

# **Perfecting Reading and Writing Skills in the World Language Classroom**

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# A little about the presenters

## **Carolina Collins & Lucia Allen**

- Taught for 8/9 years public and privates schools.
- Graduated from University of North Florida (Bachelors)
- Graduated from the University of South Florida (Masters in Foreign Language Education)
- Currently working at Episcopal School of Jacksonville, teaching middle and upper school

# Objectives

Handout link [Here](#)

- Leave this workshop with specific ideas and activities that you will be able to use right away (handout)
  - Share our experience on how to improve your student's reading and writing skills
  - Reading Strategies with readers (Carolina)
  - Writing strategies (Lucia)
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*“It is no longer appropriate to talk about language teaching methods with a capital M because no language teaching method or approach is superior to the other.*

*Horwitz (2013)*

# **Reading Strategies by the use of a reader**

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# Reading Strategies

## STEP 1

- Pick an appropriate book [Fluency Matters](#)

## STEP 2

- Decide what is your main goal.
- Decide how you will work the reader.
- Have clear and accessible expectations.



# Reading Strategies - Example of Expectations

## Resumiendo... Summarising



### IN YOUR BOOK:

- Highlight imperfect and preterite verbs. 5 different for each.
- Write a short summary in English of each paragraph or page

### IN YOUR COMPOSITION BOOK: (ALL IN SPANISH!!)

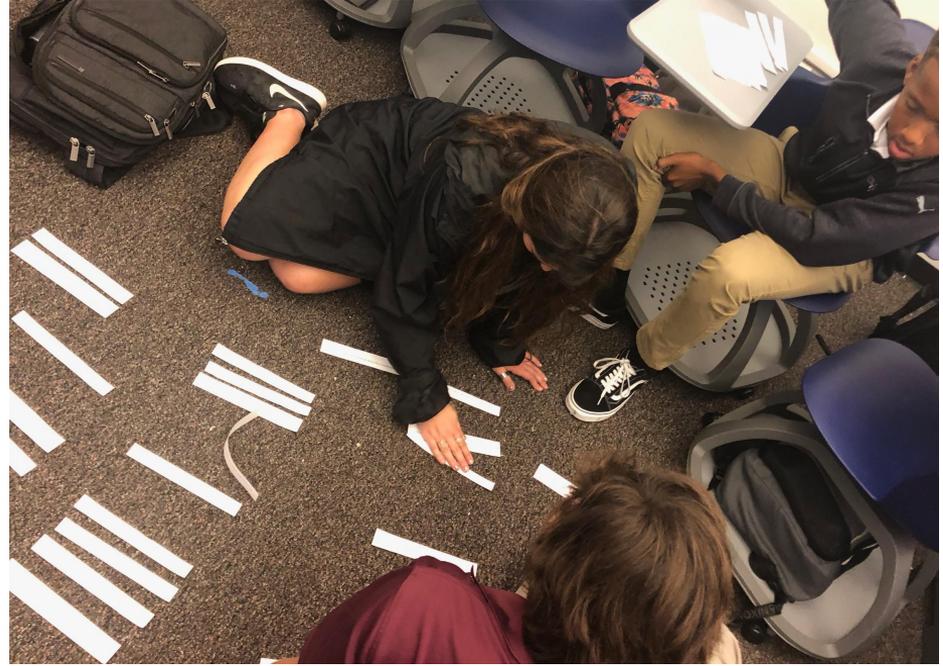
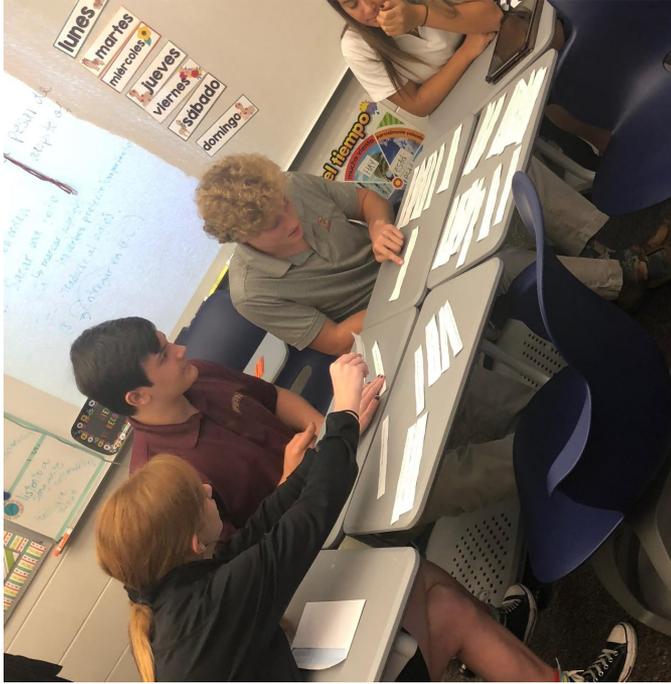
- Write the date and the chapter you are reading at the moment.
- Write and define TWO words in Spanish, write the word in a sentence.
- 5 verbs in the present:  
infinitive–present–preterite–meaning preterite
- Find at least TWO quotes passages that you believe to be worth discussing and investigating topics.
- ONE page of notes, summaries, description of characters, etc (80 words minimum)
- Be ready to ask questions!

## STEP 3

- Read every chapter differently
  - ◆ Assign for homework but give a quiz the next day. [Sample](#)
  - ◆ “Volleyball/ping pong” reading.
  - ◆ Paragraph reading in groups. (timer important)
    - Check out the handout for more details.
- Incorporate culture
  - ◆ Slides culture collaboration. All students work together using one google slides. [Sample](#)
  - ◆ Projects.
- Class Activities



# Put the story in Order



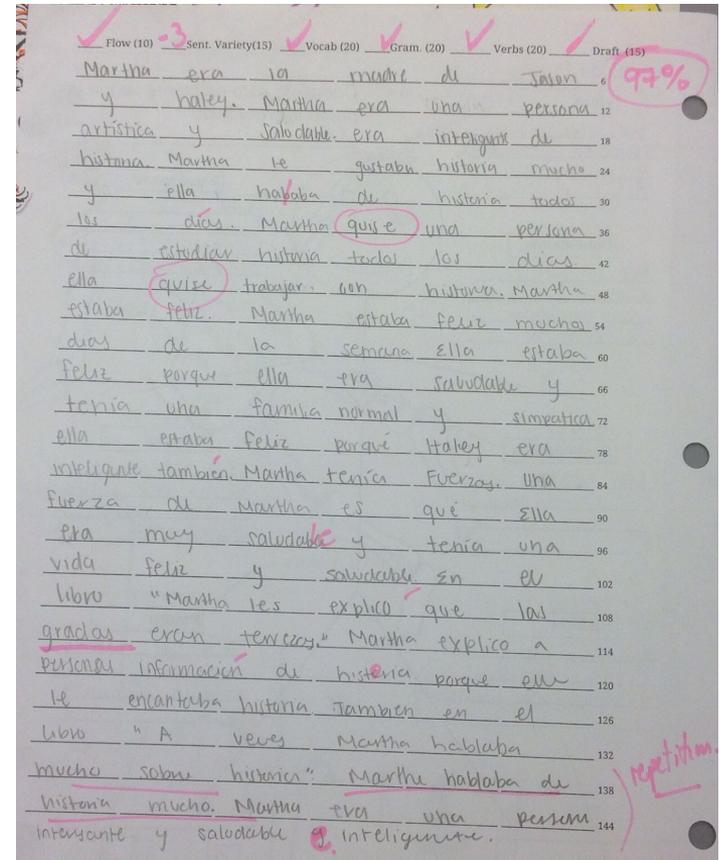
# Inside/Outside Circle



1. Divide the class in half.
2. Students form two circles facing each other.
3. Each student is given a card with a word related to the story.
4. Teacher says “ya”, students start talking about the prompt/question on the card related to the novel for one minute.
5. Teacher says “Cambien”, students exchange cards and the outside circle rotates to the right.

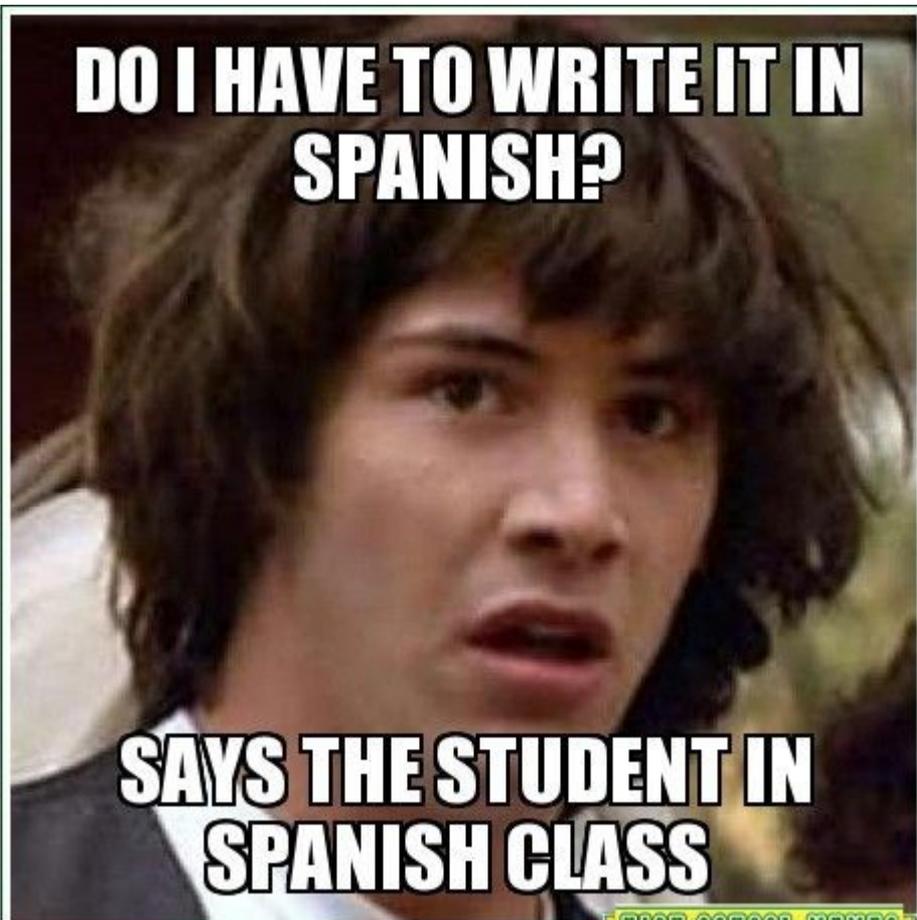
# Assessing Reading Comprehension

- Exams and Tests (what was your main goal of the reader? preterite/imperfect)
- Verbals
- Projects
- Writing Assignments



Questions?

**DO I HAVE TO WRITE IT IN  
SPANISH?**



**SAYS THE STUDENT IN  
SPANISH CLASS**

**EIGE SCHOOL MEMES**

# Writing Strategies

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# Why?

- Clear expectations that allow for all students to improve their writing skills.
- Borrow some of the techniques from TPRS. (Teaching Proficiency through Reading and Storytelling)

30 words, 1 verb

1 Mi madre es baja y morena.  
2 Mi padre es alto y rubio.  
3 Mi hermana es tonto y rubio.  
4 Mis perros es café y pequeño.  
5 Mi hermano es alto y moreno y gusta fortnite.

45 words, 3 verbs

Mi familia es pequeña. Mi madre es morena y alta. Ella es norteamericana. Mi padre es moreno y bajo. El es filipino. Mi hermano es muy antipático y moreno. Le gusta practicar deportes en la tarde. Mi abuelos están muertos y yo muy triste.

# How?

- Draft
- Give them a “writing cheat sheet”
- Specific expectations (explain each)

Nombre: \_\_\_\_\_

Your goal: 100 words in 10 minutes

Use old and new vocabulary and grammar you already know to write about:

Your family:

- how many people are in your family, is it big or small,
- do you have lots of relatives?, who is your favorite relative and why?
- How old are some of your members? What are their names? How are they like?
- And what they like to do?
- Describe your grandparents or favorite aunt and uncle.

The more complex the better. Use a pen

\_\_\_ Flow (5) \_\_\_ Sent. Variety(5) \_\_\_ Vocab (10) \_\_\_ Gram. (10) \_\_\_ Verbs (10) \_\_\_ Draft (5)

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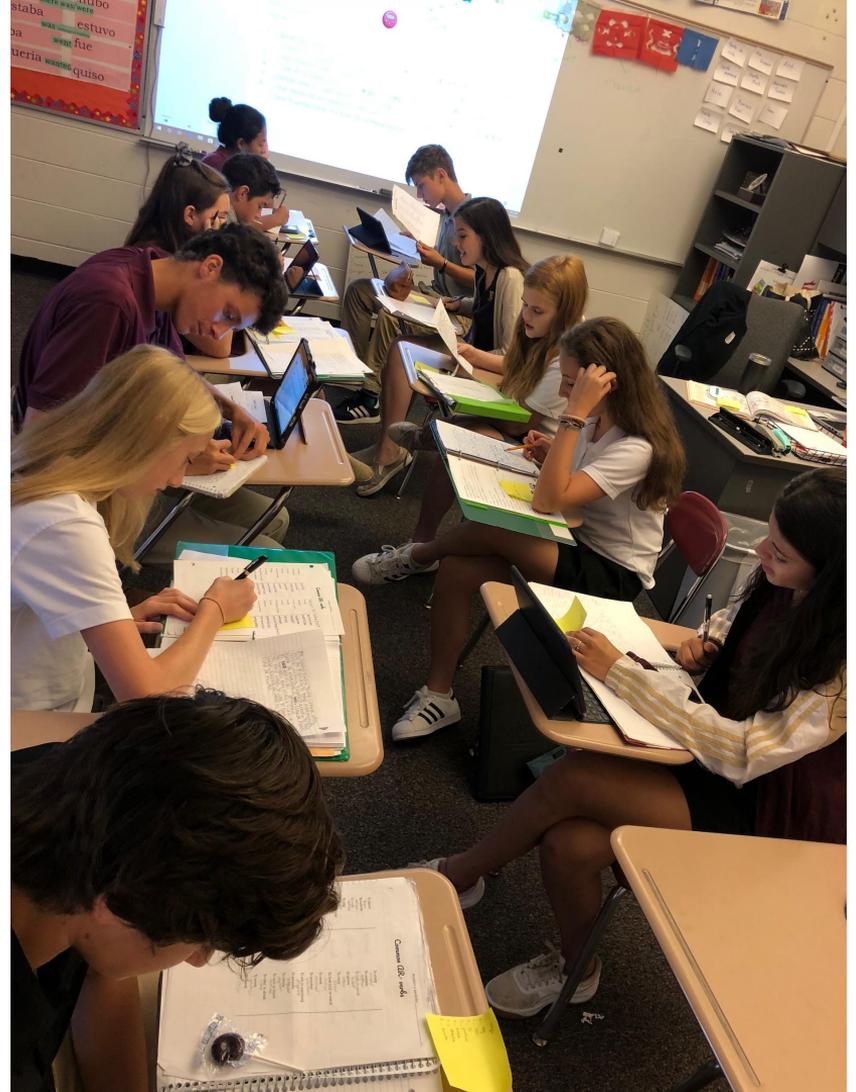
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6  
12  
18  
24  
30



# Post Writing Activities

- Peer review before the writings are graded. Students acknowledge grammatical errors.
- Give specific feedback to the students. (a positive and a negative) Show Rubric
- Writings lead to speaking activities after. (speaking activity) Similar to musical chairs. Student speak for 2 minutes.



# Some websites that we find useful...

## Google Classroom - It is FREE!

The screenshot shows two assignment cards from Google Classroom. The top card is for 'Adjetivos Descriptivos' due tomorrow at 1:10 PM. It shows 0 turned in and 13 assigned. The assignment is a Google Slides presentation titled '3rd period' with a thumbnail showing 'Los Adjetivos Descriptivos'. Below the card is a comment box. The bottom card is for 'Quizizz Game - Adjectives and Nationalities' due at 9:30 AM. It shows 0 turned in, 0 assigned, and 13 graded. The assignment is a Quizizz game with two links provided: a mobile link and a web link.

Verbs

Transitions

La Semana

Mi semana **esta** muy ocupada. Yo **vengo** a la escuela a las siete y veinte **con** mi hermano mayor. Yo **tengo** muchas pruebas y las **tengo** que **estudiar**. No me **gustan** las pruebas **porque son** difíciles y aburridas. **Cuando hace** buen tiempo, **voy** a **lugar** a los deportes **con** mis amigos **después** la escuela. Mis amigos y yo nos **gustan** los deportes y  **vemos** muchos deportes **también**.

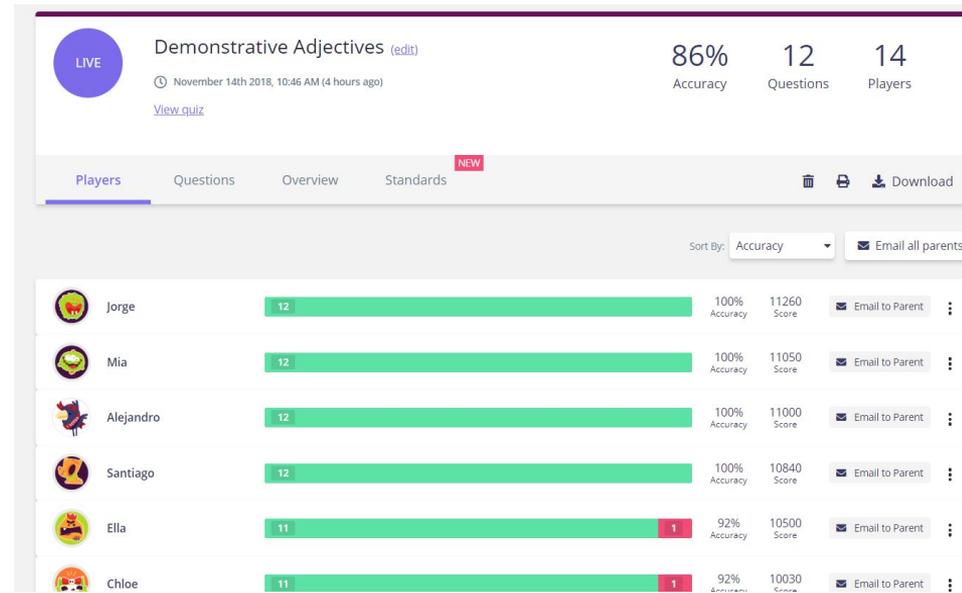
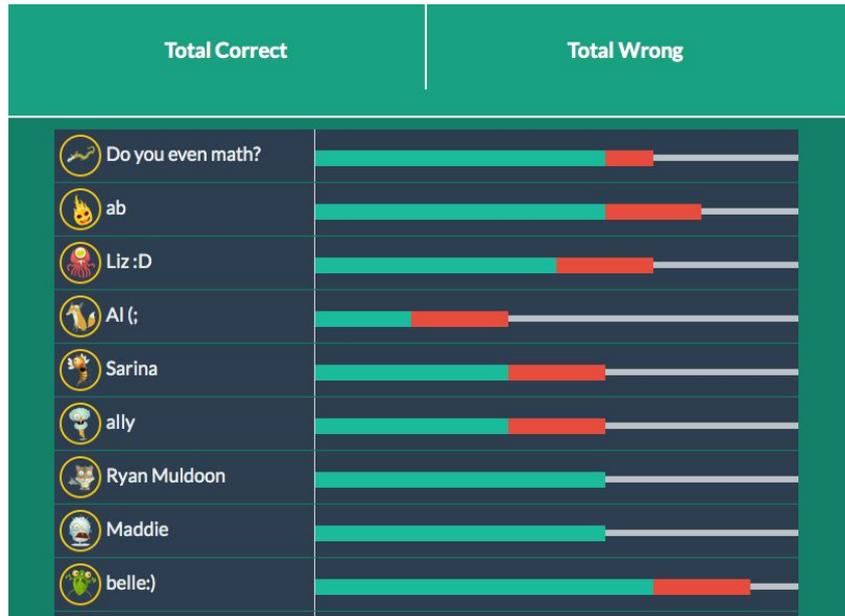
El Fin De Semana

El fin de semana **es** muy divertido pero **hay** un pocas cosas aburridas **que** yo **tengo** que **hacer** **también**. El sábado mi mamá y yo **vamos** a **compra** ropa nueva al centro comercial **pero** no me **gusta compra** ropa nueva con ella. Sábado es mi día favorito **porque hay** mucho por hacer **como practica** deportes. El domingo mi papá y yo **miramos** un partido de fútbol americano. **Después** el partido mi familia y yo **salimos** a nuestro restaurante favorito a las seis.

# Quizizz



- Very little teacher preparation
- Great for quick assessments.
- Use this grade as participation grade for the day.
- Gives you feedback right away!



# Quizlet Live - FREE!

- Great for warm ups!
- Use quizlet sets that you already have.
- Encourage Collaboration

STUDENTS, GO TO  
**quizlet.live**

JOIN CODE:

1 4 7 — 6 3 6

Create game with 14 students

*Click a name to remove a student*

- Jeff
- Sophia
- Arnold
- Ed
- Leah
- Zach
- Peter
- Zach
- Shawn
- Quinn
- Alex
- Gregory
- Georgia
- Alex K.

Quizlet Live Join 127 - 955

Cheetahs	4
Peacocks	4
Camels	5
Siberian Tigers	5
Lynx	4
Snakes	5

12

# TEXTIVATE - \$32 A YEAR



textivate.com

turns it into vapor	and goes into the air.	or the ocean and
in rivers or lakes	or steam. The water	Evaporation is when the
sun heats up water	vapor or steam leaves the	river, lake or ocean

Check  
 Auto check
 
 tiles  tiles

## Capitulo 5A

This textivate challenge has finished!

Check the scores in the scoreboard below to find out how you did. The buttons below show you the titles of the activities that were included in this challenge. You can click on them to open them in a new tab or window.

Capitulo 5a

### SCOREBOARD

	NAME	SCORE
1	alison	39000
2	Jorge	35883
3	Alejandro	32220
4	Chloe	30744
5	Reef	29753
6	Sophia	27279
7	Pablo H	26494
8	Santiago	24705
9	gracia h	24299
10	Margarita F	22603

textivate.com

Goldilocks was a pretty girl who lived once upon a time in a far-off country. One day she was sitting on the hearthrug playing with her two kittens, and you would have thought she was as happy as a queen, and quite contented to stay where she was instead of wanting to run about the world meddling

with other people's property. But it happened that she was rather a mischievous little maid, and could not resist teasing her pets, so one of them scratched her, and then she would play with them no longer. She got up and trotted away into the wood behind her mother's house, and it was such a warm, pleasant day

so she thought she would try again. This time she took a sip of the Middling-sized Bear's soup, but she liked that no better, for it was too salt. But when she tasted the Teeny Tiny Bear's soup it was **Green shows correct order** so she ate it up every drop, without thinking twice about it.

lived together in a funny little house, and very happy they were. Goldilocks stopped when she came to the Bears' house, and began to wonder who no one there, for the Bears had all gone out for a morning walk,

that she wandered on and on until she came into a part of the wood where she had never been before. Now, in this wood there lived a family of three Bears. The first was a GREAT BIG BEAR, the second was a MIDDLING-SIZED BEAR, and the third was a little teeny tiny bear, and they all

cupboards, she could find no one, and at last she could resist no longer, [page 33] but made up her mind to take just a little sip to see how the soup tasted. The soup had been put into three bowls—a Great Big Bowl for the Great Big Bear, a Middling-sized Bowl for the Middling-sized Bear, and

a Teeny Tiny Bowl for the Teeny Tiny Bear; beside each bowl lay a spoon, and Goldilocks took one and helped herself to a spoonful of soup from the Great Big Bowl. Ugh! how it burnt her mouth; it was so hot with pepper that

whilst the soup they were going to have for dinner cooled upon the table. Goldilocks was rather hungry after her walk, and the soup smelt so good that she began to wish the people of the house would come home and invite her to have some. But although she looked everywhere, under the table and into the

Check 2/8

Auto check

Score

tiles  tiles

Questions?