

Sample Proposal: Workshop 1

Title (10 Words)

SLIFE Unlimited: Cracking the Code to Academic Writing

Description

Responding to text-dependent questions by producing writing that features evidence grounded in text is crucial to students' academic success, particularly at the secondary level. However, unlike their ELL and mainstream counterparts, adolescent SLIFE are generally unacquainted with evidence-based academic writing and the conventions that govern it.

The Common Core State Standards for English Language Arts and Literacy emphasize using textual evidence and valid reasoning to convey complex ideas (Common Core State Standards Initiative, 2010). As this shift highlights, writing informative and explanatory texts takes center stage as opposed to writing personal narratives and substantiating claims with one's own opinions (Zwiers, O'Hara & Pritchard, 2014; Wright, 2015). This shift presents significant challenges for SLIFE, who, in addition to having literacy needs along with gaps in educational experience, generally lack the most basic skills needed to produce formal writing. Therefore, it becomes imperative that educators scaffold the writing process by first unmasking the key components of academic writing before challenging students to produce evidence-based writing of their own.

Throughout the workshop, the presenters will demonstrate writing strategies that have proven to be effective with SLIFE at the secondary level. Participants will become familiar with a writing protocol encompassing carefully sequenced strategies that enable SLIFE to find evidence in a text using nonlinguistic means, cite evidence from text to evaluate text-based claims and write a multi-paragraph response featuring textual evidence.

The audience is encouraged to participate in demo lessons and to apply their newly-acquired knowledge in developing their own writing activities that address the needs of their SLIFE. Upon workshop completion, participants will have a toolkit of strategies and tasks to be immediately implemented.

Abstract (50 words)

Infusing textual evidence into written responses can be an insurmountable feat for Students with Limited or Interrupted Formal Education (SLIFE) who often lack prior exposure to academic writing. This session aims to demonstrate writing strategies that have proven to be effective with SLIFE at the secondary level.