound of water lapping against the sides of the pool, the murmuring of the people, the beating of his heart.

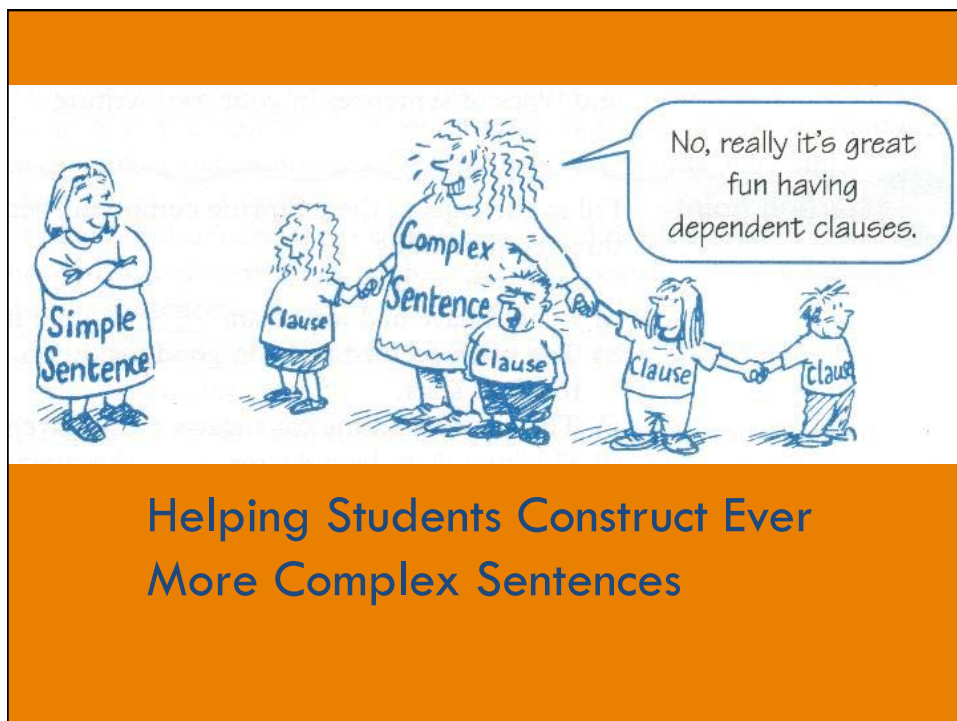
Never before had Sammy felt such intense pressure. He had trained sixteen years for this—a moment that would last barely sixteen seconds from the time he dived to when the scores would be revealed.

WORD CHOICE

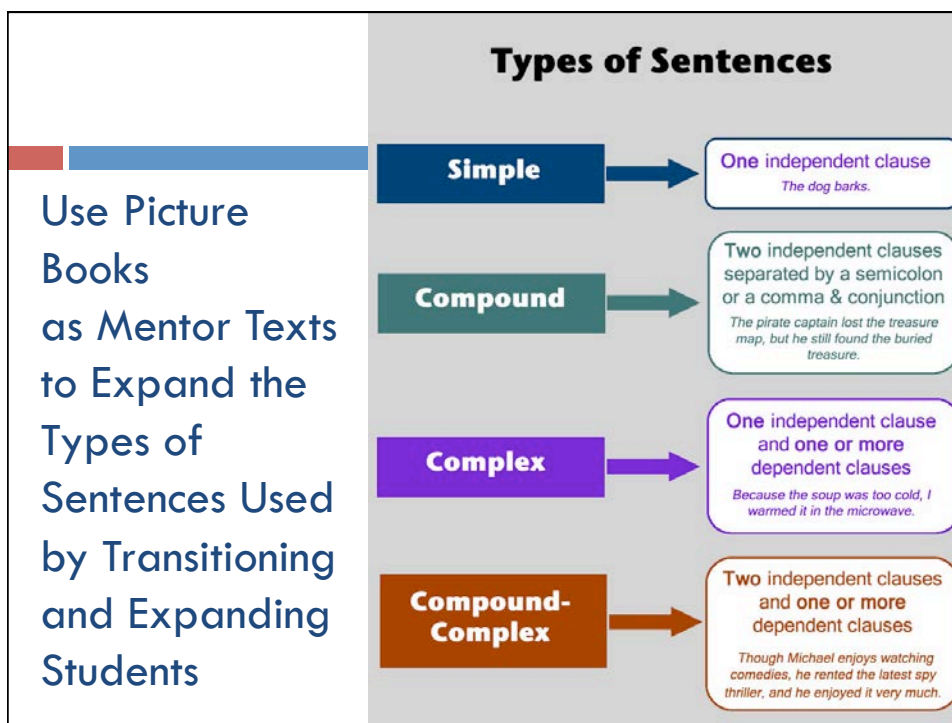
What Words Would You Choose To Work On?



Expanding Expanding and Transitioning
Student's Sentence Structure Repertoires



Helping Students Construct Ever
More Complex Sentences



Jot Down The Pages to Look At!

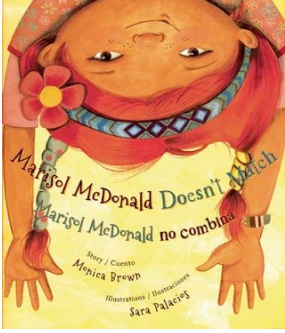
In your grade level fiction and historical fiction/biography texts

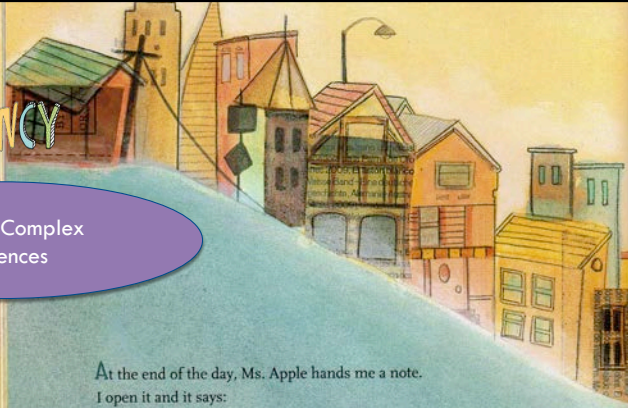
Grade 3-4

SENTENCE FLUENCY

Building Complex Sentences

Pages 10, 24





At the end of the day, Ms. Apple hands me a note.
I open it and it says:

Marisol,

I want you to know that I like you just the way you are,
because the Marisol McDonald that I know is a creative,
unique, bilingual, Peruvian-Scottish-American, soccer-playing
artist and simply marvelous!

Ms. Tamiko Apple

I skip all the way home.

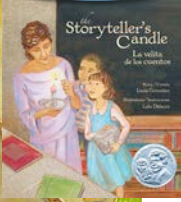
24

Grade 3-4

SENTENCE FLUENCY


Building Complex Sentences

Pages 8, 30



Ms. Belpré concluded the show in her usual way. "Close your eyes and make a wish," she whispered as she held the storyteller's candle.

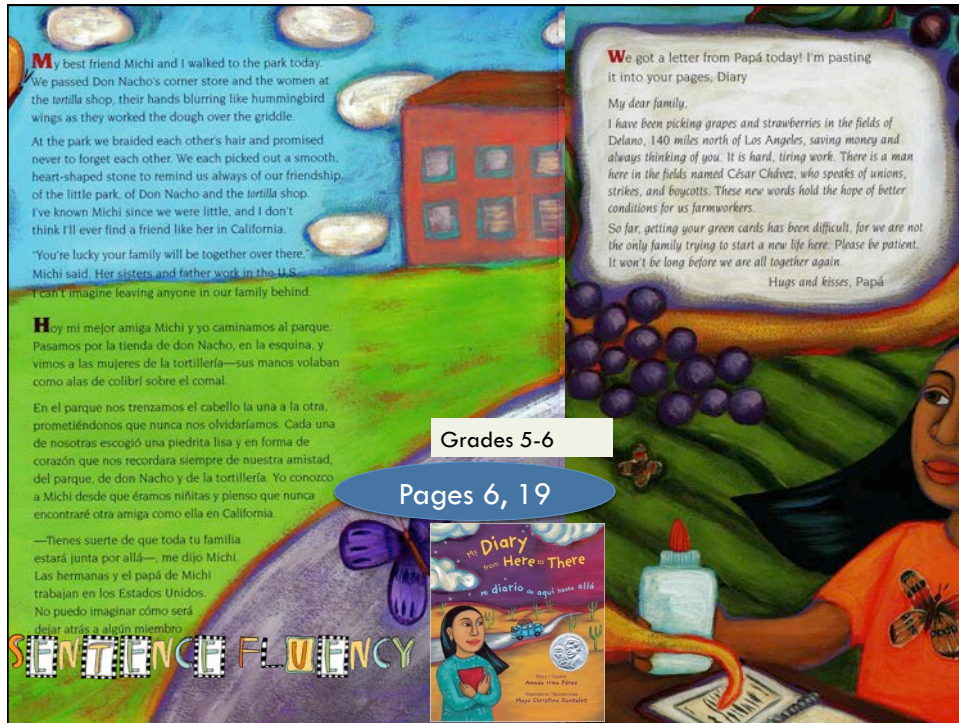
Hildamar closed her eyes and wished. When she opened them, her eyes met Ms. Belpré's. With her gentle smile and twinkling eyes, Ms. Belpré said, "Today, with everyone's help, we brought the warmth and beauty of Puerto Rico to New York. Remember, the library belongs to you all. We'll blow out the storyteller's candle, and your wish will come true."



SENTENCE FLUENCY

manos la velita de los cuentos.

Hildamar cerró los ojos y pidió un deseo. Cuando los abrió, sus ojos se encontraron con los de la señora Belpré. Con suave sonrisa y mirada brillante, la señora Belpré dijo: –Hoy, con la ayuda de todos, hemos traído el calor y la belleza de Puerto Rico a Nueva York. Recuerden que la biblioteca es para todos ustedes. Apaguemos juntos la velita de los cuentos y sus deseos se harán realidad.



My best friend Michi and I walked to the park today. We passed Don Nacho's corner store and the women at the tortilla shop, their hands blurring like hummingbird wings as they worked the dough over the griddle.

At the park we braided each other's hair and promised never to forget each other. We each picked out a smooth, heart-shaped stone to remind us always of our friendship, of the little park, of Don Nacho and the tortilla shop. I've known Michi since we were little, and I don't think I'll ever find a friend like her in California.

"You're lucky your family will be together over there," Michi said. Her sisters and father work in the U.S. I can't imagine leaving anyone in our family behind.

Hoy mi mejor amiga Michi y yo caminamos al parque. Pasamos por la tienda de don Nacho, en la esquina, y vimos a las mujeres de la tortillería—sus manos volaban como alas de colibrí sobre el comal.

En el parque nos trenzamos el cabello la una a la otra, prometiéndonos que nunca nos olvidáramos. Cada una de nosotras escogió una piedrita lisa y en forma de corazón que nos recordara siempre de nuestra amistad, del parque, de don Nacho y de la tortillería. Yo conozco a Michi desde que éramos niñas y pienso que nunca encontraré otra amiga como ella en California.

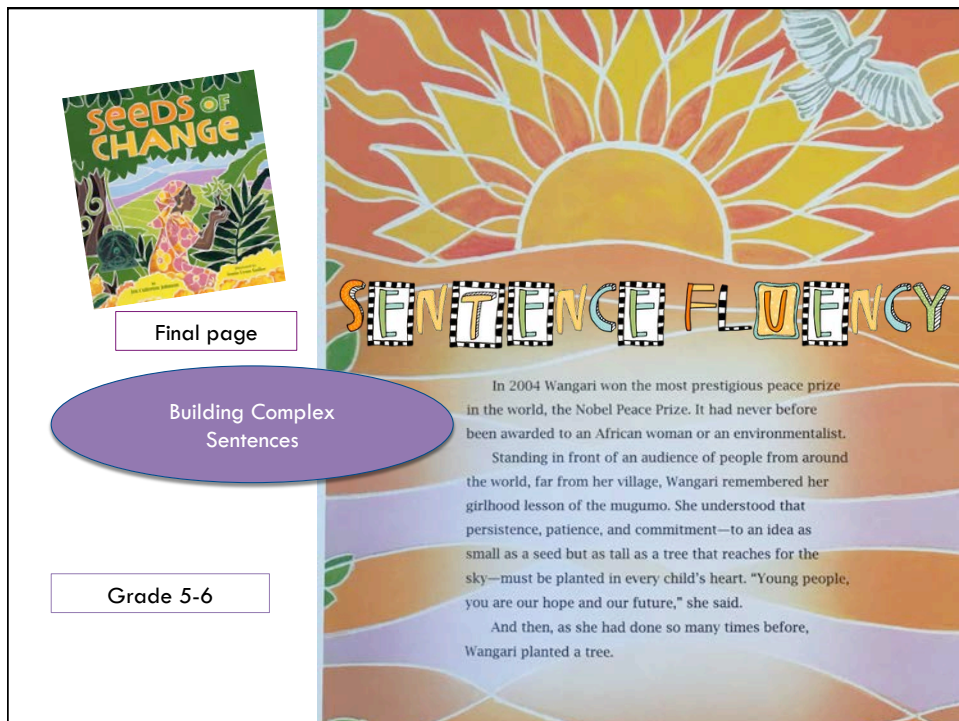
—Tienes suerte de que toda tu familia estará junta por allá—, me dijo Michi. Las hermanas y el papá de Michi trabajan en los Estados Unidos. No puedo imaginar cómo será dejar atrás a algún miembro

SENTENCE FLUENCY

Grades 5-6

Pages 6, 19

My Diary from Here to There
mi diario de aquí hasta allá
by Anna Maria Pérez
Illustrated by Marga Cárdenas Hernández



SENTENCE FLUENCY

Final page

Building Complex Sentences

Grade 5-6

In 2004 Wangari won the most prestigious peace prize in the world, the Nobel Peace Prize. It had never before been awarded to an African woman or an environmentalist. Standing in front of an audience of people from around the world, far from her village, Wangari remembered her girlhood lesson of the mugumo. She understood that persistence, patience, and commitment—to an idea as small as a seed but as tall as a tree that reaches for the sky—must be planted in every child's heart. "Young people, you are our hope and our future," she said.

And then, as she had done so many times before, Wangari planted a tree.

Seeds of Change
by Wangari Maathai
Illustrated by Marga Cárdenas Hernández

Lucia went down to the river one last time to say good-bye. As always, the water rose to greet her and began to flow through her glorious hair. But this time when she tried to comb the river out of her hair, the river would not leave her.

And so, when Lucia Zenteno left the village, the river and the fishes and the otters went with her, leaving only a dry, winding riverbed, a serpent of sand where the water had been.

Grade 7-8

Pages 14, 18

Where once there had been green trees and cool breezes, now no more rain fell, no birds sang, no otters played. The people and their animals suffered from thirst. People began to understand, as never before, how much the river, the fishes, the otters, even the trees and birds had meant to the village. They began to understand how much the river had loved Lucia Zenteno.

D

Building Complex Sentences

no ca... jugaban las
nutrias. Los a... y las plantas se secaron.
La gente y los animales padecían de sed. Todos comenzaron a darse más cuenta que nunca de la importancia del río, de los

SENTENCE FLUENCY

Sixteen Years in Sixteen Seconds
The Sammy Lee Story

Page 17

Sammy started working at different hospitals in California, but he missed diving. So he found a pool near each hospital and practiced diving after his shifts ended. Still dreaming of the Olympics, Sammy entered the national diving championship in 1946. Even though he did not have much time to train for the event, Sammy won the high-platform dive with the highest score ever.

Despite his achievements, Sammy continued to face discrimination. Once, after performing at a diving exhibition with his friends, Sammy was forbidden from entering a restaurant to have dinner with them. And Sammy was still restricted from using some pools except on assigned days.

Instead of getting angry over such unfair treatment, Sammy decided to prove his worth at the upcoming 1948 Olympic Games in London. He received special permission from the army to take off time for training.

Grade 7-8

Building Complex Sentences

SENTENCE FLUENCY

OUTDOOR NATIONAL CHAMP

Using Children's Literature as Mentor Texts

To Move Informational Writing Forward

Types of Writing to Work On (CCSS)

□ EXPLANATORY/ INFORMATIONAL

- Explanatory articles about given subjects/topics
- Telling/retelling
- How to articles
- Recipes
- News stories

Purpose: Explain

DESCRIPTIVE

- Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Describe in Detail

Types of Writing to Work On (CCSS)

□ ARGUMENT/PERSUASION

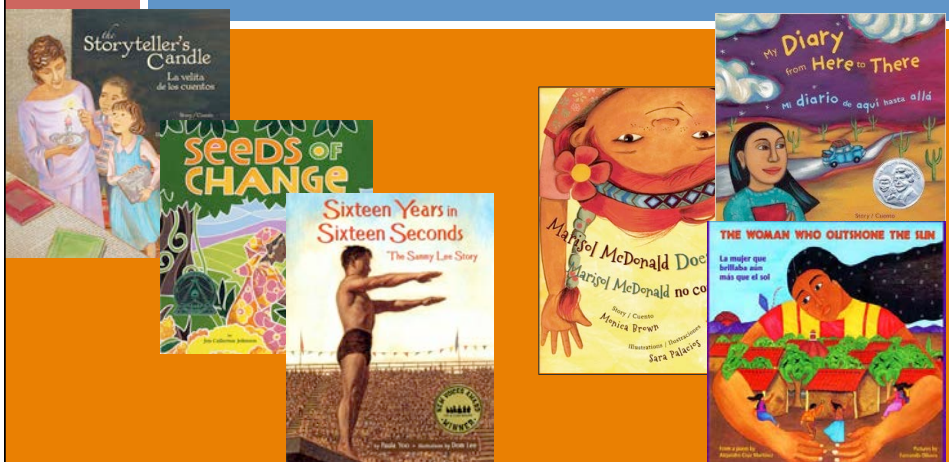
- **Taking a stand and providing reasons, arguments** and justifications for that stand
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (books, movies, etc.)
- Letter of recommendation
- Letter of complaint

Purpose: Persuade,
Argue

- **Tell a story or event;** has characters and dialogue; events
- Novels
- Short stories
- Poetry
- Autobiographies, **biographies**
- Anecdotes
- Oral Histories

Purpose: Narrate a
story/event

Ideas for Teaching Writing With Our Books





Writing
Ideas

Lee & Low Books Seeds of Change Teacher's Guide p.1



THE
ACTIVE LEARNER

LEE & LOW BOOKS

Classroom Guide for
SEEDS OF CHANGE: Planting
a Path to Peace

by Jen Cullerton Johnson
Illustrated by Sonia Lynn Sadler

Reading Level
 *Reading Level: Grades 3-4
 Interest Level: Grades 1-6
 Guided Reading Level: R

*Reading level based on the Spache Readability Formula

Themes
 Environmental Protection and Activism, Women's Rights, Farming, Education, Science
 Pioneers, Nobel Peace Prize, Africa

Synopsis
Seeds of Change: Planting a Path to Peace is a biography of Wangari Maathai, who in 2004 became the first African woman and the first environmentalist to win a Nobel Peace Prize. Growing up in Kenya, Wangari was taught by her mother to respect nature. Although most Kenyan girls at the time were not educated, Wangari, curious and hardworking, was allowed to go to school. She excelled at science and went on to study in the United States. After returning home, Wangari blazed a trail across Kenya, using her knowledge and compassion to promote the rights of her countrywomen and to help save the land, one tree at a time.

Background
 Wangari Maathai's story is not without its share of conflict. Her tree planting drew the attention of big businesses that wanted to keep control of the Kenyan land. After being arrested due to the schemes of a few corrupt businessmen, Wangari met other women in jail and learned of their struggles. After her release, Wangari began working to save the environment and to protect the rights of women as well. A more extensive biography of Wangari Maathai can be found on the [Nobel Prize website](#).

Lee and Low Teacher's Guide Ideas

1. Let students work in small groups to write **one-act plays** based on various scenes in the story.
2. Have students research other Nobel Peace Prize winners. Let each student choose her or his favorite winner and write a **short essay describing why the person deserved the award** and why the person is the student's favorite winner.
3. Pretend you are a reporter assigned to interview Wangari Maathai after she is released from jail. Write a **list of questions you would ask in the interview**.
4. This book has won numerous awards. Make a list of reasons why you might give this book an award. Then use these reasons to **write a persuasive paragraph explaining why an organization should honor the book**.

Lee and Low Teacher's Guide Ideas

Have students **respond in reader's journals**, in oral discussion, or in written form.

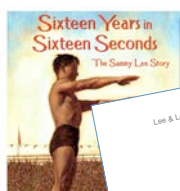
1. Do you think Wangari is a brave person? Why? Was she scared of anything when she was younger? If so, what? How did she cope with her fear? **(Argument)**
2. Talk about what drove Wangari to help the environment and the women of Kenya. Do you think she is a hero? Why or why not?
3. In 2004, Wangari Maathai won one of the most important prizes in the world, a Nobel Peace Prize. How do you think she felt when she won? What do you think are the effects of her having won this prize? **(Description)**

Lee and Low Teacher's Guide Ideas


Have students **respond in reader's journals**, in oral discussion, or in written form.

4. Do you know anyone who has attributes or qualities similar to those of Wangari Maathai? Tell us about this person. Where do you think these attributes and qualities come from? **(Comparison/Contrast; Explanation)**
5. How does this book affect your thinking about the environment and the way people can help preserve and restore places that are in danger? **(Summary)**
6. If you could choose one thing to change about the world, what would it be. How would you go about creating the change? **(Creative Writing, Personal Essay)**


Lee & Low Books *Sixteen Years in Sixteen Seconds Teacher's Guide*



Lee & Low Books *Seeds of Change Teacher's Guide*



Lee & Low Books *My Diary from Here to There / Mi diario de aquí hasta allá*



Classroom Guide for **SEEDS OF CHANGE: Planting to Peace**
by Aron Johnson
and Lynn Sadler

READING COMMUNITIES: CRP TEACHER'S GUIDES

WHAT'S IT ALL ABOUT?
My Diary from Here to There / Mi diario de aquí hasta allá
Author Amalia Ima Pérez offers her own personal experience living as a little girl, and seeing Mariela Christian Gonzalez enter life in both sides of the border. Through diary entries and poems, she tells us about the challenges and physical challenges of growing up in a bilingual household, and the challenges of being a bilingual child in a monolingual world. The book is a beautiful blend of personal narrative and social commentary. It is a must-read for anyone interested in the immigrant experience, bilingual education, and the challenges of growing up in a bilingual household.

Online Lee and Low Teacher's Guides

COMPARATIVE ANALYSIS: TEACHER'S GUIDE

- Compare and contrast *I Can Hear the Sea* and *The Woman Who Chose the Sea*. In *I Can Hear the Sea*, the main character is a girl who is being taken away from her home. In *The Woman Who Chose the Sea*, the main character is a woman who is being taken away from her home. Compare and contrast the two stories. How are they similar? How are they different?
- Compare and contrast *The Secret Garden* and *The Woman Who Chose the Sea*. In *The Secret Garden*, the main character is a girl who is being taken away from her home. In *The Woman Who Chose the Sea*, the main character is a woman who is being taken away from her home. Compare and contrast the two stories. How are they similar? How are they different?
- In which book is the main character most afraid of others? How is this fear shown? In *The Woman Who Chose the Sea*, the main character is most afraid. This is shown by the villagers not even wanting to talk with her and kicking her out of the village instead.
- Make a real-life analogy between *The Woman Who Chose the Sea* and people who fear others because they are different. *Answer: might mention students in school or people in the community who are different because they are different and not accepted by others. They might be feared and not understood. They might have qualities people do not recognize or appreciate.*
- Think of analogies for the following:
 - Compare who has their feet on backwards can be compared with *— someone who is different —* in real life.
 - A woman who has her feet on backwards can be compared with *— a woman who is different —* in real life.
 - The village leaving their river because they take it for granted can be compared with *— people polluting the water supply —* in real life.
- Why do you think people discriminate against others? Because they don't understand them, they have stereotypes about them, they fear them, they have never bothered to talk to them. If we knew them, they think they're better than us. *Advantage of them: They are a different color. They are a different shape. They are a different size. They are a different age. They are a different gender. They are a different religion. They are a different language. They are a different culture. They are a different background. They are a different family. They are a different personality. They are a different everything.*

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TEACHER'S GUIDE

The Storyteller's Candle / La velita de los cuentos

Written by Luis González
Illustrated by Luis Delacruz

ABOUT THE BOOK

My Diary from Here to There / Mi diario de aquí hasta allá is a beautiful blend of personal narrative and social commentary. It is a must-read for anyone interested in the immigrant experience, bilingual education, and the challenges of growing up in a bilingual household.

TEACHER'S GUIDE

My Diary from Here to There / Mi diario de aquí hasta allá is a beautiful blend of personal narrative and social commentary. It is a must-read for anyone interested in the immigrant experience, bilingual education, and the challenges of growing up in a bilingual household.



Writing Tools For Our ELL Teacher Toolbox

Solutions:

Tools to Use with ELLs

Models, Demonstrations

Word Boxes; Vocabulary Notebooks

Graphic Organizers

Sentence Frames; Sentence Starters

Paragraph/Essay Frames

Guides and Checklists



Solutions:
**Using Graphic
Organizers to
Deconstruct Text
and Later to
Guide Writing**

WRITING EFFECTIVE SEQUENCES

Chronological (Time Sequence)

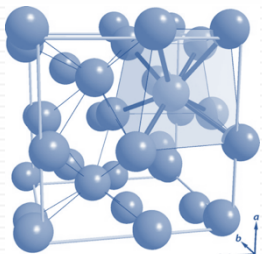
Cause/Effect

Problem/Solution

Description

Enumeration

Comparison/Contrast



Sequence Chain

Title: _____ Author: _____ Illustrator: _____		
CHARACTERS 	SETTING Place: _____ Time: _____	

1.

2.

3.


4.

5.

6.

NAME: _____

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Which Tools Are You Using?


- Word boxes, word capturing tools (e.g. Vocabulary notebook, word maps)
- Graphic organizers; other types of visual tools (plot lines, etc.)
- Sentence frames, starters
- Essay/Paragraph frames
- Checklists
- Guides (Do's and don'ts reminders)
- Step-by-step guides/supports



The Goal

Get Students to Use These Tools on Their Own

- Give Strategies
- Tactics
- Make Active
- Give Confidence



She's Almost There! Take her to the Finish Line!

What will you do
to help kids like Catarina improve their listening
comprehension and writing?

Nancy Cloud
ncloud@ric.edu
nancycloud2@gmail.com

