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# **Academic Language Development Through Writing in the Content Area**

**Vista Higher Learning  
Center for Applied Linguistics  
Webinar Series**

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## Objectives and Agenda

### Content Objectives

*Participants will be able to*

- Enumerate the changes in writing research in recent history
- Evaluate sample student writing
- Identify different writing strategies that can be incorporated into daily lessons.

### Language Objectives

*Participants will be able to*

- List and describe the incorporation of the Interaction component in their lessons.
- Discuss the integration of all four language skills in interaction activities
- Write lesson plans using the SIOP Model and revise those plans based on new learning and reflections.

## Quick Write

- Take two minutes and list as many different types of writing that you participate in on a regular basis (i.e., lists, lesson plans, research papers, etc....).

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- Take one minute and review your list. Choose three that you feel the most competent in performing.

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- Review your top three choices. Choose the one you either prefer or feel the most competent in performing. List your top choice in the chatbox. \_\_\_\_\_

- Write one or two paragraphs describing your final choice (next page).

- Do not stop writing until time is called.



## What types of writing are students expected to develop in school?

- Compare & Contrast
- Descriptive
- Discussion – Position Paper
- Explanation
- Expository
- Information – Reports
- Narrative
- Note-taking – Editing – Proofing
- Poetry
- Procedural
- Recounting
- Response
- List some others –

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### When teaching writing which one are you<sup>1</sup>?

#### The Guide on the Side

- Facilitates thinking processes
- Enables the actual process of writing about content, theories, and thoughts
- Provides guidance as students learn and practice the process of developing their ideas
- Provides many opportunities for independent practice
- Express ideas using examples, literary devices, and creativity.
  - In other words, you emphasize the composition portion of writing. You focus on the ideas, creativity, organization, support of the writer's POV

#### The Sage on the Stage

- Provides direct and explicit instruction on the mechanical parts of the writing process
- Provides students with a menu of effective strategies to implement
- Directs students on how to manage every writing task
- Provides models
- Analyzes and revises writing pieces
  - Meaning, you emphasize the mechanics portion of writing. You focus on the grammar, syntax, and semantics. You look at form and format, as well as answering the question.

#### Let's do some self-reflection

- What are some of the features, strengths and challenges of each approach to writing instruction?
- Which do you use most often? Do you ever switch?

Aspects	Guide on the Side	Sage on the Stage
Features		
Strengths		
Challenges		
Times when you teach in this style		
Others?		

<sup>1</sup> Aumen, M. (2006). Step up to writing – 2nd Ed. Sopris West Ed. Services

### Let's look at some of the history of writing

- Early research looked at writing as more product based rather than a process of language.
  - In the 1930's writing was seen as “not language” but just as a way to record language through a visual means.
  - Research from the 1930's-1970's focused on what should be taught, how to assess, and the success of particular writing activities.
  - In the early 1970's research into early children's writing tended to focus on the product – the actual pieces and stages of writing (i.e., business letter, composition, etc....) rather than on the children's writing processes.
  - In the 1970's & 1980's many researchers felt that writing was nothing more than a display of oral language development rather than a distinct subsystem of language.
  - However, researchers in the mid to late 1980's disproved much of this research by showing how children wrote differently from their verbal communication. For example, some children wrote more formally than what their discourse provided.
  - This signaled the shift from a product-based model to a more cognitive, metalinguistic, functional, and communicative approach.
- Later research now recognizes several different premises
  - Writing is more cognitive by nature – it focuses on what is going on inside the writer's head and thinking processes.
  - Writing is a meaning making enterprise.
  - Writing is not linear, but rather a recursive process where the writer goes back and forth in the text while composing.

### Is writing linear or recursive<sup>2</sup>

- Writing is not simply a process of transcribing thoughts, but rather it is a vehicle by which thoughts are explored, developed, and articulated.<sup>3</sup>



<sup>2</sup> Hutchison, N. (2022). The recursive writing process. *English 087. Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License*. <https://pressbooks.howardcc.edu/engl087/chapter/writing-process-recursion/>

<sup>3</sup> Marrero-Colón, M.B. (2022). Writing is recursive [Graphic]. Center for Applied Linguistics

### English Learners and the Deficit Model

- When educators refer to English learners and writing, it is common to hear views and myths based on a deficit model.<sup>4</sup>
- According to a deficit perspective, EL students would be at a disadvantage because of their cultural & linguistic backgrounds, and their lack of ability to communicate in English<sup>5</sup>.
- Some points of view include:
  - ELs can't write
  - ELs have writing problems
  - ELs are reluctant writers
  - ELs need to be taught the skills of writing before being asked to write independently
  - ELs were never taught to write in their first language

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<sup>4</sup> Samway, K.D. (2006). When ELLs write: Connecting research to practice, K-8. Heinemann Press.

<sup>5</sup> Honigsfeld, A., Dove M. (2019). Collaborating for English Learners SAGE Publications.

### Writing Activities – Examples

#### Science – Inventions

- **Step 1:** When I say go, in one minute list 6 different inventions you feel have changed the world.
- **Step 2:** In 30 seconds review your list and choose the top three inventions you feel we cannot live without.
- **Step 3:** In 10 seconds choose 1 to write about.
- **Step 4:** Think about your invention. If you could improve on that invention, how would you do it?
- **Step 5:** When I say go, take two minutes and describe your new and improved invention. You can write a paragraph, draw your invention and label it, or you can describe your invention using bullets. Use any writing format you would like.

#### Social Studies – Geography & Land Masses

- Look at a group of postcards. Choose one to work with:
  - List some of the geographic features you see (e.g., mountains, oceans, forest, etc.).
- Identify where you think this place is. Using your list of geographic features, describe the location and why you think that you recognized that place.



## Writing Activities – Examples Continued

### Mathematics – Window Paning Procedures<sup>6</sup>

<p>1. Read the original problem and annotate the key information.</p> $2x + 3 = 43$	<p>2. Identify the operations</p> $2x + 3 = 43$ <p style="text-align: center;">↑      ↙ Multiplication &amp; Addition</p>	<p>3. Identify which number has to be eliminated first. In this case the #3.</p> $2x + \textcircled{3} = 43$
<p>4. Use the inverse by subtracting 3 to both sides of the equation to isolate the x.</p> $\begin{array}{r} 2x + 3 = 43 \\ -3 = -3 \\ \hline 2x = 40 \end{array}$	<p>5. No identify how to remove the coefficient. For this equation it's #2.</p> $\textcircled{2}x = 40$	<p>6. Since the opposite of multiplication is division, divide both sides of the equation by 2.</p> $\frac{2x}{2} = \frac{40}{2}$
<p>7. Show the division</p> $\frac{2x}{2} = \frac{40}{2}$ $\frac{1x}{1} = \frac{20}{1}$	<p>8. Simplify</p> $x = 20$	<p>9. Now check and see if this is a true statement.</p> $\begin{array}{l} 2x + 3 = 43 \\ 2(20) + 3 = 43 \\ 40 + 3 = 43 \\ 43 = 43 \end{array}$ 

### Writing Activity – ELA Early Elementary

- Finish the story – with pictures/icons

Jack loved pizza  . He loved  so much eat at it for breakfast  ,  
Lunch, and dinner  . He even ate pizza for dessert  . Then  
one day \_\_\_\_\_.

You finish the story...

<sup>6</sup> Marrero-Colón, M.B. (2021). Windowpaning Procedures [Graphic]. Center for Applied Linguistics.



