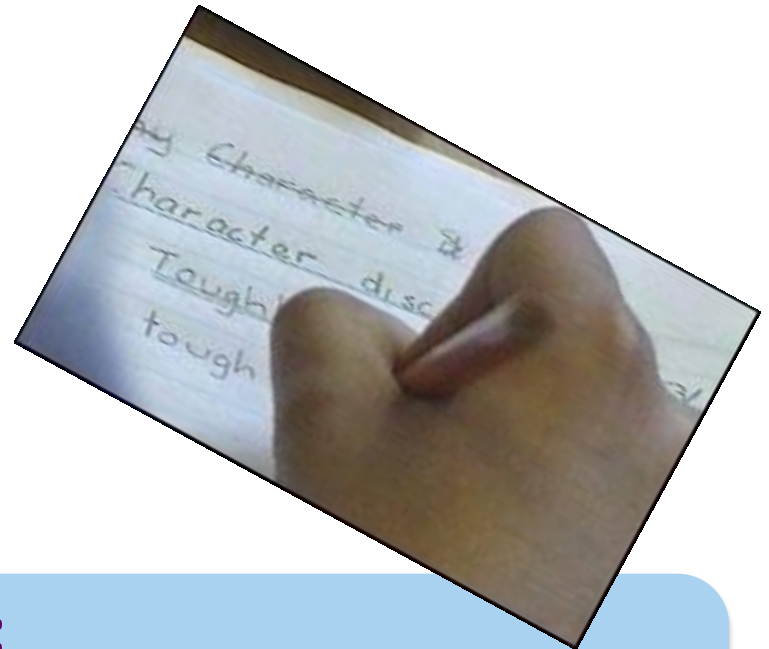


Five Tasks to Connect ESL Reading and Writing Skills



+



Presented by:
Donna Price
dprice@sdccd.edu

Five Tasks to Connect ESL Reading and Writing Skills

AGENDA

- Research on the importance of integrating these two skills**
- 5 tasks for all levels of ESL instruction**
- Sharing additional activities**

The research is clear!

Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read,...

– Writing to Read: Evidence for How Writing Can Improve Reading (2010)

More Research

Reading and writing require some of the same knowledge and linguistic processes – such as knowledge of vocabulary, spelling, patterns, text structures and syntax – and so learning and insights in one area can lead to learning and insights in the other.

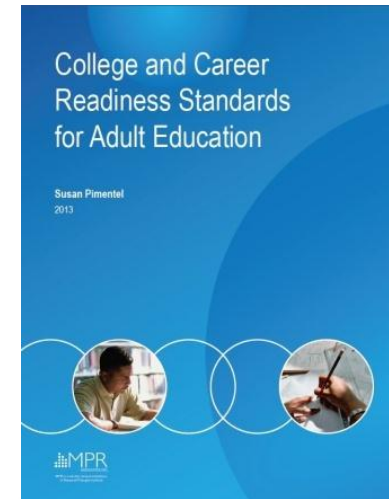
Developing Reading and Writing, National Research Council – Improving Adult Literacy (2012)



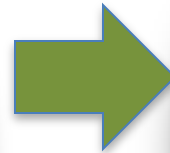
AND Teachers Say....

***Without strategies for reading course material
AND opportunities to write thoughtfully about it,
students have difficulty mastering concepts.***

– National Council of English Teachers Policy Brief 2011



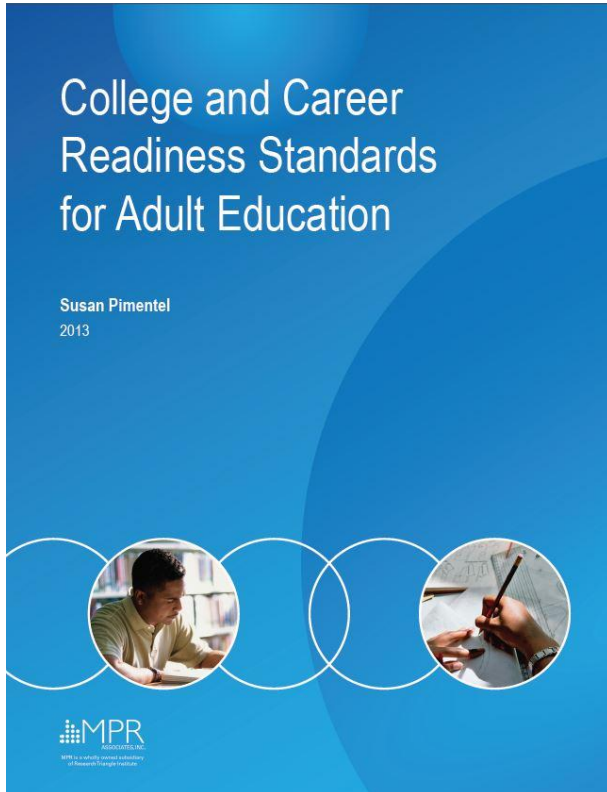
**Common
Core
State
Standards**



**College and
Career
Readiness
Standards
for Adult
Education**

**College and Career
Anchor Standards**

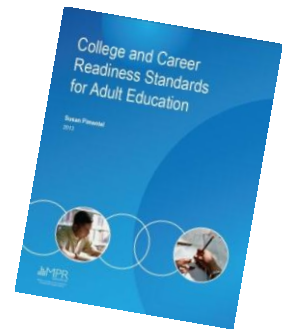
College And Career Readiness (CCR) Standards For Adult Education



- Initiative funded by Office of Career Technical and Adult Education(OCTAE)
- Susan Pimentel is lead author of ELA Anchor Standards in CCSS AND CCR Anchor Standards
- College and Career Readiness (CCR) Anchor Standards based on anchor standards in CCSS

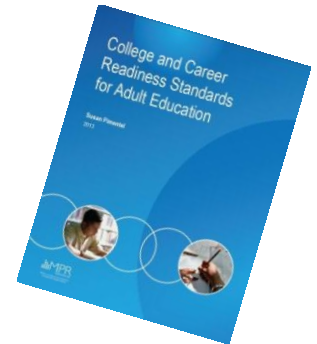
Key Shifts In Instruction in ELA

- 1) **Complexity**: Regular practice with complex text and academic language
- 2) **Evidence**: Reading, writing and speaking grounded in evidence from text
- 3) **Knowledge**: Special emphasis on comprehension of informational text



CCR Promotes the Reading ↔ Writing Connection

CCR Writing Standard 9:



CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR Promotes the Reading Writing Connection

CCR Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflect and research.

Level C: refer to details and examples in a text; explain how an author uses evidence to support particular points in a text.

Level D: Provide a summary of the text distinct from personal opinions or judgments; analyze how a text makes connections among and distinctions between individuals, ideas or events.

Writing Practices that Enhance Reading

- I. Have Students Write About Texts They Read**
- II. Teach Students The Writing Skills And Processes That Go Into Creating Text**
- III. Increase How Much Students Write**

Think Pair Share

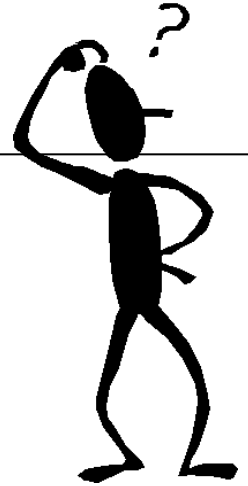
Think About The Research

- What's new to you?
- What are you currently doing to support these findings?
- What aren't you doing that you might incorporate into your teaching?

We agree that there's value; the problem is how we do it!

Helpful hints from instructors:

- **Importance of models**
- **Error correction—focus on one thing**
- **Start from the beginning levels**
- **Give them structure (frames)**



Student Tasks

- ✓ – Write a personal response
- ✓ – Take notes during or after reading
- ✓ – Prepare a summary of key ideas
- ✓ – Analyze a reading
- ✓ – Research evidence to prepare own text

1. Write A Personal Response

Read

Listen and read.

35
:36


Dear Karen,

Welcome home! We were very busy today. Jeff ironed the clothes. Chris emptied the trash. Sharon mopped the floor. Ben vacuumed the rug and dusted the furniture. The house is clean for you!

I cooked dinner. There is food on the stove.

Your husband,

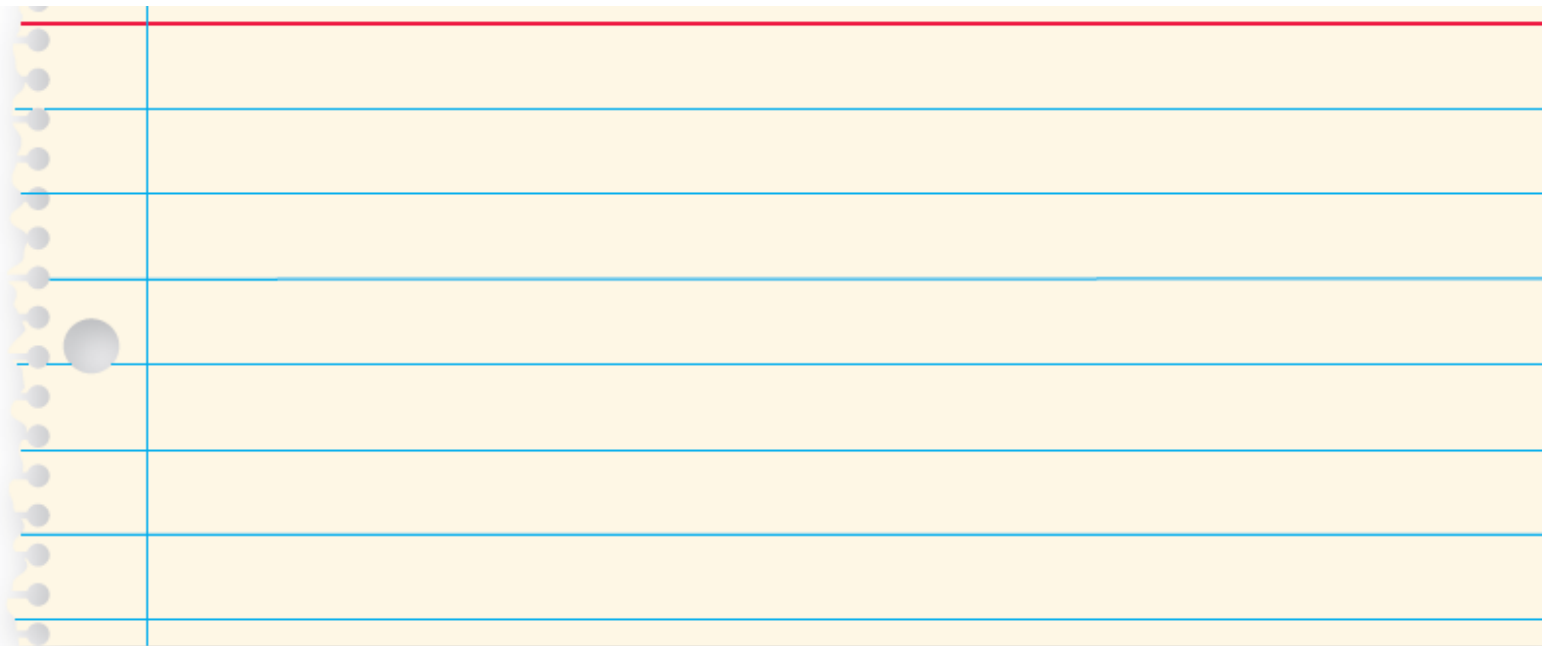
Mark



Good readers ask themselves questions before they start reading, such as *Who wrote the letter?*

Ventures Book 1, 2nd Ed
Unit 9, Lesson D

Write a note to a family member. Write the chores you did and didn't do.



After you write

A Read your note to a partner.

Ventures Book 1, 2nd Ed
Unit 9, Lesson E

“Why are you thankful?” Personal response to a real audience.

Giving Thanks

San Diego Union Tribune

Every year for Thanksgiving, we ask you to write in, telling us what you give thanks for, and you never disappoint us.

Hundreds of you surprise, delight and move us with your personal stories of gratitude, appreciation and love.

This year, we're asking you to write in again, limiting your comments to 100 words.

Include your name, address and telephone number, and mail your thoughts to:

'Thanksgiving,' c/o Currents, The San Diego Union-Tribune, P.O. Box 191, San Diego, CA

92112-4106. You may fax them

to (619) 293-2432 or e-mail them to: currents@uniontrib.com

Submissions must be in our office by Nov. 10. We'll publish as many of your letters as we can on Sunday, Nov. 23.

"Why are you thankful?" Examples of personal responses from the newspaper to use as models.

"Giving Thanks"

1. A TERRIFIC HUSBAND

I have several reasons to be thankful for my husband. First, I love my husband. Since we both come from different countries, we share and support each others' ideas and opinions.

Second, he makes me feel important in our family, and together we decide who cooks, vacuums and does the laundry.

Third, he supports me in finishing my university even though we need to count our money for the car and our house.

Finally, I am thankful for my husband because, although he doesn't enjoy his job, he goes to work. I only want to say thanks to my husband for giving me love and our family such a secure home.

CHAO-JUNG WU
El Cajon

2. PARENTS' LOVING COURAGE

I am thankful for my parents who left everyone they loved back in Bulgaria to come to the United States to make a home for my brother and me. Every letter my mother wrote, after she taught herself to read, write and speak English, was signed, "God Bless America."

I praise God for my parents' loving courage, and I praise our great country for the love shown to them as immigrants.

VIVIAN DODRICK
Escondido

3. PARENTS GAVE UP A LOT

I'm very thankful for my parents giving me everything they can afford, after giving up every hope and dream they had for themselves. I thank them, with every single tear from my heart, that they brought me over here to the U.S. so I can get a good education. I'm very proud of them for being my parents and for not being selfish, even though they knew they weren't going to get good jobs.

JUAN OCHOA
University City High
San Diego

4. THE PRIVILEGE TO VOTE

On Nov. 5 when I voted and turned in my ballot, the gentleman who took my ballot said, "Thank you for coming by and voting."

I nodded and walked out. I thought about his thanks and remembered in Russia

5. THE GOOD NEIGHBOR

I am very grateful to Kiran, my neighbor. She has a daughter who is in the same class as my daughter. I'm poor at English. So, I am afraid of meeting many parents at my kid's school. When I was embarrassed, Kiran was very kind to me. She taught English to my daughter.

Her smile and saying, "Hi! Good morning!" gives me energy for life. For Thanksgiving Day, I will give her a beautiful card. Thank you, Kiran.

KYUNG SOOK
San Diego

6. APPRECIATING SECOND HOME

Last summer I went back to Vietnam to see where I was born. I saw people dying in the street and little kids going hungry because their parents couldn't afford to buy food.

It makes you think how lucky you really are.

UYEN LE
Pacific Beach Middle School

7. COULD BE VERY BAD

I am thankful for the restrooms because if there were no restrooms, I'd explode.

DEVIN FERRI, second grade
Turtleback Elementary, Rancho Bernardo

8. EDUCATION'S BENEFITS

I am thankful for an education. Without an education you would be on the streets. Without an education you can't get a good job. The best job you could get is at McDonald's. You can't even get some clothes if you don't go to school.

LAWRENCE CHAFFOLD
6th grade, Desert Garden School
El Centro

9. OY, DID IT HURT

I am thankful for my mom because she had me and she went through pain.

JAMIE WYATT, second grade
Bostonia School, El Cajon

10. 'ALWAYS THERE FOR ME'

I am thankful for my mother because she is always there for me and she loves me. She is single but she still takes good care of my brother and me. I can always bring my problems to her and she'll always

11. COMMITMENT TO CHILDREN

I am most thankful for my parents, have been married 24 years, believed eating dinner together every night at 6 o'clock to raise my brother and me on salary.

Mom stayed home and made sure breakfast, took care of us when we were sick and drove us to gymnastics and ball practices. Dad worked hard and by example, showing us that character integrity are values that must be earned. Thanks mom and dad for your commitment to your children.

TERESA WHITING
San Diego

12. A FIRE VICTIM'S THANKS

(David Hammond died Nov. 12 from injuries suffered in the Oct. 21 Harmony Grove fire. This letter is from his widow.)

Our family is thankful for the community we live in. We are thankful to the people of San Diego who donated blood in David's name and who contributed to David's funeral.

The doctors, nurses and staff at UCBurn Unit: We thank you for giving us wonderful care to such a special person.

We are thankful for our friends and family who supported us during this difficult time. We are especially thankful for the time we had David in our lives.

DAVID HAMMOND
Elfin Forest

13. A SUPPORTIVE WIFE

Searching the want ads again, I hear my wife in her home office working the phone the fax humming; another 14-hour day am beyond thankful for her. Since I was fired she brings in all the money. Ever though she's afraid I won't find a great like the last one of 17 years, she never it. Thanks for that, sweetheart, and ever more for working long days and week to keep this family going.

RONALD T. GERAN
Santee

14. A SOLID RELATIONSHIP

I'm sitting at the computer paying bills while my husband, Art, is in the kitchen whipping up yet another gourmet meal. Another typical day in the life of a typical American couple, except that today is our anniversary. And for what am I thankful? Well, I'm thankful for sharing 13 great years with that wonderful man in the kitchen, and for being in a solid relationship that I suspect will last the rest of our lives.

The only difference, I guess, between me and millions of other American couples is that our same-sex marriage is not recognized by the current laws of this country.

In your handout

Students read the passages and answer comprehension questions. Then I choose one passage for students to cluster. This is the pre-writing activity.

"Giving Thanks" Responses from the Newspaper

Read the 14 short passages from "Giving Thanks." When you are through reading, answer the following questions. You can discuss the answers with your teammates.

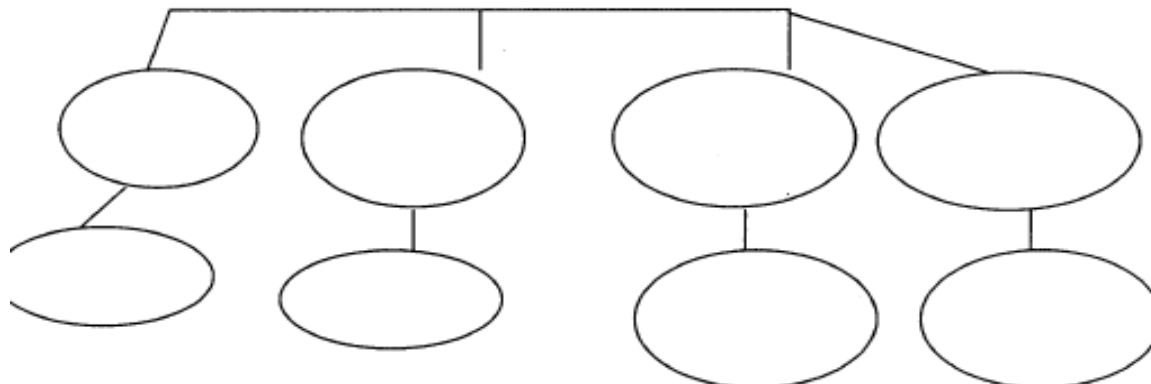
1. Which passage do you like the most? (write the number) _____
2. Which passages are funny? (write the numbers) _____
3. Which passages are sad? (write the numbers) _____
4. What do numbers 1-6 have in common?

5. What do numbers 6-10 have in common?

6. Which one is about someone who lost his job? (write the number) _____
7. Which one can you relate to? (or is similar to your life)? (write the number) _____

Read passage #1 again. Fill in the cluster about passage #1.

A Terrific Husband



In your handout

“Why are you thankful?” Read and analyze past responses.

1. A TERRIFIC HUSBAND

I have several reasons to be thankful for my husband. First, I love my husband. Since we both come from different countries, we share and support each others' ideas and opinions.

Second, he makes me feel important in our family, and together we decide who cooks, vacuums and does the laundry.

Third, he supports me in finishing my university even though we need to count our money for the car and our house.

Finally, I am thankful for my husband because, although he doesn't enjoy his job, he goes to work. I only want to say thanks .

to my husband for giving me love and our family such a secure home.

CHAO-JUNG WU

2. APPRECIATING SECOND HOME

Last summer I went back to Vietnam to see where I was born. I saw people dying in the street and little kids going hungry because their parents couldn't afford to buy food. It makes you think how lucky you really are.

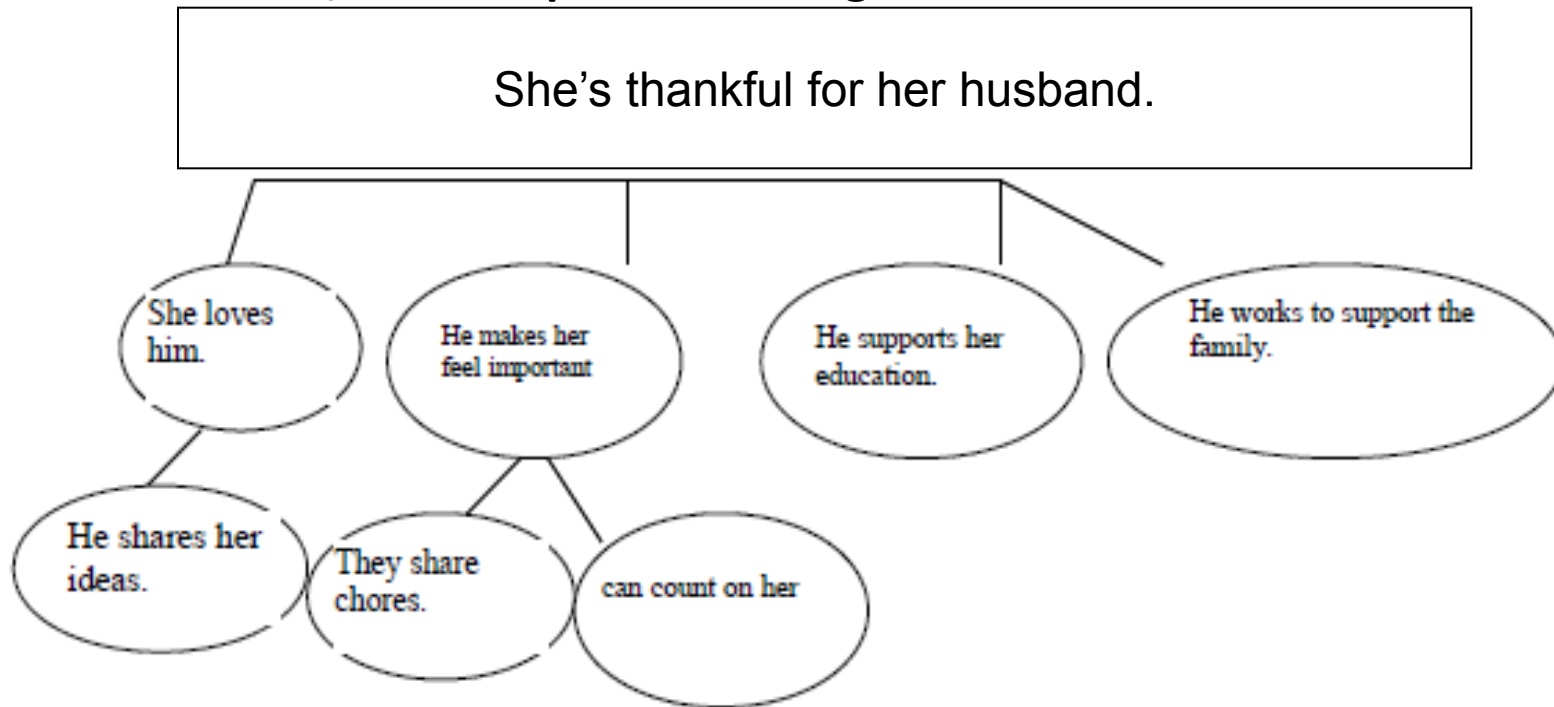
UYEN LE

Beach Middle School

San Diego Union Tribune

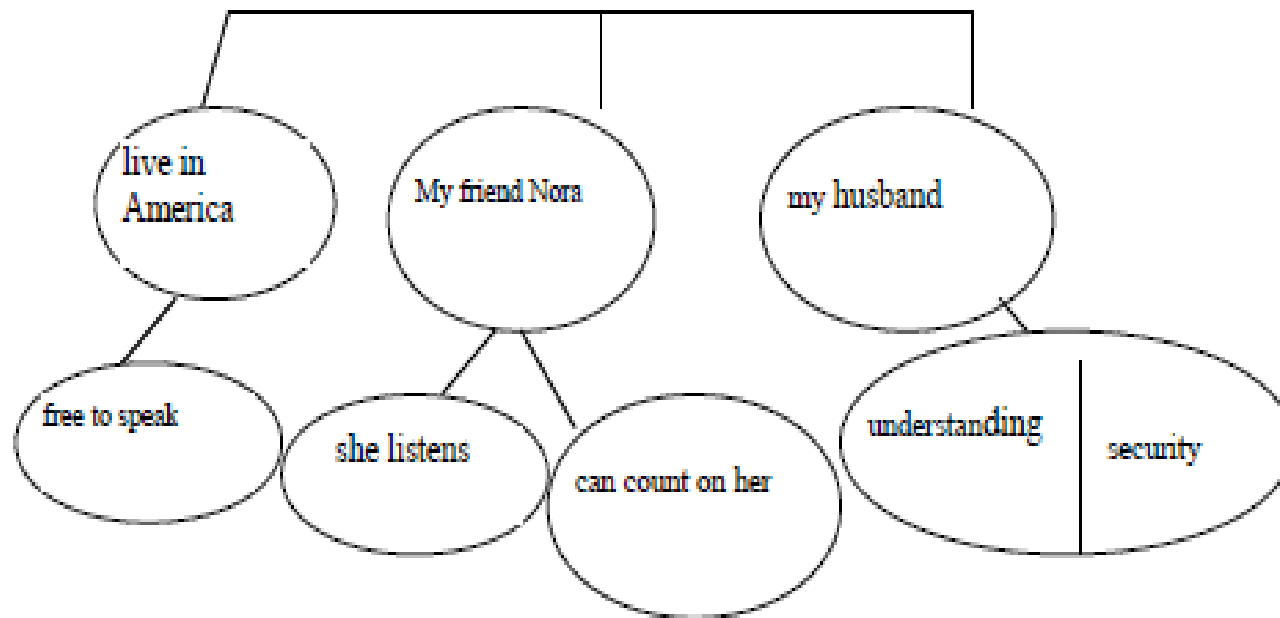
“Why are you thankful?”

1. Students read the submission in the newspaper as a model.
2. Then they fill in the cluster with the information from the submission.
3. Use cluster/mind map to model organizational structure.



“Why are you thankful?” Student’s cluster.

I'm thankful for many reasons.



Reasons Why I'm Thankful (student writing)

Although I get depressed sometimes, I realize I have several reasons to be thankful. First of all, I am grateful to be living in America. Due to the fact that I grew up in the Philippines, living in America is a dream come true because people are free to live and speak whatever they choose. This is not the case in all countries. Another reason I am grateful is because my friend Nora. In spite of the fact that we don't always agree on everything, I know that I can always talk to her about anything and she will listen to me. And also she is there when it counts.

The most important reason I am appreciative is because of my wonderful husband. Even though I don't always tell him, I am grateful that we have a good relationship. For example, my husband is very understanding and that makes me feel happy. He gives me the security I need.

RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. "Running with Ropes has changed my life," Justin says. "Until I heard about it, I thought I'd never run outside again."



Volunteers at Running with Ropes make a commitment to volunteer two to four hours a week. Scott Liponi, one of the running volunteers, explains what they do. "We use ropes to join ourselves to the blind runners and guide them around and over obstacles, such as holes in the road and other runners." Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners' tenacity. "They

are incredibly determined," he says. "It doesn't matter if it's hot, raining, or snowing – they are going to run." Scott says it is gratifying to share in the joy of the runners and to feel that they trust him. "The four hours I spend at Running with Ropes are the most rewarding part of my week," he says. "It's really a worthwhile commitment."

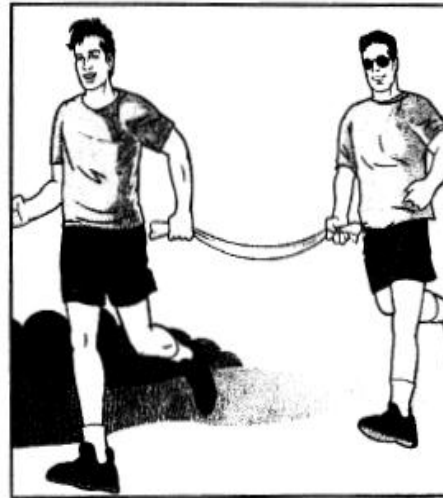
2.Take Notes

Locate Vocabulary In Context

**Ventures Book 4,
2nd Ed
Unit 5, Lesson D**

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Student interacting with text

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↳ How does someone join the organization?
- website.
- what cities?

Source:
Ventures Book 4, 2nd Ed
Unit 5, Lesson D

Ventures Book 4,
2nd Ed
Unit 5, Lesson D

Reading Tip



When you see a new word, look at the words around it to guess if the meaning is positive or negative.

*He lost his vision because of a **grave** illness.*

You can guess that *grave* has a negative meaning because loss of vision and illness are both negative events.

1. Look at the reading tip above. Then, in the reading passage, underline the words from the chart. Decide if their meanings are positive or negative. Fill in the clues that helped you guess.

Word	Positive	Negative	Clue
1. grave		✓	<i>He lost his vi</i>
2. insecure			
3. impaired			
4. freedom			
5. tenacity			
6. gratifying			
7. rewarding			

Have you heard of this?

The Teaching Channel

www.teachingchannel.org

- A video showcase -- on the Internet and TV -- of innovative and effective teaching practices
- Not Adult Ed but there is so much here for us too!
- Great 5 minute videos on annotating text and student-generated questions



Text Analysis: Questions & Symbols

Lesson Objectives

Analyze literature
questions, discuss

Length

5 min

Questions to

- ✓ Think about
go through t
discussion q
each step im
- ✓ Where do yo
using textua
- ✓ How does w
symbols dee
of the text?

Common Co

ELA.RL.11-12.1

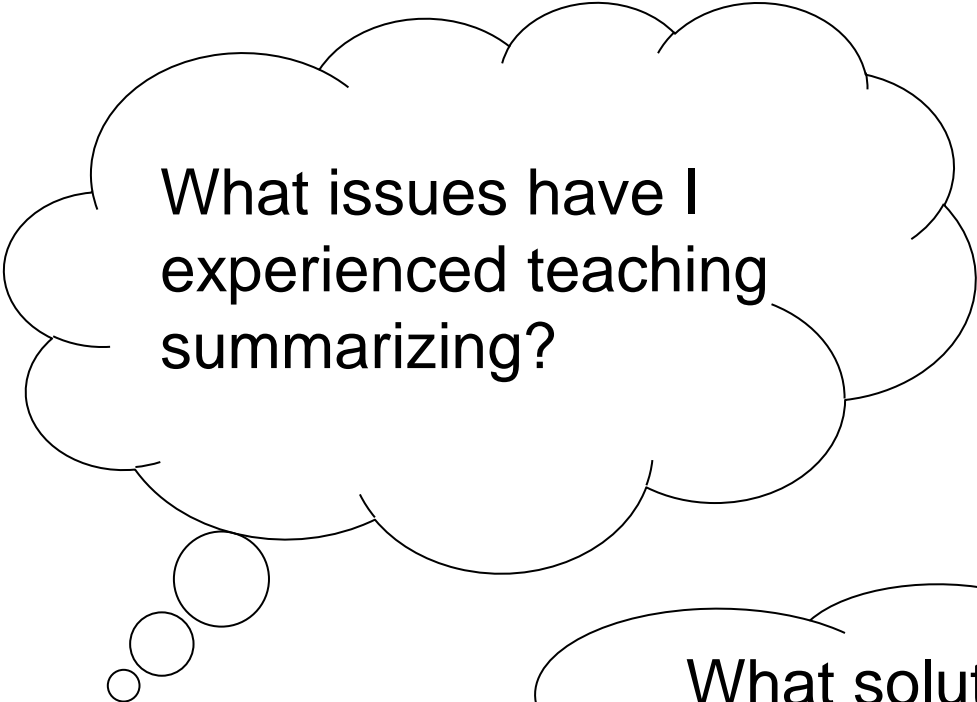
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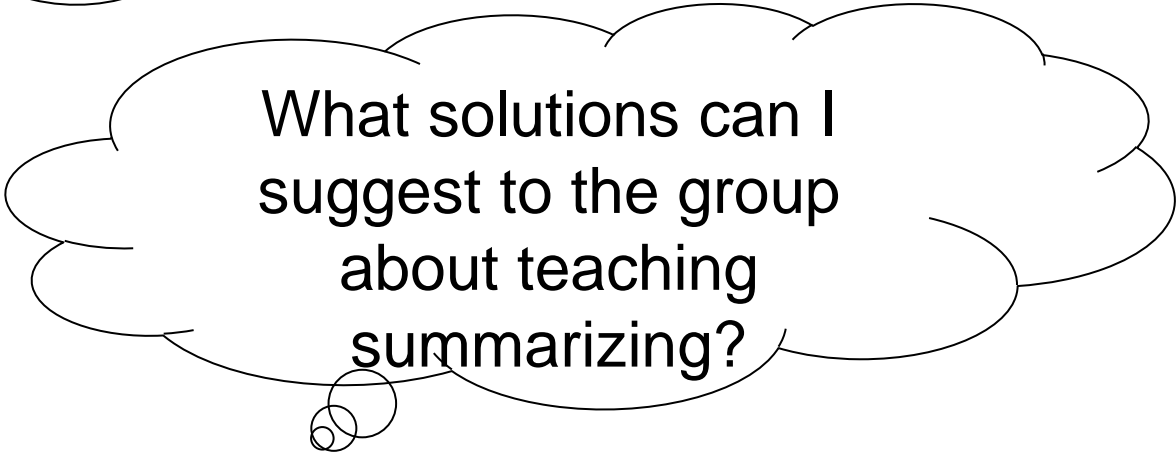
Mail
Tea
Sun

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What issues have I
experienced teaching
summarizing?



What solutions can I
suggest to the group
about teaching
summarizing?

Issues teaching summarizing:

- Plagiarism
- Trouble isolating the main idea
- Write everything

Solutions:

- Write key words; students use those key words to write summary.
- Provide a paragraph frame (cloze)
- Start in beginning levels

3. Write a summary: Beginning Level

Read

Listen and read.

35
:36

Dear Karen,

Welcome home! We were very busy today. Jeff ironed the clothes. Chris emptied the trash. Sharon mopped the floor. Ben vacuumed the rug and dusted the furniture. The house is clean for you!

I cooked dinner. There is food on the stove.

Your husband,

Mark



Good readers ask themselves questions before they start reading, such as *Who wrote the letter?*

Ventures Book 1, 2nd Ed
Unit 9, Lesson D

Dear Karen,

Welcome home! We were very busy today. Jeff ironed the clothes. Chris emptied the trash. Sharon mopped the floor. Ben vacuumed the rug and dusted the furniture. The house is clean for you!

I cooked dinner. There is food on the stove.

Your husband,

Mark

Summary: Karen wasn't home. Mark was. The kids did a lot of chores. Mark made dinner.

3. Prepare a Summary

Volunteering

W H I L E A T C O L L E G E

It's NO SECRET that college students have busy lives. Classes, jobs, and studying often leave very little free time for anything else.

Despite their schedules, however, college students are volunteering more than ever, according to a 2006 study by the Corporation for National and Community Services. In fact, the study said college students are more likely to participate in volunteer activities than other people their age not enrolled in college.

There are many benefits to volunteering while in college. First of all, in many states students can get college credit for helping local organizations. In Massachusetts, for example, many students at Holyoke Community College volunteer at community organizations. In return for their good deeds, the students receive credit and are one step closer to graduating.

In order to volunteer for credit, students need to first talk to their advisor. They often need to provide information about the work and the number of hours it will take. The volunteer work is typically related to the student's major.

A second benefit is that volunteering can help satisfy college requirements. At the University of California, Santa Barbara, honor students must volunteer for at least 20 hours during their last two years on campus. This "community-service requirement" is becoming more and more common in schools across the country.

A third benefit to volunteering involves getting a job. Volunteer work looks great on a graduate's résumé. When an employer sees community service on your résumé, it says you want to help others and are curious about the world around you. These characteristics can help get you an interview.

Whether you volunteer for credit, to meet a requirement, or to improve your résumé, keep in mind the most important aspect of community service: making a difference.

D Read the one-paragraph summary of a two-page government report. Notice these features of the summary:

- The first sentence states the main idea of the article.
- The body sentences summarize the most important supporting details.
- The summary does not include examples.
- Sentences are connected with transitions.
- The summary is paraphrased – written in the writer’s words, not the words of the original report.

A U.S. government report on volunteering in America discussed three major trends in 2009. First, the number of Americans who volunteered through formal organizations increased slightly. In contrast, the number of people who volunteered informally by helping their neighbors or serving their local communities went up dramatically. Finally, there was a significant increase in the number of young adults ages 16–24 who volunteered. The report concluded that today’s young people have a strong commitment to serving others.

2 Write

Write a one-paragraph summary of the article “Volunteering While at College.” Use Exercises 1B, 1C, and 1D to help you.

Too Much Sitting

Ron wakes up. He sits down to eat breakfast. He sits on the bus to work. He sits at his work desk for 8 hours each day. He sits during his breaks and at lunch. He sits on the bus ride home.

At home Ron sits on the sofa and watches TV. He sits in his chair to read a book. Ron sits almost 14 hours each day!

Ron's back aches. He talks with a friend about the back pain. His friend says, "You sit all day. You need to stand more. You need to walk or move. That will help your back."

**From : Marshall's Adult
Education Reading
Program, Level 0.7**

Too Much Sitting—summary example

Ron has a backache. He sits all day. He sits at meals, at work, at home and on the bus. His friend told him to move more and his back will feel better.

4. Analyze a Reading – Transferring Information to Graphic Organizer

COMPUTER SYSTEMS INC.

A New Employee: Bo-hai Cheng

I was born in 1990 in Beijing. I started university in 2008. I studied civil engineering. In 2011, I moved to Miami. After I moved, I bought a car. I also got engaged. Then I studied computers at a vocational school. I graduated on July 3rd. Three weeks ago, I found a computer job. In October, I'm going to get married!



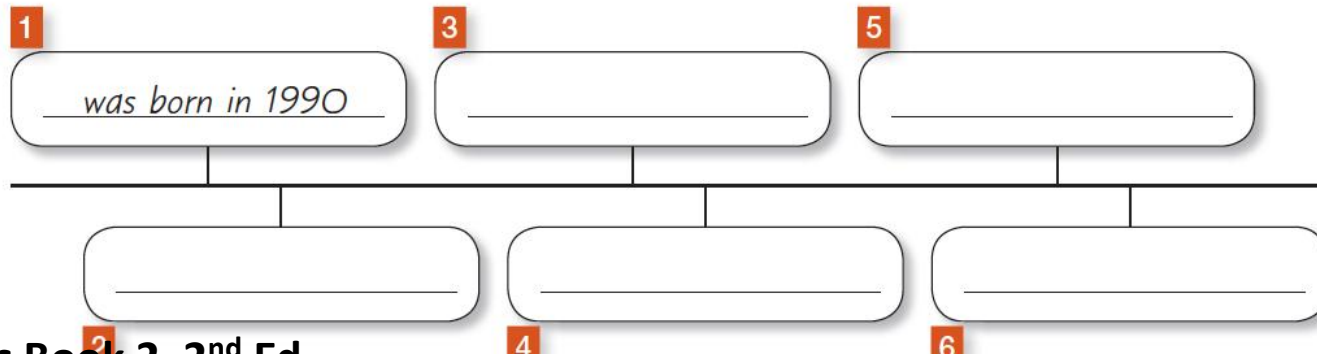
C Write. Complete Bo-hai's time line.

bought a car
found a job

graduated from vocational school
moved to Miami

started university
was born in 1990

Bo-hai's time line



Remember This Reading?

Volunteering

W H I L E A T C O L L E G E

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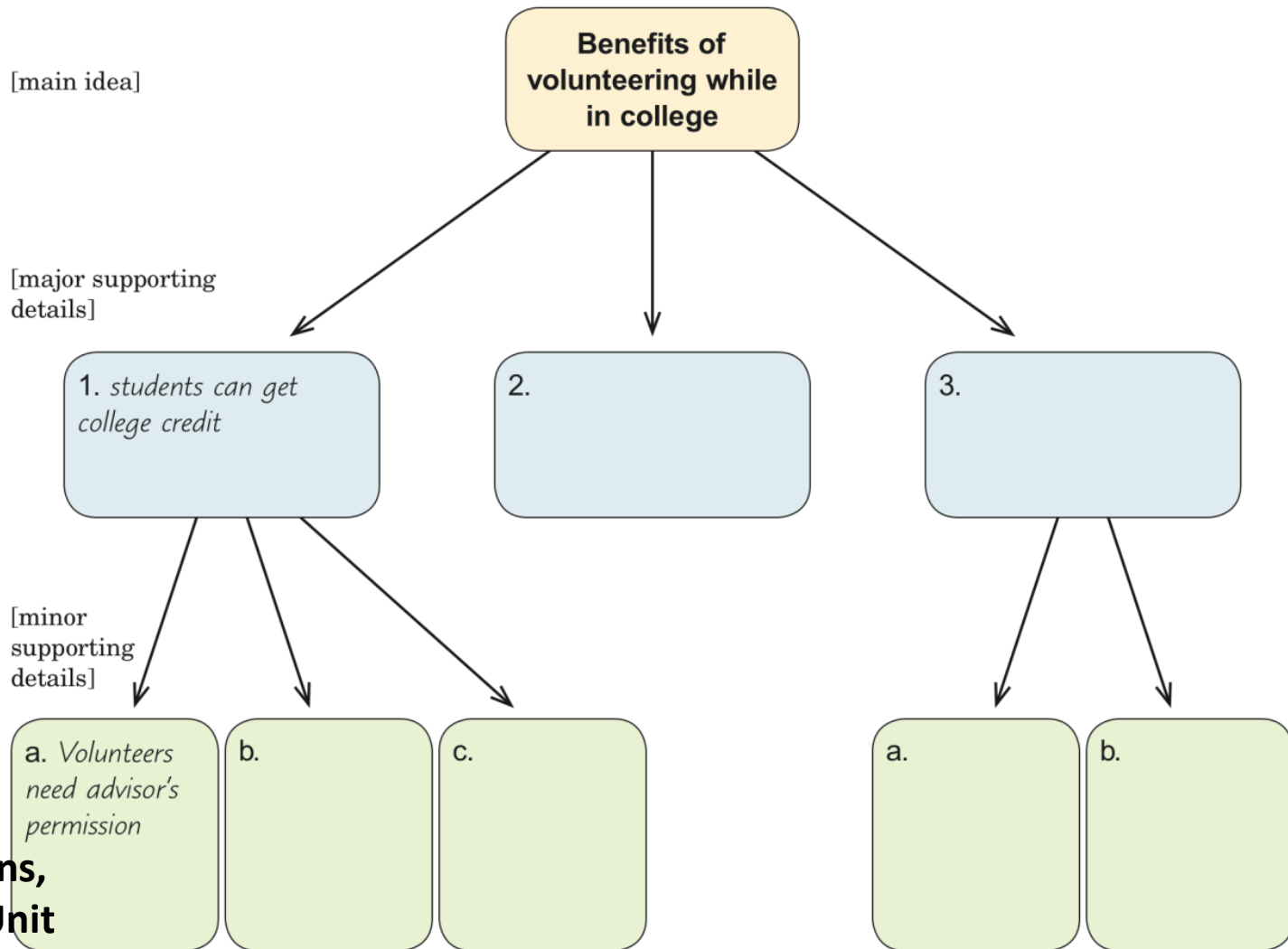
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A third benefit to volunteering involves getting a job. Volunteer work looks great on a graduate's résumé. When an employer sees community service on your résumé, it says you want to help others and are curious about the world around you. These characteristics can help get you an interview.

Whether you volunteer for credit, to meet a requirement, or to improve your résumé, keep in mind the most important aspect of community service: making a difference.

**Ventures Transitions,
2nd Ed, Unit 3,
Lesson D**

4. Analyze a Reading – Transferring Information to Graphic Organizer at Higher Level...



5. Research to Prepare Own Text after Reading an Article

The Causes and Effects of Smog

Smog is a serious environmental problem in my city. One cause is that there are too many cars on the roads and highways. Most of the cars have only one person – the driver. People seem to take a lot of unnecessary trips. They drive to the drugstore instead of walking two blocks. Another cause of smog in my city is that we use too much electricity. Since many homes are not energy-efficient, our city's power plant has to produce more electricity. The burning coal from the power plant produces more air pollution. The smog is thick, so the air is hard to breathe. Consequently, on many days it is unsafe for children and senior citizens to be outside. Smog also kills many trees and plants that produce oxygen and clean the air. If people drove less and used less electricity, I am sure our air quality would improve.

Your Turn



1) Reflect on your own teaching.

2) Select a task you use with your students.

3) Share with group. Identify at least one to share with whole group.

Task 1

Write a personal response to the reading.

Use **evidence** from reading to write response.

Task 2

Take notes during or after reading the article.

Encourage your students to mark up the text by underlining key ideas, locating vocabulary in context, writing questions, and circling ideas they like.

Task 3

Write a summary of key ideas in an article.

Task 4

Analyze the reading by transferring information to a graphic organizer.

Task 5

Research evidence to prepare their own text after reading an article.

1. Selected Task #_____ to share with whole group

2. Level of Instruction _____

3. Description of Task:

Thank you!

A copy of the article

Five Ideas for Connecting Reading and Writing in the ESL Classroom



Online Teacher Resource Room
www.cambridge.org/ventures