

Overview of Migrant Education Young Writers Summer Academies

A Great Valley Writing Project Partnership with Migrant Ed, Mini-Corps and Rural School Districts

Features of EL Young Writers Academies

- Young Writers Academies for migrant students in grades: 3 - 5 and 6 – 8.
- Each academy is planned, coordinated, and led by GVWP Teacher Consultants.
- Academies are three weeks long involving 20 – 30 EL/migrant students taught by two GVWP TCs and one bilingual Mini-Corps aide
- Concludes with published anthology of student work and authors' celebration.
- Each academy includes pre-post writing assessment, with the results scored, compared, interpreted, and published.

Philosophy/Theoretical Foundation

- Theoretical Foundation: (a) Vygotsky and socially-based learning environment, (b) Scaffolding/Spiraling (based on Vygotsky), (c) Genre-based pedagogy
- Direct engagement of participants (students and teachers) in activities that exemplify/demonstrate effectiveness of theoretical base, e.g.,
 - Value of socially-based learning and how to facilitate it
 - Scaffolding the writing process (modeling/analyzing genre features, visuals, joint construction)
 - Explicit instruction
- Literature-rich learning environment (texts of diverse, student-accessible genre)
- Targeted instruction (language proficiency level groups for students)
- Community Outreach – students' families invited to post-academy celebration of published anthology

Typical Day - Young Writers Academies

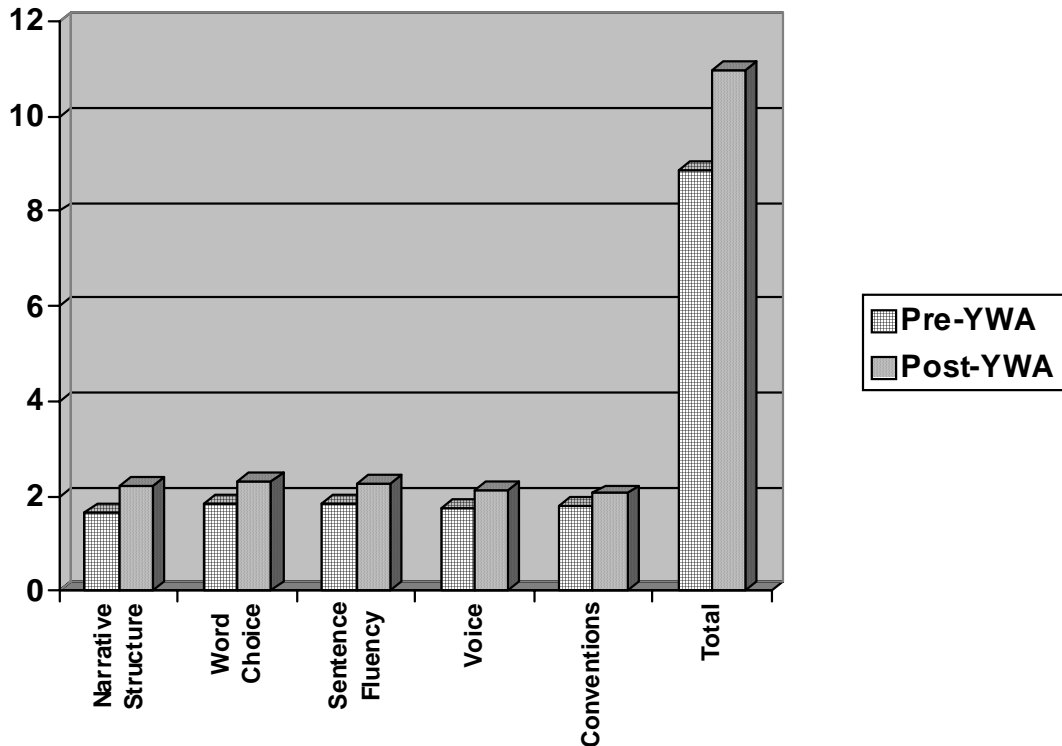
The morning typically begins with Word of the Day, where students free-write a response to a one- or two-word phrase, such as “bubble gum.” Once drafts are written, students share with partners who write content-focused questions on Post-it® notes. The student-to-student discussions become increasingly sophisticated and articulate over time, with the Teacher Consultants circulating among the students and reflecting, encouraging, and supporting the interactions. Next, a picture book demonstrating a particular genre (e.g., a fable) is read aloud and examined via mini-lessons with the students. Key features are emphasized and charted on poster-board. Lessons are repeatedly spiraled and interconnected. Following the read aloud, students are separated by English proficiency levels into two groups (one more English-proficient, one less so), where they focus on a more extended piece of their own genre-specific writing. Scaffolding is extensive. Writers have access to genre models written by teachers, students, and professional authors. Extended prewriting involving drawings, free writing, and discussion is prioritized, as engaging student schema is essential. Genre features are displayed on visual charts, and thesauri and dictionaries are placed on every table, making resources easily available for the teacher-to-student and student-to-student consultations, primarily focused on content.

At the end of the morning, students once again reassemble as a whole class, practicing as individuals or partners on creating sentence structures of increasing syntactic complexity (an activity based on the work of William Spivey). The day always ends in Author’s Chair, where students volunteer to share their written drafts from the day with the whole class.

Often integrated within this larger overall sequence are somewhat shorter, highly engaging activities, such as toe-to-toe (partners using oral language to argue two different sides of an issue), imaginative dialogue (partners personifying two items, e.g., a comb and hair, and then responding back and forth one to the other in written dialogue), brief outdoor tours of the school campus (sensory-based saturation reporting), and card games (using various categories of pre-written syntactic structures on 3x5 cards to play War, Go Fish, etc.). Whatever the activity, whatever the instructional goal, the camp’s sense of community evolves in depth, complexity, and connectivity.


2008 Evaluation

The chart below summarizes results from the pre- and post-academy writing assessment for the EL Young Writers Academies for 2008. Using a four-point rubric that assessed five separate criteria (for a total of 20 points possible), a total mean gain of +2.1 points was evident. The bar chart below displays average gain in scores for each criteria (Narrative Structure and Development: +0.57; Word Choice: +0.47; Sentence Fluency: +0.41; Voice: +.39; Conventions: +0.27; Total Gain: +2.1).



Prepared by Chris Condon, EL Coordinator and Evaluator. August 2008

Budgeting Beyond Young Writers Academies

Programs Seeded by Migrant Education Funding	INSERVICE	CONTINUITY	YOUTH PROGRAMS
	<p>Writing Every Day with English Language Learners: Annual Fall Symposium</p> <ul style="list-style-type: none"> • Sponsor Mini-corp student registrations • Handouts and materials <p>Waterford Middle School Literacy Day</p> <ul style="list-style-type: none"> • TC stipends for classroom demonstrations <p>Invitational Summer Institute</p> <ul style="list-style-type: none"> • Stipend for EL specific demonstrations 	<p>With Different Eyes</p> <ul style="list-style-type: none"> • Sponsor TC travel <p>TC EL Advanced Institute</p> <ul style="list-style-type: none"> • TC stipends • Research materials <p>Leadership and Planning Meetings</p> <ul style="list-style-type: none"> • TC stipends for pre/post scoring 	<p>Young Writers Symposium</p> <ul style="list-style-type: none"> • Sponsor Waterford Middle School student registration <p>EL After-school Writing Club</p> <ul style="list-style-type: none"> • TC Facilitator stipend • Publish anthology for student participants <p>Family Scrapbooking</p> <ul style="list-style-type: none"> • TC Facilitator stipend
			<p>Great Valley Writing Project California State University, Stanislaus One University Circle, DBH300B Turlock, CA 95382 (209) 667-3490 • www.csustan.edu/gvwp</p>

Program Balance Sheet

Program: English Learners & Migrant Education Academy

Dates: 3-week camp, Summer 2008

Program Income		10,000.00
Program Expenses		
2 Facilitators (\$750/week)	4,500.00	
Benefits (3.45%)	155.00	
Scoring pre & post-writing stipend	350.00	
T-shirts	200.00	
Supplies	400.00	
Anthologies	500.00	
Printing/Postage	75.00	
Author's Celebration Night	100.00	
Refreshments	150.00	
Travel	50.00	
	(6,480.00)	
Total Revenue		\$3,620.00

Based on 25 students.