



Sheltered Instruction **WRITING** with ELLs

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ESL/ELL Classes at CHS

- School starts at 7:15, ends at 1:55.
- Rotating schedule A 1-7 (50 min., 60 min., 70 min. with lunch, 80 min.)
- ELLs levels 1 and 2 → **3 consecutive hours.** } 1 English credit
2 hours of support
- ELLs levels 3 and 4 → **2 consecutive hours.** } 1 English credit
1 hour of support

Sample Week Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.15-8.15	ELL level 1&2	ELL level 3&4		ELL level 1&2	<i>Duty</i>
8.20-9.40	ELL level 1&2		ELL level 3&4	ELL level 1&2	ELL level 1&2
9.45-10.10	<i>ELL Advisory</i>	<i>ELL Advisory</i>	<i>ELL Advisory</i>	<i>ELL Advisory</i>	<i>ELL Culture Advisory</i>
10.15-11.15	ELL level 1&2	ELL level 1&2	ELL level 3&4		ELL level 1&2
11.20-12.50		ELL level 1&2	<i>Duty</i>	ELL level 3&4	ELL level 1&2
12.55-1.55	ELL level 3&4	ELL level 1&2	ELL level 1&2	ELL level 3&4	

ELL Advisory: pull-outs to work with individual students.

ELL Culture Advisory: Culture awareness.

Classroom Routine

- First 5 min. of class



→ Do Now

- Short Monday Journal, Review, Pre-assess Knowledge, Short Practice task.

- Next 10/15 min.

→ Vocabulary Review

- 10/15 min. 'I DO'

→ Introduction of New Content

- Variable Time 'WE DO'

→ Model and Practice with Students

- *with mini lessons*

- Variable Time 'YOU DO'

→ Student Independent Work

- *with mini lessons*

- Last 5 min. of class



→ Exit Ticket


- Short task based on the daily lesson that assesses students' understanding of new and/or previous content.

Who are my Students?



What Brings my Students Together?

- Their previous knowledge.
- Their diverse cultures.
- Their ability to analyze their surroundings.
- Their ability to compare and contrast.

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- How do I use all these precious data, skills, and techniques to help students in their writing?

Persuasive Writing

- Research Project: “My Country is the Best in the World”
 - What do I know about my country?
 - What shall I research about my country?
 - What makes my country the best?
 - How do I prove that my country is the best, what evidence do I have?
 - How do I present my findings to convince the class?
 - Did I persuade my audience?

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WIDA

Multiple opportunities for revising
Motivating for the student

Use of technology
School & Home Connection

How I approached Writing



My country is the best in the world! Italy is the Best!

- Model a finished presentation with slides and text to persuade the class.
- Ask students their thoughts and comments, discuss as a class.
- Present the project and its goal: persuade me that *your* country is the best.
- Provide students with a step-by-step direction packet:
 - Short prompt;
 - Persuasion writing frame and interactive persuasion graphic organizer;
 - Tentative time schedule for the project;
 - Short rubric;
- Students research for information, facts, and photographs.
- Students write their persuasive writing using findings and the provided frame.
- Students choose how to present their final product to the class. (Reading their paper, ppt presentation, poster presentation.)

Argumentative Writing

- Response to Literature: Shakespeare – *Macbeth*

“Based upon the tragedy *Macbeth*, by William Shakespeare, develop a claim in the form of a constructed response to identify and support the character of Macbeth as a tragic hero.”

- Who is Shakespeare?
- Who is Macbeth?
- What is theatre, what is a play?
- Who is a hero?
- What is my position? My claim?

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Use of technology
Step-by-step process

How I approached Writing



Role Play: A king kills another king because three witches told him to.

- Introduction to the most famous English playwright (ppt presentation with images and true fun facts about Shakespearean theatre.)
- Power Point presentation on England and theatres.
- Developing the plot, narrating the story while creating an illustration of the book.
- Read and annotate a simplified summary of the play.
- Provide quotes and evidence for students to use.
- Use graphic organizers to organize ideas and evidence.
- Write an argument using a claim and evidences.

Narrative Writing

- Memoir: **“When I First Arrived in the U.S.”**
 - What do I remember from that day?
 - What did I feel when I arrived to the U.S.?
 - What was the most striking thing I saw?
 - What did I leave behind?
 - What did I bring with me?
 - When will I go back?
 - What is waiting for me in this new country?

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How I approached Writing



Reading: A teenager arrives in the U.S. after a long trip, then his father dies.

- Read to the class a short memoir written by a teenager.
- Break down the text into sections.
- Analyze each section and annotate main events on a graphic organizer.
- Class discussion on students' experience upon their arrival.
- Use the same graphic organizer format to write students' experience.
- Connect all sections in one piece of writing.
- Orally share experiences, comments, and suggestions on the writing.
- Finalize the writing to share with the class.

Expository Writing

- Hands-on Research Project: “A Dish from my Country,
a Multisensory Experience”
 - What kind of food is typical of my country?
 - What ingredients are important in my country?
 - What tradition is behind the food we eat everyday?
 - How do I prepare the food I love?
 - How do I explain to others my favorite food?
 - Why is this dish important to me?

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How I approached Writing



Multicultural Food Festival, “Flavors of the World”

to participate you must...

- Find a traditional food from your country that you enjoy.
- Research one ingredient that makes that food so special.
- List occasions or events during which that dish is prepared and eaten.
- Find the recipe and the directions to cook your special dish.
- Connect your findings and write a final paper on your favorite food.
- Prepare and cook your recipe to share with the class for the Festival.
- Remember, your classmates will have to be able to cook your dish following your directions...



Thank you,
grazie e arrivederci!

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