



Chapter 8

Writing: A Multilingual Perspective

Key Points

- Effective writing instruction and assessment use a multilingual perspective, recognizing and integrating the variety of cultural and linguistic norms that frame language use and influence written discourse patterns.
- Reading and writing instruction are naturally linked: comprehension and other reading skills can be taught through writing, and writing skills can be taught during reading instruction.
- Writing is a skill to be developed and a tool for enhancing other areas of learning.

Activity objectives: Participants will:

- Complete and share comparison and contrast statements about English and Spanish at the word and discourse level.
- Suggest specific opportunities for integrating Language Experience Approach into their teaching through the completion of a graph like Table 8.1 (p. 105)

Notes for book study leader:

- The comparison and contrast sentence prompts can be used in several ways. Below are just three suggestions:
 - Have individuals or partnerships complete the sentences, and then share and discuss different ways they completed the sentences
 - Have individuals or partnerships complete the sentences, and then share the responses via parallel lines
 - Use the sentence prompts as a way of starting a whole group discussion, and, as a group, decide on how to complete each prompt.
- Participants should complete the graph for Language Experience Approach (LEA) with concrete experiences currently happening in classrooms, or that could be easily integrated into current instruction, and with reading and writing skills that are taught at their grade level.

- There are several ways to organize completion of the LEA graph:
 - Participants work in small grade level groups to suggest multiple opportunities to integrate LEA. Then each group shares their responses with the other groups through a jigsaw.
 - Leader and participants work together to complete the graph for a variety of grade levels (as a model) and then participants work individually or in small groups to suggest additional opportunities for integrating LEA.
- After completing the graph, encourage participants to implement LEA in one of the suggested ways and to bring evidence of implementation to the next book study meeting for further discussion.

Summary of information found on pp. 100-104

A comparison of Spanish and English emergent writing at the word level		
	Spanish emergent writing, Ferreiro and Teberosky, 1989	English Emergent writing, Gentry, 2011
Level 1	Students write scribbles	Students write scribbles.
Level 2	Students write identifiable, but random, letters and numbers that have no relationship to the sounds in the words or syllables	Students write identifiable, but random, letters and numbers that have no relationship to the sounds in the words represented.
Level 3	Syllabic hypothesis - Students write vowels that reflect the sounds of individual syllables of words.	Partial alphabetic writing: Students write consonants, usually beginning or final letters. Letters correspond to sounds in words.
Level 4	Students write vowels and consonants that reflect the sounds of individual syllables.	Full alphabetic writing. Students write letters for all the sounds in the words, although spelling is non-conventional.
Level 5	Students write easily identifiable words, with both vowels and consonants, but will continue to use unconventional spelling.	Writing in chunks of spelling patterns: Students write using more conventional spelling, but continue to use invented spelling, in which conventional spelling patterns are over generalized.

A comparison of Spanish and English writing at the discourse level	
Longer sentences	Shorter sentences
More details and background information before getting to the specific topic.	Fewer details and more immediate attention to the specific topic.
More rephrasing and repetition.	Little rephrasing and repetition.
Little use of enumeration (first, then, next).	More use of enumeration (first, then, next).
Leading the reader to a conclusion without necessarily explicitly stating it.	Explicitly stating the conclusion the reader is to make.

Comparison and Contrast Sentence Prompts

1. At the word level, monolingual Spanish emergent writing and monolingual English emergent writing are similar because _____

2. At the word level, monolingual Spanish emergent writing and monolingual English emergent writing are different because _____

3. At the discourse level, monolingual Spanish writing and monolingual English writing are similar because _____

4. At the discourse level, monolingual Spanish writing and monolingual English writing are different because _____

Graph for LEA activity:

Grade Level	Sharing a Concrete Experience (Step 1)	Narrating While the Teacher Writes (Step 2)	Reading or Writing Activity Using Step 2 Transcript as Mentor Text (Step 3)