

Deep Differentiation: Best Practices for
ELL Instruction in the Mainstream
Classroom – Part 2
Aptakisic Tripp District 102

Facilitated by:
Marla Susman Israel, Ed.D.
Associate Professor
Loyola University Chicago

Intended outcomes for this session

Part 2

- ◆ Apply second language acquisition theory to ELL teaching.
- ◆ Practice strategies to purposefully teach English vocabulary and grade level content.
- ◆ Learn assessment techniques that are appropriate for each English language proficiency level.
- ◆ Plan a lesson using the aforementioned strategies and assessment measures that results in deep differentiation to meet the multiple learning levels within the classroom.
- ◆ Explore methods for collaboration between ELL faculty and the mainstream classroom teacher.
- ◆ Discuss the RtI model and its implications for ELL learners in Aptakistic Tripp 102.

Review Part 1 Vocabulary

Strategies that would be appropriate:

- ◆ Word Sort – create categories
- ◆ Word Sort – create definitions
- ◆ Word Sort – create sentences
- ◆ Acronym Concentration

Constructivist/Sheltered Instruction Theory and Theorists

- ◆ Krashen:
 - ◆ The role of MEANING
 - ◆ The role of COMPREHENSIBLE INPUT
 - ◆ The role of LOW ANXIETY
- ◆ Cummins
 - ◆ Proficiency in English used for COMMUNICATIVE PURPOSES
 - ◆ Proficiency in English used for ACADEMIC PURPOSES
 - ◆ EMPOWERMENT OF STUDENTS
- ◆ Long
 - ◆ the role of INTERACTION

Best practices in ELL education

1. Values prior knowledge
2. Is context embedded
3. Integrates cooperative group work
4. Uses total physical response (gesture)
5. Uses multidimensional assessment
6. Integrates language, content, and process

Modify Teacher Talk

- ◆ Be aware of idioms (Jodi Reiss, 2008)
- ◆ Use meaningful gestures
- ◆ Teacher think alouds
- ◆ Slow down
- ◆ Use visuals
- ◆ Un-clutter the classroom environment
- ◆ Think-pair-share while teaching
- ◆ Allow extended wait time

Emergent English Language Learner

- ◆ Goal – Acquaint the student with the English Language – Focusing on BICS
 - Appropriate Strategies
 - ◆ Total Physical Response
 - ◆ Song/Jazz Chants
 - ◆ Wordless Picture Books
 - ◆ Vocabulary Cards (multiple uses)
 - ◆ Mimic Writing (print before cursive)
 - ◆ environmental print
 - ◆ Lists/Labels
 - ◆ home communication
 - ◆ Read a-louds/books on tape
 - ◆ Role of technology

What does this look like in practice?

- ◆ *Central Learning:* It is important to protect the environment. Our actions have consequences.
- ◆ *Applicable WIDA Standards:*
- ◆ *Applicable Grade Content Standards:*
- ◆ *Vocabulary:*
- ◆ *Assessment:*

Selecting Words to Teach

(Cloud, Genesee, Hamayan, 2009)

- ◆ Select words that are important for understanding the essential learnings and the text.
- ◆ Do not exceed the number of words that student can remember (around 6 to 10 per lesson, depending on the learners' age and/or stage of proficiency).
- ◆ Select words that can advance student's word learning skills (words with particular prefixes or suffixes for example)
- ◆ Teach words that are frequent, useful and likely to be encountered in the content area. They should be highly transferrable to other units or content areas.
- ◆ Do not directly teach words if students can use context or structural analysis skills to discover the word's meaning.
- ◆ Be sure that you select an appropriately leveled passage to begin with, one for which you will only need to teach a small number of words prior to reading.

Oral and Reading Development

BICS and CALPS Vocabulary

Review the materials – conduct a text analysis. Then begin to differentiate the learning using the following strategies:

- ◆ Predictable Books
- ◆ Academic Language Literature
- ◆ Front-loading Vocabulary
- ◆ Multiple Exposures
- ◆ Text Structure – Match Mine
- ◆ “Hear” my words “Find” my words
- ◆ Sequence – Sentence Strips

Oral and Literacy

CALPS vocabulary development

- ◆ Leveled Readers
- ◆ Semantic Feature Analysis Chart
- ◆ Frayer Model
- ◆ Vocabulary Card Questions
- ◆ Graphic Organizers
- ◆ Cooperative Learning

Writing Development

- ◆ Mimic Writing (see “emergent”)
- ◆ Language Experience Approach
- ◆ Collaborative Writing
- ◆ Poem/Cloze Templates
- ◆ Writing Scripts/Story Strip Templates
- ◆ Dialogue Journals

Beginning Steps in Dialogue Journals (Cloud, Genesee, Hamayan, 2009)

- ◆ Have a stack of notebooks ready to be distributed to anyone who is interested in keeping a dialogue journal.
- ◆ When the opportunity arises, tell students (or a small group of them who get curious about the stack of notebooks that you keep bringing out and putting on your desk!) that you would like to have written conversations with them.
- ◆ Explain the rules:
 - They can write about anything they want.
 - Whatever they or you write about remains between the two of you. If anything is shared with a third person, permission has to be granted by the person whose writing is being shared.
- ◆ Have each student write his/her name in a notebook.
- ◆ Collect the notebooks and write the first message to each student. (Personalize to the student and language proficiency level.)
- ◆ Return the notebooks to their owners and invite them to write back to you.
- ◆ Display great enthusiasm around these mysterious notebooks; more students will eventually want to join the project.
- ◆ Remember to respond on a regular basis (every Wacky Wednesday or Freaky Friday)

Apply what you have learned so far:

- Water Cycle: What vocabulary words are important for understanding?
 - ◆ How can you use gestures to represent the vocabulary?
 - ◆ How can you use pictures to represent the vocabulary?
 - ◆ How can you have repeated exposures to the vocabulary?
 - ◆ How can you use technology to assist in the teaching?
 - ◆ How might these strategies help all of your students – not just the ELL's?

Assessment

- ◆ Use appropriate accommodations.
- ◆ Remember, most ELL teaching strategies can be used as formative assessment measures.
 - There is More:
- ◆ Reading/writing conferences
- ◆ Running Reading Records
- ◆ Observational/Anecdotal Records
- ◆ Student Created Electronic Portfolios
- ◆ “Q – matrix” as it relates to concept development
- ◆ Vocabulary development cards

Putting it all together

Deep Differentiation and Backwards Design

- ◆ Topic:
- ◆ Language Level(s)
- ◆ Content Standards:
- ◆ WIDA Standards:

Putting it all together

Deep Differentiation and Backwards Design continued

- ◆ Assessment
 - ◆ Background Knowledge Needed
 - ◆ Target Vocabulary
 - ◆ Reading/Writing Skills
 - ◆ Teaching Strategies
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Collaboration Among ELL and Mainstream Faculty

- ◆ Common Goals
- ◆ Common Vocabulary
- ◆ Common Reading Proficiencies
- ◆ Common Writing Proficiencies
- ◆ Complimentary Assessment Techniques
- ◆ Coordinated Communication System

Collaboration and RtI

- ◆ Response to Intervention (RtI) – Questions to Consider:
 - Do we know the level of language proficiency the student has in his/her native language?
 - Do we know the student's formal educational background?
 - What is the student's English Language Proficiency Level in listening, speaking, reading and writing?
 - Is the student receiving comprehensible input for his/her English Language Level?
 - Are appropriate assessments and teaching accommodations being made?
 - Is the student being asked to behave in a way that is culturally uncomfortable for him/her?
 - Is the student making progress or has the learning "stalled?"

Closure/Evaluation

- ◆ Scheduling and Planning for Success
- ◆ Further Questions/Resources
 - ◆ www.luc.edu/cpell
- ◆ Metaphor Bag