

Differentiation for ELs Using WIDA Tools



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GOALS

1. **Academic Language Needs of English Learners**
2. **WIDA Differentiation Tools**
3. **K-12 Examples:** Differentiation using WIDA tools
4. **Work time!** Differentiating Units



2

WIDA Differentiation Resources



1. www.todaysmeet.com/englishlearners
Virtual "Parking Lot"
2. www.AcademicEnglishLearners.com
Electronic handouts, PowerPoint, Graphic Organizers

Group Resumé

Teaching Experience:

1. Job Title
2. Years in Education

Cultural/Language Experience

1. International Travel Experience
2. Do you speak a language other than English?

Experience with English Learners

1. What experience do you have differentiating for English Learners?
2. Which Professional Developments have you attended on this topic?

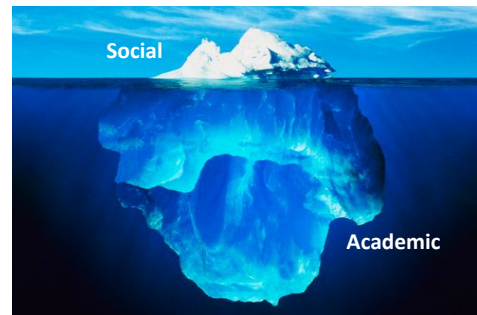
Personal Interests

1. What hobbies/interests do you have?

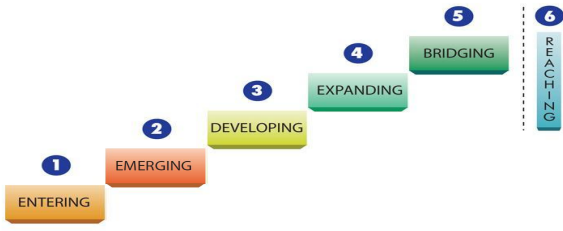
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All students are AELLs...
(Academic English Language Learners)

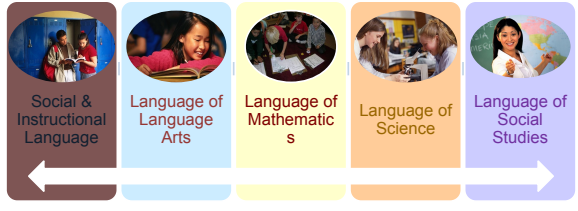
-Dr. Kate Kinsella



WIDA: World-Class Instructional Design and Assessment



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WIDA Can Do Statements

WIDA Can Do Descriptors: Grade Level Cluster 3-5
For the given level of English language proficiency and with visual, graphic, or interactive supports through Level 4, English language learners can present or produce the language needed for:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
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- Independent?
- With scaffolding?

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Scaffolding with 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

Academic Language: WIDA

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"> Amount of speech/written text Structure of speech/written text Density of speech/written text Coherence and cohesion of ideas Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"> Types and variety of grammatical constructions Mechanics of sentence types Fluency of expression Match language forms to purposes/perspectives Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"> General, specific, and technical language Multiple meanings of words and phrases Nuances and shades of meaning Collocations and idioms

Lesson Plan Template: Page 2

Unit / Lesson Plan Template		
WFL Model Performance Expectations <small>(Mathematics) Grade 4 Operations and Algebraic Thinking</small>		
Academic Vocabulary (Define, describe, measure, determine, use, identify)		
Academic Sentence Frames (Identify/compare)		
Essential Questions 1. How do we measure? 2. How do we compare? 3. How do we use? 4. How do we identify?	Content Objectives 1. Measure length. 2. Measure weight. 3. Measure volume. 4. Measure area.	Language Objectives 1. Compare length. 2. Compare weight. 3. Compare volume. 4. Compare area.
Strategic Reading/Writing Activities (at language level)		

Language of Math: Academic Language (Word level)

Using a Vocabulary Map	Breaking Down Definitions															
• reciprocal - flip 	<table border="1"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Example or Illustration</th> </tr> </thead> <tbody> <tr> <td>Decimal</td> <td>Ways of or whole (part of a whole) (tenths) or whole (tens) right or left</td> <td>0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0</td> </tr> <tr> <td>teeth</td> <td>One spot to the right of the decimal</td> <td>1.2</td> </tr> <tr> <td>hundredths</td> <td>Two spots to the right of the decimal</td> <td>1.23</td> </tr> <tr> <td>thousandths</td> <td>Three spots to the right of the decimal</td> <td>1.234</td> </tr> </tbody> </table>	Word	Definition	Example or Illustration	Decimal	Ways of or whole (part of a whole) (tenths) or whole (tens) right or left	0.1 , 0.2 , 0.3 , 0.4 , 0.5 , 0.6 , 0.7 , 0.8 , 0.9 , 1.0	teeth	One spot to the right of the decimal	1.2	hundredths	Two spots to the right of the decimal	1.23	thousandths	Three spots to the right of the decimal	1.234
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Academic Language: Sentence level

	Sentence frames
Addition	<ul style="list-style-type: none"> How many _____ altogether? _____ gives, _____ gets How many _____ in all? Sum, increase _____ more than _____
Subtraction	<ul style="list-style-type: none"> _____ has _____ less/ more than _____. How many more _____ than _____? How many does _____ have now? How many does _____ have left? Take away, decrease Gives away, uses, puts -er words: Fewer, heavier, taller than Difference, decrease

Language of Math: Reading Story Problems

Ray and Kim drew funny animals. Ray's animal had 3 front legs and 4 back legs. Kim's animal had 4 front legs and 1 back leg. How many more legs did Ray's animal have than Kim's?



Ray's Animal



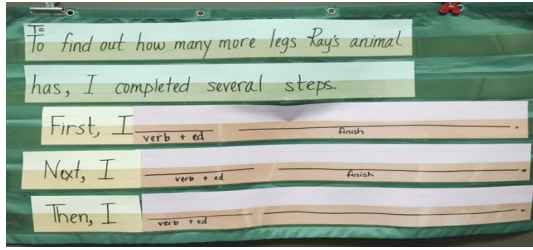
Kim's Animal

Language of Math: Grammar

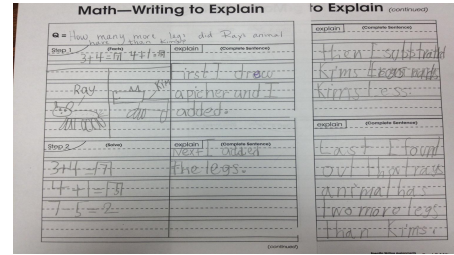
Math Verbs

Sign/Strategy	Present Tense:	Past Tense:
+	Add	Added
-	Subtract	Subtracted
x	Multiply	Multiplied
÷	Divide	Divided
T=9	List	Listed
ooooooo	Draw	Drew

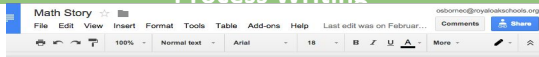
Language of Math: Process Writing



Language of Math: Process Writing



Language of Math: Process Writing



Solving Math Stories

To find out how many more legs Ray's animal has than Kim's, I completed many steps. First, I listed how many legs Kim's and Ray's animal had. Next, I added $4+3=7$ $1+4=5$ legs to see how many there are. Then, subtracted $7-5=2$ to find out how many Ray has 2 more than Kim.

Discourse Level: Let's Talk!!

Discuss Supports, Academic Language and Scaffolding Techniques:

1. I noticed that _____.
2. I wonder about _____.
3. I liked _____.
4. I'm not sure I understand _____.

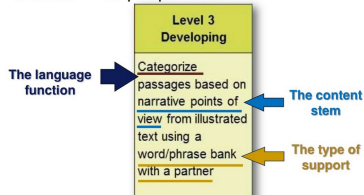
Application:

5. I can _____ with my students by _____.
6. _____ would/ wouldn't work for my students because _____.

MPIs: Model Performance Indicators

Elements of an MPI

Standard 2: The language of Language Arts
Grade Level: 4 Sample Topic: Narration



MPIs: Model Performance Indicators

MPIs: Template for writing Model Performance Indicators

Language Arts	Math	Social Studies	Science
Language Arts Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration	Math Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration	Social Studies Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration	Science Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration Standard 2: The language of Language Arts Grade Level: 4 Sample Topic: Narration

Language of Math: Model Performance Indicator

1:
Language
Function

English learners (Levels 3 and 4) will **analyze and solve multi-step math stories using graphic organizers, word lists and peer support.**

2:
Content
Area

3: Supports

Modeled Performance Indicators

1. Let's explore your unit.
2. Use MPI Template to write a Modeled Performance Indicator on Lesson/ Unit Template.

Website > Academic English Resources > Workshop Resources > MPI Template

WIDA Article: Jigsaw Activity

WIDA FOCUS ON Differentiation PART 1



In This Issue

Introduction
1

Differentiation
through scaffolding
and support
1

Introduction

English language learners can reach the same high content-area standards as all students, but they need different pathways. All teachers and administrators who have ELLs in their classes and schools need to know how to differentiate for ELLs because all educators—not just ESL or bilingual educators—share responsibility for ELL achievement.



4 C's:

Jigsaw Activity

Connections:

- _____ reminds me of _____ because _____.
- _____ makes me think about _____.

Challenges:

- _____ would be a challenge because _____.
- I agree with _____, but on the other hand, _____.

Concepts:

- _____ is the most important _____ because _____.
- In other words, _____ means _____.

Changes:

- I would like to try _____.
- I used to think _____, but now I think _____.

Secondary Example

Meet Midori

Midori likes to take extensive notes in class, which she reviews at home. She benefits from having an outline to help her keep track of classroom instruction.

Midori is literate in her L1, which is Japanese.

ACCESS Scores (9th)
Listening: 2.5
Speaking: 3.0
Reading: 4.0
Writing: 3.5

Midori is a 10th grade student who immigrated with her family to the United States from Japan when she was in 8th grade. Both parents work for a local company. She has three younger brothers.



Midori enjoys photography and uses social media in both L1 and English.

Midori prefers writing informational text and describing procedures using sentences with some complexity.

Midori makes full use of the short science videos that her science teacher posts on her class webpage. Her ELL teacher helps her identify the key language that is important to understand the video clips. Her teacher gives Midori time to practice this science language with partners in class.

Midori prefers to read articles on current events. She reads Japanese newspapers when she can.

Website > Academic English Resources > Secondary Example

MPI Group Activity: Gallery Walk

1. Choose a **CONTENT AREA STEM** at your table.
EXAMPLE: Science, Chemical Changes
2. Which **LANGUAGE FUNCTIONS** can Midori use at her level?
EXAMPLE: Midori will IDENTIFY three important chemical changes from paragraph level text.
3. Which **SUPPORTS** will you use to scaffold her language level?
EXAMPLE:
 - Short science videos with visuals of important chemical changes
 - Shorter, leveled reading passage
 - A graphic organizer for note-taking

MPIS: Model Performance Indicators

1: Language Function

Participants will **analyze and create a differentiation plan for ELs** in **math, science, social studies or language arts** using **graphic organizers and modeled examples.**

2: Content Area

3: Support

WIDA Differentiation Resources



www.AcademicEnglishLearners.com

1. CLICK on Academic English Resources
2. EXPLORE!

On Your Own!

1. Choose one of your units to differentiate.
2. Identify English Learners in your class.
3. Fill out Unit/ Lesson Differentiation Template
4. Ask Questions!

Website > Academic English Resources > Workshop Resources

Assessments

1. Review WIDA Can Do statements
2. What CAN the students do? How can we assess their understanding at their language level?

Share Out!

1. At tables
2. With whole group

Surveys

3-2-1 Evaluation

3

Write down three things that you have learned.

2

List two things that you would like to implement.

1

Write down one question you still have.