

LA 6.1 Teaching Effective Writing Practices



| Learning Outcome | Pedagogical Intent | Student Position |
|---|---|---|
| Employ theories of first and second language acquisition in teaching literacy and content area subjects. Assessment: 20pts. TA: 35 Minutes | Teachers can use effective writing practices when teaching in their content areas. | Students have learned about writing through readings and videos They are now ready to deepen their understanding about supporting their students writing skills. |

Instructions

For all of the learning activities in this session, you will use the [Session 6 Key Ideas](#) worksheet to take notes on the key ideas you want to remember. In a debrief activity at the end of this session, you

will use the Session 6 Key Ideas worksheet to look over the writing assignments in your unit plan and see how you want to make changes.

For this activity, you will meet in groups of 3, reviewing HW 5.3 and read more about scaffolding writing instruction for ELLs.

Part 1: Review HW 5.3 and discuss how the writing practices mentioned can help you meet the writing needs of your ELLs.

1. Discuss the meaning and relevance of Writing as a Text, Writing as a Process, and Writing as a Social Context, using your notes from HW 5.3.
 - What role does these play in teaching writing?
 - How do you balance all three in your educational practices?
 - Brainstorm how these apply to non-social sciences and language arts classes (PE, music, math, theater, counseling, coaches, etc.)
 - Remember to list key ideas your graphic organizer.
2. Teacher's Role in Creating Strong Writers: Use your notes from Good Writing Instruction from HW 5.3 for this discussion. List key ideas on your graphic organizer.
 - How does the video define good writing instruction?
 - What ideas do you already use in your teaching practices?
 - Which ideas do your ELL students respond to best? Which ones do they struggle to use?
3. Understanding Aspects of Non-Linear Writing Development: Review your notes from the Repertoire of Understanding section of HW 5.3.
 - What does non-linear mean? How do address non-linear development issues differently than linear development issues?

- What aspects of writing do students need to understand, but are non-linear?
- What do these aspects allow them to do?
- How do you model and teach these aspects of writing?

Part 2: You will read an article summary on specific ways to scaffold writing assignments for ELLs.

1. Divide the reading [Information Writing](#) into 3 parts (1: Purposes, Descriptions 2: Descriptions and Compare/Contrast 3: Procedural Writing, Factual Information).
 - Look for ideas that will help you and the other members of your group scaffold writing instruction for ELLs.
 - Share what you learned in your group, taking notes on your Session 6 Graphic Organizer.



Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. ,
Teemant, A., Rice, M., & Pinnegar, S. E. (2019).
Developing Second Language Literacy. EdTech Books.
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https://edtechbooks.org/second_language_literacy