# When ELLs Write

BUGs NOT MUGS!
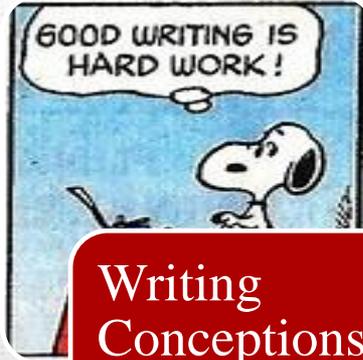
**Writing Conceptions**

- Development
- Contextual Influences

**Functional Approach**

- Focus on language
- Language chunks

**Strategy**

- Purpose
- Language Forms

# Overview
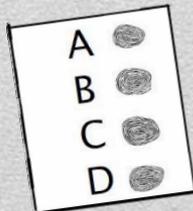
# This is writing

**Hyun-Tae**
**4th Grade**
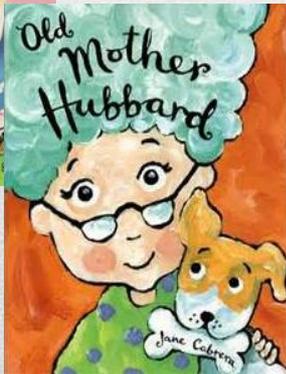
Dear Mrs. S
Happy Birthday
Mrs. S
I love this classroom
I'm a sheep
You are
A little Bo Peep
I'm a dog
You are
A old mather Houber
Have a good day
January 1990, 18 Thursday

- Opportunity to refine thinking
- Improves oral and literacy fluency
- Experiment with English in meaningful ways

# Talk, Text, & Literacy

can convey important messages

# ELLs can write before orally mastering English

Time
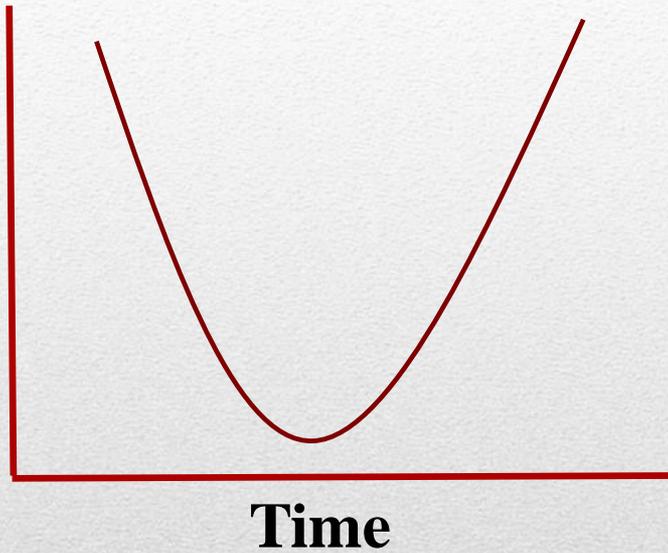
# Writing is developmental, not linear

- Motivation
- Familiarity with genre
- Energy level

- Need multiple samples!

# Contextual Features

# WHAT ARE QUALITIES OF GOOD WRITING?

| Element | Description |
|---|---|
| **Lead** | The opening of a paper whether the first line, the first paragraph, or the first several paragraphs must capture the reader's interest and/or state the purpose clearly. |
| **Focus** | The writer must choose a simple focus for the writing, omitting information that does not directly contribute to the point of the piece. |
| **Voice** | Voice in the paper is that element that lets you hear and feel the narrator as a real person, even if the narrator is fictitious. It should remain consistent throughout the piece. |
| **Show not tell** | The writer creates pictures for the readers rather than just make flat statements that tell. Examples help to show not tell. |
| **Ending** | The writer provides closure that suits the purpose of the piece and topic but may take the reader by surprise or leave the reader interested in hearing more. |
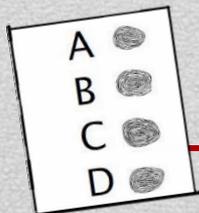
# This description is a good model.

| Element | Description |
|---|---|
| **Focus on meaning** | The writer maintains the social purpose of the piece in each paragraph by using appropriate word choice: <br> *Word choices: nouns; verbs; circumstance (adverbs, prepositions).* |
| **Voice** | In a narrative, the writer achieves this through the relationship between participants in the event. In expository texts the writer uses word choices that signal command of the topic. <br> *Word choices:* noun phrases reflecting characters traits (adjectives, relative clauses); modality; quotations that reflect character traits. |
| **Text Structure** | The writer connects ideas within paragraphs and throughout the text. <br> *Word choices:* time order transitions, word repetition, sentence cohesion (begins sentence with element from previous sentence or clause) |
| **Show not tell** | The writer provides elaborated details by expanding the ideas through expanded noun phrases/groups and examples. |

# Is this better?

# THE PROBLEM WITH VAGUENESS

**How does this author present details?**

As I walked home, the smoke from a fireplace filled the air. My nose and cheeks were bright red from being out in the cold. Finally, I walked into my toasty house and could smell the spicy cinnamon from my mom's delicious homemade pumpkin pie.

# Sample Text

**How does the author present details?**

prepositional phrase

The smoke from a fire place…

adjective    prepositional phrases

…bright red from being out in the cold

adjective                prepositional phrase

The spicy cinnamon from my mom's delicious homemade pumpkin pie.

# Deconstructing Text

Tell you partner how an the author presents details?

1. Adjectives = details
2. Prepositions = details

How will you decide what linguistic features to focus on?

WHAT APPEARS IN THE SAMPLE/ MENTOR TEXTS!

# Comprehension Check

1. Ok, Well turn on the oven first
2. I look forward to immediate action on this matter
3. Once upon a time
4. Dear Lin,
   Greetings from Tokyo!
5. Trees uprooted as wild storm hits coast
6. Because the plate moves downwards, it heats up.

1. To instruct
2. To command
3. To entertain
4. To retell personal experience
5. To tell about a newsworthy event
6. To explain

# What's the purpose?

# TEXT TOUR

Find Examples of Description and Explanation
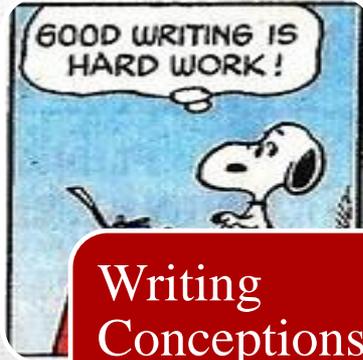
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# Overview

# ITS ABOUT THE *BUGs!*
# BUILDING UNDERSTANDING OF GENRES!

with Functional Grammar

- Language is processed & understood in the form of TEXTS
  - Any meaning-making event
  - Texts are social processes
  - Outcomes of socially produced occasions

**natural**

**cultural**

**individual**

**social**

# Basic Assumptions

Field-Representing Experience

Tenor-Formality/Voice

USE

Mode-Text Structure

Cognitively demanding
(challenging)

High context
(relates to learner's
experiences)

Abstract
(concepts hard to
relate to real
experience)

Cognitively undemanding
(not challenging)
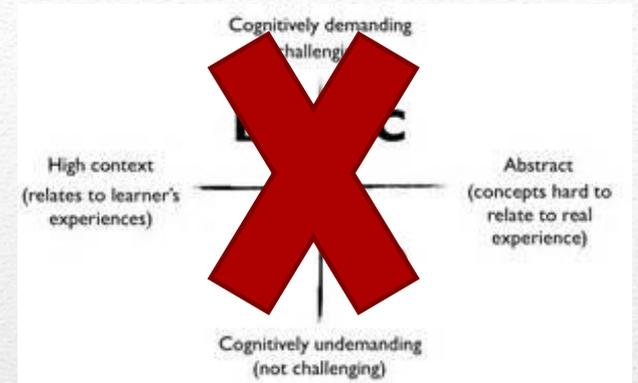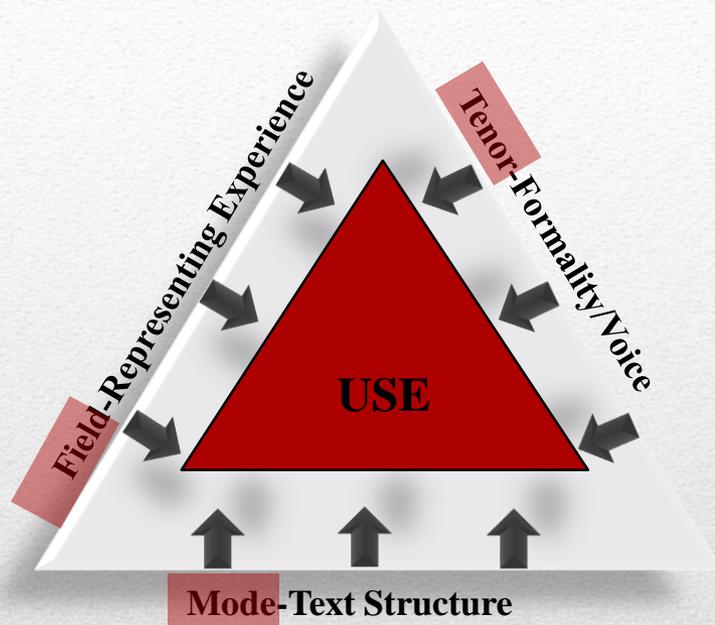
# Systems of Meaning

construct and organize ideas

communicate experiences

make sense of the world

# Language as Communication
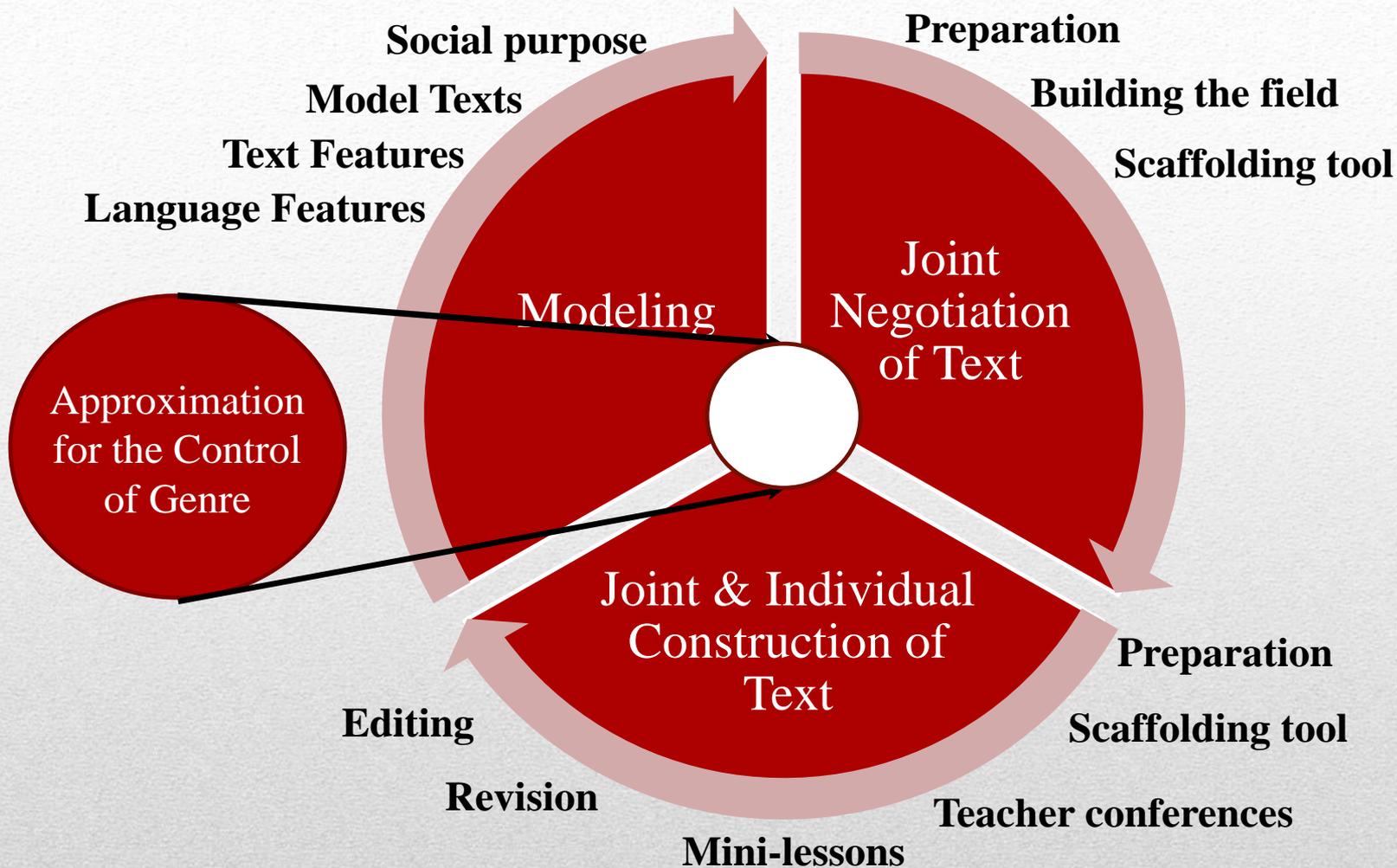
Teaching-Learning Cycle

- Understand how text and genre work together
- See patterns across genres
- It facilitates growth in linguistic choices
- Improves writing performance

# Why is It Better?

- Language serves three functions simultaneously.
  - To represent our experiences (field)
  - To interact with others (tenor)
  - To create and organize cohesive texts (mode)

# Communication Systems

- **Identifies specifics**
- **Targets meaning in the text**
- **Flexible set of principals**

# Text Analysis With FG

# TEXT SORTING TASK

Highlighting Purpose
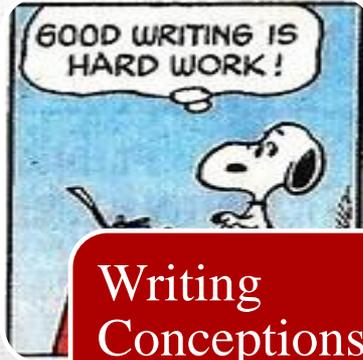
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# Overview

## Example Sentence 1

| Clause | My youngest sister, Sally studied to be a mining engineer. | | |
|---|---|---|---|
| **Word Group** | My youngest sister, Sally, | studied to be | a mining engineer. |
| **Function in the clause** | Who | Action/process | What |
| **Group Type** | Noun/Nominal | Verbal | Noun/Nominal |

# Clause Building Blocks

## Example Sentence 2

| Clause | My youngest sister, Sally who was always building structures, studied to be a mining engineer at the most prestigious university. | | | |
|---|---|---|---|---|
| **Word Group** | My youngest sister, Sally, *who was always building structures*, | studied to be | a mining engineer | *at the most prestigious university.* |
| **Function in the clause** | Who + Noun Detail | Action/ Process | What | Where / Action Detail |
| **Group Type** | Expanded Noun | Verbal | Noun/Nominal | Adverbial |

# Clause Building Blocks

# My cat hid.

**Detail to actions--circumstances**

My cat | hid | under the bed | to avoid punishment.
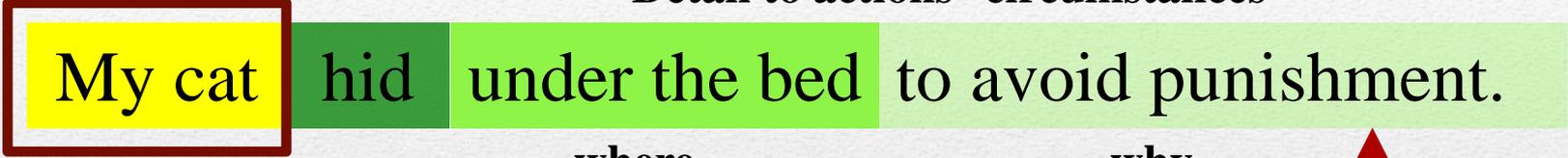
**where**                           **why**

**Detail to nouns--background**

My overweight cat who ate my cake

**quality**                         **which one**

# Focus on Word Groups

My overweight cat who ate my cake hid under the bed to avoid punishment.
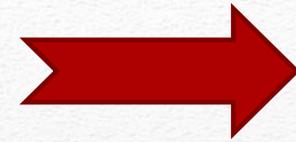
**1**
**clause**

My cat is under my bed. ||My cat ate my cake|| so he doesn't want to get punished. ||

**3**
**clauses**

# Condensing Information

**Is this graphic organizer sufficient?**

**Will modeling make it more appropriate?**

**Say NO to the hamburger!**



If this is just one paragraph, the details need to be related.

**Turtles**:

Can describe:

1. physical appearance,
2. habitats,
3. Reproductive cycle, etc.

# Hamburger Method

# Overview