

**FROM ELD TO ACADEMIC WRITING:
WHAT TEACHERS NEED
TO *KNOW* AND *DO***

***Presented By:
Heidi Rochin, Consultant***

**559.250.7359
heidirochin@yahoo.com**

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Description of Session:

With the Common Core State Standards comes a shift from self-expression writing to persuasive, expository, and analytic writing. In order to develop these academic writing pieces, students must be competent in understanding how language is structured in such school-based tasks and be competent in making different grammatical decisions than those that come naturally in their everyday interactions. In this session, learn how to link discrete grammar skills instruction to the writing expectations in the Common Core State Standards. This link will enable students to draw on a constellation of grammatical features to write effectively and proficiently in academic settings.

Bio of Presenter:

A former teacher and instructional coach, Heidi Rochin is now a nationwide education consultant specializing in English language development program transformations, the training of high-impact instructional coaches, and content area lesson design and delivery coaching. Heidi's broad and diverse background in language and literacy, as well as her work in K-12 and alternative education settings, provides her with a broad spectrum of perspectives in working with students, teachers, coaches, administrators, and paraprofessionals.

Objectives:

By the end of the session, participants will be able to:

- explain the link between syntax and academic writing expectations;
- align discrete grammar skills to the writing expectations in the Common Core State Standards;
- design a high-powered ELD method that leads to effective and proficient academic writing and revision.

Agenda:

- I. Welcome and Introduction
- II. Need to *Know*: Language Defined
- III. Need to *Know*: A Closer Look at Syntax and Its Implications
- IV. Need to *Do*: Linking Syntax Skills to Academic Writing
- V. Need to *Do*: Designing a ***Syntax Surgery*** Lesson that Leads to Academic Writing

Need to Know:
Language Defined



Need to Know:
A Closer Look at Syntax and Its Implications

Need to Do: Linking Syntax Skills to Academic Writing

Academic Writing Expectation:

High-Quality Sample Analysis:

Adjectives	Nouns	Pronouns	Verbs
<u>adjective + noun</u>	<u>noun (subject) + verb</u>	<u>subject pronoun</u> <u>(before the verb)</u>	<u>conjugated verbs</u>
<u>subject + linking verb +</u> <u>adjective</u>	<u>verb + noun (direct object)</u>	<u>object pronoun</u> <u>(after the verb)</u>	<u>infinitive verbs</u> <u>(to + base form of the verb)</u>
	<u>preposition + noun</u> <u>(object of the preposition)</u>	<u>other pronoun types</u>	
Adverbs	Prepositions	Conjunctions	Syntax Patterns
<u>adverb before the verb</u>		<u>coordinating conjunction</u> <u>(for, and, nor, but,</u> <u>or, yet, so)</u>	<u>In which order did the author</u> <u>answer these questions: who,</u> <u>what, when, where, how, why?</u>
<u>adverb after the verb</u>		<u>subordinating conjunction</u>	

Need to Do: Linking Syntax Skills to Academic Writing

Academic Writing Expectation:

High-Quality Sample Analysis:

Adjectives	Nouns	Pronouns	Verbs
<u>adjective + noun</u>	<u>noun (subject) + verb</u>	<u>subject pronoun</u> <u>(before the verb)</u>	<u>conjugated verbs</u>
<u>subject + linking verb +</u> <u>adjective</u>	<u>verb + noun (direct object)</u>	<u>object pronoun</u> <u>(after the verb)</u>	<u>infinitive verbs</u> <u>(to + base form of the verb)</u>
	<u>preposition + noun</u> <u>(object of the preposition)</u>	<u>other pronoun types</u>	
Adverbs	Prepositions	Conjunctions	Syntax Patterns
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<u>adverb after the verb</u>		<u>subordinating conjunction</u>	

SYNTAX SURGERY

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none"> 1. Prepare lesson plan. <ol style="list-style-type: none"> a. What are the key grammatical features that students will need to use? <ul style="list-style-type: none"> ✓ Select 1-2 grammatical features identified as needed for the academic writing task b. What are the syntax rules that will be needed? <ul style="list-style-type: none"> ✓ Select the specific syntax rules that align with 1a c. Which previously-taught verb tense will be used? <ul style="list-style-type: none"> ✓ Is the Preview Chart for that tense posted? d. Write out the guided reconstruction steps. e. When will students receive their own words (“Hands-on”) or be allowed to start writing the sentence (“Eyes-on”)? f. Write out at least five shuffles. 2. Write out sentence on sentence strip or index cards for teacher use. <ol style="list-style-type: none"> a. Write extra words for shuffles. 3. Create words for students to use (for “Hands-on” approach). <ol style="list-style-type: none"> a. Leave blanks for shuffles. 	<ul style="list-style-type: none"> - Language Objective - Teacher reveals mixed-up sentence; students read words - <u>Guided Reconstruction</u> <ol style="list-style-type: none"> 1. subject + verb 2. noun (subject) + verb; subject + verb + noun (direct object) 3. Match the possible subjects and objects to verbs to form clauses 4. adjective + noun; subject + linking verb + adjective 5. Match the adjectives to the nouns 6. pronoun noun 7. Place pronouns after referring to the nouns they replace 8. preposition + noun/noun phrase/pronoun 9. Match the prepositions to nouns/noun phrases/pronouns 10. ___ + coordinating conjunction + ___; ___ + subordinating conjunction + ___; subordinating conjunction + ___, + ___ 11. Match the conjunctions to words, groups of words, clauses 12. adverb + verb; verb + adverb; subject + verb + finisher + adverb; adverb, + subject + verb + finisher 13. Match the adverbs to verbs, adjectives, or adverbs - <u>Shuffles = Revision Process</u> <ul style="list-style-type: none"> • Shorten the sentence to the main clause (complete subject + verb + direct object /who + what) • Change the form of the sentence from declarative to negative • Change the form of the sentence to the interrogative form • Change the subject of the sentence from singular to plural or plural to singular • Move one phrase or clause to another part of the sentence • Change the tense of the sentence • Replace key words with synonyms • Replace key words with a different word from the same part of speech • Add a new feature to the sentence - <u>Grammar Wall</u> Students post words from the sentence on the Grammar Wall by identifying the appropriate part of speech and justifying their answers.

Syntax Surgery Instructional Plan

Language Objective: We will assemble a sentence based on the eight parts of speech and English word order rules, focusing on...	Verb Tense/Key Grammatical Features:
Original Sentence:	
EIGHT PARTS OF SPEECH & ENGLISH GRAMMAR RULES	
Guided Reconstruction Step #1:	
Guided Reconstruction Step #2:	
Guided Reconstruction Step #3:	
Guided Reconstruction Step #4:	
Guided Reconstruction Step #5:	
PUSH THEM UP THE SYNTAX STAIRS!	
Shuffle #1:	
Shuffle #2:	
Shuffle #3:	
Shuffle #4:	
Shuffle #5:	
Additional Shuffles:	

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Additional Shuffles:	