



English Learners Newsletter

March 2021

Writing Supports for English Learners

Sentence Frames	Sentence Stems	Sentence Structures
<p>How does a canyon form?</p> <p>A ____ forms by ____ over time.</p>	<p>How could you determine the age of a canyon?</p> <p>I could determine the age of a canyon by _____.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; background-color: #f8d7da;">person, place, thing</div> <div style="border: 1px solid black; padding: 2px; background-color: #d4edda;">action, is</div> <div style="border: 1px solid black; padding: 2px; background-color: #d1ecf1;">more information</div> </div> <p>A canyon is formed by erosion over time.</p>

The Power of Because, But, and So *The Writing Revolution* by Judith C. Hochman & Natalie Wexler

Make sure students understand the meanings of each of the following conjunctions.

- **Because** - explains why something is true.
- **But** - indicates a change of direction or the opposite.
- **So** - tells us what happens as a result of something else, a cause and its effect.

Give students a sentence stem and ask them to turn it into three separate complex sentences, using each of the conjunctions.

- Humans need food and water to survive **because** _____.
- Humans need food and water to survive, **but** _____.
- Humans need food and water to survive, **so** _____.

In addition to helping students write complex sentences, this activity will help them to think critically and deeply about the content they are studying. This will also help teachers with a more precise check of students' comprehension. In addition, teachers can introduce new vocabulary and then use this activity to provide more practice and deeper understanding of the new term.

For example: If a teacher introduces the term, conscientious, students can practice using this term to complete the following stems:

- The student is *conscientious* about studying **because** _____.
- The student is *conscientious* about studying, **but** _____.
- The student is *conscientious* about studying, **so** _____.

Additional Resources

Judith C. Hochman, Natalie Wexler, [The Writing Revolution](#)

Seidlitz Education: [Reading and Writing with ELs](#)

UNL [ICMEE](#) International Coalition for Multilingual Education and Equity

- [Summer Professional Learning Offerings](#)
- [eWorkshops](#)
- [Learning Packets](#)

TransACT ParentNotices-if you don't have an account, please sign up for one. You can email Allyson or Anne or go to <https://app.parentnotices.com/register> If you have an account and want training, please see [Administrators](#) or [Staff](#)

Nebraska Aware Project - [Fostering Mental Health](#)

The AWARE Project is a 5 year grant that focuses on enhancing these essential foundational collaborations to actively promote the healthy development and wellness of children and youth in rural areas through:

- Positive, supportive and trauma-informed learning environments;
- Student skills fostering resilience and pro-social behavior;
- School-based mental health services;
- Identification, immediate response and appropriate clinical intervention; and
- Identification and appropriate intervention in bullying, youth aggression and violent behaviors.

Contact Mariella Resendiz Alvarado (mariella.resendiz@nebraska.gov) or Amber Hartsock (amber.hartsock@nebraska.gov) to learn more about this project.

Community of Practice CoP: CAAELP (Collaborative for the Alternate Assessment Language Proficiency) Assessment (formerly referred to as the Alternate ELPA21), is forming a Community of Practice, made up of EL and Special Ed representatives who are willing to serve in an advisory capacity. We appreciate everyone who has volunteered to serve on this committee. Thank you!

Questions

Please contact us with any questions or concerns regarding your EL students.



NEBRASKA
ENGLISH
LEARNER
PROGRAMS

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