NEBRASKA ENGLISH LEARNER PROGRAMS

NEBRASKA DEPARTMENT OF EDUCATION

English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment
Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Grades 9-12

Strategy: Focus:	SENTENCE IMITATION WRITING MODE
ELA Standard:	**LA 10.2.2** Students will write in multiple modes for a variety of purposes and audiences across disciplines.
ELA Indicator (by grade):	**LA 9-12.2.2.e** Compare various mentor texts and/or exemplars to create similar pieces.
ELP Corresponding Standard(s):	**9-12.7** Adapt language choices to purpose, task, and audience when speaking and writing **9-12.10** Make accurate use of standard English to communicate in grade-appropriate speech and writing
Objective/Learning Target:	I can look at a text (narrative fiction, informational report, persuasive argument, etc.), recognize its unique features, and then write my own piece that mimics as closely as possible the style of the original text.
Time Required:	Two 45---minute segments (2 days possibly)
Materials Needed:	1. Exemplar text of teacher's choice that illustrates the kind of quality writing that is generally used and expected in the teacher's content area. 2. Overhead projector and screen 3. Notebook paper 4. A prewritten sample passage (based on the above exemplar text) completed by the teacher to be used as the first demonstration in class.
Strategy Overview and Rationale:	Sentence imitation forces students to think critically about what makes good writing good. Students take a passage from an exemplar text, analyze the passage's sentence structure, word choice, punctuation, etc., and then write a paragraph on a topic of their choosing that mimics as

	closely as possible the form, structure, and style of the original. The idea behind this strategy is that students can write well when they know what good writing looks like.
Step-By-Step Instructions: *During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).*	1. The teacher displays a passage from an exemplar text on the projector. This passage --- from a novel, textbook, periodical, manual, etc --- should represent the kind of quality writing that is expected in that field, but, for the sake of time, this passage should be fairly short (1---2 sentences). The teacher reads the passage aloud, underlines key words or phrases, circles punctuation marks, etc. Then, on the board or screen, the teacher writes (or types) a new passage on a new topic, but one that is of equal length to the original and mimics its style. In other words, where the original author uses a verb, the teacher uses a verb. Where the original author uses a semicolon, the teacher uses a semicolon. [NOTE: This "new" passage should be written beforehand simply because the process can be time--- consuming, and the teacher should explain this before sharing the example.] As the example is being "written" and shared, the teacher should explain how it mimics the original, which should still be in view. 2. As a class, the teacher and students should use another passage from the same exemplar text to create another mimic passage together on the board or screen. This is primarily student collaboration, but the teacher may want to contribute at times to keep things moving. Again, during the process, the teacher should point out how the passage mimics the original. 3. Next, in pairs, students work on yet another passage from the same exemplar text. This passage should be a bit longer, approximately 3---4 sentences. Results should be shared as a class when all are finished. Second 45 minutes (Day 2 possibly) 4. Finally, individual students work to complete the same strategy with a longer passage from the same exemplar text (entire paragraph, 5---8 sentences).

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	• Write a shared paragraph with teacher support using transition	• Provide discourse and transition words for writing.	• Provide discourse and transition words for writing.

	words. • Use appropriately leveled text/resources. • Use parts of speech anchor chart. • Color code parts of speech.		
Resources:	Berthoff, A., & Stephens, J. (1988). Forming, thinking, writing (1st ed.). Portsmouth, NH: Boynton/Cook Publishers. https://www.thoughtco.com/sentence-imitation-1691947		
Meta Tagging:	Sentence Imitation, Writing Modes, Writing		