



# 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?

CCSS   
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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