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Supporting All Learners
Participant Notes

GRADES K–3

Literacy
ACHIEVEMENT ACADEMIES

GRADE 3

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES

GRADE 3

Supporting All Learners
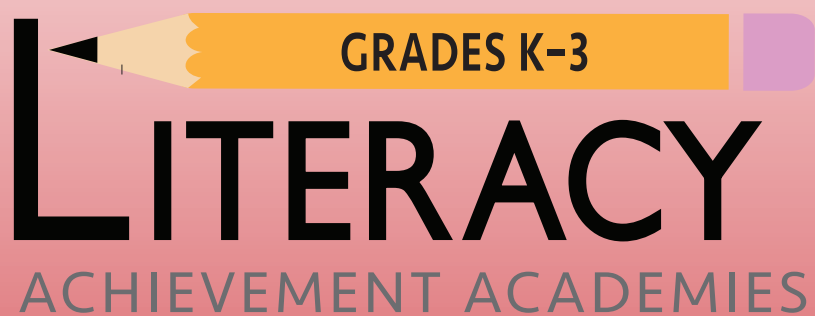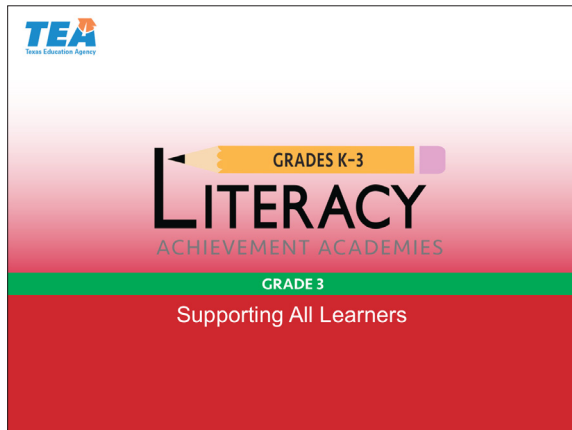
Section Objectives

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
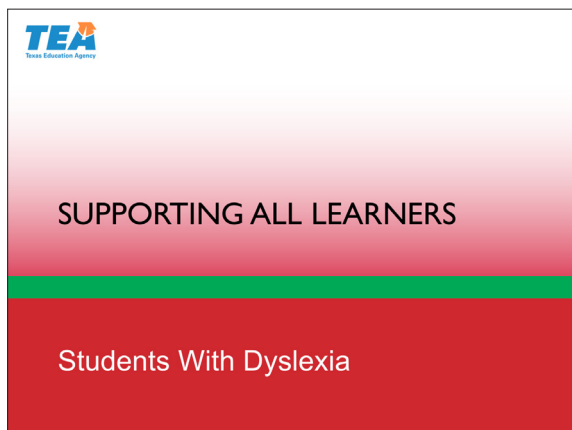
What Is Dyslexia?

"*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	IS NOT
• A collection of language-based difficulties • A neurobiological difference • At all intellectual and socioeconomic levels	• Seeing letters backward • Due to lack of motivation • Caused by laziness • Identified only in third grade or later • Limited to English speakers • Untreatable

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

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 kindergarten and first grade.
- Volunteer two: Read second and third grades.

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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

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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%

81%

■ Native English Speakers
■ ELLs

Languages ELLs Speak

10%

90%

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

■ Spanish
■ 129 Other Languages

Source: Texas Education Agency (TEA), 2016

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
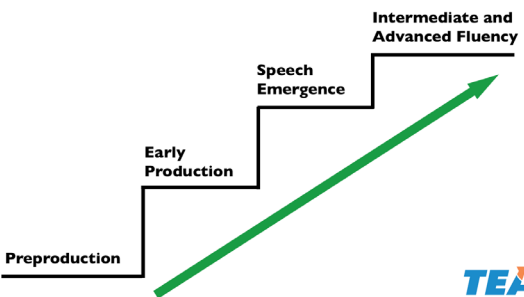
- Second-language development is a gradual and complex process.
- ELLs of all language groups develop their second language similarly.
- ELLs vary in how quickly they become proficient in English.

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

Intermediate and Advanced Fluency

Speech Emergence

Early Production

Preproduction

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

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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.

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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.

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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.

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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

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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.**

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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.

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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?

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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

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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.

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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.

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)

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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?

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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

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Feedback Delivery

- Varied feedback grouping:
  - Whole group
  - Small groups
  - Partners
  - Individuals
- Varied feedback forms:
  - Verbal
  - Nonverbal
  - Written

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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)

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

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

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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.

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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.

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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

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Supporting All Learners

Handouts

GRADES K-3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Instruction for Students With Dyslexia

"Although dyslexia affects individuals over the life span . . . , reading skills can be increased with the right early intervention and prevention programs."

—Birsh, 2011

TEC §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in this chapter.

Each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction.

Specialized Dyslexia Intervention

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** the components of instruction and instructional approaches in the following sections.

Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological awareness**—"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes" (Birsh, 2011, p. 19).
- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). "Explicit phonics refers to

an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, p. 53).

- **Syllabication**—"A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure" (Birsh, 2011, p. 19).

- **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

- **Morphology**—"Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language" (Birsh, 2011, p. 19).

- **Syntax**—"Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language" (Birsh, 2011, p. 19).

- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).

- **Reading fluency**—"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension"(Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

> The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and

writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

- **Simultaneous, multisensory (VAKT)**—"Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Birsh, 2011, p. 19). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

- **Systematic and cumulative**—"Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2011, p. 19)**.**

- **Explicit instruction**—"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

- **Diagnostic teaching to automaticity**—"Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student's retention and application of skills" (Birsh, 2011, p. 19.). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student"(Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

- **Synthetic instruction**—"Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)" (Birsh, 2011, p. 19).

- **Analytic instruction**—"Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)" (Birsh, 2011, p. 19).

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

Birsh, J. R. (2011). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (3rd ed., pp.1–24). Baltimore, MD: Paul H. Brookes Publishing.

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Stages of Second-Language Development

English language learners, like anyone learning a new language, go through different stages of language development.

Understanding these different stages helps teachers select materials and provide instruction that matches students' levels of English proficiency.

Students' literacy knowledge in their native languages also affects their literacy development in English.

Mainstream teachers can collaborate with teachers of English language learners to plan appropriate activites.

Preproduction

Students may do the following:

- Communicate using their native languages, even with people who do not speak or understand the language

- Remain silent

Suggested instructional practices:

- Use normal pronunciations and speech patterns.

- Actively involve children in classroom activities. Even though they may be silent, they are observing and learning.

- Restate children's responses to ensure understanding. Clarify requests, teach routine classroom vocabulary, and simplify sentence structure. Use gestures.

- In small groups, play interactive games that build vocabulary.

- Use photos and artifacts to stimulate discussion and facilitate comprehension.

- Read aloud books that have a close match between the text and the illustrations.

- If possible, pair children with language buddies to practice skills and concepts.

- Accept nonverbal responses such as drawing, gestures, and hand signals.

Early Production

Students may do the following:

- Use simple words or phrases related to everyday events

- Use telegraphic speech, in which one- or two-word phrases communicate much longer ideas. For example, "ball" may mean, "Please give me the ball."

- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve students in classroom activities.

- Allow sufficient wait time when you ask a student to respond.

- Post printed labels and word lists around the classroom.

- Pose yes/no and either/or questions.

- Use brainstorming and webbing activities to activate background knowledge.

- Focus on the meaning of a student's response, not the pronunciation or syntax.

- Explain new vocabulary words and model their use in sentences.

Speech Emergence

Students may do the following:

- Use new vocabulary

- Communicate using sentences

- Ask simple questions related to classroom activities—for example, "Can I go to the rest room?"

- Understand spoken English with the support of pictures, actions, and objects

- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve children in classroom activities.

- Focus on meaning, not pronunciation.

- Continue to build English vocabulary by using synonyms, webbing, and semantic mapping.

- Provide opportunities for children to communicate in meaningful ways.

- When formal reading instruction begins in English, use texts with illustrations that connect to the story and to children's background knowledge.

- Plan extension activities by structuring opportunities for children to discuss the content of stories with English-speaking peers.

Intermediate and Advanced Fluency

Students may do the following:

- Express thoughts and feelings more effectively

- Ask and respond to higher-level questions (*what if*, *how*, and *why*)

- Incorporate new vocabulary into speech

- Speak English using grammar and vocabulary comparable to same-age native speakers

Suggested instructional practices:

- Actively involve students in classroom activities.

- Continue oral language development through structured interactions with English-speaking peers.

- Explain idiomatic and slang expressions.

- Provide many opportunities for students to write in a variety of forms.

- Help students transfer their knowledge of reading in their native language to reading in English.

Adapted from Coyne, Kame'enui, & Carnine, 2010; Gersten et al., 2007; Goldenberg, 2008, 2010; Lake & Pappamihiel, 2003; Peregoy & Boyle, 2001.

Effective Instruction for English Language Learners

Academically Sound Instruction

Strategy	Discussion
Set high expectations for English language learners (ELLs).	High expectations lead to rigorous instruction and excellent academic progress.
Use challenging, grade-level-appropriate, and high-quality curricula to build essential skills that undergird deeper learning.	ELLs thrive in an environment where they are challenged but not frustrated.
Promote higher-order thinking through relevant activities.	Ensure that ELLs have opportunities to engage in problem-solving activities, participate in critical analysis and in-depth discussions of concepts, and partake in peer-guided activities with plenty of modeling and support.
Contextualize instruction.	Ensure that new concepts are firmly built on previous knowledge and understandings. Activate or build prior knowledge before learning new content through discussions, anticipatory guides, visuals, and clarification of important points. Help ELLs see how knowledge is interconnected and how concepts across content areas are related.

Culturally Responsive Instruction

Strategy	Discussion
Ground instruction in ELLs' cultural backgrounds and prior experiences.	Learn as much as possible about your students' cultural backgrounds, experience bases, and ways of learning. A survey in ELLs' native language about their cultural, education, and language backgrounds can help you take advantage of what ELLs bring to the table. Add books and text examples that reflect all cultures represented in the classroom to classroom libraries and displays. Parents, librarians, and community members can recommend books that relate to your ELLs.

Strategy	Discussion
Promote school-community partnerships.	Incorporate the knowledge and expertise of parents and community members into the curriculum. Parents and community leaders can serve as role models and valuable sources of cultural information.
Create a caring and supportive environment.	Ensure that all students are respectful of ELLs' attempts to use their new language. Explain to all your students that learning a new language is no easy feat and model how to listen attentively to ELLs.
Build on ELLs' wealth of knowledge.	Recognize and draw upon students' knowledge, rather than focusing on only what they don't know. A diagnostic assessment in English and the native language can provide valuable information. For example, if ELLs can recognize the role of punctuation in their native language, they can use that knowledge to learn about English punctuation. Find ways to recognize and connect with the experiences of your students.

Linguistically Accommodated Instruction

Strategy	Discussion
When possible, include instructional opportunities in students' native language and facilitate cross-linguistic transfer.	Preliteracy and literacy skills in the native language provide a strong foundation for English literacy learning. Provide high-quality native language and literacy instruction when possible. The Spanish Language Arts and Reading TEKS help teachers provide effective native-language instruction. Cross-linguistic transfer occurs in sound- and word-based skills such as phonemic awareness, alphabetic understanding, and decoding, as well as in some fluency skills and comprehension skills. Be explicit and specific about how to transfer this knowledge. Show students how decoding looks similar across languages and give specific examples of the differences.

Strategy	Discussion
Facilitate the development of skills at students' current levels of English proficiency.	Recognize that ELLs have different levels of English proficiency and require different levels of support. Students who develop social competence in English, such as asking to get a drink of water correctly or talking to peers in English on the playground, still require opportunities for further language development. In third grade, special attention should be placed on the development of academic English through modeling and providing structured classroom opportunities to use English with peers.
Increase accessibility to classroom instruction by using visual aids.	Use carefully selected videos, pictures, drawings, and real-life objects to ensure access to topics of discussion and provide a context for language use. Teach ELLs how to use graphic organizers, charts, tables, and outlines to understand different expository and narrative texts they read across content areas.
Provide meaningful opportunities to use English.	Use different grouping settings effectively. ELLs should sit close to other students from similar cultural and linguistic backgrounds so they can help each other but also enjoy opportunities to practice English with native English speakers. Provide sufficient language modeling and opportunities to have extended discussions in English. Carefully plan instruction and learning so ELLs can participate in discussions of the different texts read across content areas through substantial scaffolding if needed.

Strategy	Discussion
Increase accessibility to classroom instruction by using comprehensible and meaningful language.	Adjust English vocabulary and grammatical structures used to meet children's levels of English proficiency. Avoid slang and idioms that are difficult to explain in simple, familiar terms. Provide support for understanding idioms by pairing them with illustrations and familiar vocabulary. Help students learn to recognize word boundaries in spoken language. Avoid "fused forms" (e.g., "yaknowhatimean"), which can be confusing to ELLs. Use specific names instead of pronouns. Repeat key vocabulary in context. Summarize main points. Use "lead statements" to help ELLs know what will happen next—for example, "We will do two things before lunch. First... Second..." Build on words and concepts that transition easily from one language to another. This technique helps ELLs access what they know in their native language and apply it to English. Use nonverbal cues consistently, including gestures, facial expressions, and physical responses, to help students understand and use new English words and concepts. Repeat, rephrase, and extend ELLs' language to support language learning. When teaching subject matter to ELLs, amplify and enrich the language and content in the lesson by paraphrasing and restating key ideas and concepts, providing multiple examples and perspectives, and providing a variety of class activities.

Adapted from August & Hakuta, 1997; August & Shanahan, 2006; Cummins, 2003; Echevarría et al., 2008; Francis et al., 2006; Gay, 2000, 2002; Gersten et al., 2007; Gibbons, 2002; Goldenberg, 2008, 2010; Jimenez & Rose, 2010; Lake & Pappamihiel, 2003; Linan-Thompson & Vaughn, 2007; Lopez, 2012; Lucas et al., 2008; Peregoy & Boyle, 2005; Villegas & Lucas, 2002; Walqui, 2006

Planning Scaffolded Instruction
for English Language Learners

Step 1: Examine Proficiency Data

For your English language learners (ELLs), find out previously learned skills and specific needs through assessments or family connections.

Analyze different sources of data, including the following:

- **Literacy benchmark data** that provide information on advanced phonics, fluency, comprehension, and writing

- **Literacy assessment data**, such as the Dynamic Indicators of Basic Early Literacy Skills or its Spanish counterpart, Indicadores dinámicos del exito en la lectura

- **Language development measurements**, such as the Texas English Language Proficiency Assessment System

- **Other sources of data**, such as curriculum-based assessments and progress monitoring

Step 2: Analyze Lesson

- Keeping in mind the four language domains, analyze the **language and literacy skills** required to fully participate in the lesson.

  - What key words and concepts in the texts do ELLs need to know?

  - What key academic terms or phrases (function words, instructional terms) do ELLs need to know?

  - What literacy skills will be necessary for the lesson?

- Review the **lesson content and materials** to identify topics, concepts, situations, and background knowledge that might be unfamiliar to ELLs but required to understand the materials.

  - What is the text about?

  - Will some ELLs find this information unfamiliar?

  - Is this a culturally specific topic for a certain group?

- Analyze the **instructional activities** to identify lesson tasks that may need adaptations to meet ELLs' language and instructional needs.

  - What teaching activities will be used?

  - What grouping format will be used?

  - What activities and tasks will ELLs need to complete, and how should they be modified?

Step 3: Select and Implement Scaffolds

Use the following scaffolds for ELLs (additional scaffolds are included in the ELPS Academy: Linguistic Instructional Alignment Guide):

- **Supplement and modify oral language and written texts.**

  - Avoid idiomatic expressions and complex sentences.

  - Pause often to allow time to process.

  - Repeat or paraphrase key ideas.

  - Use academic English purposefully.

  - Adapt written text to make language accessible—make it shorter and include visuals.

  - Create "cheat sheets" for key vocabulary.

  - Add clarifying notes to texts.

- **Build a linguistic base.**

  - Explicitly model academic language.

  - Highlight key vocabulary.

  - Preteach instructional terms.

  - Provide sentence frames for language use.

- **Contextualize instruction by connecting to or developing prior knowledge.**

- **Use extralinguistic support**—for example, visuals, graphics, and tables.

Adapted from The Meadows Center for Preventing Educational Risk, 2015.

Observing Explicit Instruction With Modeling

Phonological Awareness

What You Should Hear	What You Should See
Talking and practicing sounds	Manipulatives—for example, sticky notes; colored paper; or markers, chips, or beans
Immediate and corrective feedback	
Modeling	Movement
Repeating (echoing)	Picture cards for sounds
Positive praise	
All students responding	
Segmenting sounds and words	
Clapping, patting, feet stomping, fingers snapping	
"I do, we do, you do" model	
Proper phoneme production	
Practice	

Phonics, Decoding, and Word Study

What You Should Hear	What You Should See
Correct pronunciation	Students using mirrors during sound production
Teacher and students building words	Base word in a different color
Students talking to peers	Letter tiles to build words
Students responding	Students practicing with whiteboards
Clapping out sounds	Evidence in other areas of curriculum
Teacher explicitly stating the skill to be learned (over and over)	Students manipulating letters to build words
Manipulation of sounds in words	Word sorts
Students making the sounds as they write them	Students using whiteboards
Teacher modeling sound manipulation	Teacher modeling with sticky notes each phoneme and then connecting it to print
Explicit instructional routines	Explicit modeling of segmenting and blending words
Dictation exercises	

Vocabulary

What You Should Hear	What You Should See
Words used in context	Semantic webs
Words connected to life experiences	Pictures
Words used in different settings and contexts	Analogies
Read-alouds focusing on vocabulary	Synonyms, antonyms, homographs, and homophones
Students using words and talking about words with each other	Word associations
Teacher-led discussions	Vocabulary extracted from read-alouds
Connections to prior knowledge	Student dictionaries
Referring back to previously learned vocabulary words	Portable word walls (journals, note cards)
Immediate feedback	Graphic organizers
Explicit teaching of vocabulary in current text	Vocabulary notebooks with words, definitions, and pictures
Vocabulary routine	Games with vocabulary words
Student-friendly definitions, examples, and nonexamples	Vocabulary words and definitions written and visible to students
Students providing their own understanding of definitions, examples, and nonexamples	Grouping classification chart
	Words in sentences matching with pictures
	Students using vocabulary in their writing

Fluency

What You Should Hear	What You Should See
Corrective feedback	Multiple grouping formats
Whole-class timed reading and rereading	Students graphing their fluency progress
Timed partner reading	Multiple reading formats and genres
Choral reading	Students tracking their reading
Multiple repetitions of the same text	Students practicing fluency in pairs
Expressive reading	Sight words posted
Modeling	Timers
Choral, partner, and echo reading at the teacher table	Reader's theater
Instructional focus set	Prereading activities
Practice, practice, practice	Familiar text
	A lot of print
	Word walls
	Small groups based on fluency rate
	Teacher monitoring students
	Letter-sound cards, high-frequency word cards, and/or phrase fluency cards

Comprehension

What You Should Hear	What You Should See
"Think, pair, share" routine	Graphic organizers
"I step back; you jump in" routine	Active participation
Listening comprehension practice	Variety of genres
Students collaborating and sharing ideas	Student pairs creating story maps
Students asking questions	Embedded markers
Before- and during-reading activities	Finding answers in text
Teacher and student think-alouds	Leveled readers
Role-playing	Character maps
Connections to prior knowledge	
Teacher modeling good reading strategies	
Rereading using strategies and skills	
Students applying strategies when reading	

Systematic Instruction With Scaffolding: Vocabulary Example

STEP 1: Think about your most challenging student.

STEP 2: Order your concepts and skills.

- Place the cards in order at your table.
- Write the concepts or skills in order below.

Simple ⬍ More Complex	Order	Concept or Skill
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

STEP 3: Circle a concept or skill to scaffold.

REPEATING THE WORD	PUTTING THE DEFINITION IN YOUR OWN WORDS	ILLUSTRATING THE WORD	ANTONYMS
DEFINING THE WORD	FINDING THE WORD IN TEXT	SYNONYMS	USING THE WORD IN A SENTENCE

STEP 4: Provide three scaffolds for your concept or skill.

1.	2.	3.

Levels of Formative Feedback

Tell students they are right or wrong.

A student points to the word *should* and says /sh/ /ow/ /d/.

Some teachers might say, "No—anyone else?"

Or to provide formative feedback, you could say, "Does this sound right? 'The present /sh/ /ow/ /d/ be wrapped before we go to the party.' No, it **should** be wrapped before we go to the party. What's the word? That's right; it's *should*."

Describe why an answer is correct or incorrect.

When asked to look in a text for the same spelling of /ow/ as in the word *house*, a student says, "cloud."

Some teachers might simply say, "yes."

Or to provide formative feedback, you could say, "Yes, *cloud* has the same sound and spelling as /ow/ in *house*. That spelling is *ou*." Then you could write *ou* on the board.

Tell students what they have and have not achieved.

The following are two examples of this type of feedback:

- "We are looking for three words in the text that have the same spelling of /ow/ as in the word *house*. We found two words, *cloud* and *outside*. We just need to find one more."
- "Class, we have read all of our one-, two-, and three-syllable words. Now we need to read our four-syllable words. Let's look at what words we need to read as we move forward."

Specify or imply a better way.

The following are two examples of this type of feedback:

- "A better way to do this might include…"
- "Please tell me a way that you might complete this task to make it [better, cleaner, more concise, easier to understand, etc.]."

Help students develop ways to improve.

"We have reviewed how authors select words to inform us about a topic. Now let's talk about how we can edit the words we used in our writing to provide more information to our readers."

To provide formative feedback, you could provide prompts such as the following:

- "What would make this better?" (Have students show you what is correct or needs improvement.)
- "Tell me how…"
- "What if you…" (Have students describe the next steps toward their target.)

Strategies for Differentiating Instruction

Adjust Instructional Delivery

- Model each task (and parts of each task).

- Use concise, explicit wording.

- Monitor students as they practice.

- Provide feedback and multiple opportunities for practice.

- Review and integrate the components of the lesson.

Raise the Level of Explicitness

- Ensure that all of the steps of effective instructional delivery are included in the lesson.

- Use clear and consistent language across activities.

- Provide ample opportunities for practice.

- Ensure that students can demonstrate their learning in multiple ways.

Alter the Features of the Task

- Ensure that there are not too many complex tasks.

- Sequence the tasks from simple to complex.

- Limit the number of tasks as students gain confidence and understanding.

Use Additional Strategies

- Slow down or speed up the pacing of the task or the delivery of instruction.

- Slow down or speed up students' movement through the core or intervention programs.

- Regroup students in multiple grouping formats.

Grouping Practices for Effective Differentiated Instruction

The type of grouping you use depends on the purpose of your instruction. Same-ability groups include students with similar knowledge and skills. Mixed-ability groups include students with different levels of knowledge and skills. As you monitor students' progress, change the group types to reflect individual students' progress and changing instructional needs.

Group	Advantages	Instructional Focus or Activities	Group Formation
Whole group	Engages teachers and students in shared learning experiences Includes every student	Read-alouds Shared writing Introduction of new concepts Author's chair Speaking or performances Class discussions Modeling	Students are placed in classes according to school policy.
Small groups (same ability)	Meets individual students' needs Allows teachers to vary membership Maximizes opportunities for students to express what they know and to receive feedback Is beneficial for reading and math instruction	Small-group instruction, targeted to specific students' needs	Students are assigned to a group of three to eight students with similar knowledge and skills. Assignments are based on assessment data.
Small groups (mixed ability)	Allows for self-choice Motivates students Addresses social needs Promotes language interactions for English language learners	Activities that allow students to practice and extend what they are learning in all content areas Center or workstation activities	Groups are formed based on students' abilities or interests. Groups can be cooperative or student-led.

Group	Advantages	Instructional Focus or Activities	Group Formation
Pairs or partners	Meets individual needs Motivates students Addresses social needs	Partner reading Practice activities Center or workstation activities Peer tutoring	Groups are formed based on assessment data.
One on one	Meets individual needs Allows for more intensive instruction Is beneficial for students who have difficulties in reading and mathematics	Instruction targeted to needs of each student	Groups are formed based on assessment data.

Adapted from Fountas & Pinnell, 1996; Reutzel, 1999.

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