



Additional Resources for Teachers of ELLs

Please see the following resources to supplement your WEGO-RIITE instruction.

Make Connections to Prior Knowledge and Personal Experiences

- Develop background knowledge on less familiar topics through relevant mentor texts or curating relevant online resources
- Extend background knowledge through small group and whole class discussions
- Make [personal connections](#) to the prompts so students have a real-world context for understanding
 - E.g., if the prompt is about school start time or the length of the school day, ask the students when they get up and how they feel in the morning and at the end of the day.

Identify Persuasive Writing as a Genre

- Supplement “[Identify Your Opinion](#)” video guide
- Read persuasive mentor texts and highlight persuasive keywords (e.g., IDEAS)
- Sort persuasive and non-persuasive texts (e.g., narrative, research) to emphasize key persuasive elements

Apply Sentence Frames

- Use sentence frames and transitions from the TBGO to scaffold students’ writing
 - *My opinion is that....I think that....*
 - *“My first, second, third reasons are....”*
 - *In conclusion, I think that...my opinion is*
- *Post the same sentence frames and transitions from the TBGO in the classroom so that students can refer to them in verbal classroom discussions, as well*

Plan with Graphic Organizers

- Review the “[Brainstorm](#)” video guide
- [WriteShop's Guide to Brainstorming](#)



Model and Encourage Clear Language

- Instruct using simple sentences and add details through specific vocabulary
- Instruct students on how to revise vague words such as “things” and “stuff” with more specific nouns
- Teach students [how to use thesaurus.com](#)
- Teach and provide practice for students to learn about and use [adjectives](#) and compose [descriptive](#) writing
- “[Revise](#)” and “[Edit](#)” video guides

Write Daily

- Incorporate a writer’s notebook where students can write without judgment (could be physical/by hand? or digital)
- Create personal word walls, [dictionaries](#), [word journals](#), high-frequency word lists, or personal interest word lists
- Consider opinion-based warm-ups or closing circle questions (e.g., “What is the best part of the day and why?” or “What is the best lunch meal at school?”)
 - [This or That questions](#)
 - [Name Five Things](#)
 - [Would You Rather](#)

General Resources

- [Writes Per Hour](#)
- [Edutopia](#)
- [Reading Rockets](#)
- [Colorín Colorado](#)