

Figure 8.8. Student Annotated Writing Sample Using the CA ELD Standards

Susana's Text	Annotations
<p>Bats</p> <p>Bats are important because they eat mosquitos, insects, mice, frogs and other small animals that could become pest in your house. They are also important because they spread pollen and seeds and because of that more plants grow. If it weren't for bats we wouldn't have all the food that we have now.</p> <hr/> <p>There are over 1,200 species of bats. The largest bat is the flying fox and you could find it in Australia. 3 species of bats are bumble bee bat, fruit bat, and even vampire bats. Bat can be able to damage many plants. They don't suck blood like in horror movies. They drink it like little kittens. They are the only mammals that could fit.</p> <hr/> <p>Bats are in danger because people are scared of them. They are scared of them that they burn their homes. There are less bats now than they used to be. In Australia flying foxes are dying of heat waves. In 15 years over 30,000 bats are dying because of us.</p> <p>Summary Notes and Next Steps: Discuss with Susana:</p> <ul style="list-style-type: none"> Ordering of the three chunks, need for introduction that foregrounds the chunks, conclusion that sums them up Review whether information in each chunk fits there and if ideas in each chunk could be expanded more Show where clauses are combined to show relationships between them (e.g., using <i>because</i>), and ask her to see where she could do the same to combine other clauses <p>Discuss with the class (based on patterns in other students' writing):</p> <ul style="list-style-type: none"> how register shifts when <i>you, we, us</i> are used how connecting and condensing ideas (clause combining or other ways) creates relationships between ideas and reduces repetition (maybe a mini-lesson with examples from student writing we revise together) how to use text connectives (maybe revise a piece of writing together and add in text connectives where needed to create cohesion) 	<p>Content and register:</p> <ul style="list-style-type: none"> Big ideas and lots of informative details provided, mostly accurate information Some information needs more clarity (bats aren't in danger just because people are scared of them) <i>You, we, us</i> is used (less formal register) <p>Text structure and organization:</p> <ul style="list-style-type: none"> Organized logically into three chunks (<i>why bats are important, species of bats, why bats are in danger</i>) Some information doesn't seem to fit in the chunks (<i>bats damaging plants</i>) Missing an introduction and conclusion, order may not be logical Pronoun reference: <i>because of that</i> used accurately to condense and link to previous sentence (cohesion) Could use more text connectives (cohesion) <p>Grammatical Structures</p> <ul style="list-style-type: none"> Some appropriate clause combining to link ideas and show relationships Some clause combining needs work (<i>They are scared . . . that they burn . . .</i>) and more could be used Phrases could be expanded to include more details about where, when, etc. <p>Vocabulary:</p> <ul style="list-style-type: none"> Domain-specific (<i>mammals, species, pollen</i>) and general academic (<i>spread, damage</i>) vocabulary used accurately <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> Mostly accurate, with some approximations (<i>mamles, dieing</i>)
<p>Source Adapted from Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" <i>Journal of Second Language Writing</i> 14 (4): 238–254. Student text from Spycher, Pamela and Karin Linn-Nieves. 2014. "Reconstructing, Deconstructing, and Constructing Complex Texts." In <i>The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5</i>, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.</p>	