

Talk ** Write ** Learn

The Stranger

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Overview

Talk ** Write ** Learn (TWL) is a lesson design that increase ELLs' access to the Common Core State Standards (CCSS). It uses the ELPA21 English Language Proficiency Standards (ELPS) as a pathway to make connections to the CCSS in Speaking & Listening and Writing. It begins with specific application of academic conversation, which leads students to write key elements of those conversations in organizers, and later in narrative or expository text.

Procedure

Objectives:

- A Talk ** Write ** Learn lesson begins with a **content objective** that is based on the CCSS, and a **language objective** that is based on an ELPS standard.

Academic oral language:

- Students receive some kind of common input through their own reading, reading to them, showing a video or other media presentation, or any other common experience.
- The input is “chunked”, or divided into parcels so that students can ask questions and process the information throughout the reading or presentation.
- Students are given specific language frames, or sentence stems, that are based on the language objective.

Written response:

- Students are given (or make their own) organizer to record their responses and other thoughts to the reading or presentation that are based on their conversations.

Assessment:

- Students use Conversation Counter to collect tally marks on the frequency of their use of the frames.
- They assess the quantity and quality of their written responses.

ELPA21 English Language Proficiency Standards (ELPS)

The ELPA21 ELP Standards were adopted In December 2013 in a 10 state consortium. The states are Arkansas, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia. If you are not from one of those states, your state’s version of ELP standards will give you a similar roadmap into your state’s content standards, and can be used in the same way in the TLW lesson design.

An ELL can...

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade- appropriate speech and writing

Objectives

	Standards	Combined Objectives
Content	CCSS RL.3.3 Describe the characters (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	I will discuss and write about how the Stranger develops (changes) throughout the story
by		
Language: S&L	ELPS 4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	making a claim about who the Stranger really is, and supporting it with evidence
and		
Language: Writing	CCSS W.3.1 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	writing an opinion piece that supports my claim with reasons.

2-3.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> • express an opinion about a familiar topic.	<ul style="list-style-type: none"> • express an opinion about a familiar topic or story.	<ul style="list-style-type: none"> • express an opinion • give one or more reasons for the opinion about a familiar topic or story.	<ul style="list-style-type: none"> • introduce a topic • express opinions • give several reasons for the opinions about a variety of topics.	<ul style="list-style-type: none"> • introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement about a variety of topics.
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The Frames

We will be using the conversation skills of *elaborating* and *supporting an idea with evidence*. The frames we will use are:

Can you elaborate on...?

Can you tell me more about...?

What I mean is...

I think that...

In my opinion...

It seems to me that...

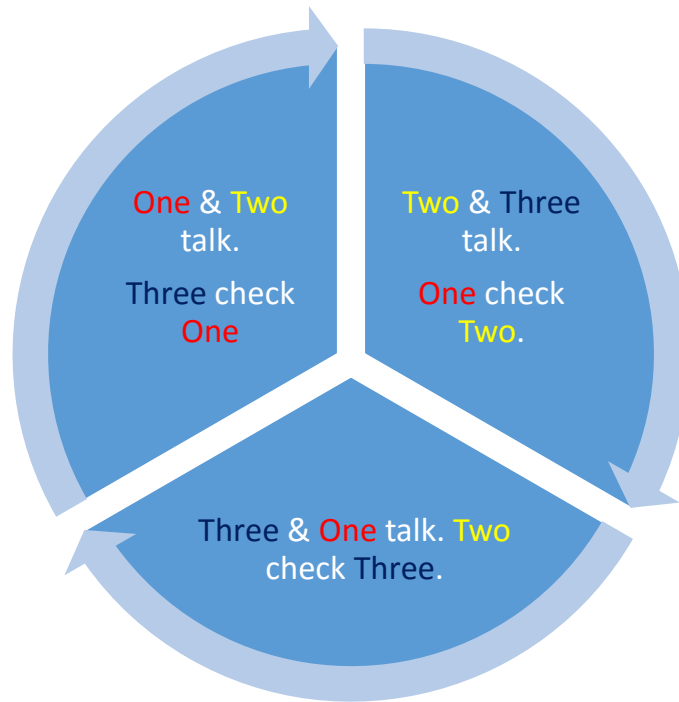
Can you give me an example from the text?

For example, ...

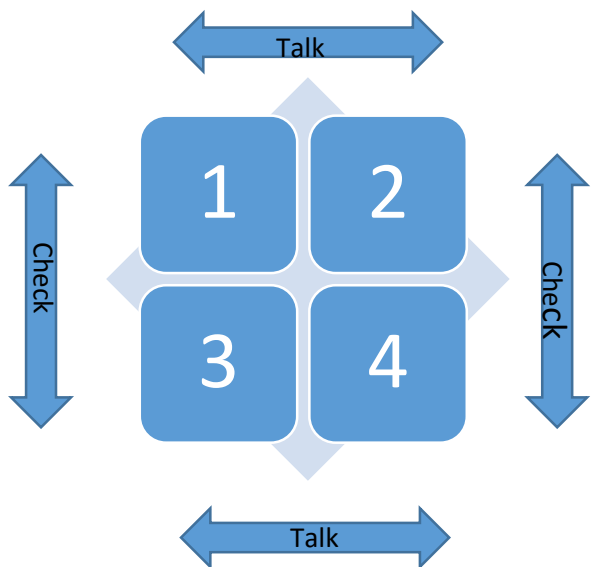
In the text (on page..) it said ...

The Groupings

Three Partners



Four Partners



First round:
1 & 2 talk; 3 & 4 score
Second Round:
3 & 4 talk; 1 & 2 score

The Chunks

Why did the man “look up with terror”? Why do you think he was he afraid?	Discuss. Ask your partner to elaborate on what he/she says.
Write your response and what you might have learned from your partner:	

What does it mean when mercury is stuck at the bottom of a thermometer? What might this mean about the stranger's temperature? Do you think the thermometer is really broken? Why or why not?	Discuss. Ask your partner to elaborate on what he/she says.
Write your response and what you might have learned from your partner:	

Why do you think the rabbits are so comfortable with him?	Discuss. Ask your partner to elaborate on what he/she says.
Write your response and what you might have learned from your partner:	

<p>What do we know about the season when we see geese flying south? Why is the stranger so fascinated by the geese he sees?</p>	<p>Discuss. Ask your partner to elaborate on what he/she says.</p>
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Write your response and what you might have learned from your partner:

<p>What is happening when the stranger blows on the leaf? Look closely at the picture. What changes about the leaf as he blows on it? Look closely at his face. What does his expression mean?</p>	<p>Discuss. Ask your partner to elaborate on what he/she says.</p>
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Write your response and what you might have learned from your partner:

<p>Who do you think the stranger is? What in the book makes you think that?</p>	<p>Discuss. Ask your partner to elaborate on what he/she says.</p>
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Write your response and what you might have learned from your partner:

Conversation Counter

My Name _____

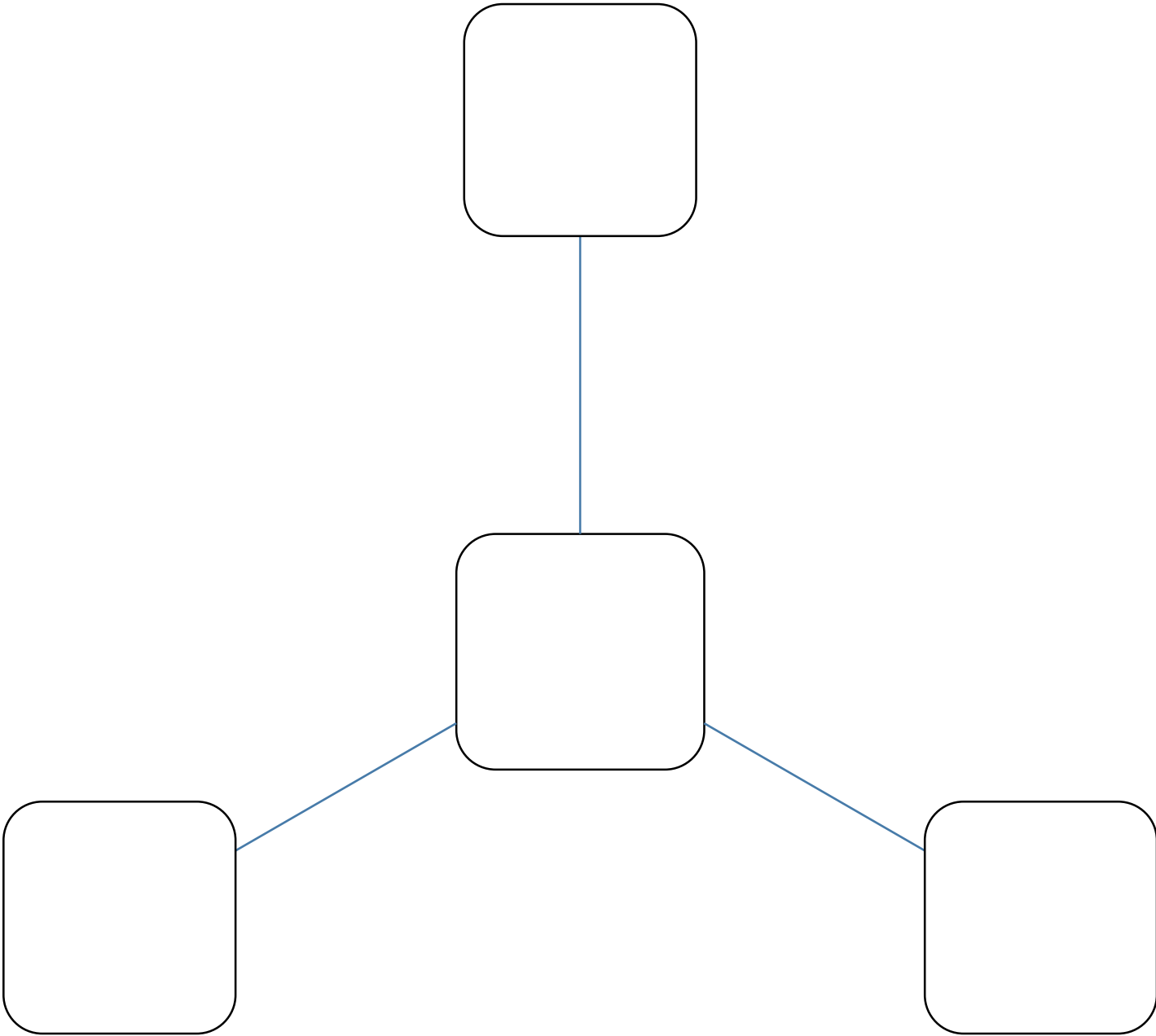
I'm scoring _____

Date _____

Place a tally mark next to each talk
move **your score partner** completes.

	Can you elaborate on...?
	In my opinion...
	What I mean is...
	For example, ...

Bubble Map



Name _____ Date _____

Opinion:

Reason 1:

Reason 2:

Reason 3:

Evidence 1:

Evidence 1:

Evidence 1:

Evidence 2:

Evidence 2:

Evidence 2:

Opinion (restated):

Final Draft

Put all the parts together into one piece of writing. Revise and replace words and phrases to make your meaning clearer. Check that you have an effective introduction and conclusion.
(Separate paper)

Presentation (optional)

Stand and present your findings orally. Be prepared to defend your conclusion about the Stranger's identity.
Small group, whole class, or video.



Thank you and good luck! Call or email for a training in your district and/or model lessons in your school.

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