GRADE 5

Supporting All Learners

Section Objectives

This two-hour section will enhance your knowledge of the following:

- The strengths and needs of students with dyslexia

- Support for English language learners through the stages of language development

- The features of effective instruction to support all learners

- Differentiated instruction for efficient student learning

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Students With Dyslexia

What Is Dyslexia?

"*Dyslexia* means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity."

— Texas Education Agency, 2014, p. 8

Dyslexia Facts

IS

- A collection of language-based difficulties
- A neurobiological difference
- At all intellectual and socioeconomic levels

IS NOT

- Seeing letters backward
- Due to lack of motivation
- Caused by laziness
- Identified only in third grade or later
- Limited to English speakers
- Untreatable

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Identify Dyslexia Early!

Students can be identified for dyslexia by the middle of kindergarten, if not earlier.

> **"It is important that the school district NOT delay identification and intervention processes until second or third grade."**
>
> — Texas Education Agency, 2014, p. 13

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Common Risk Factors

At your table, read aloud the common risk factors associated with dyslexia on page 10 of *The Dyslexia Handbook—Revised 2014*.

- Volunteer one: Read second and third grades.
- Volunteer two: Read fourth through sixth grades.

Instruction for Students With Dyslexia

- Each school must provide an identified student an instructional program.

- The essential components of reading must be addressed.

- The intervention must include the following:
  - Multisensory instruction
  - Systematic, cumulative, explicit instruction
  - Synthetic and analytic instruction

Highest-Impact Practices

- Provide explicit and systematic instruction.

- Provide more time and practice opportunities.

- Target knowledge and skills that have the highest impact on learning to read.

- Provide instruction in small, same-ability groups.

- Maximize students' engagement and participation.
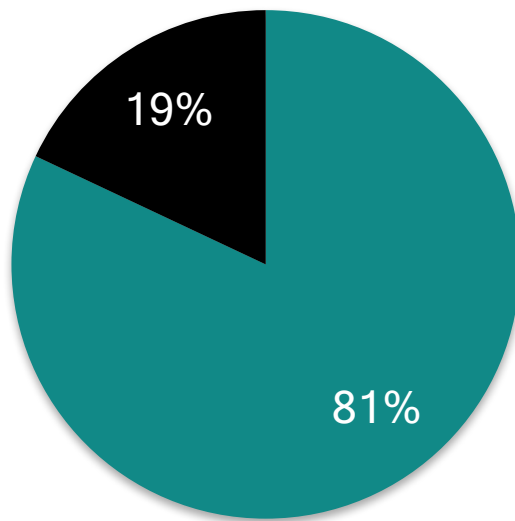
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English Language Learners

Language Diversity

All students acquire language in the contexts of their homes and communities, which are within a variety of cultural and linguistic settings.
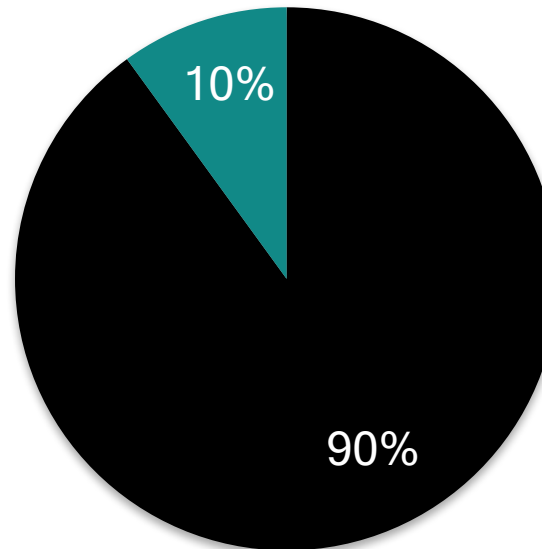
Texas ELLs: Demographics

Texas Student Population, 2015–2016

- 19% ELLs
- 81% Native English Speakers

Languages ELLs Speak

- 90% Spanish
- 10% 129 Other Languages

Other languages:
- 1.64% Vietnamese
- 1.09% Arabic
- 0.49% Urdu
- 0.45% Mandarin
- 0.37% Burmese

Source: Texas Education Agency (TEA), 2016

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School Settings for ELLs

Bilingual classrooms

- Transitional/early-exit

- Transitional/late-exit

- Two-way dual-language

English as a second language classrooms

- Instruction typically in English

- Teacher supports English development throughout the day

Mainstream classrooms

Literacy instruction in English

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Who Are Our ELLs?

> **"'Student of limited English proficiency' means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English."**
>
> — Texas Education Code §29.052

ELLs are a diverse group who come from many different socioeconomic, cultural, and language backgrounds.

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Social and Cultural Factors

Classification as an ELL Does Not Tell the Whole Story

Early Immigrants	Recent Immigrants	U.S.-Born ELLs
• Arrive before age 7	• Arrive at school age	• Born in the United States
• May have had prior schooling	• May have had prior schooling	• May have little literacy in native language
• May need up to five years to fully develop academic English	• May have literacy skills in their native language	• Exposure to English may vary

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Different Needs

ELLs have different needs based on the following:

- The extent and type of literacy practices at home
- The development of literacy skills and prior formal schooling in their native language
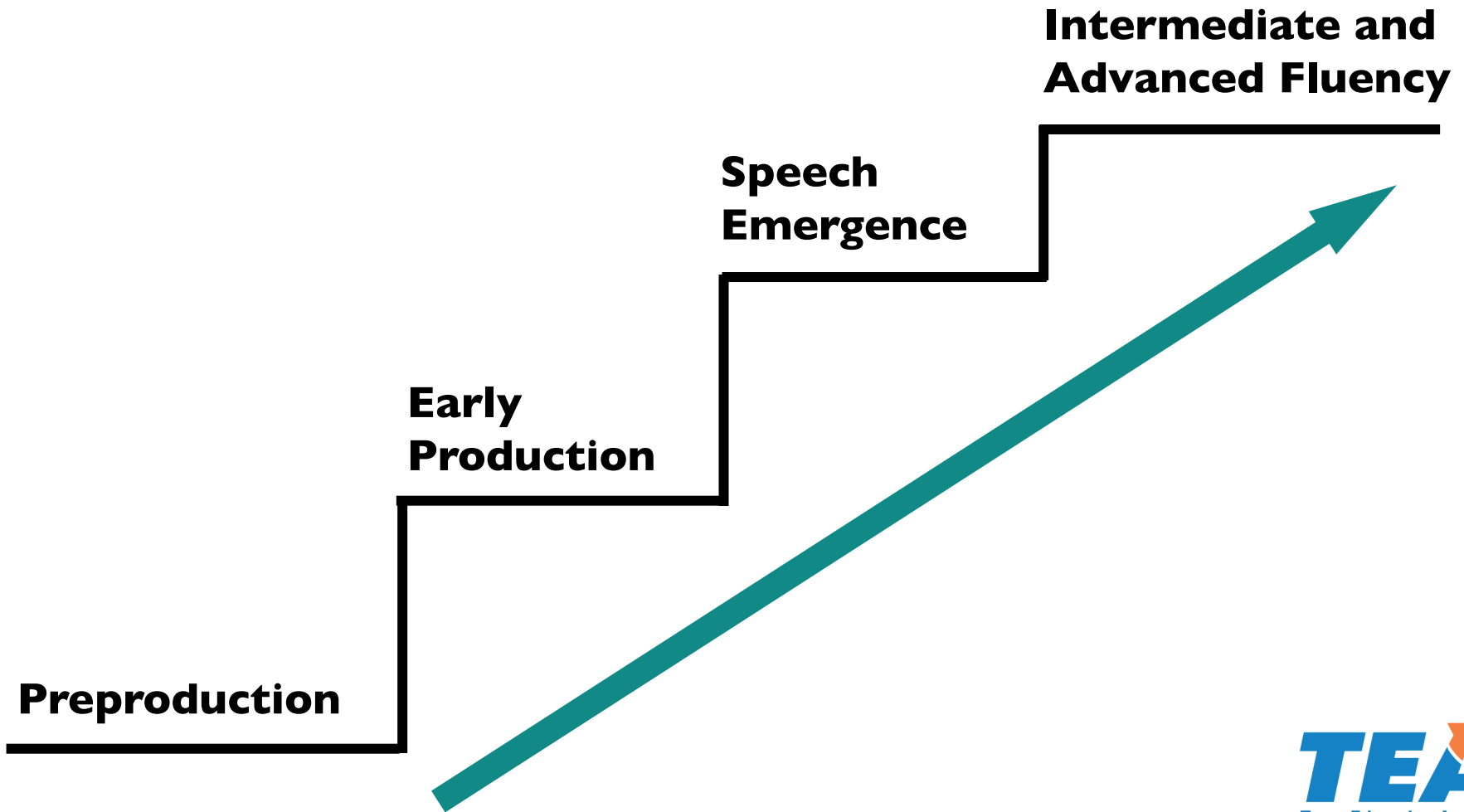- The instruction or formal schooling in English they have received

ELLs have strengths and proficiencies in their native language that may be invisible to teachers.

Second-Language Development

- Second-language development is a gradual and complex process.

- ELLs of all language groups develop their second language similarly.

- ELLs vary in how quickly they become proficient in English.

The *route* of acquisition is consistent for ELLs with different native languages, but the *rate* of progress can vary considerably.

Stages of Second-Language Development

Development of Second-Language Speech Production

Simple grammatical structures

- Plural errors: "many book," "some book"
- Inconsistent verb forms: "I walk home" (past tense) instead of "I walked home"

Overgeneralizations

- Misuse of irregular verbs: "goed," "readed"
- Misunderstanding of negation: "I no have paper"

Closer approximations of second language

- Input internalized and adjustments made in second language use
- More elaborate sentence structures
- Increase in vocabulary use

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Developing Academic English

- The social or casual register is used in daily social interactions; the academic register is needed to navigate school successfully.
- Proficiency in academic English is important in predicting the academic success of ELLs.

	At Home	Beginning of School	Later in School
English-Only Speakers	**First register:**	**Second register:**	
	Casual English	Academic English	Refined academic English
ELLs	**First register:**	**Second register:**	**Third register:**
	Casual native language	Casual English	Academic English

Reflect on Language Development

- As you watch the video, think about how ELLs learn new English vocabulary and how you can use native language to support English learning.

- After watching, jot down some ideas and discuss with your partner.

ELLs and English Literacy

- English literacy development is an important and concurrent element of second-language acquisition.

- Effective literacy instruction for ELLs is
  - academically sound,
  - culturally responsive, and
  - linguistically accommodated.

Planning Scaffolded Instruction for ELLs

- Examine ELLs' proficiency data.

- Analyze lessons in terms of the following:
  - Required language and reading skills
  - Content and background knowledge needed
  - Instructional activities to be used

- Select and implement appropriate instructional and language scaffolds.

Remember

- ELLs do twice the cognitive work of native English speakers. ELLs acquire new conceptual knowledge while attending to the sounds, meanings, and structures of a new language.

- Learning a second language—and learning in a second language—is cognitively demanding.

- Consider ELLs' previous skills, knowledge, and specific linguistic and cultural backgrounds to plan and deliver instruction.

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Features of Effective Instruction

Features of Effective Instruction

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

Explicit Instruction With Modeling

Explicit instruction with modeling is "the practice of deliberately demonstrating and bringing to learners' conscious awareness those covert and invisible processes, understandings, knowledge, and skills over which they need to get control if they are to become effective readers."

— Cambourne, 1999, p. 126

Explicit Instruction

- Involves modeling and explaining concepts and skills in ways that
  - are **concrete and visible**,
  - include **clear language**, and
  - use **many examples.**

- Consists of overlap and similarity in instructional procedures by having
  - **predictable, clear, and consistent instructions**;
  - **known expectations**; and
  - **familiar routines.**

Modeling

- Demonstrate the task aloud by following a step-by-step procedure.

- Speak clearly and use language specific to the demonstration of the skill.

- Check for understanding while modeling.

A Classroom With Explicit Instruction With Modeling

What you should hear:

- Stated instructional focus
- Clear instructions
- Verbal cues
- Consistent language
- Student talk
- Multiple examples

What you should see:

- Manipulatives
- Visual aids and cues
- Appropriate movement
- Multiple grouping formats
- Active engagement

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Explicit Instruction With Modeling: Application Activity

Mrs. Ramirez has always taught vocabulary by having students look up words in the dictionary, write the definitions, and memorize what the words mean. This year, Mrs. Ramirez has noticed that her students can find the words in the dictionary and copy the definitions but do not understand the words in the definitions.

Mrs. Ramirez is looking for ways to be more explicit and include more modeling when teaching vocabulary to her class.

What suggestions would you give to her and why?

Systematic Instruction With Scaffolding

Systematic instruction with scaffolding is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning."

— Dickson, Chard, & Simmons, 1993, p. 12

Systematic Instruction

- Select appropriate tasks and goals.

- Carefully sequence instruction.
  - Move from easier to more difficult skills.
  - Begin with higher-utility skills.
  - Begin with what students already know.

Scaffolding

"**The adult carefully monitors when enough instructional input has been provided to permit the child to make progress toward an academic goal, and thus the adult provides support only when the child needs it.**"

— Pressley, 2005, pp. 97–98

Systematic Instruction With Scaffolding: Application Activity

- **Step 1:** Think about your most challenging student.

- **Step 2:** Order the concepts and skills.

- **Step 3:** Choose one concept or skill to scaffold.

- **Step 4**: Provide three scaffolds for your chosen concept or skill.

Multiple Opportunities to Practice and Respond

Maximize student engagement and participation.

- Provide opportunities to practice new skills in a variety of ways.

- Practice related concepts and skills.

- Relate the skills to students' prior knowledge.

- Actively engage students in their learning.

Increase students' opportunities to respond.

- Provide more prepared items for practice.

- Use choral responses when feasible.

- Use the "think-pair-share" routine.

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Planning Instruction to Include Multiple Opportunities to Practice and Respond

- Practice each new skill multiple times.

- Practice after each step of instruction.

- Use multiple practice formats.

  – Guided practice (whole group, small groups)

  – Independent practice (workstations, individual work)

Multiple Opportunities to Practice and Respond: Application Activity

Mrs. Ramirez has always taught vocabulary by having students look up words in the dictionary, write the definitions, and memorize what the words mean. This year, Mrs. Ramirez has noticed that her students can find the words in the dictionary and copy the definitions but do not understand the words in the definitions.

Mrs. Ramirez is looking for ways to provide more opportunities for her students to practice and respond.

What suggestions would you give to her and why?

Immediate and Corrective Feedback

Feedback: "When a teacher directly imparts his or her evaluation of a child, a child's strategies and skills, or a child's achievement (often in relation to goals), and provides information about that evaluation."

— Askew, 2000

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Evaluative Feedback

- Evaluative feedback is judgmental.
  - Giving rewards and punishments
  - Expressing approval and disapproval
- Examples of evaluative feedback include the following:
  - Saying, "Great job!" or "Way to go!"
  - Saying, "That's it" or "No, that is not it."
  - Giving a thumbs up or a thumbs down

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Formative Feedback

Formative feedback is descriptive.

- Telling students they are right or wrong

- Describing why an answer is correct or incorrect

- Telling students what they have and have not achieved

- Specifying or implying a better way

- Helping students develop ways to improve

Feedback Delivery

- Varied feedback grouping:
  - Whole group
  - Small groups
  - Partners
  - Individuals

- Varied feedback forms:
  - Verbal
  - Nonverbal
  - Written

Immediate and Corrective Feedback: Application Activity

Mrs. Ramirez now needs help with immediate and corrective feedback. When asked to use their new vocabulary word, *solar*, in a sentence, one student said, "I have to solar my car to make it work." How should Mrs. Ramirez respond?

Working with your partner, do the following:

- Provide an evaluative response to this literacy error.

- Provide a formative response to this literacy error.

- Discuss which response would be best and why.

- Discuss a scenario when the feedback form you didn't choose would be most useful or helpful for students.

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Remember

The Features of Effective Instruction

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

Improve student learning

Incorporate instructional best practices

Guide quality delivery of standards-based instruction

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Differentiated Instruction

Differentiated Instruction

"**A teacher *proactively* plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as *efficiently* as possible.**"

— Tomlinson, 2003, p. 151

Three Elements to Differentiate

- **Content**: Knowledge and skills that we want students to learn; curricula (planning)

- **Process:** Activities, strategies, and methods that help students make meaning of content (teaching)

- **Product:** Outcomes of teaching and learning; students' demonstration of new knowledge of content (responses)

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Differentiated Instruction

IS	IS NOT
Adapting curriculum and instruction to meet the needs of all students	Using a "one-size-fits-all" curriculum and instruction model
Providing a variety of ways to explore content and receive information	Making all tasks the same
Providing varied strategies for making meaning of ideas and information	"Getting through" or "covering" the required materials and information
Providing multiple options for demonstrating learning	Giving students extra problems or assignments as they finish their work
Planning specific and adaptive content, processes, and products	Grading students "harder" or "easier" than others

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Steps Toward Differentiating Instruction

- Assess students' strengths and areas of need.

- Consider that students differ in many variables, including the following:

  - Rates of learning

  - Expectations

  - Interests

  - Motivation

  - Literacy skills

  - Other abilities

  - Access to resources

  - Levels of parental support

Steps Toward Differentiating Instruction (cont.)

- Plan instruction.
  - Determine what to teach.
  - Examine how to teach it.

- Establish daily instructional routines.
  - Set an instructional focus.
  - Align tasks and objectives with that focus.

- Consider materials.

Steps Toward Differentiating Instruction (cont.)

- Manage instruction.
  - Organize the classroom.
  - Monitor and respond to student behavior.
  - Manage time.
- Hold everyone accountable.
  - Monitor and respond to student progress.
  - Examine your implementation of instruction.

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Strategies for Differentiating Instruction

- Adjust instructional delivery.
- Raise the level of explicitness.
- Alter the features of the task.
- Integrate components of the lesson.
- Change the pacing of instruction.
- Regroup students as needed.

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Grouping for Differentiation

- Whole group
- Homogeneous small groups
- Heterogeneous small groups
- Partners or pairs
- Individualized or one-on-one

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Differentiated Instruction for All Students

- Differentiated instruction includes carefully planning the following:
  - Content
  - Processes
  - Products

- The features of effective instruction enhance differentiated instruction.

- Differentiation can improve instruction in all tiers and for all learners.

Supporting All Learners: Remember

Supporting all learners includes the following:

- Being cognizant of the strengths and needs of all students, including students with dyslexia and English language learners

- Using the features of effective instruction

- Providing differentiated instruction to meet the needs of all students