



A Voice for Writing: A Universal Language for Secondary ELLs

SUMMARY

A Voice for Writing is a universal approach that uses academic language anchored in content to help ELLs to become successful writers. Through the use of structured acronyms, visual cues, and language-based supports, students strengthen their ability to use cited evidence to do a deeper analysis of a given text while gaining a better grasp of new vocabulary. This formulaic method also draws upon students' prior knowledge and experience to help develop understanding while encouraging engagement in the learning process.

Helping English language learners

(ELLs) to analyze and think critically about difficult texts to meet the demands of the 21st century can be daunting for teachers. Cogent reasoning and evidence collection skills are required of our students. Such skills can easily be developed by tapping into a students' emotional intelligence and providing him or her with a universal, student-friendly language of structured and scaffolded resources for the writing process.

A Voice for Writing: A Universal Language for Secondary ELLs utilizes structured acronyms and language-based supports that represent cited textual evidence, interpretations, and other original thought drawing on prior knowledge and personal experience. It presents ELLs with visual cues and acronyms through a universal academic language anchored in content to achieve success on writing tasks.

A Voice for Writing aligns the criteria in the writing rubrics for Part 2 and 3 within the New York State Regents Examination in English Language Arts and the rubric for the QuickWrites with specific formulas and strategies that it provides for ELLs. The program frontloads academic, Tier Two and assessment vocabulary (to prepare a strong foundation of analysis through original, visual interpretations), develops sophisticated language, fosters a command of evidence, and scaffolds a method for cohesion, organization and style.

Writing and English Language Learners

Within the English language arts classroom, the stakes are higher than ever before. The number of English language learners continues to rise. "Over the last decade, there has been an increase in the number of ELLs enrolled in NYS public schools

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resulting in a current population of 214,378 students who speak over 160 languages (NYS Education Department, Office of Bilingual Education and Foreign Language Studies. 2014, p. 1).”

As students learn to write, their instinct as writers is usually to summarize what they have read. But students are now being asked to move away from summaries and to improve their ability to produce meaningful *interpretations* and to cite quality evidence from their analysis of texts. Simultaneously, there is an added challenge for teachers of ELLs. According to the TESOL International Association Issue Brief, teachers of ELLs need to be able to do the following:

- Teach ELLs the academic language necessary so they can use evidence from literary and informational text in reading, speaking, listening, and writing; and
- provide ELLs with linguistic structures so that they can use evidence, cite sources, avoid plagiarism, synthesize information from grade-level

complex text, and create argumentative/persuasive speech and writing (2013 p.5).

Teachers continually encounter ELL students hitting obstacles when faced with writing tasks. To ensure success for ELLs, additional resources may be needed. Many provide isolated organizers, examples, and methods for them to be successful, but in many cases this is still not enough. According to Ferlazzo & Hull-Sypnieski: “There should be a strong connection between reading and writing. As students read in preparation for writing an argument, they should look for evidence they can use to inform their valid and logical claims and to critique other claims and evidence they might read. In their writing, students should use the structure, vocabulary, and style that best suits their purpose, topic, and audience. Teachers should provide ample opportunities to develop and use higher-level academic vocabulary (2014, p. 46).”

The interpretation of text is an essential skill ELLs need to acquire and

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Teachers continually encounter ELL students hitting obstacles when faced with writing tasks.

Perhaps their ability to remember song lyrics and achieve high-level gaming skills have already improved [students'] abilities to memorize for the purpose of self-improvement.

develop. It is a difficult and important skill to grasp because it is an interdisciplinary skill crossing all content areas. Scaffolding and subdividing steps into manageable parts are important parts of strategy instruction for ELLs. Since most of the texts lie outside of their personal life experiences and vocabulary base, words and their meanings have to be made more accessible to them.

According to current research regarding vocabulary acquisition, Goldenberg states: “ELLs learn more words when the words are embedded in meaningful contexts and students are provided with ample opportunities for their repetition and use, as opposed to looking up dictionary definitions or presenting words in single sentences (2008, p. 18).” ELLs will benefit from structured strategies including the practice of frontloading relative vocabulary. A report from the Center for Research on Education, Diversity, and Excellence concludes: “Focused and explicit instruction in particular skills and sub-skills is called for if ELLs are to become efficient and effective readers and writers (Goldenberg, 2008 p. 18).”

According to the study, Spanish speaking ELLs who received structured writing lessons outperformed students who received extended opportunities to do “free writing.”

A Voice for Writing: An Overview

The burden of analyzing texts and synthesizing responses on exams and in day to day classroom writing tasks is becoming more complex, requiring cognitive skills that can be mentally draining for ELLs due to their existing language demands. “. . . for ELLs, their progress depends greatly on the learning environment and the scaffolding provided . . . ELLs may need more help with vocabulary, spelling, and word order than English-proficient students do, but helping ELLs get started is an investment in their development (Education Alliance, 2015, p. 1).”

It is clear that many students, including ELLs, have a great facility for memorization. Utilizing this skill would appear to run counter to trends in teaching that have moved away from having students memorize information. However, using this skill as a starting point and teaching students to memorize helpful patterns of acronyms not only reduces the cognitive load associated within the writing process, but also gives them self-confidence, precisely because they are proficient in this technique. Perhaps their ability to remember song lyrics and achieve high-level gaming skills have already improved their abilities to memorize for the purpose of self-improvement. Certainly, their daily use of acronyms and condensed

language in texting and social media has made them receptive to applying the strategy of using the string of acronyms employed in this process.

A Voice for Writing arms ELL students with a writing toolbox that presents an extremely structured method for writing about difficult texts while simultaneously generating a purposeful and meaningful writing response. It provides them with the structure of acronyms and the opportunity to apply higher-level academic vocabulary. This universal method teaches ELLs to cite evidence from texts and to establish claims within their writing. The program's global design can also be implemented in the general education and special education classrooms to benefit all students.

Each step and resource that is provided in this program is directly aligned with the criteria set forth in the New York State English Language Arts Part 2 (Argument essay) and Part 3 (Text-Analysis Response) writing rubrics. The program is also aligned as a method to assist ELLs in their progression for learning to read difficult texts and write clearly about them. By providing students with explicit strategy instruction for writing, teachers can spend more time on developing comprehension skills and content knowledge. With this, students are able to begin applying the strategies that allow them to generate original thought and write

responses when the steps in the writing process are highly structured, scaffolded and differentiated.

Step One: Rubric Criteria: Content and Analysis

Visual Key Words

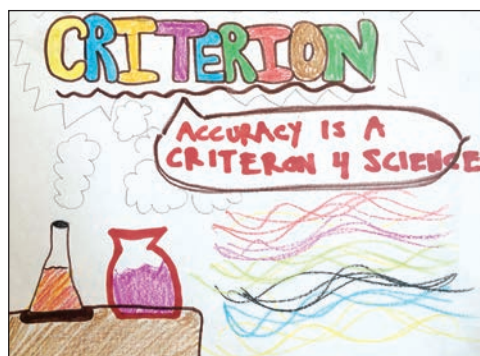
For ELLs, the unfamiliarity of Tier Two and academic vocabulary prevents them from climbing the ladder toward these higher-order thinking skills. Words such as *criterion, claim, valid, subsequent, alternative, technique, refute, acknowledge, analyze, and evidence* are not the language of their daily experience. The first step is to give students a list of words taken from Regents and daily writing tasks including Tier Two words found in texts. The teacher should provide definitions with the denotative meaning in class. This is important because many students left to their own would go directly to the Internet to look up words. The outcome is usually a cut and paste job which does not ensure comprehension.

In order to teach students to answer questions employing these words it is important that they develop a connection with the vocabulary used in text as well as examination questions. When students connect to words on a

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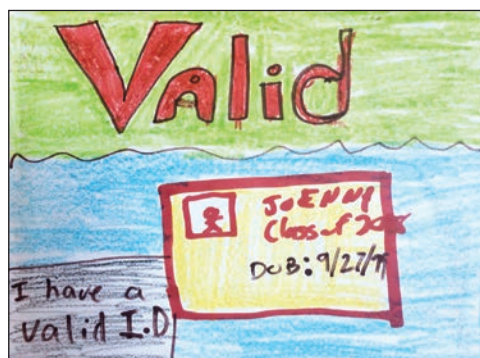
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personal level, they are able to transfer and generalize the words to another context with great success. Drawing on a student's own associations promotes a greater ability to apply the words later on if students draw pictures that explain the meaning of these words

through their own lens. At first, this can be daunting for students until it



becomes clear that they can just draw stick figures. The goal is not to present a sophisticated piece of art but to create a visual symbol that will stick in their mind. Then, they think of a sentence using the word in context. Students are asked to connect the word to an emotion or

experience within their own lives.

Interestingly, while the pictures seem utterly rudimentary and childlike, the effect they have is enabling the students to absorb the meaning of the words and elevate their sophistication in the writing they produce in answer to questions containing these words. Without this connection, the content and analysis of texts can be inaccurate and unclear. The drawings create an opportunity for students to view the words in a visual context and then within context again in the questions, writing tasks, and texts. According to Bradberry and Greaves: "Emotions always serve a purpose. Because they are reactions to your life experiences, emotions seem to arise out of thin air,

and it's important to understand why something gets a reaction out of you... Situations that create strong emotions will always require more thought (2009 p. 25)."

Students are given specific words and definitions found in a text or within the task itself. Then, they use their own experiences to draw a picture of what the word represents. (See the two examples of student drawings to the left.) For instance, to visually interpret the word, "criterion," a student wrote, "*Accuracy is a criterion 4 science*" and drew a picture of flasks on a table in a science lab. Notice the use of the number "4" rather than the word "for." In our current world of texting and social media, this is evidence that students are already using abbreviated language to communicate in writing. This fact supports the successful use of acronyms within a universal language of writing as a part of writing formulas that ELL students can memorize and generalize. The next step is to use word association strategies to develop original thought. Students then learn acronyms and sentence starter patterns combined with the use of selected quotations, interpretations and their word associations to help them move an essay forward in a coherent manner.

The examples at left show how two abstract words, *criterion* and *valid* become concrete through an original

drawing. In both, we also notice the use of condensed “texting” language.

Step Two: Rubric Criteria: Command of Evidence, and Proper Citation of Sources

The Profound Thought Box

According to Walqui (2014), “Rather than simplifying the text or assuming that students can’t identify themes in text, teachers . . . draw on [students’] background knowledge and experiences to build new or deeper understandings of ideas in and beyond classroom texts (p. 2).”

We begin the process of teaching ELLs how to cite evidence and provide interpretations and details with a visual box to generate original thought with words that connect to whatever central idea is determined in a text, and with specific linguistic transitional phrases. Within typical writing tasks, students are required to understand the development of a “central idea” within a text while reading. They also need to cite evidence and create interpretations relative to central ideas. Concurrent to these requirements, this program provides a “Profound Thought Box” (PT Box) for ELLs as a precursor to a reading and writing activity. The focus is on skill application, being able to

generate details and further analysis through original thought. To introduce this important skill, begin with giving students an excerpt from an essay about friendship by Ralph Waldo Emerson to practice. Beginning with the central idea of friendship works well because it is one of the most basic human connections that will grow and deepen as they mature.

Students are provided with a template for the New York State Regents Text-Analysis Response that they will use to frame their response. In this exercise, students create their PT Box, which is a box containing the central idea word — e.g., friendship. The phrase “Profound Thought” tells students that they are capable of discussing and analyzing serious concepts such as *friendship, courage, compassion, perseverance, justice and fate* among others within nonfiction texts and literature. The PT Box provides a resource of personal associations with abstract ideas to develop original thought. Students are given time to generate phrases that explain the word from their own experiences and prior knowledge.

At first, they may encounter difficulty. As they are walked through the process it is helpful to look at the words with positive and negative associations. Placing a plus “+” sign on one side of the box and a minus “-” sign on the

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Name _____ Period _____
Schmidt -English

Genre: Essay excerpt
Title: Friendship
Author: Ralph Waldo Emerson

"The glory of friendship is not the outstretched hand, not the kindly smile, nor the joy of companionship; it is the spiritual inspiration that comes to you when you discover that someone else believed in you and is willing to trust you with a friendship..." – Emerson

Central Idea: FRIENDSHIP

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Central Idea: FRIENDSHIP

Handwritten notes around the central idea:

- ⊕ good times happy have your back knowing someone will always be there
- support
- ⊖ sad times struggles loneliness

other gave them an additional visual cue to help them generate phrases. Once the PT Box is filled, students share ideas with a partner in order to expand their perspectives on what friendship means. Communicating and collaborating with a partner moved them to a higher level of critical thinking so that they could individually generalize the skill and strategy and then be able to move to new unfamiliar content by using their own impressions as their guide.

After the PT Box is complete, it will be used to assist in interpretations for the quotes as well as helping to generate other thoughts relative to the central idea and the literary element they selected. For the Part 3 Argument response, students should create an additional PT Box for each of the four

texts. Selected phrases that are relative to the central idea are interpreted. As they read the text, they should be

underlining possible quotes to use in their response.

Central ideas such as courage, compassion, perseverance and identity are universal. Through such instructional strategies that draw on emotional intelligence and prior knowledge within a visual framework including drawing pictures of the selected words and developing a PT Box, ELLs have an opportunity to analyze complex texts.

Sentence Starters

After students understand and apply the PT Box and select quotes relative to the central idea or topic, they receive Sentence Starters. The sentence starters help frame a short response with evidence and interpretations, using details generated from the PT Box. Using these specific language cues demonstrates proper citation of sources to avoid plagiarism when citing quotes and other material from the text. Simultaneously, the PT Box and Top Sentence Starters provide a framework that encourages evidence to support the analysis of texts. The method uses a word association strategy within the PT Box for students to present their interpretations and analysis of text. Memorizing the structure of the formula removes the obstacles of writing and enables them to focus on the analysis.

Step 3: Rubric Criteria: Coherence, Organization and Style

Using Acronyms

This design uses acronyms to create a formula for students to write responses. The purpose of the acronyms is to provide a universal code for ELLs that reduces the cognitive load.

Below is the *A Voice for Writing* formula according to the criteria set forth within the New York State Regents in English Language Arts Part 3 Text-Analysis Response.

When students memorize the formula for a specific writing task, they move away from simply summarizing and move toward alignment with the rubric requirements. Most importantly, the

1.	TAG (Title, Author, Genre)
2.	PT (Profound Thought)
3.	PT (Profound Thought)
4.	SS+ Q1 (First quote- Evidence)
5.	SS + I (Interpretation)
6.	LET (Connect Literary Element or Technique)
7.	PT (Profound Thought)
8.	PT (Profound Thought)
9.	SS+Q2 (Second quote- Evidence)
10.	SS+I2 (Interpretation)
11.	LET (Connect Literary Element or Technique)
12.	PT (Profound Thought)
13.	PT (Profound Thought)
* For the entire response, students would repeat steps 4-7 to include a third and fourth quote.	

TOP SENTENCE STARTERS TO PROVIDE TEXTUAL EVIDENCE, INTERPRETATIONS, AND DETAILS WITH COMMON CORE LANGUAGE USE		
WITH A QUOTE Q		<ul style="list-style-type: none"> The author states “_____” According to the author “_____” In text _____ line _____ it states “_____” In text _____ the graphic states “_____”
WITH INTERPRETATION (my own words) I		<ul style="list-style-type: none"> In other words, this means _____ From this perspective, this means _____ Upon close examination, it can be seen that _____ This is valid because _____
WITH DETAILS D		<ul style="list-style-type: none"> <i>Example:</i> For instance, For example, <i>To add more:</i> In addition, Additionally, <i>Go further:</i> Furthermore, <i>+ Add similar detail:</i> Similarly, Likewise, <i>-- Add opposite detail:</i> However, On the other hand,

SS	Sentence Starter	Students select a sentence starter for either a quote or an interpretation
Q	Quote	Students select a quote from a passage
I	Interpretation	Students put the quote in their own words
PT	Profound Thought	Students create a sentence from a word or phrase within their Profound Thought Box after determining the central idea of the prompt, topic, or question.
LET	Literary Element or Technique	Part 3 Text Analysis Response: Students memorize the LET sentence from the template and plug in the central idea and literary element or technique.
T	Topic question from Argument Essay Task	Part 2 Argument essay: Students rewrite the Topic Question as the first sentence of the Argument introduction
C	The Claim	Part 2 Argument essay: Students pick a side from the topic and create a claim

design allows them to think critically about the central idea; and how the author uses literary elements and techniques to develop the central idea. Generating text-to-world and text-to-self connections synchronizes the analysis of text through prior knowledge and experiences. Additionally, the PT Box creates an alternative for ELLs who have difficulty with the concept of annotating text.

Step 4: Putting it All Together- Application and Synthesis

The following is an example of a student response to the Emerson excerpt modeled after the New York State Regents Examination in English Language Arts and using the *A Voice for Writing* template.

TAG	In the excerpt "Friendship" written by Ralph Waldo Emerson the author develops the central idea of friendship through the use of characterization.
PT	In life, there are always struggles when you may feel lonely.
PT	When you have a true friendship, you know that person will always be there even in the sad times.
SS+Q1	According to the author, "The glory of friendship...it is the spiritual inspiration that comes to you when you discover that someone else believed in you..."
SS+I1	From this perspective, this means a friend will have your back.
LET	The author develops the central idea of friendship with the literary element of characterization by showing us that a friendship is a lot more than having good times together.
PT	A true friend will always support you.

Taking a Closer Look at the Regents Resources

The New York State Regents Examination in English Language Arts consists of two essay responses. Part 2 is the Argument essay, and Part 3 is the Text-Analysis Response. In addition, each lesson within the NYS modules contains a required short writing response at the end of every lesson called the QuickWrite. For the sake of organizational purposes, Part 3 will be discussed first since this response was introduced earlier.

Part Three: Text-Analysis Response

Promoting a Deeper Analysis

This essay requires all students to identify a central idea, but more importantly, to move beyond summarizing and analyze how an author develops a central idea with the use of a literary element or technique. These higher-order thinking skills can be difficult for some ELLs to master due to the increased burden of language learning coupled with content. The *Voice for Writing* method focuses on characterization and conflict from the set of literary elements and techniques provided within the Regents Text-Analysis Response task because these elements speak most directly to the ELLs' prior knowledge and life experiences. Teachers can and should

Once ELL students were able to memorize the formula and this specific “LET” step within the formula, the phrase “by showing us that/how” was added. This small phrase challenged ELL students to think critically about strategically presenting a thoughtful analysis of the author’s use of either characterization or conflict to develop the central idea as required in the task. Students were able to go back to the Profound Thought Box and the text to figure out how to make a deeper connection that established the criteria for analysis.

A Voice for Writing Regents Common Core Text-Analysis Response Template

(TAG) In the passage _____ written
by _____ the author develops the _____ of
_____ (central idea) through the use of
_____. (Literary element or technique)

PT (Profound
Thought) _____
PT _____
SS+Q1 (Quote) _____
SS+I1 (Interpretation) _____
LET (connect literary Element or Technique): The author develops the central idea
of _____ with the literary element of _____ by showing us
that/how _____
PT _____
PT _____

SS+Q2 _____
SS+I2 _____
LET - The author develops the central idea of _____ with the literary element
of _____ by showing us
that/how _____
PT _____
PT _____

SS+Q3 _____
SS+I3 _____
LET - The author develops the central idea of _____ with the literary element
of _____ by showing us
that/how _____
PT _____
PT _____

SS+Q4 _____
SS+I4 _____
LET - The author develops the central idea of _____ with the literary element
of _____ by showing us
that/how _____
PT _____
PT _____

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QuickWrite Short Responses

At the end of each lesson within the ELA Modules on the Engage NY website is something called a “QuickWrite.” A QuickWrite is a question about the text that requires students to write a short response at the end of the lesson citing a claim, citing evidence, and providing interpretations to support their analysis and inferences pulled from the text.

For example, in the 11th grade Module 1, lesson 3, the QuickWrite is as follows: *What is the impact of*

Browning’s choice of speaker on the development of the Duchess? What follows is a *rubric* that is directly aligned with the Engage New York rubric used for the QuickWrite. Utilizing this method, students learn the seven sentence response by memorizing the acronyms. Within each step of the response are the following skills: citing textual evidence, interpreting evidence and providing original thought and inferences with the Profound Thought Box, and stating the claim while directly responding to the prompt as TAG+R: Title, Author, Genre, plus Restating the QuickWrite prompt (see rubric below).

Name _____		Period _____	
Short Response Rubric			
Assessed Standard(s): _____			
Inference/Claims	2-point Response Includes valid inferences or claims <i>directly related to the text</i> . Fully and directly responds to the prompt.	1-point Response Includes valid inferences or claims <i>loosely based or related to the text</i> . Responds <i>partially to the prompt or does not address all elements of the prompt</i> .	0-point Response Does not address <i>any of the requirements of the prompt or is totally inaccurate</i> .
GTA+R	20 POINTS	10 POINTS	0 POINTS
	Analysis/ Interpretation/ Profound Thoughts	A mostly literal recounting of events or details from the text(s). Only one example of reflection, analysis through interpretation and profound thoughts of evidence (quotes.)	The response is <i>blank or does not interpret the evidence</i> .
I PT	40 POINTS	20 POINTS	0 POINTS
	Evidence/ Quotes	Includes <i>some</i> relevant facts, definitions, concrete details or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write. Provides a <i>maximum of 1 quote</i> .	The response includes NO evidence from the text.
Q	30 POINTS	15 POINTS	0 POINTS
	Conventions	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.
	10 POINTS	5 POINTS	0 POINTS

A Voice for Writing Quick Write Short Response Formula

TAG+R (Genre/Title/Author + Restate Prompt)

SS+Q (Sentence Starter + Quote)

SS+I (Sentence Starter + Interpretation)

PT (Your own words about central idea in Prompt)

SS+Q2 (Sentence Starter + Quote)

SS+I (Sentence Starter + Interpretation)

PT (Your own words about central idea in Prompt)

Part Two: Argument

The Regents argument essay requires a source-based argument on a specific topic. Within the guidelines for the task, students are required to read four texts, select three, and develop an argument with certain criteria. ELLs can learn to memorize an argument formula that will generate the requirements that are needed. ELLs are required to begin by creating a PT Box. For the argument response, students read the “Topic” and pick a claim. Rather than a central idea within the PT Box, they write down a few words or phrases from the “topic” question provided on the argument task within the box similar to a central/main idea found in the text-analysis response. When first faced with this argument task, students are given time to communicate and collaborate for a few minutes in order to generate additional words and phrases associated with that topic by drawing once again on their prior knowledge, and experiences. As they read each text and determine which three texts they wish to select, they label separate boxes for their selected texts. For example, the three out of four selected texts could be “Text 1” “Text 3” and “Text 4.” The purpose is to add more words or phrases (an alternative to annotation) within these boxes from the different texts that they will interpret to build a resource for assisting in original thought. According to the argument task, students need to provide evidence to support their own claim, but also provide evidence to

acknowledge and refute their opposing claim. While doing this, students should also be instructed to underline or highlight possible quotes in two different colors based on whether the evidence supports their claim or does not support their claim. The color coding can assist ELLs to determine their claim and differentiate the evidence supporting this claim or opposing this claim. While reading, students continue adding words or phrases to their PT Boxes (relative to the specific text) that can be used for their PT sentences. For example, if they select the following words from the texts — “*capacity to clone*” next to that they would write it in their own words — “*ability to create more.*” This interpretation in the PT Box will generate a PT sentence. For ELLs, this method is structured to mimic annotation. However, it strategically employs their ability to connect to complex texts with the words they know within these texts. These words become the PT sentences, and this becomes their voice.

Within the Top Sentence Starters sheet, the third and fourth sentence starters used with quotes are specific to this essay since there are four texts and students need to choose three texts.

[This method] strategically employs students’ ability to connect to complex texts with the words they know within these texts. These words become ... their voice.

A.	In text ____ line ____ it states, “_____.”
B.	In text ____ the graphic states, “_____.”

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This is important because it aligns the language use to the specific task. Each body paragraph uses the same writing formula; however, in paragraph two, the acknowledgement of the opposing claim and the refutation of it are sandwiched between the support for the claim in body paragraphs one and three. This structured method can be memorized.

Promoting a Deeper Analysis in Argumentation

At first, the TAG sentence listed each author, title and then mentioned the topic. Once ELLs can generalize this step, instruction is scaffolded and the following phrase is added: "...it is clear that." Students are then required to add information from their Profound

Thought Box. By using the PT Box as a resource within the method, students were able to deepen their analysis by providing additional connections at the end of the TAG sentence. There are options for different level of abilities.

The PT Box becomes a place where ELLs add connecting phrases and words as they read the four texts rather than annotate. Each phrase is interpreted and put into different words. It is a structured location of condensed thoughts and ideas they will use as a reference as they write to develop their claim and acknowledge and refute their opposing claim. The additional acronyms (T) for Topic and (C) for claim are used in the argument essay template.

#1: In the passage _____ written by _____, _____ written by _____, and _____ written by _____ _____ the authors discuss the argument topic of _____.
#2: In the passage _____ written by _____, _____ written by _____, and _____ written by _____ _____ it is clear that _____
(PT) _____

A Voice for Writing Regents Argument Template

Introduction

(T) Write Topic question from Argument task _____

_____ (TAG's) In the passages

_____ written by _____,

_____ written by _____,

and _____ written by _____, it is clear

that _____

PT (Profound thought) _____

(C) Last Sentence (CLAIM- write thesis statement- a sentence that can be argued)

Body 1- Text#1 to support your claim

(TAG) In the _____ written

by _____ the author *supports* the claim that _____

SS+Q _____

SS+I _____

PT _____

PT _____

PT _____

Body 2- Text #2 that opposes your claim: acknowledge and refute the opposing claim

(TAG) In passage _____ written by _____ the author *does not support*

the claim that _____

SS+Q _____

SS+I _____

PT _____

PT _____

PT _____

Body 3- Text#3 to support your claim

(TAG) In the _____ written

by _____ the author *supports* the claim that _____

SS+Q _____

SS+I _____

PT _____

PT _____

PT _____

Conclusion

(T) _____

PT _____

PT _____

PT _____

(3 TAGS) In passage _____ written by _____, passage _____

written by _____, and passage _____ written by _____,

there is an argument presented about _____

(C) _____

There is intrinsic value of the tapestry of ELLs' unique cultural life experiences and the emotional intelligence ... embedded within their thoughts, and how they connect to the world.

Conclusion: ELL Skill Application-From Concrete to Concept

It is the goal that all English teachers can use the techniques and methods within *A Voice for Writing* as a steppingstone to help ELLs become confident with writing tasks by being able to rely on a highly structured, universally linguistic framework for these tasks.

This program provides ELLs with a foundational, scaffolded method encompassing a universal language of acronyms that simultaneously reduces the cognitive load in the writing process. ELLs and all students come to the classroom with varying levels of emotional intelligence, prior knowledge and experiences. *A Voice for Writing* provides a methodology that utilizes these resources that they bring to our classrooms to help students develop critical thinking skills and connect to texts with a user-friendly framework they can easily memorize. Therefore, this allows teachers to dig deeper into texts and be able to spend more time focusing on the quality of the students' selected quotes for support, and their interpretations for analysis when required to write about difficult texts.

Challenging ELLs to analyze and think critically about difficult texts requires more than highly structured strategy instruction. By tapping into the emotional intelligence and experiences of ELLs as they relate to universal concepts and themes within central ideas and claims of complex texts, students

may become more successful at writing critically and analytically. This approach to writing instruction utilizes the 21st century skills of communication and collaboration and gives students a toolbox to navigate the journey toward critical thinking within a creative and differentiated platform.

A Voice for Writing is appropriate for ELLs because its method integrates the current practices of strategy instruction but goes further to fill in the gaps based on its universal linguistically based approach clearly understood and easily remembered by ELLs. Overall, the process takes into account additional challenges faced by ELLs and utilizes a foundational framework of language use strategically weaved throughout the method.

A Voice for Writing gives ELLs a universal voice and language to achieve success as writers. There is intrinsic value of the tapestry of ELLs' unique cultural life experiences and the emotional intelligence connected to these experiences that are embedded within their thoughts, and how they connect to the world. Through these thoughts and the groundbreaking instructional methods provided, *A Voice for Writing* becomes a pathway for each students' voice to be heard, and through individual experience and emotion within a universal language that acknowledges how each unique voice relates to the world.

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