

Teacher Resources

Classroom Management

Recuerditos - Jackdaws

A jackdaw serves as a souvenir for a specific activity or as a prompt for writing or pre-writing activities. Encourage students to engage in symbolic thinking by using jackdaws in the writing classroom. Although the purpose of the jackdaw may vary, it usually reminds students of an important theme or concept.

Meeting the Needs of Writers

Nancy Atwell identifies seven needs of adolescent writers: time to write well, their own topics, response, to learn mechanics from context, to know adults who write, to read the writing of others, and teachers who take responsibility for their own knowledge and teaching.

Preparing to Write

Consider ways to create a reflective mood to inspire creativity (i.e., use soft background music, take students outside). Remember to guide students to revisit the activities in their writing files that directly relate to the writing genre.

Teacher-Modeled Essay Bookmark

Print this teacher bookmark to remind yourself about the considerable research behind using teacher-writing models in writing instruction. Research strongly supports that effective teachers model writing and provide systematic, explicit instruction on genre writing.

Ambiente de escritura - Writing Environment

Writing and sharing writing with others involve risk-taking for both students and teachers. Create an atmosphere of respect for writing where students value and celebrate writing. One effective tool for creating this positive writing environment is through music. Whether you use music to connect with an instructional theme, create a reflective atmosphere or teach vocabulary or intonation, the research strongly supports using music in the writing classroom.

Interactive Strategies

Tarjetas de presentación - Business Cards

The purpose of this activity is to build community by “networking” with peers. Instruct students to meet with different partners and exchange business cards. Model how to ask information questions?

Circle of Greetings

The purpose of this activity is to build community by “networking” with peers. Stand participants in two concentric circles that face each other. Instruct the outer circle to face inward and the inner circle to face outward. Instruct participants to greet the person in front of them and respond to the prompt in one minute. After signaling that the time is up, interaction should stop; rotate the outer circle “one person clockwise” while the inner circle remains in the same place.

Reloj - Conferencing Clock

Direct students to schedule peer appointments to conference on various topics. Instruct students to make an appointment for each number on their clocks. For example, at the one o'clock appointment, instruct students to write their partner's name on the line. Instructions might read: (1) Find the hot pink “clock appointment” organizer in your Writing File. (2) Make 12 chat appointments with 12 different people by writing in their names from 1:00 to 12:00. (3) Now meet with your 1:00 appointment and discuss the following...(See the PPT to adapt.)

Connection Card Instructions

The purpose of this activity is to create a welcoming classroom atmosphere and create a strong sense of community. Prior to responding to the topics, inform students that their responses will eventually be shared with their classmates; therefore, they should only write down what they feel comfortable sharing. First, Instruct students to share something “fairly common” (i.e., speak Spanish, play soccer). Then, guide students to think about something somewhat “less common” (i.e., awarded third place in track and field competition). Third, encourage students to think about something that is “definitely unique” to them (i.e., went skydiving, etc.) Once you collect the completed student cards, ask all students to stand up. If they share the “fairly common” description, they stay standing. If not, they should sit down. When only the card writer is left standing, ask them to briefly share about any of the three points. This activity works best when sharing one or two cards per class period as a quick warm-up.

Conexiones de cristal - Crystal Connections

The purpose of this activity is to create a warm, connected writing community. Guide students to create a crystal by writing their names in the center and responding to the prompts. Then, in small groups, instruct students to connect their crystal to their classmates crystals to create a larger class crystal. (If you can copy the crystals on different colors of paper, these look beautiful on the wall.)

Icebreakers & Energizers

The purpose of this list is to provide a wide variety of activities to “warm-up” the beginning of a class or activity. It also includes energizing activities for when a change of pace is needed to re-engage students.

WRITE Institute

Rockin' WRITE Classroom

The purpose of this PowerPoint presentation is to highlight the characteristics of a classroom implementing a highly effective writing program, such as WRITE. It includes specific strategies for 1) teaching genre-based writing process; 2) engaging students; 3) providing feedback; and 4) organizing and celebrating writing.

WRITE Lingo

For more than two decades, WRITE teachers have been creating their own distinct 'lingo' relating to teaching second language writing to adolescent students. Reference this chart when reading through activity explanations or communicating with other WRITE teachers.

Process Writing

Conventions

Marcas para corrección - Editing Marks

Use common editing marks with students for consistency in feedback. Encourage students to practicing editing sample essays.

Puntuación - Punctuation Possibilities

The purpose of this activity is to review how to use punctuation correctly. Encourage students to add their own examples for each punctuation or capitalization rule.

To signal an example or illustration: for example, thus, for instance, that is, namely, apparently, evidently, obviously

To signal a contrast or alternative: but, or, not yet, still, however, nevertheless, on the contrary, on the other hand, conversely.

Publishing

Digital Writing

While access to technology varies from district to district, 21st century teachers are using technology to build knowledge and skills in writing. At the most basic level, students need keyboarding skills and one-on-one computer access (laptops or netbooks). Likewise, teachers need professional development and technology support if they are to begin to bridge the digital divide.

What is Digital Literacy? Use this cloud-based presentation software to explore the various types of Digital Literacy. Link to Prezi:

http://prezi.com/kelgdcosmh8/?utm_campaign=share&utm_medium=copy

21st Century Learning and PBL [Prezi]

Use this cloud-based presentation software to explore the interaction among writing, technology, 21st century skills and project-based learning. Link to Prezi:

http://prezi.com/hkvkg4o7xsgk/?utm_campaign=share&utm_medium=copy

Student Scoring Guide

K-12 CCSS Writing

In this document, the Common Core State Standards have been adapted to highlight the specific changes in writing at each grade level. The words in bold are differences in writing from the previous grade.

Nivel de desarrollo del lenguaje - Nutshells

Use the Nutshells to guide scoring rough drafts. Based on the California English Language Development Standards, each Nutshell represents an English language proficiency level.

Use the Nutshells as “lenses” to score student writing and show growth toward meeting mainstream standards.

Prompt Guidelines

The following provides WRITE teachers both the guidelines and rationale for the administration of the writing prompt. Consistency is critical to maintaining the validity of the scoring process. The primary goal of the WRITE Institute’s writing assessment is to measure student growth over time. In order to accurately assess this growth, authentic, unedited student writing is scored. For this reason, we ask you to score rough drafts. Only the rough draft score will be entered into the database. Once students’ essays have been edited, you may choose to grade and publish the final drafts.

Students as Writers

Writing Conferences

Conferencia con maestro - Additive Feedback

Remember that the primary purpose of the writing conference is to provide the writer with feedback and motivation, not to edit or proofread. See the sentence starter examples to guide students to take the lead with their writing and nurture student authority.

Additionally, research supports focusing on specific points of feedback to improve student writing. (See the Catchers, Cubes and Maps section for a Conferencing Cube.)

The Biggest Bang

Use this guide to plan and maximize student conference time. If we know we only have ten minutes to conference with a student, we must strategize how to best use that time to get “the biggest bang for our buck.”

Vocabulary and Grammar

Developing Vocabulary

Libreta de vocabulario - Book Words (Sample Activity) [Emerging]*

The purpose of this tier 1 sample activity is show how to develop and use expanded vocabulary and descriptive words. Encourage students to write or point out new vocabulary words from the text. Further support understanding of word meanings by asking students to act out one or more of the key vocabulary words. Encourage students to write one or more of their own sentences using the Book Words.

Instead of Said

Use this word bank to help students use a expand their vocabulary and analyze different word choices to replace “said.”

Multiple Meanings*

Use the thesaurus to explore several alternative synonyms for frequently used words. Explicitly teach students how to paraphrase and restate sentences with synonyms.

For students at the emerging level of proficiency, further support understanding of word meanings by asking students to act out one or more of the key vocabulary words. The content readings, vocabulary cards and matching activities serve as samples for vocabulary instruction for Tier 1 students.

Notebook

Guide students to keep a Vocabulary Notebook. Keep in mind that this activity is one of the most effective and efficient techniques to acquire vocabulary. After assessing your students’ vocabulary needs, choose appropriate word lists for their proficiency level (i.e., Dolch List, Fry’s List, University Word List, Academic Word List, etc.) Also encourage students to keep their own word lists based on their readings and core content texts. The goal is to use the same format (i.e., word/meaning/example) in all classes and encourage frequent use of the notebook. Also, consider the following when creating word lists:

1. Chunks: groups of words or phrases that can be identified as a single unit of meaning (i.e., "Do you mind if I...")
2. Collocations: words that are frequently partnered with specific words (i.e., good luck, bright future, widely known facts.
3. Common Verb Expressions (phrasal verbs): Get dressed, take it easy, etc.

Verbos para resumir - Summary Verbs

Build vocabulary by encouraging students to use the verb chart. These charts assist students in paraphrasing as they provide supporting evidence from text to support their thesis statements.

Vocabulario en contexto - Vocabulary in Context

The purpose of this activity is to develop vocabulary by clarifying word meanings in context and to use a dictionary. Encourage students to write or point out new vocabulary words from the text.

Palabras en cadena - Word Chain*

The purpose of this vocabulary development activity is to enable students to demonstrate and apply knowledge of word relationships. Select a key vocabulary word from the text, which becomes the first link in the chain. Guide students to write a word that they associate with or use to describe the first word in the chain. Next, help them to write related words until the chain is finished. Model a word chain with the entire class before students do this activity in small groups. Note: The connection between words should be a logical link (i.e., “chair” reminds me of “table”; “table” reminds me of “dinner,” etc.) All of the words will not be directly related, but each word should have a direct connection to its neighboring word.

Word Chain variations:

- Supply the first and last words of a 5–6 link chain and have students link the concepts in between.
- Have students work in small groups to develop their own word chains.
- Create theme-related word chains: strength/conviction/identity

Word Detectives [Emerging]*

Encourage students to re-read the text again and search for sensory words, descriptive language, and transitions.

Transformación de palabras - Word Transformation*

The purpose of this activity is to determine word meaning and to expand vocabulary by exploring word functions. Encourage students to complete the vocabulary matrix with words from the text. Then orchestrate a class dialogue by eliciting student responses to create a collective word bank. Guide students to notice how the author uses these words to explicitly convey meaning or intent. Encourage students to refer to their dictionaries to clarify definitions.

Palabras desgastadas - Worn Out Words*

The purpose of this activity is to assist students in enhancing their understanding of complex vocabulary through word association. Write commonly used adjectives (i.e., happy, sad, nice and mad) and model possible synonyms for these words. In small groups, ask students to continue finding synonyms. Encourage the use of a thesaurus and dictionary to complete this activity.

Grammar and Conventions

Active Voice

Reinforce the use of active voice in *summary* writing. In general, active voice is clearer and more direct than passive voice. While the passive voice is often more confusing than active voice, it is sometimes used when the actor is unknown, unimportant or when the writer specifically does not want to specify the subject of the action (i.e., Nixon’s famous statement: “Mistakes were made.”).

Activity Board

This activity provides a context for grammar forms and functions. (This page is a miniature sample of this wall activity.) Download the attached activity pictures to set up a grid on the board or a large sheet of paper with days of the week written across the top, and students’ names (or “pretend” students) written down the left side. Place a picture, symbol, and/or word for an action they do on that day in the corresponding grid. While the grammatical focus in this unit is on transitions and the past tense, the board can be used to practice past, present and future tenses. Guide a discussion asking questions, such as “What does Gwen do on Fridays?” “Does Carlos swim or play soccer on Wednesdays?” “Today is Thursday. Bill is studying. What did he do yesterday?” “Today is Monday. What will you do tomorrow?” Modify the level of questioning to match the ability level of each student. Later elicit statements from students that describe their activities that week. Then model the use of simple transitions in context. Use the hands-on strips to encourage students to make their own oral transitions.

English Verb Wall

This graphic is an example of an interactive grammar teaching resource. Whether you use this tool or another resource, research recommendations for teaching grammar include:

- Focus on highly frequent grammar.
- Connect the grammar to the writing.
- Use a dictionary to show authentic samples of how a word is used in context.
- Use a corpus-based grammar reference book to learn about features of grammar.
- Use non-textbook grammar sources

Past Tense: Regular

Guide students to use the past tense to write their autobiographical incident essays. Make sure to review the spelling rules for adding “ed,” as well as the considerable number of irregular past tense verbs. Note: Many students confuse the irregular simple past tense word with the same word used as a part participle (e.g., He felt sad. He has felt sad all week.) Due to the similarities, it is helpful to memorize these forms in chunks together (e.g., buy/bought/bought).

Cover up the left column to model how to form regular past tense verbs by adding *-ed*. Then, cover up the right column to show how negative past tense verb forms are structured.

A simpler, hands-on version of this activity for regular past tense verbs is provided for students at the Emerging of language proficiency. See the Regular Past Tense Video.

Sounds of the Past

The purpose of this audio/oral language activity is to explicitly point out to students that the affix **-ed** has three distinct pronunciations depending on last letter of the base verb form. For example: *t* = stopped, *ed* = traded, *d* = mailed. When attached to base words that ends in *k*, *p*, *s*, or *x*, **-ed** is pronounced /t/. For base verbs ending in *d* or *t*, **-ed** is pronounced as a separate syllable. Verbs that have the distinctive /d/ sound at the end include base verbs with a variety of endings. Encourage students call out past tense words as you categorize them in their **d, t, -ed** groups on the board. Sound out the words, one at a time, as students determine on which list the word belongs. As the lists lengthen, have students engage in deductive reasoning by asking them to *explain* or *figure out* the **-ed** pronunciation patterns. After discussing the patterns for pronouncing **-ed**, sound out each word in the word bank to reinforce the patterns.

Adjectives and Adverbs

Guide students to use a variety of adjectives and adverbs in describing the setting and the incident.

Pronouns Sort

Guide students to sort the picture cards on the Word Sort mat. (Laminating this page on card stock is a good idea.) Explain how pronouns take the place of nouns. Note that some nouns, such as ‘family’, can be used as a plural or singular depending on context.

Transitions:

Causa y efecto - Cause/Effect & Compare/Contrast

Use the words from the word bank to provide specific examples of transitions. Guide students to analyze transition words or phrases and then sort and categorize each word according to its comparing or contrasting function. Consider using chart paper to expand the word bank. See the hands-on activity for additional practice categorizing the words.

Transiciones: sobre la vía con transiciones - Transitions: Staying on Track

Use the example of train tracks to show how transitions, a term that comes from the Latin “transire,” which means “to go over or across,” connect one topic sentence to another to support the thesis statement. Explicitly point out the transition words and explore alternative options. The following transitional words and phrases occur most frequently: To signal a transition: and, furthermore, in fact, besides, next, moreover, in addition, again, also, similarly, too, finally, second, subsequently, ultimately, last, surprisingly

Transiciones: blanco de palabras - Transitions: Word Bank

Use this resource as a source for introducing different transition words and the categories to which they belong. Discuss each word from the word bank and provide several examples. Guide students to analyze transition words or phrases and then sort and categorize each word according to their function. Consider using chart paper to expand the word bank.

Transition Words:

Use a familiar topic to model how to interact with key transition words. Guide students to combine two shorter sentences with the correct punctuation and transition word. Remind students that transition words, which are often followed by a comma, are like bridges that provide a structure, convey sequence, and link or connect ideas.

Text Connections

Author's Study

Intención del autor - Author's Intent

Guide students to analyze the characters, what they said and why they may have made certain comments. Guide students to infer based on evidence from the text and to analyze how authors develop themes through characterization.

Venn del autor -Author's Venn

Foster critical thinking by comparing and contrasting the author's life with the student's life. Suggest various topics to compare and contrast, or encourage students to choose their own (i.e., housing, landscapes, plant life, animal life, foods, family, social activities, stores, outdoor activities, religious activities).

Identificando parcialidad - Identifying Author Bias

The purpose of this activity is to encourage students to be aware of an author's bias and to recognize how words shape meaning; the words that an author uses can convey a value judgment or bias (i.e., freedom fighter vs. terrorist). Other word choices are more subtle.

Notes:

Both (a) and (b) are biased.

Example (a) suggests that the event was a success (i.e., "more than 1000 people", "staggering", "enormous", "colossal", "12 times greater", and "fewer than") and the example (b) suggests that it was not a success (i.e., "a few hundred people", "self-defense", and "discontents.")

Conoce al autor - Meet the Author

Guide students to infer how the author's life may have influenced writing the text (i.e., historical, political, social, cultural, literary movements, the author's life or other literary works).

Character Analysis

Tablero del personaje* - Character Clipboard*

Guide students to use this organizer to compare and contrast two characters. This discussion may increase understanding of the author's intent and message through the development or transformation of a particular character.

Red de caracterización* - Character Web*

Assign a character in a given chapter, and then guide students to compare the same character in a later chapter. This discussion may increase understanding of the author's intent and message through the development or transformation of a particular character.

Puntos de reflexión - Points of Reflection

Encourage students to explore characterization by connecting an event, a character's thoughts, and his/her inner reflection process. [Note: the thoughts and reflections may need to be inferred.]

Protagonista en mí - Protagonist in Me

Show students how to compare and contrast a character's values and goals with their own. Specifically focus on how they are the same and how they are different.

Conflicto - Split Open Mind

The purpose of the following activities is to analyze characters and their points of view. Remind students that author's develop themes through characterization (i.e., what a character says and does). Guide students to draw symbols or write simple or detailed sentences to analyze a character or his or her point of view. Encourage students to represent the character's thoughts and feelings from dual perspectives or to reveal a character's inner conflict.

*Critical Questioning***Dialogo creativo - Creative Dialogue**

The purpose of this activity is to use Dr. Alma Flor Ada's Creative Dialogue model to explore multiple viewpoints and encourage critical thinking. Based on the ideas of Paulo Friere and critical pedagogy, the following comprehension questions promote analytical reading skills and enrich the writing process.

Respuesta creativa - Creative Response Activities

Encourage students to respond creatively to the text. Consider the attached activities begin responding creatively.

Haciendo inferencias - Making Inferences

The purpose of this activity is to develop an essential quality of good readers: making inferences. Explain that authors intend for readers to use their imaginations, knowledge or past experiences to capture an idea or gain a deeper understanding of the text.

Nombrar/reflexionar/actuar - Name/Reflect/Act

Help students recognize their roles as change agents for themselves, their families and their communities. Based on the ideas of Paulo Freire's work in critical pedagogy, this activity enables teachers and students to examine the role they play in the school, local or community world. This type of analysis enriches the writing process by developing critical thinking skills.

Enseñanza recíproca (árbol recíproco, marca libros) - Reciprocal Teaching

The purpose of this activity is to reinforce good comprehension skills. Dialogue during this activity is an interactive strategy structured by the use of four learning strategies:

questioning, summarizing, clarifying and predicting.

Above-the-Surface Reading (what the text says) summarizing; paraphrasing; telling what happens; clarifying; questioning: who, what, where, when

Below-the-Surface Reading (what the text means) predicting, speculating; challenging, stating opinions; evaluation, reflection; connecting to self, other texts, and ideas about the world; reading between the lines, filling in gaps; questioning: why, how, would, should, could

Reciprocal Teaching Bookmark

Distribute reciprocal teaching bookmarks (two copied back-to-back). In pairs, guide each partner to read the assigned text and take turns *questioning and responding* to the questions on the pages [Model this activity with a volunteer student before assigning this to students.]

Seminarios socráticos - Socratic Seminars

Engage students in thoughtful dialogue by conducting a collective inquiry process called Socratic Seminar. While there are several ways to manage the process, try the fishbowl design (half the class in the center facing each other and half the class in a circle observing the inner circle) to begin this process. Not only does this activity build summarization skills, but it also develops analysis and inferential reasoning skills.

Important reminders:

There are no right answers.

This is not a debate.

There is no need to raise hands.

Avoid side conversations.

Exploring Literature

Elementos literarios - Elements of a Literary Text

The purpose of this activity is to organize important text information for easy access. Explicitly model how to paraphrase the different elements of a literary text (i.e., title, author, theme, plot, characters and setting) before students work in small groups or independently.

Términos literarios - Literary Terms

Build academic vocabulary by specifically focusing on content-area vocabulary. In the ELA/ELD class, gradually expand students' knowledge of common literary terms.

Tipos de literatura - Types of Literature

The purpose of this activity is to explore and discuss different types of literature. Guide students to compare and contrast the similarities and differences among the different types of literature.

Main Idea

Anotando texto - Annotating the Text

[Note: this is an effective strategy for both fiction and non-fiction texts.]

The purpose of the following activities is to explicitly point out important points or themes from the text. Begin by discussing the word “annotate”: To mark a piece of writing with critical commentary or explanatory notes. Point out to students that this is a very important reading and study skill that encourages reflection and analysis (i.e., it helps students to separate the main ideas from the supporting details). Guide students to make annotations on important ideas. Some guidelines for annotation include:

1. Preview the article before reading it.
2. Indicate the author, title and author’s purpose or intent with an arrow.
3. Read the article through quickly and completely before making any notes.
4. Read the article again and circle the main idea. (Keep in mind that the complete main idea may not be evident until the end of the article.)
5. Go back through the article to look for supporting details. Underline each supporting detail and label it with #1, #2 and #3.

[Note: Marking systems are very personal and may vary widely from reader to reader. Encourage students to use any combination of underlining, margin notes, symbols and highlighting, as long as the system makes sense to them.] In the Interacting with the Text activity, build on the annotations by asking complex questions.

Apuntes Cornell - Cornell Notes

The purpose of this activity is to organize main ideas and supporting concepts. Explain that notes are a written memory of the class or text, as well as a starting point to interact more in-depth with the text. Guide students to focus on key concepts, questions, and connecting ideas to broader concepts when using Cornell Notes. Suggest that students use abbreviations: **b/c** - because ; **s/t** – something; **s/o** – someone; **!** – something important; **?** – need clarification; **ex** – example; **V** – very; and **tho** – thought.

Lo básico - Gist Summary Writing

Getting the Gist

The purpose of this activity is to begin the first step in the summarization process by guiding students to identify the main points in the text and write them in their own words. This process of re-presenting the text is the first step to paraphrasing or summarizing.

The Gist Is...

Explain that two common types of summaries include a single sentence summary (gist summary) and paragraph summary. (In this genre, instruct students to summarize the specific incident in the first paragraph.) Guide students to create single sentence gist summaries using the information from Getting the Gist. With this hands-on activity, create sentence strips and ask students to complete the key information on each strip. Direct students to cut apart the strips and practice rearranging the information, writing different gist summaries. Guide each group to share its favorite gist summary.

Gist Summary Cloze

Provide students at various language proficiency levels with appropriate access to writing and genre style. These language patterns will help students internalize the forms

(grammatical structures), as well as the functions (purpose for writing) for each writing genre. While these frames can be used for writing, they are most effectively used in developing oral language. Use these frames to provide appropriate patterns to meet the needs of your students through repetitious modeled oral language and shared writing experiences. Encourage students to incorporate the patterns (as needed) to support the development of oral language, cultural literacy and written communication. This activity provides students with the opportunity to practice using the correct parts of speech, conventions and syntax of standard English.

¡Compruébalo! - Prove it!

The purpose of this activity is to explicitly show students how examples tie back to the main idea. Model the thinking process and “think aloud” to show how a writer supports the thesis with specific examples.

Buscando evidencia - Searching for Evidence

Provide focused practice in supporting claims with pertinent evidence. It also serves as a framework for organizing and recording supporting details to support main ideas with convincing examples. Guide students to search for examples in the text that support a key point.

The 6 Ws [Emerging]*

Use this hands-on activity to show how to question and classify key information. Direct students’ attention to the grammar associated with the parts of speech as they internalize the sentence patterns.

¡Resúmelo! - Summarize it!

Generate at least three examples to support a key point.

Resumiendo la trama* - Summarizing a Plot*

The purpose of this activity is to guide students to identify and diagram the plot of a story.

Resumiendo textos - Summarizing Textbooks

The purpose of this resource is to explicitly walk students through the thinking process associated with analyzing key concepts in a textbook.

Summary Posters

Summary Poster Template

Encourage students to capture the main idea and intent of the reading using pictures. Guide them to demonstrate expertise regarding their assigned text (i.e., question meaning, use dictionaries). After expert groups negotiate the important information from their assigned text, direct students to create their pictograph posters. Guide students to create a pictograph of the reading. Encourage them to reflect on and include the underlying meaning of the article. This activity not only reduces the chances for plagiarism, it also connects with visual learning styles. Direct students to use a flip chart to create a pictograph poster that includes: one powerful image about the text, the title and author of text section, the main

idea, and three bullets of significant supporting details (words/phrases) in the order they appear in the original text.

One-Pager [Emerging]

Encourage students to capture the main idea and intent of the reading using pictures. First encourage students to discuss the main idea of the text. Then, select a quote that captures the main idea. To reinforce critical thinking, encourage students to interact with they text by questioning and responding.

Summary Puzzle [Emerging]*

Guide students to identify the main points in the text and write them in their own words. Students may use these activities for hands-on practice in creating, discussing and writing gist summary statements.

Guión gráfico [principiantes]* - Summary Storyboard [Emerging]*

The purpose of this activity is to provide an opportunity to practice summarizing the plot. Guide students to summarize the main events.

This addresses one of the key criteria for writing an effective introduction to a response to literature essay, (i.e., summarizing, rather than re-telling, the plot.) Provide several copies of the pictures for students to cut and paste and write brief descriptions under pictures in the storyboard.

Summary: Definition*

Explicitly point out how summary writing is different from paraphrasing and quoting. Compare and contrast the three forms.

Cubo de resumen -Summary Cube

Remind student of the key components of a summary. Direct students to take turns throwing the cube, as they would a die, and respond to the category.

Resumen: iconos - Summary Icons

The icons on these cards can be used for most genres to represent key concepts related to summary writing. These cards can be cut out, hole-punched, and put on rings for quick, easy reference.

Apoyando la idea principal* - Supporting the Main Idea*

The purpose of the following activities is to help students find the most important information that tells about the text. These activities provide a framework for structuring ideas in a logical way organizing and recording supporting main ideas with convincing examples and. Use the chart to find 3-4 important concepts that support the main idea.

Apoyando tesis - Thesis Statements

Reinforce the idea that the thesis statement needs to show one main idea, supported by convincing examples. This activity reinforces the idea that thesis statements express a specific perspective in the text. Use a sample essay to show how topic sentences directly support a thesis statement. Model the thinking process and “think aloud” to show how a writer supports the thesis with specific examples.

Apoyando oración principal - Topic Sentences

Reinforce the idea that the topic sentence needs to show one main idea, supported by convincing examples. This activity reinforces the idea that topic sentences express a specific perspective in the text and support the thesis statement. Use a sample essay to show how supporting details directly support a topic sentence. Model the thinking process and “think aloud” to show how a writer supports the topic sentence of a paragraph with specific examples from the text.

Diagrama Venn - Venn Diagram

Compare and contrast two ideas to find the main idea.

Maps, Catchers, & Cubes

Atrapa conceptos: expositivo* - Catcher: Expository*

Remind students that expository writing informs or explains something. Direct students to take turns using the catcher and respond according to the category.

Atrapa conceptos: narrativo* - Catcher: Narrative*

Remind students that narrative writing tells a story. Direct students to take turns using the catcher and respond according to the category.

Atrapa conceptos: tema - Catcher: Theme

Use this interactive, oral language activity to foster discussion about theme. Direct students to take turns using the catcher and respond according to the category.

Cubo: Bloom - Cube: Bloom’s

Use these cubes to focus on critical thinking about a topic. Guide student to synthesize information or provide specific solutions. Also, encourage them to evaluate the topic by making judgments.

Cubo: personaje* - Cube: Character*

Use this cube to focus on critical thinking about a topic. Guide students to explore various aspects of a character’s personality.

Cube: Conference

Remind students that the purpose of conferencing is for writers to ask for specific feedback on their writing. Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

Cubo: expositivo* - Cube: Expository*

Remind students that expository writing informs or explains something. Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

Cubo: resumen* - Cube: Summary*

Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

Cubo: narrativo* - Cube: Narrative*

Remind students that narrative writing tells a story. Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

Cubo: respuesta a la literatura - Cube: Response to Literature

Remind student about the key aspects of responding to a literary text. Direct students to take turns throwing the cube, as they would a die, and respond according to the category.

Mapa: capítulo - Map: Chapter

The purpose of this activity is to provide a structure for analyzing and summarizing the chapter. When writing chapter summaries, remind students that they should not retell the story; rather, they should briefly capture the main idea and intent of the chapters.

Mapa: novela - Map: Novel

The purpose of this activity is to explore and summarize the plot of a novel.

Mapa: trama* - Map: Plot*

The purpose of this activity is to guide students to identify and diagram the plot of a story.

Mapa: Historia* - Map: Story*

The purpose of this activity is to provide a structure for *analyzing and summarizing* the story. After reading the book, guide students to complete this activity independently or in collaborative groups.

Paraphrasing

Palabras propias - In My Own Words

The purpose of this activity is to teach students that thoughts impact words and actions. Model several examples to guide students in constructing dialogues that authentically describe the personality of the character, the author's intent, and the situation.

Plago - Plagiarism

The purpose of this activity is to encourage students to think critically about plagiarism, its causes and its implications. Explain that plagiarism is derived from the Latin verb meaning "to kidnap." In order to avoid plagiarism, encourage students to (1) restate original information in his/her own words by paraphrasing or summarizing the passage, or (2) copy the original author's words exactly as they are written and put them in quotation marks. Cite all facts and statistics (unless they are common knowledge), as well as quotations and the original author's ideas or opinions.

QPS

Use an original source to distinguish between *quoting, paraphrasing, and summarizing* information. Remind students to use quotes directly from the work sparingly in summary writing. Sometimes quotes are the only way to avoid plagiarism.

Quoting

Demonstrate how quotes are cited in writing. Remind students to use quotes strategically and sparingly. Instruct students that short quotes should fit naturally into the flow of the essay. In addition to keeping a natural flow with of the essay, longer quotes should be indented. Quotes can be very effective in supporting key ideas; however, they should not be used in excess or strung together in long series. Indicate any omission ellipses (...). With both types of quotes, the connections need to be grammatically correct and transcribed accurately.

Reader's Response

Ficha de ingreso - Admit Slip

Begin a class discussion using an admit slip in order to assess their prior knowledge about the writing genre. (The admit slip activity is a type of quick write that generates thinking about a topic. The term comes from an admit slip given to students by a school's attendance office when re-entering class after an absence.) At the beginning of the class session, give each student a slip of paper (about one-fourth of letter-sized paper). Instruct students to not put their names on the slip. Encourage students to write down everything they know about writing a problem/solution essay in two minutes (i.e., words, lists, phrases, sentences or any combination). At the end of two minutes, instruct students put their pencils down and collect all slips. Then read each admit slip aloud. [Note: Avoid excessive repetition and scan for appropriateness of content.]

Journaling

This purpose of journaling is to promote an authentic personal reflection/response to a prompt, text, or topic. Encourage students to keep a writing journal that can help them brainstorm, clarify and organize their thinking, and explore more deeply what they think and how they feel about a particular topic. It is important to inform students, prior to writing, whether or not their journal writing will be treated as private. Some journals are strictly for the eyes of the writer and others may be an ongoing dialogue between the writer and a particular reader (i.e., the teacher). Several activities for journal writing are included.

Diario doble - Double-entry Journal

Use narrative text to guide students to draw symbols or write simple or detailed sentences to analyze a character or his or her point of view. Encourage students to represent the character's thoughts and feelings from dual perspectives or to reveal a character's inner conflict.

Líneas dorados - Golden Lines

The purpose of this activity is to reflect on the text and respond to the text in a creative way. Encourage students to each select a line that is luminous in its content and appeals to them in some way. Guide students to illustrate their golden lines on paper or sentence strips. In small groups, encourage students to share the significance of their lines.

Esquemas (KWL por su siglas en ingles) - K-W-L (several)

The purpose of this activity is to help students focus on their topic, plan where to find out more information, and to analyze their learning. Guide students to categorize and recall what they know about a topic, what they want to know, and later, what they learned.

Conectando al texto y a mi mismo* - Making Connections*

The purpose of this activity is to provide students an opportunity to connect and relate prior experiences, insights, and ideas to those of the author of a story. Encourage students to connect the literary elements of the story to elements in their own lives. Provide students with the sentence strips to make text-to-self and text-to-text connections.

Respuestas del lector y preguntas después de leer - Reader's Response Journal

The purpose of this activity is to analyze and respond to the text. Review the main ideas in the text to provide an authentic personal reflection on the text. Encourage students to reflect on main ideas as they read and respond to the literature in writing. In the left column, guide the students to copy a brief passage from the book that interests them. In the right column, guide students to write a personal response to the passage. Use the Reader's Response Questions to guide the discussion.

Writing File/Portfolio

Writing File

The purpose of keeping a writing file, a management system for daily writing, is to organize pre-writing activities to reference during the writing of rough drafts. Typically, the contents in the writing file include writing works in progress, quickwrites, grammar exercises, resources on writing, and any other instructional materials. Some teachers use manila folders in a crate in the classroom; others use a three-ring binder with sections and folders. Some teachers use a combination of folders, notebooks and online resources.

Writing Portfolio

A portfolio is a compilation of work that has been put together for a specific purpose. The First-Year Writing Portfolio at Spelman College has four primary purposes:

1. Demonstrate your achievements as a writer and critical thinker during your first year at Spelman.
2. Enable assessment of your work as a writer and critical thinker. This includes your own self-assessment as well as assessment by a faculty jury.
3. Evaluate your level of preparedness to continue in more advanced writing and critical-thinking projects as you continue your education.
4. Determine what additional support you may need as a writer and critical thinker.

Strong portfolios are built through a process of *collection, selection, and reflection*. In other words, the portfolio is more than just a showcase of your work; it is a location in which you make judgments about how best to present yourself as an academic "composer," and in which you provide reflective writing that helps you and your readers better understand how the portfolio was developed.

<http://www.tc.columbia.edu/academic/tesol/WJFiles/pdf/TaejoonParkForum.pdf>

Reading Strategies

ACTS Bookmark [Emerging]*

Explain to students that a capable reader “acts” like a reader. Use the bookmark to encourage students to make predictions while reading. Discuss each element with students and provide many opportunities for practicing and applying each skill. The acronym A.C.T.S. stands for:

- A: Ask questions about the story (words, pictures, cover)
- C: Connect the story to your own life and experiences
- T: Think about what will happen next
- S: See the story in your mind

Anticipation Guide Sample [Emerging]*

Before reading a book, prepare statements for students to respond to before and after reading the book. The purpose of this activity is to activate students’ prior knowledge and encourage them to make a personal connection with the text. Skilled, independent readers consciously try to anticipate what the text is about before they begin reading. Provide a set of generalizations related to the theme of a text and guide students to interact with the text by deciding whether they agree or disagree with each statement in the guide.

Phonetic Sequence [Emerging]*

Struggling writers at the secondary level need to be taught to read systematically and explicitly. Phonology is the study of speech sounds. There are several interconnected, yet often misused terms within phonological studies.

Phonological Awareness and Phonemic Awareness (a subset of phonological awareness) focus on *spoken* language. Phonological awareness deals with the ability to identify and manipulate larger parts of spoken language (i.e., syllables), while phonemic awareness deals with individual sounds (i.e., phonemes). Developing phonemic awareness is critical since it has a direct correlation to a student’s ability to read and write.

Phonics and Spelling focus on letter-sound correspondence in *written* language (i.e., the letter ‘p’ represents the sound /p/. Before introducing phonics instruction to struggling secondary readers, first develop phonemic awareness. If students cannot hear and manipulate the phonemes of spoken words, they will have a difficult time learning how to relate these phonemes to letters when they see them in written words. This document outlines the phonetic sequence for phonics instruction.

Caminata de dibujos [principiantes]* - Picture Walk [Emerging]*

The purpose of this activity is to model the characteristics of an effective reader by making predictions about the setting, plot, characters, and events in the story. Look at the pictures in the story with your students and talk about what you see. Record your first impressions to compare and contrast after reading the story.

Reading Strategies

The purpose of using the Reading Strategies activities is to build comprehension, create meaning and build relationships among ideas in a text.

Theme

Creando temas - Creating a Theme

Explore the major aspects of the story: setting, characters, problem and solution. Explain that themes are abstract messages that need to be inferred by the reader. Model the thinking process of how a common theme emerges from the plot.

Sobres de tema - Supporting a Theme

Explore the main themes from the text and find evidence to support them. Explain that themes are the main idea, author's message or underlying meaning of the literary work. To find the theme, guide students to especially analyze the plot and characters. Use the following questions to prompt discussion: How does the story make you feel? What do the characters say and do? What happens in the story? Why? Common themes include: good vs. evil, fate vs. free will, greed vs. virtue, tradition vs. modernity, colonialism and native cultures, etc.