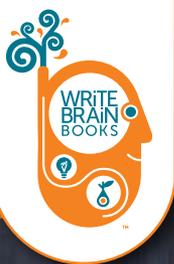


WRITE BRAIN BOOKS



..... for the

ENGLISH LANGUAGE LEARNER



CCSS/TEKS/SOL Aligned



WRiTE BRAiN BOOKS Programs and Curricula are excellent and engaging developmental tools for English Language Learners (ELL).

As the number of English Language Learners in classrooms across the United States continues to grow, we at WRiTE BRAiN are committed to giving each ELL student opportunities, not to simply acclimate and adapt, but to thrive. About 5.3 million English Language Learners (ELLs) - students whose primary language is not English and whose English language skills are not sufficient to keep up with classes conducted only in English - are enrolled in PreK-12 public schools across the United States.

When WRiTE BRAiN BOOKS launched in 2014, we chose to pilot our project-based learning program in California school districts where ELLs made up 60-70% of the student population, many from homes where English was not spoken. WRiTE BRAiN's innovative approach to literacy-building activities was a great success. Kids became collaborators, writers, and published authors and were amazed at what they accomplished. Their parents and community were proud, and their relationship to reading and writing in English was transformed in only eight weeks.

The WRiTE BRAiN experience not only increases ELLs' proficiency in English, it dramatically decreases their fear of using it, giving them a greater range of literary motion, courage when speaking or reading aloud, and confidence to express themselves creatively as they work collaboratively with their peers. As our curricula and programs have been implemented in more schools and after school organizations nationwide, we

have received overwhelmingly positive feedback from teachers who watched their struggling ELL students' vocabulary, writing skills, engagement, and confidence grow by leaps and bounds. Because every element of our curricula is research-based, carefully crafted, and inspired by the expressed needs of educators and the diverse students they teach, we are thrilled by these outcomes, but not surprised.

The lessons and activities are designed to build and reinforce students' basic writing skills and grasp of English grammar, while at the same time develop their higher-order and critical thinking skills. Every day, they are looking closely at colorful images and scenes, taking time to absorb, process, and write about what they see, listening to and sharing thoughts with peers, and using what they learn to revise their work. With every lesson, the impact is instant and leaves a lasting impression.

Writing can be a challenge for any student, but ELLs face the additional and often daunting challenge of working with a new and unfamiliar language. With WRiTE BRAiN, the emphasis is less on knowing the "right words" and more on **imagining a story** and **discovering** the best language to bring that story to life.

Students learn to communicate their unique ideas to peers and readers in a way that is compelling, thoughtful, and always improving. Throughout this writing process, they are encouraged to consider their audience of young

readers, using language as a way to contribute and create meaning.

Programs and curricula such as **WRiTE BRAiN BOOKS** are vital in supporting ELLs and building college-ready, community-connected, career-minded young people who can thrive in the 21st century.

Current statistics highlight just how important and timely this support is, with over 40 million immigrants, both authorized and undocumented, have settled in America over the past three decades.

- Participation in these language enrichment programs can improve ELLs' English language proficiency which, in turn, has been associated with improved educational outcomes.¹
- The percentage of public school students in the United States who were English Language Learners was higher in school year 2012-13 (9.2 percent, or an estimated 4.4 million students) than in 2002-03 and in 2011-12.
- The highest concentration of ELLs reside in **Arizona, California, Texas, New York, Florida, and Illinois**. These six states contain 61 percent of the nation's ELL population.²
- Despite the high concentration in six states, other states have experienced a 300 percent or higher growth of ELLs in the ten-year period from 1995 to 2005. These states include **Alabama, Indiana, Kentucky, Nebraska, North Carolina, South Carolina, and Tennessee**.³

- **California** educates one-third of all the nation's ELL students: 1.6 million students.⁴
- ELLs in **Texas** make up 18% of the state's total student population.⁵
- More ELLs in both Elementary and Secondary schools are U.S. born.⁶

English Language Learners need to experience rich and well-integrated opportunities to participate in listening, speaking, reading, and writing. Learning standard writing conventions is especially difficult for younger ELLs, who depend so much on visual cues and contextual relationships. Educators can help provide such cues and relationships when they write interactively with students. When students collaborate, brainstorm together, read their work aloud, and talk about each other's work, writing becomes a social activity. When writing is the focus of social interaction, it is supported by oral language and interpersonal relationships.

The **WRiTE BRAiN BOOKS** Narrative & Creative Writing Program was innovatively designed to meet the needs of these students and provide them with English Language Arts programs for IN and AFTER school hours with which they can have successful outcomes.

WRiTE BRAiN's curricula and programs qualify for funding through 21st Century, Title 1 and Title III federal grants. For suggested grant application language, please contact us at:

eduprogram@writebrainbooks.com

"70 percent of our students come from homes where only Spanish is spoken, and they come into school hesitant. This is moving them forward by leaps and bounds and how they see that they can take English and it, own a language."

Daryn Davis • CEO Pro-Youth HEART After School Program

"Many of our kids speak only Spanish at home. It was wonderful to see them so instantly excited about writing in English. These are fantastic tools for English learners."

Viviana Rojas • Pacoima Charter School

"The WRITE BRAiN BOOKS program completely transformed my English Language Learners' vocabulary in only eight weeks."

Jennifer Garza • Site Coordinator • Texas ACE

CONTACT US

For more information about **WRITE BRAiN BOOKS** or to order our curricula and materials please contact:

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   WriteBrainBooks

¹ Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). Higher Education: Gaps in Access and Persistence Study (NCES 2012-046). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

² Capps, R., Fix, M., Murray, J., Ost, J., Passel, J., & Herwanto, S. (2005). The new demography of America's schools: Immigration and the No Child Left Behind Act. Washington, D.C.: The Urban Institute.

³ U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999 through 2004-2005; FY 2002 Consolidated State Applications for State Grants under Title IX, Part C, § 9302 of the Elementary and Secondary Education Act (P.L. 107-110); 2004-2005 Consolidated State Performance Reports; and additional 2002-2005 data reported by state. August 2006.

⁴ California Legislative Analysts Office (LAO) 2007 -08 Budget Book - Education Analyses, February 21, 2007.

⁵ Roy L. Johnson: For Express News - MySanAntonio.com - (Sept. 2015)

⁶ Capps, R., Fix, M., Murray, J., Ost, J., Passel, J., & Herwanto, S. (2005). The new demography of America's schools: Immigration and the No Child Left Behind Act. Washington, D.C.: The Urban Institute.