



Meeting High Expectations in the Readers and Writers Workshop for Beginning ELLs

David Valade, ELL Program Director
Roberta Frederick, ELL Academic Coordinator
Evelyn Meléndez, ELD Teacher

ELD Readers & Writers Workshop

Goal

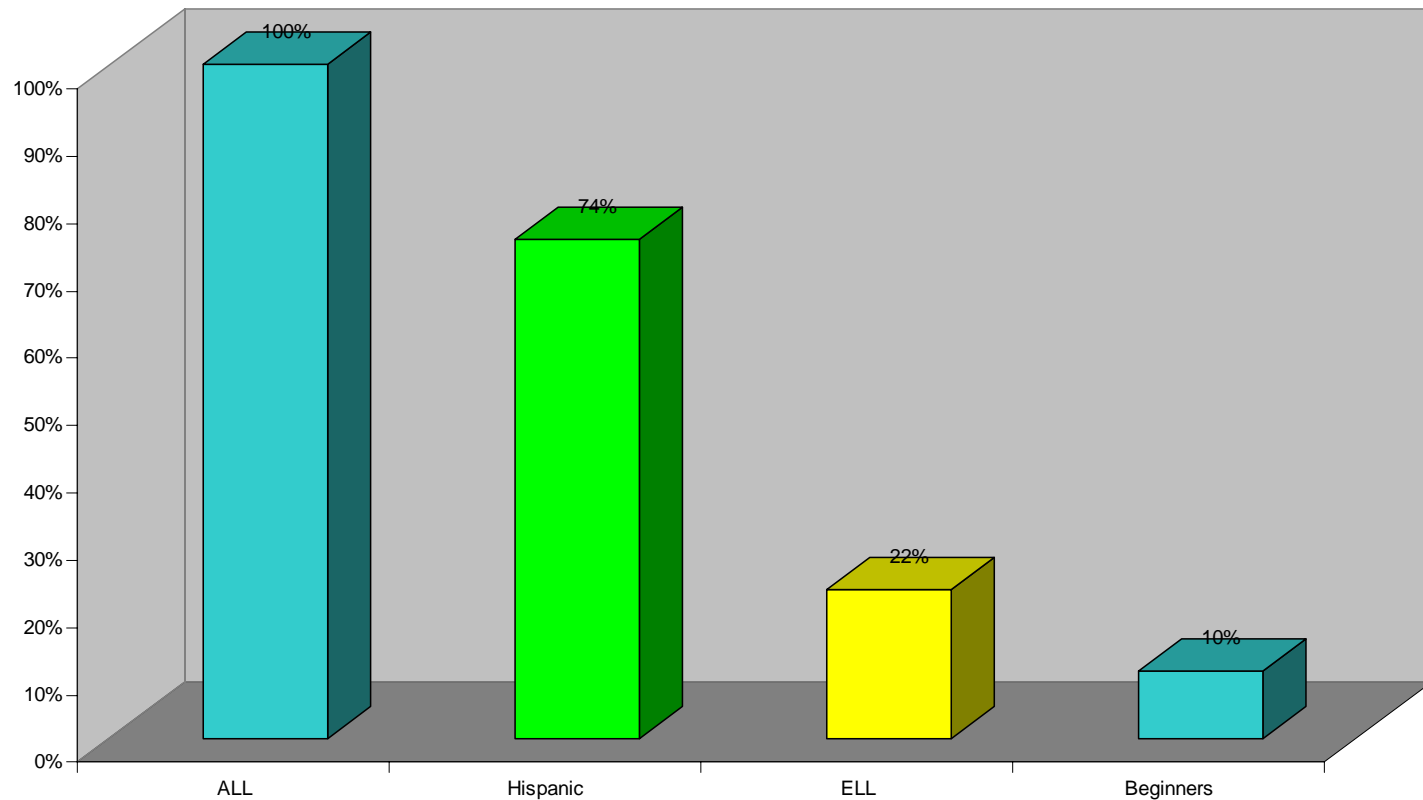
- To provide an academically rigorous English language arts course designed for Holyoke middle school students at the beginning and early intermediate levels of English acquisition.



District Demographics

2005-2006

Holyoke Public Schools Demographics
(ALL N= 6485)



Types of ELL Learners

Newly arrived with adequate schooling

- Recent arrival (<5 years in U.S.)
- Adequate schooling in native country
- Soon catches up academically
- May still score low on standardized tests in English



Types of Beginning English Learners

Newly arrived with limited formal schooling

- Recent arrival (<5 years in U.S.)
- Interrupted or limited schooling in native country
- Not proficient in native language literacy
- Below grade level in math
- Poor academic achievement



Types of English Learners

Long term English learner (7+ years in U.S.)

- Below grade level in reading and writing
- False perception of academic achievement
- ESL or bilingual instruction but not in a consistent program
- Interrupted education in the U.S. (e.g. high-mobility migrant status)



Freeman & Freeman 2002

The Design Tasks



Standards-Based Instruction

- Standards are ever-present.
- Student work is meeting and progressing toward standards displayed with rubrics and samples.
- Classroom is organized and equipped to support work expected of students.



Content and Performance Standards

Content standards define a body of knowledge.

What students ought to know and be able to do.

Performance standards define a body of knowledge.

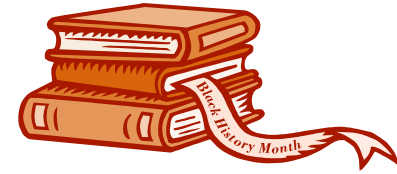
What students ought to know and be able to do.

and

**Performance standards define the level of work
that demonstrates achievement of the standards.**

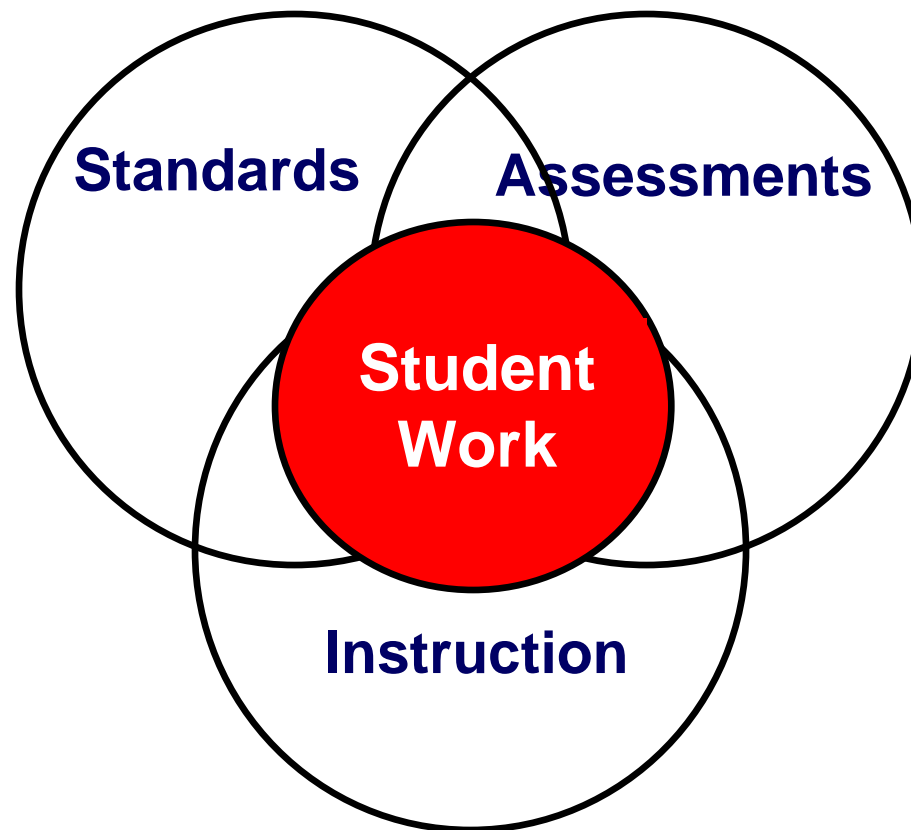
How good is good enough?

Standards and ELLs



- Standards provide high expectations for all students.
- Standards are set to raise achievement, but standards alone will not raise achievement of any group.
- Standards are fixed but instructional strategies for ELL students are varied and based on second language acquisition theories (ELD levels).
- Content and performance standards must be aligned with ELPBO.

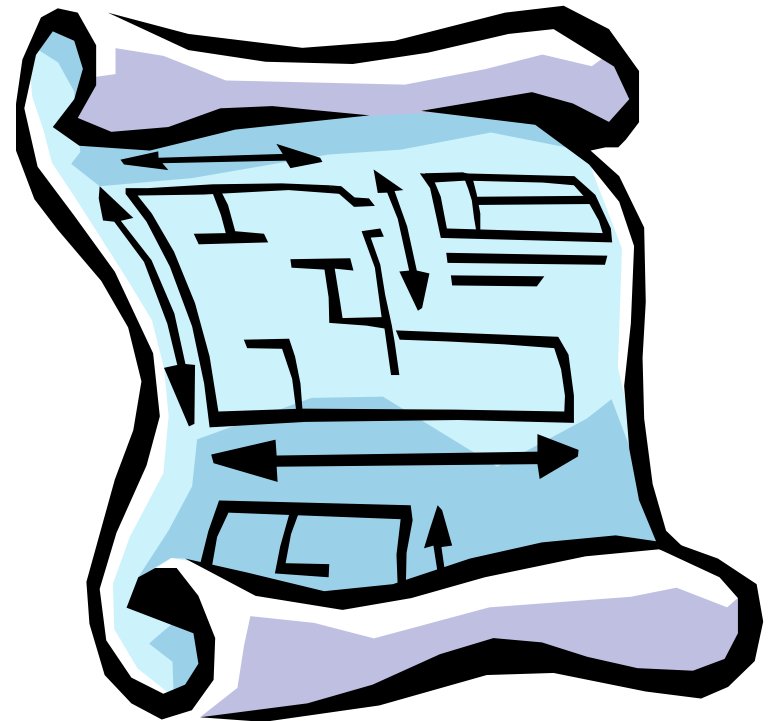
An Aligned Instructional System



America's Choice Year 1

Implementation Plan for Holyoke

- Readers and Writers workshop model implemented in ELA for all students in grades 6-8.
- Curriculum:
 - Report
 - Author Study
 - Response to Literature
 - Memoir



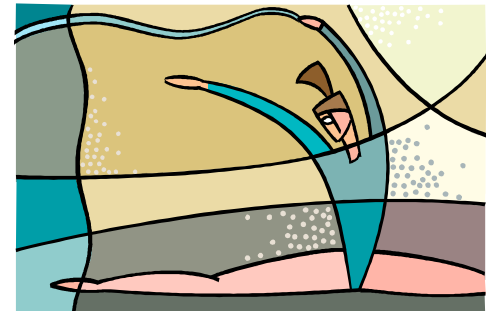
Readers & Writers Workshop Model

- Instruction organized in which every student is expected:
 - to write in different genres and
 - to read and analyze several books by the same author
- Classroom rituals and routines help students tackle demanding content and become independent learners.



Rituals and Routines

- **Rituals are about the procedures used in the workshop time.**
 - Room arrangement
 - Location of materials
 - Process for turning in work
- **Routines are about how the workshop time is structured.**
 - Opening meeting (e.g., lessons)
 - Work period (e.g., paired work, independent work, conferencing)
 - Closing meeting

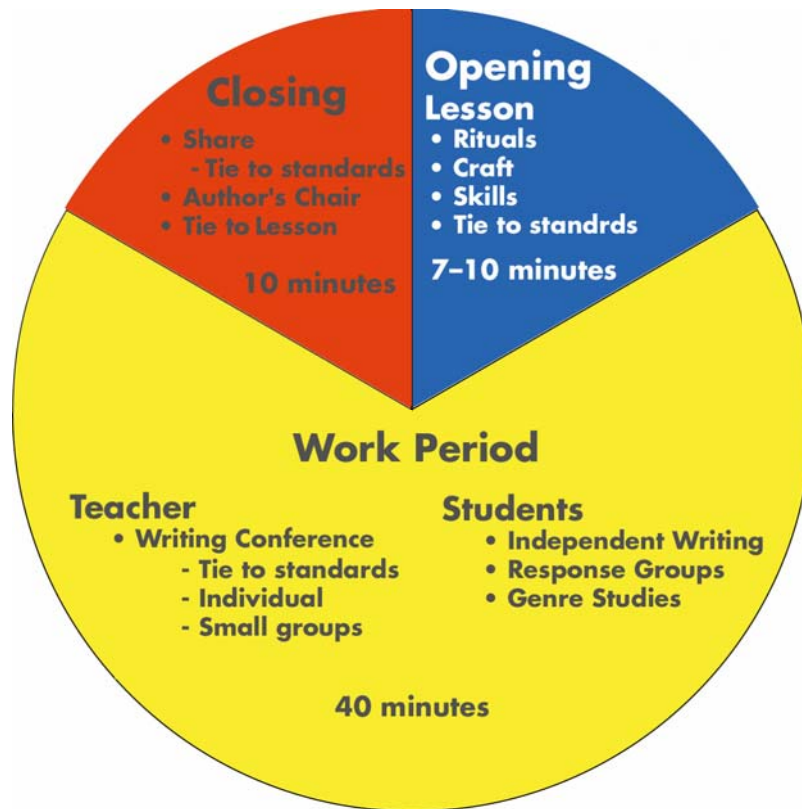


Issues for Beginning ELLs in Readers & Writers Workshop

- Students do not have linguistic or cultural context to effectively participate in classroom.
- Students need to learn basic interpersonal communication skills.
- Wide range of English language proficiency.
- Students either wrote in Spanish or copied English texts.
- Texts and author studies beyond student comprehension level.



Task



Integrate best practices for English Language Learners that scaffold the workshop model

Essential Elements

- Readers and Writers workshop model
- Best practices for English language development
- State requirements for English language education, laws and guiding documents
- Scope and sequence for beginning ELLs-
listening, speaking, reading, writing
- Student profile



Best Practices



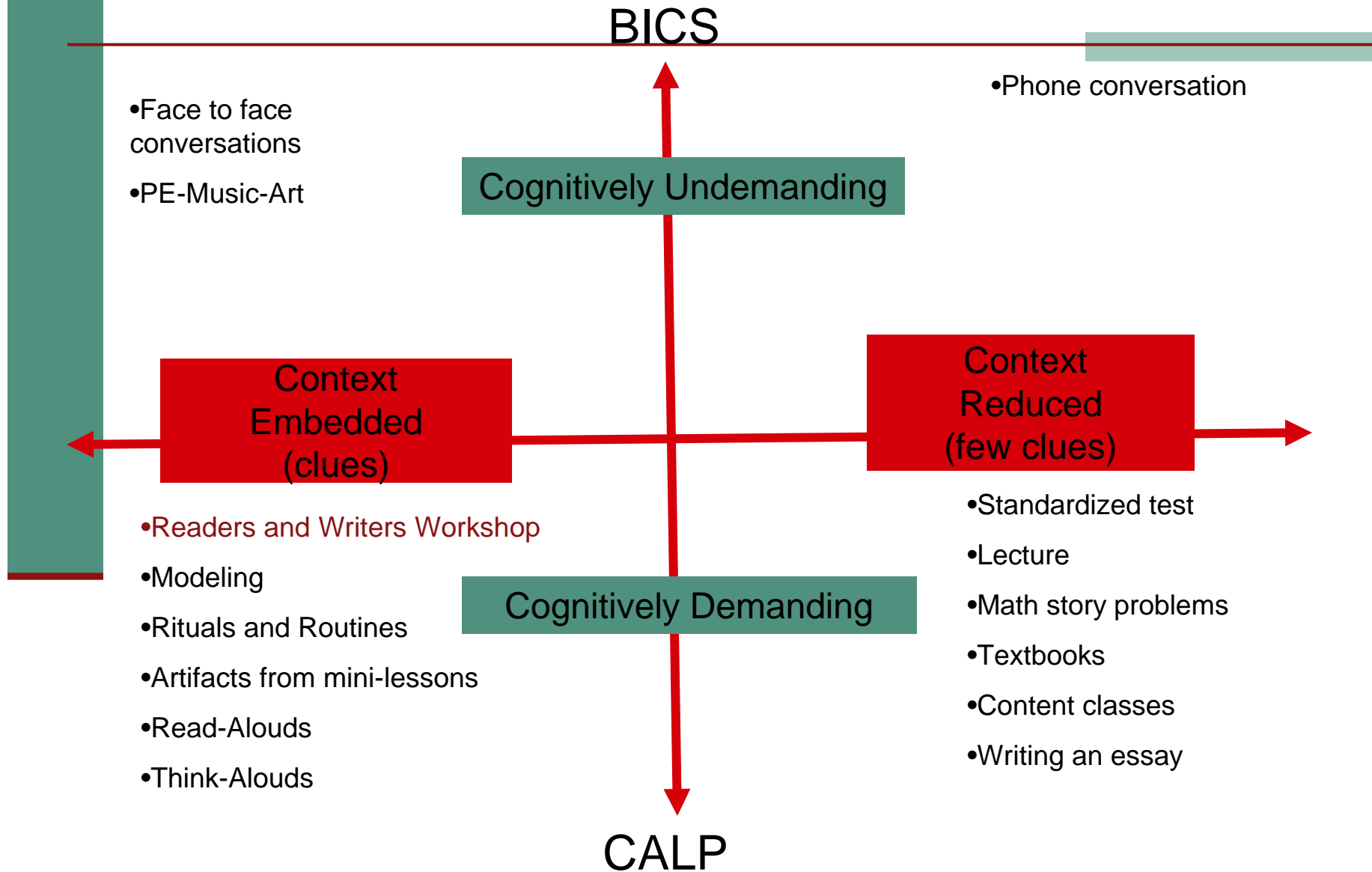
- Develop oral language through meaningful conversation and context.
- Teach skills through contextualized instruction
- Build vocabulary through authentic experiences with words.
- Activate schema and build background knowledge.
- Teach meaning making strategies.

Gradual Release

- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Modeled Writing
- Shared Writing
- Guided Writing
(language frames)
- Independent Writing



Cummins Model of Language Proficiency



Units of Study

- First Thirty Days (Establish Rituals and Routines)
- Narrative
- Narrative Procedure
- Report of Information
- Response to Literature
- Poetry
- Author Study



Narrative Unit



- America's Choice monograph, *Grade 3 Narrative*
- *Bridging Into English*
- *Writing Sense*, Juli Kendall and Outey Khoun
- *Mosaic of Thought*, Susan Zimmermann, Ellin Oliver Keene
 - before, during, and after reading strategies

Narrative Unit Curriculum Map

Student Work Products & Workshop Artifacts:

- Standards Based Bulletin Board - Narrative Account
- Status of the Class - Independent Reading (list)
- Guided Reading Groups (list & teacher notes)
- Student Book Talk (list of student & book; rubric)
- Class charts
- Word Wall
- Notebook entries: favorite object, special place, important person. Text to self, text to text, text to world connections, etc.
- Narrative Account

Materials

Authors write about the stories of their lives...

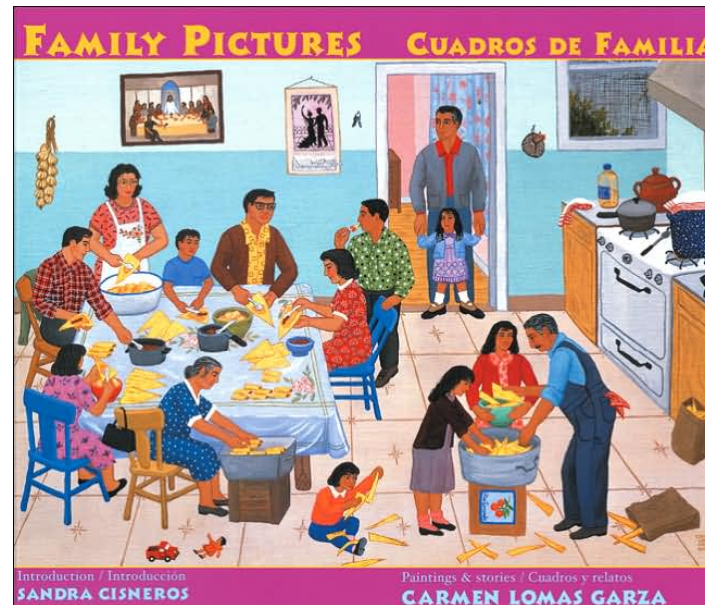
- *Family Pictures*, Carmen Lomas Garza
- *In My Family*, Carmen Lomas Garza
- *Fishing in the Air*, Sharon Creech
- *Birthday Basket for Tia*, Pat Mora
- *When the Relatives Came*, Cynthia Rylant
- *Tar Beach*, Faith Ringgold
- *Hair/Pelitos*, Sandra Cisneros
- *Too Many Tamales*, Gary Soto
- And many other wonderful examples.



Bridging into English

Lessons embedded in curriculum map

- Text-To-Self Connections in a Read- Aloud
- Word Web to Develop Vocabulary (*Family Pictures*)
- Language frames to provide peer feedback in response groups



Readers & Writers Beginners Workshop Video

- Lynch Middle School
- Teacher Evelyn Meléndez
- 6,7,8 Grade Beginning and Early Intermediate ELLs
- 100 minute block



Questions & Comments



Contact us at:

- David Valade dvalade@hps.holyoke.ma.us
- Roberta Frederick rfrederick@hps.holyoke.ma.us
- Evelyn Melendez emelendez1@hps.holyoke.ma.us