Action Plan

1) Focus on what students can do

How I can use this in my classroom:

> *I can analyze the students' writing to see what they do well. I can then develop writing lessons to address the needs of my writers.*

What I will use:

> *Interactive Writing, the Language Experience Approach, mentor texts, modeling my own writing and other students' writing.*

Why and how it benefits ESL and non-ESL students:

> *I can build on what they do well while at the same time addressing areas they need to work on. Instead of looking at my students like they are failing in an area, I can look at what they can do. This is good practice for all students.*

2) Interactive Writing

How I can use this in my classroom:

> *Since I will be teaching Kindergarten I feel that Interactive Writing will be an appropriate strategy because of the developmental stage of the students. I will share the writing as a whole class activity using butcher paper and markers and I will also use it in small group.*

What I will use:

> *Books with repetition and familiarity such as Brown Bear Brown Bear What Do You See? We will also make our own books to keep in our classroom library. They will follow the same patterns as the books we read. These will be made by "sharing the pencil." Students will also have the opportunity to make their very own books.*

Why and how it benefits ESL and non-ESL students:

> *It provides scaffolding for all students regarding language and allows them to practice communicating without speaking, as they are also developing receptive language.*

3)Checklist for Effective Reading

How I can use this in my classroom:

When I am planning lessons I can look at the checklist to make sure I'm following it so that I will be providing effective reading instruction. I will change or adapt lessons as needed.

What I will use:

The Checklist for Effective Reading Instruction and classroom books that will be used in conjunction with the lessons.

Why and how it benefits ESL and non-ESL students:

This list will make sure I am exposing both my ESL and non-ESL students to authentic text and authentic learning opportunities in which to they can make meaningful connections with text as they talk and write about what they have read.

4) Mentor Texts

How I can use this in my classroom:

I will teach my students how to choose a mentor author and I will lead them in whole group first then in small group. I will keep it pretty simple for Kindergarten. For example, we could start with Eric Carle and focus on the illustrations/artwork first. We can then move on to writing our own predictable books.

What I will use:

Sets of books by the same author.

I will model how to do this as a whole group.

Students will have the opportunity to write, using their mentor authors as guides.

Why and how it benefits ESL and non-ESL students:

The books I will choose will take into account:

 The student's primary language

Background experiences

In what ways the text will support ELL students as they write

If the structure of the language in the book matches the student's stage of language acquition.

Mentor texts will be helpful to my students because their mentor texts will serve as a scaffold for ELL students. It also builds independence into writing, which is critical regarding the long-term success of ELL students but is also good for non-ELL students.

5) *Writers' Notebooks*

How I can use this in my classroom:

> *Writers' notebooks will be used by the students to draw/write ideas, stories, lists, ideas for things to write about etc. Since I have Kindergarten what is written will depend on their developmental level relating to writing stages.*

What I will use:

> *Each student will have a notebook. During writing time I will give them ideas for what to draw or write at first but as time goes on I will encourage them to be more independent. They can use print from around the room or from books to copy into their notebooks.*

Why and how it benefits ESL and non-ESL students:

> *The notebooks are the kids' own ideas so it ties back to their cultural identity*
> *It is creative*
> *It uses planning and organizational skills*
> *The Thinking Process is at work*
> *Students get to be writers*
> *It serves as an informal assessment*
> *I can note student progress over time*