

Professional Learning Communities Facilitator's Guide

for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

VIDEO

5:30 minutes

Full Details and Transcript

Using Graphic Organizers in Writing (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

Video Details

Facilitator's Guide Session: Recommendation 3, Session 3A
Handout 3A.2: Video Viewing Guide – Using Graphic Organizers in Writing

Description: In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class demonstrates how to use a graphic organizer as the foundation of a writing assignment. The students in this class are enrolled in a Newcomer Center for secondary students who are new to the country and at beginning levels of English proficiency. The class has 20 students in grades 6–8. All the students are English learners, and all but one has been in the country less than a year. Most of the students are at the beginning level of English proficiency, with three at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the rest speak Spanish. This video was filmed during the second month of school.

Full Transcript

Teacher: Good morning.

Students: Good morning.

Teacher: Well you know that we've reviewed vocabulary. We've learned and reviewed vocabulary, and then we also watched a video, and we read a text or an article. What was the article about?

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Student 1: Afghan girl.

Teacher: The Afghan girl. And then we did a graphic organizer, and that graphic organizer we have right here. We have the three important events that happened. Correct? Okay. So let's chorally read – or let's read the important events that we've done. Okay. So "In 1985 . . .

Students: "In 1985 . . .

Teacher: . . . a picture . . .

Students: . . . a picture . . .

Teacher: . . . of a young girl . . ."

Students: . . . of a young girl . . ."

Teacher: We're going to use this information to write a paragraph – okay, to write a paragraph about what we learned about this young lady – woman. Okay, but before we do that, what does every paragraph need?

Student 1: Topic sentence.

Teacher: A topic sentence. Let's create a topic sentence here. Let me ask you a question. Was it easy to find this young lady?

Students: No.

Teacher: No, it was not. So let's put, "It was . . ."

Okay. So now that we have our topic sentence, let's talk about the first important event that we already decided on. Can you read the first important event?

Student 1: "In 1985, a picture of a young girl was taken for a magazine."

Teacher: Okay. Very good. And we all agree that that was the first important event, right? That's where it all started. So now that we have this important event, let's talk about the details. Now some of you already have the details, but without looking I want you to try and remember, what are some important details that we talked about? Take a moment to finish and think about it, and I'll let you share. Okay?

So what's an important detail?

Lanisa: They did not know her name.

Teacher: They did not know her name. Very good. So people wanted to know who she was, and they didn't know her name. So let's make those two details a complete sentence.

" . . . girl!" Share again. They didn't know if she was still alive. Is that what you said? I'm sorry.

Lanisa: Yes.

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- Teacher:** Yes. Okay. Very good. You guys have very good memories. Second important event. And what is the second event?
- Student 2:** People wanted to find her.
- Teacher:** People wanted to find her. Let's dig into our memories and see what are the details for this? What can we write to support it? I'm going to get some participation from Lanisa.
- Lanisa:** People want to find her to help her.
- Teacher:** People wanted to find her to help her. Okay. Very good. That's a good detail.
- Lanisa:** They studied her eyes.
- Teacher:** They studied her eyes. That's right. Why did they study her eyes?
- Lanisa:** To find pattern.
- Student 3:** Yes.
- Teacher:** To find a pattern. That's right. They studied her eyes to find her unique pattern because, remember, not every – no one has the same pattern in their iris. Very good. Remember that, those two are very good details that we will add. Okay. Let's write that in a complete sentence. Why don't you help me out here? How can we start that sentence? Yes.
- Student 1:** The National Geographic team started to find her.
- Teacher:** To look for her.
- Student 1:** To look for her.
- Teacher:** Okay. Very good. What did they use? Using her . . . ?
- Student 1:** Pictures.
- Teacher:** Her picture. Okay. Very good. Thank you. Third important event and details. Everyone, "In 2002, . . .
- Students:** "In 2002, . . .
- Teacher:** . . . the National Geographic team . . .
- Students:** . . . the National Geographic team . . .
- Teacher:** . . . found her."
- Students:** . . . found her."

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Teacher: This is good. They found her after long searching. Okay. So let's write that down. And let's talk about those details.

Now we need to close this – close this paragraph with a concluding sentence. Okay. Let me write “concluding sentence.” Okay. Help me create a concluding sentence. What can we say that can wrap everything up? Remember our topic sentence. We can even use our concluding – our topic sentence to help sum up what we've written. We know that it was not easy. We said it was really difficult finding her, right? So did it take one person or did it take many people?

Students: Many people.

Teacher: Okay. We know it was not easy. It took a team. Let's include that in our concluding sentence. So it was not easy finding Sharbat Gula, but with time and the help of a team they found her, or it was possible. So from a graphic organizer to a writing piece. Pretty impressive, you guys. Very nice.

– *End of Transcript* –

Disclaimer: This video, produced by the Regional Educational Laboratory (REL) Southwest is part of a series developed for the *Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*.

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