

CORRELATION

Step Up to Writing Correlation to The Alliance for Excellent Education's *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy – A Report to the Carnegie Corporation of New York*

English Language Learners (ELLs) Benefit from *Step Up to Writing*

English language learners (ELL) have *double* the challenge of learning English at the same time they are developing academic knowledge in core subjects such as language arts, history/social studies, science, and math. To help these students find success in both areas, it is necessary to understand and implement appropriate literacy strategies designed especially for use with diverse populations of students. A panel of researchers, policymakers, and educators, working on behalf of The Carnegie Corporation of New York, offered their expertise on this issue; what resulted are the challenges and solutions to acquiring academic literacy for ELLs, presented in the report *Double the Work*.

One of the report's findings focuses on the "limited use of research-based instructional practices" in the classroom, and points out that the instructional methods typically used by secondary teachers to teach ELLs "do *not* facilitate learning or literacy instruction for ELLs" (23).

Fortunately, the researched-based, multisensory writing strategies promoted in *Step Up to Writing* are applicable to all aspects of English language acquisition, literacy instruction, *and* developing content/subject area knowledge. The effective, hands-on strategies and tools are designed to improve *all* students' overall literacy skills including English language learners at various stages of English language acquisition. The flexible, strategy-based *Step Up to Writing* program connects reading, writing, vocabulary, sentence mastery, and more, to build a common language of literacy and increase proficiency across grade levels, content areas, and student abilities.

Extensive modeling, guided lessons, and independent practice improve students' writing, reading comprehension, note-taking, and critical-thinking skills. Students, including non-native English speakers, learn to read, write, listen, speak, and view with skill and confidence.

***Step Up to Writing* (3rd edition, 2008) Section Titles**

Section 1: Writing to Improve Reading and Listening Comprehension

Section 2: Vocabulary

Section 3: Sentence Mastery

Section 4: Information/Expository Paragraphs

Section 5: Accordion Essays and Reports

Section 6: Story and Narrative Writing

Section 7: Personal Narratives

Section 8: Speeches

Section 9: Specific Writing Assignments

Section 10: Assessment and High Standards

<p>Potential Solutions for ELL Intervention <i>Double the Work</i></p>	<p><i>Step Up to Writing, 3rd Edition (2008)</i> Practical Tools, Strategies, and Lessons</p>
<p>1. Integrate all four language skills into instruction from the start</p>	<ul style="list-style-type: none"> ▪ ...Builds reading, writing, listening, and speaking skills for use in all subject areas at all levels ▪ ...Integrates sound, research-based literacy strategies throughout its program ▪ ...Provides teachers and students with a variety of strategies, tools, activities, and guided lessons to improve reading, writing, listening, speaking, and viewing skills across content areas ▪ ...Equips students with hands-on, multisensory literacy strategies to better comprehend all texts, both fiction and non-fiction, written and visual ▪ ...Connects reading to writing practice and writing assignments
<p>2. Teach the components and processes of reading and writing</p>	<ul style="list-style-type: none"> ▪ ...Provides hands-on, multisensory reading and writing strategies ▪ ...Teaches students active reading strategies to better comprehend all texts, both fiction and non-fiction, written and visual ▪ ...Engages students in the reading process <ul style="list-style-type: none"> ○ Generate background knowledge ○ Front-load students for success ○ Strategies for reading textbooks and other non-fiction texts ○ Strategies for Before, During, and After reading such as: <ul style="list-style-type: none"> ▪ Pre-reading activities (Section 1) ▪ Practical, effective note-taking (Section 1) ▪ Recognizing text structures (Section 1, and 4 thru 8) ▪ Making inferences (Section 1) ▪ Analyzing a text (Sections 1 and 9) ▪ Summarizing to demonstrate comprehension (Section 1) ▪ Asking and answering questions about a reading (Section 1) ▪ Responding to the text (Sections 1 and 9) ▪ Making connections to the text (e.g. text to self, to text, to world) (Sections 1 and 9) ▪ And more!

- ...Employs **various strategies, techniques, and activities** to promote **reading and writing improvement** including
 - Responding to the text (Sections 1, 9)
 - Making connections (Sections 1, 2, 9)
 - Marking the text and taking notes (Section 1)
 - Recognizing text structures and genres (Sections 1, and 4 thru 9)
 - Using graphic organizers and other organizational techniques (Sections 1, 2, and 4 thru 9)
 - Summarizing (Sections 1, and 8 thru 10)
 - Asking and answering questions (Sections 1, 8, 10)
 - Writing-to-learn activities (Sections 1 thru 3, and 9 to 10)
 - Developing vocabulary (Section 2)
 - Mastering sentence writing (Section 3)
 - Using the writing process (Sections 4 thru 10)
 - Writing across the content areas (all Sections)
 - And more!
- ...Guides students through **the entire writing process** beginning with brainstorming and prewriting, and continuing with planning, organizing, drafting, revising, editing, and publishing/sharing
- ... Empowers students to **complete writing assignments connected to content materials** and/or textbooks that they are assigned to read
- ...Equips students with strategies and tool to **plan, organize, create, and deliver successful speeches** – both formal and informal – such as those found in Section 8:
 - Understanding components of a good speech
 - Blocking out and planning a speech
 - Including stories in a speech
 - Making introductions
 - Asking and answering questions
 - Focusing on the audience
 - Giving impromptu speeches, how-to speeches, persuasive speeches, book reports
 - Assessing student presentations and speeches (Section 10)
 - And more!
- ...Improves students **listening and discussion skills** with strategies, activities, and tools such as:
 - Good listening skills (Section 8)
 - Participating in a discussion (Section 8)
 - Asking and answering questions (Section 8)
 - And more!

<p>3. Teach reading comprehension strategies</p>	<ul style="list-style-type: none"> ▪ ...Teaches students active reading strategies to better comprehend all texts, both fiction and non-fiction, written and visual ▪ ...Equips students with multisensory literacy strategies for <ul style="list-style-type: none"> ○ Analyzing and evaluating texts (Section 1) ○ Making inferences (Section 1) ○ Drawing conclusions (Section 1) ○ Synthesizing information (Section 1) ○ Summarizing to demonstrate comprehension (Section 1) ○ Assessment of comprehension (Section 10) ○ And more! ▪ ...Connects reading to writing practice and writing assignments
<p>4. Focus on vocabulary development</p>	<ul style="list-style-type: none"> ▪ ...Incorporates a multitude of strategies for students to learn, comprehend, and use new vocabulary words. The activities are not simply used in English language arts, but encourage vocabulary development within specific content areas <ul style="list-style-type: none"> ○ Understanding dictionary definitions (Section 2) ○ Using correct pronunciation (Section 2) ○ Developing concept maps (Section 2) ○ Creating meaningful vocabulary sentences (Sections 2 and 3) ○ Working with definitions, synonyms, antonyms, and parts of speech (Sections 2 and 3) ○ Learning and applying content-specific or subject-specific terminology (Sections 2 thru 9) ○ Understanding homonyms, homophones, and homographs (Section 2) ○ And more!
<p>5. Build and activate background knowledge</p>	<ul style="list-style-type: none"> ▪ ...Enables students to strengthen their overall literacy skills and build historical, cultural, and social background knowledge ▪ ...Provides various strategies for building and activating prior knowledge through reading and writing <ul style="list-style-type: none"> ○ Descriptive writing (Section 9) ○ Personal writing such as free response or journal writing (Section 9) ○ Making text connections (text to self, to text, to world) ○ Recognizing text structures and genres (Sections 1, and 4 thru 9) ○ Using two- and three-column notes (Sections 1, 4, 8, 9) ○ Creating viewing and study guides (Section 1)

	<ul style="list-style-type: none"> ○ Using graphic organizers and other organizational techniques (Sections 1, 2, and 4 thru 9) ○ Engaging in the writing process (e.g. brainstorming, prewriting) (Sections 4 thru 10) ○ And more!
<p>6. Teach language through content and themes</p>	<ul style="list-style-type: none"> ▪ ...Promotes writing and reading across the content areas through various activities, assignments, and guided lessons ▪ ...Builds common language, common strategies, and high expectations for all classes, subjects, and ability levels ▪ ...Works particularly well with theme-based units and lesson plans <ul style="list-style-type: none"> ○ Strategies, tools, and activities can be applied to <i>any</i> topic or theme, in any subject/content area ▪ ...Integrates various genres, forms, structures, themes, and purposes for writing including <ul style="list-style-type: none"> ○ Expository/informational writing (Sections 1, 4, 5, and 8 thru 10) ○ Story/narrative writing (Sections 6, 9, 10) ○ Personal narrative writing (Sections 7 thru 10) ○ Persuasive writing (Sections 4 and 5, and 8 thru 10) ○ Compare/contrast writing (Section 9) ○ Writing in math and science (Section 9; see also <i>Step Up to Writing in Math</i>, 2009) ○ Poetry and drama writing (Section 9) ○ Descriptive writing (Section 9) ○ Responding to literature (Section 9) ○ And more!
<p>7. Use native language strategically</p>	<ul style="list-style-type: none"> ▪ ...Encourages <i>all</i> students to develop an abundant vocabulary by reading and writing widely ▪ ...Empowers <i>all</i> students to develop a mastery of language structure and language patterns ▪ ...Teaches literacy strategies through direct teacher instruction and guided lessons ▪ ...Strengthens students' literacy skills while taking advantage of their native language(s) ▪ ...Promotes collaborative learning and interaction among students ▪ ...Used successfully in schools and classroom where students' native language is other than English (especially with Spanish-speaking students) ▪ ...Strategies and tools can be used with ELLs, using their native language, to continue to support and build their academic literacy <ul style="list-style-type: none"> ○ some Tools pages have been translated into Spanish

<p>8. Pair technology and existing interventions</p>	<ul style="list-style-type: none"> ▪ ...Encourages teachers and students to incorporate technology throughout the writing process as the students present writing that effectively conveys a message to their audience ▪ ...Integrates technology as a means of planning, drafting, revising, editing, and publishing writing; or crafting visual narratives and visual aids to accompany writing or speeches. <ul style="list-style-type: none"> ○ Brainstorming and activating prior knowledge, experience, etc. (Sections 4 thru 10) ○ Prewriting and planning (Sections 4 thru 10) ○ Drafting paragraphs, essays, stories, etc. on the computer (Sections 4 thru 10) ○ Conducting and organizing research (Section 1) ○ Setting high standards for final drafts (Section 10) ○ Publishing a final draft: word processing (Section 10) ○ Graphic or visual aids to accompany speeches (Section 8) ○ And more!
<p>9. Motivate ELLs through choice</p>	<ul style="list-style-type: none"> ▪ ...Promotes student choice in reading and writing topics ▪ ...Builds students' skills and confidence in choosing and applying appropriate literacy strategies, pushing them to become independent and successful readers and writers <ul style="list-style-type: none"> ○ Teachers may suggest topics in guided lessons or as a way to promote independent practice ○ Once students have learned and mastered a few strategies, they are more willing and able to choose their own topics for writing and the appropriate strategies for successfully completing the assignment ▪ ...Offers teachers a variety of writing assignments to use with students <ul style="list-style-type: none"> ○ Teachers and students can choose different writing formats ranging from expository/informational essays to letter writing to poetry, and more

REFERENCES

Auman, Maureen. *Step Up to Writing*. 3rd edition. Boston: Sopris West Educational Services, 2008.

Short, Deborah J. and Shannon Fitzsimmons. *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners – A Report to Carnegie Corporation of America*. Washington DC: Alliance for Excellent Education, 2007.