

Supporting Growth for Multilingual Learners – September 2025

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My name is Hannah Haynes, and I work here at WIDA. Welcome to WIDA Webinars. It's noon Central, so, we're going to go ahead and get started. Thanks for joining today. We have one more free webinar coming this fall, and then we're going to be announcing several new webinars this winter, all of which you can register for on our WIDA webinars webpage on the WIDA site. So, we'll just drop that link in the chat.

In today's webinar, we're going to discuss writing instruction with multilingual learners. Our presenter, Hetal Ascher, a professional learning specialist at WIDA, will be our lovely guide as we explore how to leverage the WIDA ELD standards framework, to guide explicit language instruction in writing. So, let's get started. Welcome, Hetal.

Hi, everyone! Before we get started today, I just have a few logistics to run through with you. First, here's a little guide on adjusting your audio settings. In case the audio's not working quite right for you, you can adjust those. And, I love seeing that everybody's saying hello in the chat box, so, I just want to re-emphasize that that is a place for you all to share your thoughts as we're going, so if anything comes up for you that you want to share with the group, please go ahead and throw it in the chat box. As we go, our moderator today, Fatima, will also be dropping links in the chat, so when I refer to resources, you can keep an eye on the chat for those links as well. And, this meeting is being recorded today, and we'll email you a link to the recording of today's presentation, and then to show that you consent to being recorded, or you consent to being in a meeting that is being recorded, you can click continue when you see that button.

And then just a little notice about attendance. This webinar is just for instructional purposes. You will not receive a certificate of completion or anything like that, but I hope that you will still find this a valuable use of your time. And then please just be aware that AI... to record or capture any of this content is not allowed, and WIDA reserves the right to remove any attendees or any AI bots that are in our meeting. So, thank you very much.

And with that out of the way, welcome to today's webinar, Supporting Writing Growth for Multilingual Learners. And again, my name is Hetal Ascher. I'm a professional learning specialist here at WIDA, and I've been working on literacy with multilingual learners. For the last couple years at WIDA, but prior to that, I was a teacher for just over 10 years, and I served various grade levels, but mostly in middle school. I always joke it's because I like chaos. All right, and so, to start off, I want to share a little bit about me. This is a picture of me in my backyard in India. And shortly after this picture was taken, my family moved to rural southern Minnesota, which is where I started kindergarten. I was around 5 when we moved. And when I started kindergarten, I didn't speak very much English, and I just... jumped in. Nobody else in my school spoke my language, just me. So I learned how to speak really quickly. I learned how to read English very quickly, but writing was always a struggle for me, through grade school, through middle school, and even high school, because I would always write essays the way that I think. And... I would put it down, and teachers would always write things on my paper, like, this is choppy, or this lacks voice. And I always thought, like, how do I fix choppy? How do I fix lacks voice? And then after years of this type of feedback, I really felt like it was me, like, my thinking was maybe choppy or incoherent. Or maybe my personality wasn't interesting enough in writing, like, I lacked voice. And so, it took years, actually, even becoming a teacher to work through some of that, to realize.

But actually, what had happened was that there were some invisible norms to writing that I just didn't know. That there are actually strategies, like transition words to fix choppy. I, like, actually didn't know that. And so this webinar for you today will, hopefully, address some of these issues that multilingual learners face, by focusing on how we can explicitly teach writing skills, so that these invisible patterns and invisible ways of writing become visible to multilingual learners, and, actually, all learners, for that matter.

So, with that, today's goals... are to look at the WIDA English Language Development Standards and think about how we can use them to plan for explicit language instruction. And then we'll do this by looking at an example writing lesson that shows how to teach a language feature. And the best way that I thought to be able to do that with you in such a short time here is first, we're going to look at a sample unit overview.

And then, I want to...so that the lesson is in context...and then we'll jump into one lesson in the middle of this unit plan.

Alright, so... ooh, I'm so sorry. So, today's unit, I would like you to imagine that we're all in this class. So, we're in a 5th grade class. Maybe you're the ELD teacher, the English Language Development teacher, maybe you're co-teaching, maybe you're doing pull-out groups, or maybe you're the 5th-grade class teacher. And we're working on the science standard. So, we want our students to be able to argue from evidence to justify a solution to a problem, and our end-of-unit assessment is going to be that our students research one endangered species. And then they write an essay that identifies why the species is at risk and propose a solution to help protect it. So, that's where we're headed. That's the final goal.

And next, I want to walk you through how we can use the WIDA ELD standards framework to support this end-of-unit goal. So, the first step, when we go to the standards, is to identify what content area we're working with. And it's so important that multilingual learners have access to grade-level content learning. And that's why we always want to connect to content, rather than stand alone.

So, in this example, we're working with a science unit, and so we're working with Standard 4, Language for Science. And then Standard 1, Language for Social Instructional Purposes, is always a part of that. So, now that we've identified, we're working with Language for Science, we can look at which key language use is the most prominent. So, key language uses describe the ways that language is used in school, and they can help educators make choices on how to prioritize and organize content and language instruction. So, after you identify which content you're working with, identifying the most prominent key language use is the next step.

So, let's take a look...oh, I also want to mention that these ways of using language are represented as overlapping circles because they do overlap, and so sometimes it is a little tricky to think, well, is this explain? Is it argue? Or is it somewhere in-between? But we do recommend that we just pick one, because that can give our unit focus, and it can help you better find which language is most useful for your students to learn.

So, let's take a look at our unit, and see if we can identify our unit's most prominent key language use. I'm going to give you a second, and go ahead and share in the chat which one you think it is. Is it narrate, inform, explain, or argue? All right, thank you so much. I also identified that argue is this unit's most prominent key language use. I did wonder about explain, too, because in the essay, in identifying why the species is at risk, it might

require a little explanation. But the most prominent one? Especially looking at our science content standard, is argue. So, that's what made me land on argue.

So, next, since we identified our key language use, we can now look at the WIDA English Language Standards to help find which language features and functions are associated with this key language use. So, let's take a look at that next. So, to start... first, I need to find the appropriate page in the WIDA English Language Development Standards, and I can do that by choosing the grade cluster in the top left corner, Grades 4 and 5 and Language for Science. And then finally, the key language use argue, which you see in that dark red box. Once I'm here, I need to... I need to identify, am I working with interpretive or expressive? And since this unit is about writing, it's expressive, because writing is expressive, and so is speaking. So, once I've picked this, I can look at the language expectations here, and choose which one of these is most important for me to work on.

So, here's where your knowledge of what...of your students...what they already know, what you've already taught, really comes into play. So, I'm going to imagine that in my class. I've already worked on making a claim using evidence in a previous unit. So, I feel pretty confident that my students know how to do that. So this time, I've decided I'm going to focus on this last bullet point that is about signaling logical relationships among reasoning, evidence, data, or a model when making a claim, because I think this one also fits really well with our content standard of, you know, justifying the best solution to a problem. So, once we have that, we can then look into... language features. This is... the specific language that you may need to teach for students to be able to do like, signaling a logical relationship. And again, these are sample language features, so sometimes you might be able to choose directly from here, and sometimes you might need to think about how to make it work for your particular group.

When I looked at this, I looked at connectors, because I saw that causality was in here, and I felt like for the essays I want my students to write, they really need to know how to write sentences showing causality and how to signal those relationships, because that's a really important part in constructing scientific arguments when we're trying to persuade somebody. Alright, and I just want to mention, I see a lot of questions in the chat. I just want to quickly pause here to mention that one of our moderators is collecting your questions, and then at the end, there will be a Q&A, and that's when I'll address those questions. Alright, so thank you so much for that.

Alright, so to sum up, here's our unit overview, and I'll just give you a second to look over this. And for this example, I've just selected one language feature, which is a great place to start. If you've never used the English Language Development Standards, one

language feature is enough. That's a good step. Maybe as you get more comfortable, you might want to expand that to two or more. Alright, so one thing that I always like to do is I like to present students with the goal for the unit, and I know that this is... too much for my 5th graders. So, I turned this into a student-friendly goal. So, here's how I would present this to my students that kind of combines the science content and the language content, because if I'm in a mixed group of 5th graders, I just want them all to work on the same thing, right? So, my student-friendly goal is we can write essays, arguing for a solution to a scientific problem using evidence, clear reasons, and language that shows cause and effect. So, it includes our content standard, includes the ELD standard, and kind of just condenses it all into something my 5th graders will be able to understand. Fatima's just posted the link in the chat, so if you go ahead and click on that, you'll see a PDF of this unit overview, and the lesson plan that we're about to go through. So, go ahead and make sure you have that link. And then you'll see in the bottom corner, it says page 1. So, the unit overview that we've just gone through is on page 1 of that PDF. Alright.

So, one really effective framework for scaffolding writing is called the Teaching and Learning Cycle. This model was originally developed in Australia, but it's also used in the United States, and what is really amazing about this model of teaching writing is that it focuses on building the language students need to be able to write in different text types. And when I was teaching middle school, this model really changed my practice. I'm so excited to share it with you all today. And I do actually want to make that plug that if you're here as, like, a high school or a middle school teacher and you think, oh, this is elementary school, it still works. It works really well in the middle school and the high school. So there are five stages in the teaching and learning cycle, and some of these may already be really familiar to you.

So, the first one we have is building the field. Oops, sorry. The first one we have is building the field. And in building the field, we work with students to develop background knowledge, key vocabulary, conceptual understanding that they need to engage in the topic. This is important for all students, because in order to be able to write about something, you have to really know about it first, right? And especially for multilingual learners, this space is vital. So in this phase, we build those deep wells of knowledge, and after that, you might do something called exploring the language of a text type. You may have heard it called deconstruction or modeling, something like that. And this is the phase where the invisible becomes visible in terms of language. We show students what a high-quality example of that, target text, or that end text looks like, and we analyze it together. We might look at multiple examples. We might ask questions in this phase, like, what's the purpose of this text? What kind of language is being used?

How are... how's the author structuring an argument? And this stage illuminates to students the patterns and expectations.

In academic writing, in whatever text type you're working on, whether it's arguments, narratives, explanations, or... whichever type of writing you're working on. Then we move to joint construction, and this is where, and you might know it as shared writing, but this is where we write together as a class. So, the teacher is a guide, co-writing the text while eliciting ideas from the students. And you can think of it as training wheels for writing. They get to practice, but they're not going solo yet. They have a lot of help. They're doing it together with you. And then you arrive at independent construction. The training wheels come off, or maybe one comes off. Right? And the students are ready to start writing more independently, and they've built the knowledge, they've seen examples and practiced at this point. They can write more independently, and then we can engage in reflection and revising, because we know that's what good writers always do.

So before we move on, I'd like you to just take a moment to think about your own teaching practice. Where do you see elements of this cycle already happening? And what are you maybe more excited to... or what are you excited to learn about, or where might you see opportunities? All right. So, I'm going to quickly give you an overview of our unit, our Endangered Animals unit. So, in building the field, we have... we're imagining these 5th graders, they've already watched videos, they've learned about endangered animals. They've maybe even read some little articles about endangered species, and what scientists are doing, or what even citizens are doing, to try to protect them. Then, they read some mentor texts to learn how authors organize and write arguments and maybe even explore, like, why... why is an argument the best solution for... or why is an argument the one that we're working on? Why is this the best choice for our goal of persuading others. Right? In this phase, they also explore language choices that authors make. And here, we're going to focus in on connectors that show causality, because that's what we identified in our unit goals.

Then, we move into joint construction, where we write parts of text together with the students, with those training wheels on, we do it together. It's not assessed, it's just practice, so they learn how to write arguments. And then they can move into growing independence. And I say growing independence because you know, whatever the next step is to independence, that's growing independence. Like, if I have some newcomers, I might not... I might... I might imagine that they'll still need some support. Maybe they do it in a pair. Maybe they still need a lot of language scaffolds, and that's okay, they're still growing in independence. And then, finally, we all review and reflect and revise. And today, we're going to be jumping in kind of at the end of this blue phase. We're going to

be looking at a lesson that's in the middle of the unit, so we're jumping right in in the middle of the unit, and we're going to be focusing on looking at a mentor text that our students have already read. And we want our students to be able to collaboratively write an argumentative paragraph. So, we're just going to practice sentences that signal causality. That's our end goal for just this lesson. So, we're jumping in. And here we go. So, now I'm going to model something for you. And again, our goal in this lesson is to explore a text that students have already read, to learn how authors make arguments, and they do that by using connectors that show cause and effect. So, I might say something to my students, like, yesterday we spent a lot of time learning all about manatees, including their habitats and the threats they face to survival. And we also talked a lot about cause and effect.

So, today, we're going to go back to one text that we already read, and we're going to look more carefully at how this author is showing cause and effect. And I want to really have us look carefully at this example, because we can learn from this writer, about how we might... organize our own sentences, and how we might choose the best words for what we want to say. So let's look at this together. We already know that our topic sentence is, "One big threat to manatees is boat strikes." So, this sentence doesn't have a cause and effect, it just says the topic. It just identifies that main threat. So, let's look at the next sentence. "According to the World Wildlife Fund, boat strikes are one of the most common causes of manatee deaths." Do we see any cause and effect here? I think we do, right? So, we see boat strikes. And the effect of this... these boat strikes is manatee deaths. And the writer uses the phrase, "one of the most common causes," to help us understand what the cause is. Let's take a look at the next couple sentences. "Manatees swim slowly and often near the surface of the water." "As a result, they can get hit by fast boats or caught in the boat's propellers."

And again, we see here cause and effect, right? We see, "manatees swim slowly," and then, what happens as a result. The effect is they can get hit by boats, right? So, the arguer is... or the writer, is trying to argue and show us why something's happening. So at this point, I might ask students to pair up to see if they can identify any other cause and effect sentences, right? So, I'll give you a second to read through the rest on your own. It's on this slide, and also page 2. So, there's one more cause and effect sentence that you might have caught. "When manatees are hit by boats they experience pain." Right? So, these are three... phrases or structures that I want my students to remember and be able to use. So... What I do is... use an anchor chart as we're working through a mentor text. And it's so important to do this process, because...we want to capture some of this language and preserve it somewhere for students to use later. And I always like to do this with students and in front of them. Like, maybe on some chart paper, maybe on the

board, or maybe on, like, a shared Google Doc, because we want this chart to become a shared resource, something that the students feel like they have ownership over.

And so, the anchor chart I've made for you here is just one example. You might adjust this for your own group. Like, maybe you add visuals. If you have newcomers that are really confident in their home language, maybe you add their home language examples to the anchor chart. How it looks is totally up to you and your class. The most important thing is that the chart is accessible while students are working on their own writing. And... before we expect them to use it independently, we need to show them what it looks like.

So, we practice using the anchor chart as a group because when students see how to use a tool like this, they'll be better able to use it independently. And I do want to add that in my own classroom, I often use different colors to make parts of the sentence stand out. But for accessibility purposes, it's here in mostly black and white for you all. And it's on page 3 of that PDF that Fatima put in the chat box, so you have this. So, before we do the second half of our lesson, I want just to take a quick little break and hear from a teacher, Ms. Marina Haddin. Marina teaches at a K-7 school in Michigan, and she's going to share a little bit about explicit language teaching and writing, and what that means to her and her teaching practice. So, you can hear from someone besides just me. So, it's about two and a half minutes. Go ahead and click on that link in the chat, and then when you're done, you can share your takeaways in the chat box.

All right, it looks like there might be some technical difficulties, with the video being blocked by possibly some school internet firewalls. So I'm very sorry about that. We can... Yeah, we can just... we can keep going. I see that some of you are watching it, so maybe I'll give you an extra minute for those of you who can to finish watching it. All right, thank you so much. So, if you aren't able to watch this video because your school firewall won't let you, go ahead and still save that link. You can just copy and paste it, and then you can watch it on your own sometime, but it's... a lovely little 2-minute video from a teacher just sharing her own classroom experiences, so it's always nice to hear what other teachers are doing. Alright, so let's jump back into our lesson. So, we just spent some time revisiting a mentor text, identifying some language features, and making an anchor chart.

So next, I might jump into a little bit of co-writing, a little bit of joint construction, and how I might do this is I might say something like, "Let's try writing our own paragraph about manatees. We learned about how boats can cause harm to manatees, but we also learned about other threats manatees face." "Does anyone remember another threat?" And then hopefully a student will say something, like, "I remember we watched a video about how pollution harms manatees." And then you say, "Great job! Let's take a

moment to reread those notes on pollution that we took." Now let's all work together to write a topic sentence about pollution. How might we start our sentence? Right?

So, let's imagine we came up with this sentence as a group. Pollution is another major threat to manatee survival. Right? And then we look at our notes, and we have a piece of evidence like this that we collected together. Alright, and this type of evidence, you might... you might adjust it based on your students, based on what you know they can read independently, or what you know they can work on. So this is just one example. You would definitely need to adjust this for your own class. So, we have... a topic sentence, and now... we want to write a sentence that could go next. So, if I was in a class, I might ask... I might give them, like, mini whiteboards and break them up into pairs, and ask them, "Write one sentence that you think could go next." I want you to use the anchor chart to help you, and for you all, it's on page 3 of the packet, and then when you're done, I'd like you to share a sentence in the chat box. All right.

Let me...Fatima, I wonder if we could get the link to the PDF again. Please. Thank you. So... what I'd like you all to do now is think about, again, this... the directions and this blue box. Write a sentence that could go next after this topic sentence and use the anchor chart on page 3 to help you structure your sentence. And then share your sentence in the chat box. So, I'll give you maybe 3 or 4 minutes to do that. All right, I'm seeing some really lovely examples. Pollution... oh, it's really hard to read the examples because they keep going, but I hope you can scroll through and read them. So, we have things about pollution, the red tide event. As a result, many manatees die.

Thank you all so much, and I do want to add that you all are following the directions perfectly, and in a real classroom, this doesn't always happen. But as you do this, you can work with a half answer, like, maybe a student said something, but it's not using the sentence frame, that's something you can do together. So, the student provided the idea, and you might direct them to the anchor chart and say, "Oh, I wonder if we can use... A sentence like this to help communicate your idea more clearly." Right? So thank you all for your awesome ideas, and here is an example which is very similar to what a lot of you wrote. So, we might say, when pollutants go into the water it causes neurotoxic algae to bloom. As a result, manatees get poisoned and drown. So, you might do this for a few more rounds, you might add some more sentences. And then the way I would wrap up this lesson is by choral reading it as a whole group, uh, out loud together. Maybe even highlighting what's so great about it, doing a pat on the back, or whatever routines you have to celebrate, because... even though this isn't the final product of the unit, the students have now just had a chance to really practice with your support. These writing... these language features that we want in their writing.

And so, in this process, it's really important that we're modeling, that writing is not a linear process. So, when I taught, I always had some students who just felt like if they put their pen to the paper, it needed to be perfect, that they couldn't make any mistakes or rearrange, like, the first way they wrote it is the way it is. And it's not changing. And... this type of writing instruction is an opportunity for you to model. That's, you know, not how most writers write. So you could do this by when the student shares an idea, spell a word wrong, and then say, oops, and then cross it out and write it correctly. Right? Or... If a student gives you an idea that's a little bit confusing, honor that. Still write it up there, and then ask your students like, "I wonder if we can make this even clearer. What could we do to add some more detail to this?" And then cross it out and write it again. Or, you know, add some words in. And it's really important in the joint construction process when you're writing together with the students that, you're really... co-constructing this, that the students are equal participants, and what they suggest is... what you use, even if it's not, like, the perfect answer, you might also maybe ask open-ended questions that prompt students to some deeper thinking. And you'll find those on your packet, or in your packet as well. And I will also say. When I did this, the first time I did it, I was teaching Shakespeare in 9th grade.

The students had to write these essays about Macbeth, and I decided, you know, let's try joint construction, because I know this is going to be a hard task. And I tried really hard to keep the student suggestions. And... it was rough. Like, at the end, we wrote this paragraph that goes in an essay, and I'll be honest, the paragraph was not good. Like, it was not good content-wise, it was not good language-wise. But that was such an eye-opener experience for me and knowing where the students are actually at, and if I had skipped that step and just jumped to independent construction and let them write their essays, they would have written that for their final product. So, this was an opportunity for me to go back and think, okay, what content do we need to revisit? What language do we need to revisit? And so, I had to go back and reteach a little bit, and then we came back to this co-constructed Macbeth essay, and we fixed it together, and it really made such a big difference in those final products, like, you could see that they felt more confident in what they were writing.

So I want to show you where we're at in the unit now. So, we've gone through just part of a lesson, just plopped in the middle of the unit. Right, and the text that we wrote as a class, it's just practice, right, and we want our students, especially our multilingual learners to have several supported experiences practicing the language we want them to internalize, and just to kind of reiterate that. I want to draw your attention to those colorful arrows around the circle. So, if you look at that green arrow, you'll see that it's actually bidirectional, which means that it's really normal, to do joint construction, and then go back up to exploring the language of a text type. Right? That this circle, this

cycle isn't just... You do this, this, then this. We might go back and forth a little bit, because that's how learning works. And then... When we use supports like sentence frames, they become really useful, because we're using the support after students have had practice with the language because the sentence frame by itself does not teach the student. Rather, it supports them to remember what they practiced with you together, and it makes it easier for you to remove those sentence frames after some time, because we know those supports are never meant to be permanent.

Those supports are always meant to be taken away, because we want our multilingual learners to be able to progress, and that, to me, is one of the most powerful ways that the teaching and learning cycle is a little bit different from other ways of teaching writing. And then, you'll see..., I'm sure you can imagine the rest of the unit, where we go back and forth a little bit. Maybe do a little bit more background knowledge building as we go. And then when the students are ready, they can write their own essays. And they might still need your support. They're still in 5th grade learning how to be writers. Right? And especially if you have newcomers or students that need extra support. Growing independence just means the next step in independence. Right? They might still need your sentence frames, they might still need a partner. They might still need your support, but they're more independent than they were before. And then take some time to review and reflect and revise, because students also need to know that good writers don't just write perfectly the first time they write it. But good writers do go back and revise their writing. And that's what... that's what makes our writing better. And then I know some of you might be wondering, you know, this seems great for a whole class, but I teach pull-out groups. So, how might I do this in my groups? And if you have ideas, I actually saw that a lot of you were sharing your own ideas about how you do this. Your contacts? That's awesome, keep sharing that.

But I would say... If you have limited time to collaborate, like I know everybody doesn't have time to co-plan every single lesson, right? But if you have some time to collaborate, knowing what the class expectations are for the end-of-unit goal. And being able to write a mentor text, like, sometimes I would even just... try to figure out what that goal was, and write an example, and send that to the class teacher, and say, like, is this kind of what you're going for? And that's, kind of opening the door for that collaboration. And then, your small group lessons can build the language that works toward that goal. And in my experience, this really added a lot of motivation from the students, especially the older elementary students because they could see, like, oh, what I'm doing with Ms. Asher in the pull-out lessons is actually really helping me a lot in science. And so, once they see that connection, they... I notice that they were so much more motivated to, like, work hard in my... in my smaller lessons. Alright.

And then, I know some of you have been asking about, like, well, where did you get this from? What are these resources? So, I want to share with you a few resources that I use to build. The content that I shared with you today. So... This resource, Scaffolding Writing Through the Teaching and Learning Cycle by Pamela Speecher. It's a free resource, and it's actually the one I read, which made me try joint construction in the first place. It's great to read with a team or a PLC, or a department, because it contains some of the theory. And it also has a lot of practical ideas and really practical strategies and activities that you can do with your class. And it works for any grade level. You can do it through high school. So, if you want to learn more about this teaching and learning cycle, you want to try it, I highly recommend this link. And thank you, Fatima, for putting the link to this PDF in the chat. If you came here today and you were wondering, "Well, you didn't touch on assessment at all."

There is a WIDA focus bulletin on assessing writing, and it talks about the importance of evaluating writing, how to decide, like, what is the most important thing that I should be assessing, because it can get so overwhelming to even know what to assess. And it also has some guidance on how to write responses, or how to write exam... example text. And so that link is now in the chat as well. And I also want to just say a huge thank you to the educators who supported this work, Marina Huddin and Denise Torres. They helped me... you know, collaborate, test out these lesson plans to make sure that they all work. And then also thank you to the resources that I was able to use as open-source resources about protecting our wildlife. So in case you want to check those out, you can do that. And then, I know there were... Many, many questions. So, I will take a moment now to look at the list of questions to see what questions I can answer for you all. All right, so, whew, there are so many questions. Okay.

Alright, so there is a... there was a question about interpretive versus expressive. So interpretive... The interpretive expectations are for, reading, listening, and viewing. So, it's like, kind of, if you imagine, like, what's going in, what you have to interpret, or what the students interpret, and then expressive is for writing, speaking, creating. And the reason... so, in this lesson, students, of course, had to do some reading, too. And so, it doesn't mean, like, if I pick an Expressive, the students will never read. It just means that the end goal that I'm assessing will be writing, because those essays are that final thing, that goal, and that's what made me pick Expressive. I see there's also a question about... oh, can it be used for any content area? Absolutely. Any content area teacher can use the teaching and learning cycle. I've seen it, and they don't have to use the whole entire thing, either. I, for about a year, I was coaching part-time, like, instructional coaching. And I worked with a high school group of biology teachers. And they found, like, just joint construction, just co-writing with the students to be a really, like, a really helpful practice.

So, they didn't need to go through the whole teaching and learning cycle; they just needed to learn how to do joint construction, because it's not really a practice we do in high school very often, at least not in my experience. Right, and then I did see a lot of questions about newcomers, and what this might look like for students brand new to the country, just acquiring English. I think this teaching and learning cycle is also really powerful for newcomers. You might have to do a lot more adjusting, a lot more... explicit instruction when it comes to, like, the language features you're trying to teach. So, in my example. We're working on cause and effect language, and the features that I picked, or the words I picked, were things like, as a result or consequently. But if you're with newcomers, you might pick different words that maybe would be easier for them at that stage. Like, maybe they learn words like so... and because. In my example, I am imagining that my students already know that, so that's really where that comes into play. And you might also think about, like, how carefully you co-construct, like, maybe you just co-construct a sentence with your class, like, maybe you do a sentence frame and you co-construct using a sentence frame, so you can break it down in different ways to help different groups of students. But it's also very important that newcomers still are working towards content goals.

So, even though you have newcomers, they're still working on endangered species and writing arguments about endangered species. They're not working on a different goal, because they still... they're... what's going on in their minds is still the same as their peers, right? They can still think about arguments, and they can still think about endangered species. They just need some support with how to write about it in English. You might also think about how to leverage what they know in their home language, or their home countries. Like, my students came to my classroom already knowing a lot about nature, and about the animals that are around, and they had a lot of knowledge about, like, oh yeah, this animal. There used to be a lot of them, but because of overhunting, you know, they decreased, or because of this and that. So, you might be able to draw on what they already know, too. Alright, let me keep looking at your questions. Oh, this is a good one. Where to find mentor texts? So, you might find mentor texts from your curriculum like, maybe your curriculum comes with them. You may find them... online, as you look for resources. What I usually prefer is just writing them myself, because when I wrote the mentor text myself, it made me, like, really aware of how I'm using language, and it's a really good team exercise, too.

So, when I worked with that team of biology teachers, I told you about one thing that I asked everybody to do as a group is just write. Write the paragraph about eutrophication that you want your students to write. And then you can look at that paragraph and say, okay, like, what are the... you know, like, what's... what's needed from the students to be

able to write this paragraph? Alright. All right, I think we will pause there. I just want to please ask everybody, if you could scan this QR code or click on the link to take a quick survey about this webinar, I would love your feedback, and we use your feedback to inform upcoming webinars, so, if there's a topic you really want that wasn't addressed, please let us know, because we'd love to...we want to meet your needs, we want to talk about things you want to hear about.

So, go ahead and scan that QR code to take this quick survey. All right, and I see a question... I saw... I saw it in my list, too. So... Grammar conventions in the cycle are addressed through the way we use them. So, in the sentence, when "something something" happens, Comma, "something something" else happens. How to use that comma. Is embedded in that sentence frame and in the example text. So, you might. You might point out, you know, there's comma here, and that helps us know to take a breath. But we don't address it separately with, like, grammar drills. Alright, thank you so much for all your nice comments in the chat as well. I really appreciate all of your engagement here with us today. And then feel free to stay connected with us on social media. And we will see you around! Bye, everyone! Have a good day!