
Strategies for Diverse Learners

— EL Team —

Who are EL Students

- What does it mean to be considered EL?
 - Home Language Survey:
 - Is a language other than English spoken at home?
 - Does the student speak a language other than English?
- If “Yes” is marked for either of these, the student must be screened.
 - Reading - 4.2 → N/A
 - Writing - 4.2 → N/A
 - Listening - N/A → N/A
 - Speaking - N/A → N/A
 - Composite - 5.0 → 4.8

Requirements

- If a student is determined to be EL per the screener:
 - Must have supports built in throughout the day.
 - One class dedicated to ESL.
 - Exposure to Bilingual certified instructors.
- ACCESS Test:
 - Standardized Exam given each January to all identified EL students.
 - Tests the four domains of language
 - Reading, Writing, Listening, and Speaking

Passing the ACCESS

- After a student “passes” the ACCESS exam:
 - They are PROFICIENT in English **NOT** FLUENT.
 - Proficient students are “very skilled,” but with less familiarity and formality of fluent speakers.
 - Monitor status for TWO years:
 - No longer take ACCESS, but must be monitored for grades and progress.
 - During this time still might need regular access to established EL supports.

No Prep Strategies

★ Make connections with students!

- Learn about who they are, where they are from
- Who is their family and how are they involved in their education?
- They will be more comfortable with you which will help you in the classroom with issues like asking questions

★ Give that extra time to think!



- Some students need to think through the language in the question before being able to formulate an answer.

No Prep Strategies

- ★ 10/2 strategy
 - Set a timer or build into lesson for success!
- ★ Re-explain with other words
 - Idioms, uncommon language and the like make their way into lessons. Use other words in case a student is unfamiliar
- ★ Breakdown directions

Proofreading Practice

As you read the following paragraph, circle the five misspelled words. Write the correct spelling for each circled word on the lines.

My friend Nick and I were planning a plout for a mystery. I wanted to yell out my idea, but I was afraid I would destract him. The scene—quite vived in my mind—was very complix. I thought both of us might benifit if I drew a picture. "What a great idea!" Nick exclaimed when he looked at the drawing.

1. _____

2. _____

3. _____

4. _____

5. _____

Plan Ahead Strategies

- ★ Narrate powerpoint presentations and/or record lessons
- ★ Word wall with vocabulary
- ★ Provide audiobook for novels
- ★ Think and Talk Tool
 - Unit specific
 - General use
- ★ Use visuals and realia
- ★ Frequent check-ins with students
 - Check if they are on the right track, many will not raise hand/ask questions if confused



Highly Recommended from Students

- ★ Build relationships with students--Connect!
- ★ Meet students at their level
- ★ Talk slowly and in words they know
- ★ Praise their work even if small gains/growth
- ★ Make learning fun!

High School

- *Use as many visuals as possible **before** introducing new content (photos, video clips, props, gestures, etc.)
- *Use captions (in English) when watching videos; transcribe videos if possible
- *Avoid lecturing
- *consider what you are trying to assess

The Features of Academic Language in the WIDA Standards - *Text Analysis for Adapting Texts for EL students*

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



















The Impact of Visual Supports

<http://neomam.com/interactive/13reasons/>

Classroom Strategies to Support EL Students

- **Provide/post visual supports** for concepts and key vocabulary. Provide sensory, graphic and interactive supports.
- **Tier 2/Tier 3 Word Bank** to include high frequency words, and support vocabulary words used in giving directions and sequencing words.
- **Post sentence strips** around the room that model academic language. An example could be: "I agree/I have a different opinion, I think _____ because _____ to help students frame their responses and encourage classroom exchanges.
- Provide opportunities for **engagement activities**
- **Increase feedback from students** utilizing word mapping, whiteboards, exit tickets to show what students understand and find which strategies work.
- Modify/Adapt texts to foster comprehension and vocabulary development.
- **Look for pictures/posters that reflect different cultures** as you teach so that students can see themselves in the content.

Engagement Strategies

GRAPHIC ORGANIZER Choose a structure that will help kids compare, sequence, or organize ideas. 	JIGSAW Assign groups different chunks of information to learn and teach to others. 	GALLERY WALK Students show ideas or work on "wall." Groups rotate to discuss and leave feedback. 	IN-OUT CIRCLE Split class in half. One group is "inside circle" and other is "outside circle." Shift for new partners. 	MIX TO MUSIC Students move around while music plays and pair up when music stops. Easy for multiple pair ups. 	LEARNING COACH One student tries a skill while the other provides "coaching" and then partners switch. 
DEBATE Provide two opposing views for students to choose from and defend. 	THINK-PAIR-SHARE Pose a question. Allow think time. Have students pair up, discuss and share out. 	QUIZ-QUIZ-TRADE Give each student a question card. Students pair up, "quiz" each other, then trade cards and find a new partner. 	MIRROR Teacher acts out concept while students copy and/or repeat. 	RATE IT Partners or groups use rubric or checklist to discuss and rate work. 	RESPONSE CARDS Students hold up cards to show thinking (yes/no, true/false, etc.) 
GAMES Use a game format such as Jeopardy, Taboo, or \$25,000 Pyramid to review information. 	GRAFFITI WALL Display questions, work or images for groups to observe and discuss. Students rotate and leave written thoughts. 	CORNER CALL Each corner is assigned a response to a question. Students choose and move to their corner for discussion/sharing. 	SIMULATION Teacher provides real-world, interactive experience. 	EXPERIMENT Students test predictions with meaningful investigations. 	SONG Use music or song to learn or practice skills. 

Utilizing WIDA Can-Do Chart

- Chart student's language abilities allow for teacher to have a snapshot of all students on one page.
- Allows teachers to appropriately assess student's according to abilities

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	Point, Identify, One-step directions	Categorize, Arrange, Draw	Identify, match, sequence - pictures	Interpret, infer, role play	Carry out grade-level instructions	
Speaking	Recite, yes/no, name, basic needs	Simple questions, restate, simple descriptions	Retell, make predictions, content based questions	Discuss, compare/contrast	Justify, defend opinions, explain in detail	
Reading	Match, cognates, sound/symbol/word relations	Identify facts/characters, follow visually supported directions	Interpret, Main idea, details, sequence, context clues	Classify genre, find details to support main idea, differentiate	Summarize, draw conclusions, answer analytical questions	
Writing	Label, draw, copy, single word answer	Lists from labels, make sentences using word banks, fill in graphic organizer	Simple expository, narrative, string sentences together, compare/contrast	Take notes using graphic organizer, summarize, multiple forms of writing	Grade-level stories or reports, extended responses of original text	

Examples of Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & photographs• Illustrations, diagrams & drawings• Magazines & newspapers• Physical activities• Videos & Films• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic organizers• Tables• Graphs• Timelines• Number lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small groups• In a whole group• Using cooperative group structures• With the Internet (Web sites) or software programs• In the native language (L1)• With mentors

Specific Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
<p>Illustrated word/phrase walls</p> <p>Felt or magnetic figures of story elements</p> <p>Sequence blocks</p> <p>Environmental print</p> <p>Posters or displays</p> <p>Bulletin boards</p> <p>Photographs</p> <p>Cartoons</p> <p>Audio books</p> <p>Songs/Chants</p>	<p>Blocks/Cubes</p> <p>Clocks, sundials and other timekeepers</p> <p>Number lines</p> <p>Models of geometric figures</p> <p>Calculators</p> <p>Protractors</p> <p>Rulers, yard/meter sticks</p> <p>Geoboards</p> <p>Counters</p> <p>Compasses</p> <p>Calendars</p> <p>Coins</p>	<p>Scientific instruments</p> <p>Measurement tools</p> <p>Physical models</p> <p>Natural materials</p> <p>Actual substances, organisms or objects of investigation</p> <p>Posters/Illustrations of processes or cycles</p>	<p>Maps</p> <p>Globes</p> <p>Atlases</p> <p>Compasses</p> <p>Timelines</p> <p>Multicultural artifacts</p> <p>Aerial & satellite photographs</p> <p>Video clips</p>

Online Resources for Modifying/Adapting Texts

- News ELA
- Simple Wikipedia
- Rewordify
- Text Compactor
- Canva-Make it Visual!

The screenshot shows the Newsela website. On the left, there's a sidebar with 'Narrow Your Choices' including 'GRADE LEVEL' (2-12) and 'READING SKILL' (R.1: What the Text Says (1890), R.2: Central Idea (2056), R.3: People, Events & Ideas (1727), R.4: Word Meaning & Choice (1437), R.5: Text Structure (676), R.6: Point of View/Purpose (321)). The main content area is titled 'Latest News' and shows a grid of articles. The first article is 'Texas flooding also displacing snakes, fire ants and alligators' (SCIENCE, 09.01.17). The second is 'MTV Awards show spreads ideas of tolerance, love and equality' (ARTS, 09.01.17). The third is 'Gulls: Winningest team in San Francisco Bay Area baseball' (SPORTS, 09.01.17). The fourth is '3,700-year-old Babylonian tablet rewrites history of mathematics' (SCIENCE, 09.01.17).

Sample sentence: "I used to loathe and eschew perusing English."	
Style: Reword; click to see original	I used to hate and avoid carefully reading English. Click/top the highlighting
Style: Don't reword; click to see definition	I used to loathe and eschew perusing English. Click/top the highlighting
Style: Inline	I used to loathe [hate] and eschew [avoid] perusing [carefully reading] English.
Style: Two-column	I used to loathe and eschew perusing English. I used to hate and avoid carefully reading English.

Using Rewordify

The screenshot shows the Rewordify.com website. At the top, there is a navigation bar with links for Home, Demo, Help, and Settings. Below this is a search bar labeled "search documents...". A status bar indicates "Your total points: 0 Read and learn words to earn points! | 2 | X". The main content area has a prompt "Enter English text or a web page to simplify:" followed by a text box containing a paragraph about Arachne. Below the text box is a yellow button labeled "Rewordify text".

Rewordify.com
Understand what you read

search documents... Q

Home Demo Help Sett

Classic literature Public documents Educator Central My Learning / My Documents User: jo...rg Log

Your total points: 0 Read and learn words to earn points! | 2 | X

Enter English text or a web page to simplify:

According to ancient Greek mythology, there once lived a very proud woman named Arachne. She had been given the gift of skilled weaving from the goddess, Athena. Over time, Arachne grew very proud. She began bragging about how she was the best weaver to ever live. This made Athena very mad and she decided to disguise herself and pay Arachne a visit to see just how proud she had become. She left Mount Olympus, found Arachne's house, and knocked on the door, pretending to be an old woman.

Rewordify text

Original:

According to ancient Greek mythology, there once lived a very proud woman named Arachne. She had been given the gift of skilled weaving from the goddess, Athena. Over time, Arachne grew very proud. She began bragging about how she was the best weaver to ever live. This made Athena very mad and she decided to disguise herself and pay Arachne a visit to see just how proud she had become. She left Mount Olympus, found Arachne's house, and knocked on the door, pretending to be an old woman.

Tips:

- ▶ Click the highlighted words to hear them. Click the non-highlighted words, too.
- ▶ Change how you learn on the [settings page](#). Also, you can print [vocab lists](#).
- ▶ We auto-saved this document for you so you can [view it, edit it, or share it](#).

Rewordified:

According to very old Greek very old stories, there once lived a very proud woman named Arachne. She had been given the gift of skilled weaving from the goddess, Athena. Over time, Arachne grew very proud. She began bragging about how she was the best weaver to ever live. This made Athena very mad and she decided to disguise herself and pay Arachne a visit to see just how proud she had become. She left Mount Olympus, found Arachne's house, and knocked on the door, pretending to be an old woman.

bragging

Adjective:

- (braggy; big; cock-a-hoop; crowing; self-aggrandizing; self-aggrandising) exhibiting self-importance

Noun:

- (bragging; crow; crowing; vamping; line-shooting; gasconade) an instance of boastful talk
- (bragg) (Braxton Bragg) Confederate general during the American Civil War who was defeated by Grant in the battle of Chattanooga (1817-1876)

Click on any word above to see its definition, too!

Using Rewordify

- Except from the *Adventures of Huckleberry Finn* by Mark Twain

stretchers, as I said before.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no

canvas for moving injured people), as I said before.

Now the way that the book winds up is this: Tom and me found the money that the people (who steal things) hid in the cave, and it made us rich. We got six thousand dollars each—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day each all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilize me; but it was rough living in the house all the time, (thinking about/when one thinks about) how sad/bad regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and happy (because of a need that was met or a goal that was reached). But Tom Sawyer he hunted me up and said he was going to start a band of people (who steal things), and I might join if I would go back to the widow and be respectable. So I went back.

Using Rewordify

- Except from the *Adventures of Huckleberry Finn* by Mark Twain
- Rewordify provides different settings to display vocabulary.

YOU don't know about me without you have read a book by the name of The **Adventures** of Tom Sawyer; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some **stretchers**, as I said before.

Now the way that the book winds up is this: Tom and me found the money that the **robbers** hid in the cave, and it made us rich. We got six thousand dollars **apiece**—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day **apiece** all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilize me; but it was rough living in the house all the time, **considering** how **dismal** regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and **satisfied**. But Tom Sawyer he hunted me up and said he was going to start a band of **robbers**, and I might join if I would go back to the widow and be respectable. So I went back.

The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no

Adventures Fun trips

stretchers (stiff frames with canvas for moving injured people)

robbers people (who steal things)

apiece each

considering (thinking about/when one thinks about)

dismal sad/bad

Using Rewordify

- Except from the *Adventures of Huckleberry Finn* by Mark Twain
- Rewordify provides an analysis of text features.

