

Teaching Multilingual Students

Domain Focus:
Writing & Speaking

Setting:
Whole Class & Small Groups

Time:
10-15 minutes

Learning Targets

Students will respond to a writing prompt about their Wonder's story by using the Think, Pair, Write, Pair, Share strategy.

Grade 1 Example Prompt

This worksheet for Grade 1 includes a listening icon and two main prompts: 'Talk about something you lost.' and 'Write sentences about what happened to something you lost. Use specific words.' Below these are several horizontal lines for writing. A 'Writing Skill' box explains that '-ed' tells about the past and '-ing' tells about the present. A 'Check In' section at the bottom has four numbered boxes (1, 2, 3, 4) and the text 'Tales Over Time 93'.

Grade 5 Example Prompt

This worksheet for Grade 5 features a 'Reread SHARED READ' section with a 'Respond to Reading' prompt: 'Discuss the prompt below. Use your notes and text evidence to support your ideas.' The prompt asks: 'What does the author want readers to understand about Paul by describing his experience from beginning to end?' Below is a large writing area. A 'Quick Tip' box suggests using sentence starters to retell the story. A 'Grammar Connections' box explains that subjects of sentences agree with verbs, giving the example 'The smalls from the kitchen is familiar.' and 'The smalls from the kitchen are familiar.' A 'CHECK IN' section at the bottom has four numbered boxes (1, 2, 3, 4) and the text '22 Unit 3 - Text Set 1'.

Student Practice Activity

Think - Pair- Write- Pair- Share

As a class, reread your Wonder's Shared Reading story. After discussing the text, display the Respond to Reading writing prompt. Together, read the prompt with students and clarify any vocabulary used in the prompt. Then, talk about what the prompt is asking them to do. As a class, find evidence from the text that students can use in their responses. Have partners discuss their answers to the prompt.

Give students time to then write their responses down. If they get stuck on what to write, encourage them to think about the discussion they had with their partner.

Have students verbally share their responses to the prompt with a partner. Then, allow students to add more details to their writing. After revising their writing, invite students to share their responses with the class or in small groups.

Student Supports

- Give students sentence starters. Here are a few examples:
 - In the beginning of the story...
 - In the end of the story...
 - The author shows...
- Provide a word/phrase bank to assist students with restating the prompts.
- Work with students in a small group to find evidence, formulate a response and help them write it down.