Sheltered Instruction
WRITING with ELLs

Flavia S. Molea Baker
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

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.15-8.15</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 3&amp;4</td>
<td></td>
<td>ELL level 1&amp;2</td>
<td>Duty</td>
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<tr>
<td>8.20-9.40</td>
<td>ELL level 1&amp;2</td>
<td></td>
<td>ELL level 3&amp;4</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 1&amp;2</td>
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<tr>
<td>9.45-10.10</td>
<td>ELL Advisory</td>
<td>ELL Advisory</td>
<td>ELL Advisory</td>
<td>ELL Advisory</td>
<td>ELL Culture Advisory</td>
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<tr>
<td>10.15-11-15</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 3&amp;4</td>
<td></td>
<td>ELL level 1&amp;2</td>
</tr>
<tr>
<td>11.20-12.50</td>
<td></td>
<td>ELL level 1&amp;2</td>
<td>Duty</td>
<td>ELL level 3&amp;4</td>
<td>ELL level 1&amp;2</td>
</tr>
<tr>
<td>12.55-1.55</td>
<td>ELL level 3&amp;4</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 1&amp;2</td>
<td>ELL level 3&amp;4</td>
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**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?

- Senegal
- Dominican Republic
- Philippines
- Cape Verde
- Puerto Rico
- Germany
What Brings my Students Together?

• Their previous knowledge.

• Their diverse cultures.

• Their ability to analyze their surroundings.

• Their ability to compare and contrast.

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

CCSS ✓  Multiple opportunities for revising ✓  Use of technology ✓
WIDA ✓  Motivating for the student ✓  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?

  CCSS ✓  Multiple opportunities for revising ✓  Use of technology ✓
  WIDA ✓  Motivating for the student ✓  Step-by-step process ✓
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.
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?
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?

CCSS ☑  Multiple opportunities for revising ☑  Use of technology ☑
WIDA ☑  Motivating for the student ☑  School & Home Connection ☑
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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