Differentiating Instruction for English Language Learners with Special Needs

Presented by
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Essential Questions:

What does it mean to Differentiate Instruction for English Language Learners with Special Needs?

• What is differentiated instruction in relation to academic language development for ELLs with special needs?
• What are the characteristics of learning disabilities that impact language acquisition?
• How do we select instructional strategies that address the factors related to learning disabilities?
• How can we differentiate instruction to meet the linguistic needs of ELLs with special needs in the classroom?
• How can we utilize the Bilingual Progressions and ToMs as a tool for scaffolding and supporting language demands?
What do we know about ELLs with Special Needs?
Overview

1. Federal and State laws that govern services to ELLs w/disabilities
2. Native Born vs US Born
3. ENL vs. Bilingual/Dual Language programs
4. Over and under-representation
5. Disability Classifications
6. Learning Disabilities and intelligence
7. Language Acquisition vs Learning Disability
Disability Classifications by the numbers
All students are general education students, some of whom receive special education services!
Let’s Meet Elisa

- Age 8.5 years
- Grade 3
- Simultaneous language learner, both English and Spanish are spoken in the home
- Born in New York City, Parents were born here as well. Grandparents were born in Puerto Rico
- Elisa primarily speaks English
- Parents speak both English and Spanish
- Grandparents, who take care of Elisa after school every day, speak only Spanish.
- Classification: Learning Disability
Part 200 Definition of LD

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...

...Does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.
Understanding Learning Disabilities

• Simply stated, having a learning disability means that the brain "processes" information differently than most other students and that certain kinds of information get stuck or lost while traveling through the brain of the student with LD.

• Information processing refers to how your brain:
  – Takes in information,
  – Uses information,
  – Stores the information in memory,
  – Retrieves the information from memory,
  – Expresses the information
What does “Processing” look like?

Visual Processing: How well a student uses or applies visual information.
• When he sees something, especially something complex, does he understand it quickly and easily?

Auditory Processing: How efficiently a student can use auditory information.
• When he hears something, especially something detailed, does he understand it quickly and easily?
Processing Speed

• Processing Speed refers to how fast information travels through the brain.
• Students with LD experience some processing speed difficulty when required to process information through their weakest processing "channel" or "modality".

Who was the first President of the United States?
What are Some Common Academic Barriers?

• Reading (Dyslexia)
  – Phonological awareness, vocabulary, comprehension

• Mathematics (Dyscalculia)
  – Calculation, math facts and concepts, problem-solving, word problems, math anxiety

• Writing and Written Expression (Dysgraphia)
  – Handwriting, spelling, written expression

• Expressive and Receptive Language (Dyspraxia)
  – Speaking, listening, understanding, following directions
  – Form, Content and Use
Most Learning Disabilities

Result from deficits with

- Memory
- Strategy use and knowledge
- Vocabulary knowledge
- Language coding

Result in students

- Having gaps in acquired knowledge
- Feeling frustration, loss of confidence and motivation
- Incomplete mastery of conceptual information
What is Special Education?

Special education means specially designed individualized or group instruction or special services or programs, to meet the unique needs of students with disabilities. Specially designed instruction and supplementary services will be provided in the regular class, resource room programs and special class programs within the general education classroom.

Special Education is a SERVICE, not a place.

What is Special Education?
Why do we need specially designed instruction?

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
How do we break barriers to access, progress and involvement in the General Education Curriculum?

What Factors Might Present Barriers to Access, Participation & Progress in the General Education Curriculum based on the CCLS for Elisa or for your students?
Design of Instruction
• Clear descriptions and demonstrations of skill
• Supported practice
• Timely feedback

Delivery of Instruction
• Instructional scaffolds and supports
• Logical selection and sequencing of content
• Breaking down content
Instruction for Students with Disabilities should be:

• Structured and **explicit**

• Focused on specific skills and strategies

• Planned in a “gradual release of responsibility” model of instruction (“I do – We do – You do”)

• Instruction in Self-Regulated Strategy Development and Opportunities for Peer Assisted Learning

• Meaningful and relevant content that is interesting to students; authentic connections to real life.
General Knowledge and Skill Domains

- reading writing listening
- Language Coding
- Working Memory
- Strategy Knowledge and Use
- Vocabulary
- organization study skills
- attention

Guide to Quality Individualized Education Program (IEP) Development and Implementation (February, 2010)
What is Working Memory?
Sensory Memory

Information Processing Model:
Working Memory

Not transferred to next stage and therefore forgotten

Pat Wolfe (2010)
Instructional Strategy
(Barrera & Lin, 2005)

“A set of systematic activities used by a teacher that contains explicit steps to achieve a specific student outcome. This set of steps must be replicable by another individual in order to be considered a strategy”
What is a Strategy?

• In general, a strategy is a tool, plan, or method used for accomplishing a task.
What a strategy is not:

• An “approach” or combination of teaching/learning strategies
• An assessment activity used to determine placement in or progress through curriculum (CBM)
• A principle of good teaching (planning activities, lesson plans)
• Spur of the moment or “teachable moment” activity
Specially Designed Instruction
Strategy Instruction

- teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies.

Learning Instruction-

- the sets or mixes of strategies that the individual learner uses automatically to perform, produce, communicate, or learn.
Specially Designed Instruction: Cognitive Strategies

Activity?

http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=instruction/cognitive_strategies/teacher_tools
Specially Designed Instruction

What Are Basic Steps in Teaching Strategy Use?

- Describe the Strategy
- Model Its Use
- Provide Ample Assisted Practice Time
- Promote Student Self Monitoring
- Encourage Continued Use and Generalization
Why do we need to differentiate?
Differentiation
Is a teacher’s response to learner’s needs
Shaped by mindset & guided by general principles of differentiation

Respectful tasks  Quality Curriculum  Flexible grouping  Continual assessment  Bldg. Community

Teachers can differentiate through
Content  Process  Product  Affect/Environment

According to students’
Readiness  Interest  Learning Profile

Through a variety of instructional strategies such as:
RAFTS...Graphic Organizers...Scaffolding Reading...Cubing...Think-Tac-Toe...Learning Contracts...
Tiering... Learning/Interest Centers... Independent Studies... Intelligence Preferences... Orbitals...
Complex Instruction... 4MAT... Web Quests & Web Inquiry... ETC.
Differentiated Instruction - For all students

Manipulate the content, process, product or environment

Differentiated Instruction - For ELLs

Consider stage of language acquisition in L-S-R-W and the linguistic demands

Differentiated Instruction - For Students with Disabilities

Specially Designed Instruction
What is Differentiated Instruction?
Differentiation

A variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same learning environment to meet the needs of individuals.

• One can differentiate the content, process, product or learning environment, according to student readiness, learning profile and interests.
Scaffolding

- Scaffolding cognitively supporting learners as they progress toward a goal, gradually shifting responsibility from the teacher to the student as the student becomes more able.

- Consider the Zone of Proximal Development. What can my students do with a little bit of help?
The Power of Language: Disability

https://www.youtube.com/watch?v=e9daLvqXsjc
Language Acquisition
Five Stages Language Acquisition

1. Pre-production
2. Early Production
3. Speech Emergent
4. Intermediate Fluency
5. Advance Fluency
Language Domains

Domains

Listening

Receptive

Reading

Expressive

Speaking

Writing
Bilingual Common Core Language Arts Progressions

Provides guidance on how all teachers (including Bilingual, English to Speakers of Other Languages/ESOL, and teachers of Languages Other Than English/LOTE) can provide instruction that makes the Common Core standards accessible to ELLs who are at various language proficiency and literacy levels in the four domains.

https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
Elements of the Bilingual Language Arts Progressions

Address the **New Language** and the **Home Language** and contain the following elements:

- **The main academic demand** of every Common Core anchor standard as well as the grade level academic demand of the Common Core grade level standard
- **Performance indicators**
- **Linguistic demands**
- **Examples to address linguistic demands**
Theoretical Foundations of the New Language Arts Progressions

• Aligned with the emerging research that has called for the integration of content and language in new language development. (Chamot, 2009; Coyle, Hood, & Marsh, 2010; Echevarria, Vogt, & Short, 2012)

• Students at all five levels are expected to work with the same grade level texts.
# Home Language Arts Progressions ELA

## Common Core Anchor Standard (RI-4)
**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

## Common Core Grade 4 Standard (RI-4)
**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.**

## Main Academic Demand
**Analyze the Meaning and Impact of Word Choice**

## Grade Level Academic Demand
**Determine Meaning of Academic and Domain-Specific Words and Phrases in Text**

<table>
<thead>
<tr>
<th>Levels of Literacy Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.</td>
<td>Connect pre-identified words and phrases with synonyms and/or short definitions on a semantic web to determine the meaning of academic and domain-specific words and phrases, as teacher reads aloud in partnership and/or small groups.</td>
<td>Connect pre-identified words and phrases from a bank with synonyms, definitions and/or antonyms on a partially completed semantic web to determine the meaning of academic and domain-specific words and phrases, as teacher reads aloud in partnership and/or small groups.</td>
<td>Connect word and phrases from a bank with synonyms, definitions and/or antonyms on a complete semantic web to determine the meaning of academic and domain-specific words and phrases, as teacher reads aloud in partnership, small group, and/or whole class settings.</td>
<td>Connect words and phrases from a bank with synonyms, definitions and/or antonyms on a self-created semantic web, after teacher modeling, to determine the meaning of academic and domain-specific words and phrases, as teacher reads aloud in partnership, small group, and/or whole class settings.</td>
<td>Connect words and phrases from a book with synonyms, definitions and/or antonyms, independently, on a self-created semantic web, to determine the meaning of academic and domain-specific words and phrases, as teacher reads aloud in partnership, small group, and/or whole class settings.</td>
</tr>
<tr>
<td>R.</td>
<td>Highlight pre-identified words in a text and associate them with synonyms and/or short definitions, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
<td>Highlight words and phrases from a bank in a text and create short definitions, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
<td>Highlight unfamiliar words and phrases in a text and create short definitions, after teacher modeling, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
<td>Highlight unfamiliar words and phrases in a text and create a glossary, after teacher prompting, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
<td>Highlight unfamiliar words and phrases in a text and independently create a glossary, to determine the meaning of academic and domain-specific words and phrases in a text.</td>
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## Receptive

### Home Language Arts Links
- Identify potential contexts containing an unknown word.
- Identify different parts of a word or phrase that look familiar.
- Recognize similarities between languages.
- Guess the meaning of unfamiliar words by breaking down word parts and phrases.

**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Test Context</th>
<th>Teacher Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>El vendedor es el hombre de la tienda. El hombre es el dueño de la tienda.</td>
<td>Use a small group or whole class discussion to discuss word parts and phrases in the text.</td>
</tr>
</tbody>
</table>

**Translation**

- El vendedor es el hombre de la tienda. (The seller is the owner of the store.)

**Teacher Directions**

- Use a small group or whole class discussion to discuss word parts and phrases in the text.

### PRODUCIVE

<table>
<thead>
<tr>
<th>Home Language Arts Progressions ELA</th>
<th>Entering</th>
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<th>Transitioning</th>
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<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Use pre-identified words to complete a close paragraph where new words and phrases from the text are used appropriately.</td>
<td>W. Use a bank of words and phrases and the previously completed semantic web to make use of new words and phrases from the text, after teacher modeling, in partnership, small group, and/or whole class settings.</td>
<td>W. Use the previously completed semantic web to make use of new words and phrases from the text, after teacher prompting, in partnership, small group, and/or whole class settings.</td>
<td>W. Use the previously completed semantic web to make use of new words and phrases from the text, independently, in partnership, small group, and/or whole class settings.</td>
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- Use a small group or whole class discussion to discuss word parts and phrases in the text.
NYS Bilingual Common Core Initiative

Teacher’s Guide to Implement the Bilingual Common Core Progressions

EngageNY.org

NYS Bilingual Common Core Initiative
Teacher’s Guide to Implement the Bilingual Common Core Progressions
### Key for Abbreviations of CCLS ELA/Literacy Standards

<table>
<thead>
<tr>
<th>Reading Anchor (R)</th>
<th>Reading for Literature (RL)</th>
<th>Reading Science &amp; Technical Subjects (RST)</th>
<th>Speaking and Listening (SL)</th>
<th>Writing (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Information (RI)</td>
<td>Reading Foundations (RF)</td>
<td>Reading for History/Social Studies (RH)</td>
<td>Language (L)</td>
<td>Writing in History/Social Studies, Science &amp; Technical Subjects (WHST)</td>
</tr>
</tbody>
</table>
Linguistic Demands
Common Core Grade 3 Standard (RL.3.3): Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<table>
<thead>
<tr>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Characters and Explain How Their Actions Contribute to Story Sequence</td>
</tr>
</tbody>
</table>

**Linguistic Demands:** words, phrases and forms that describe and explain characters and their actions. The following are some examples in English that may vary based on the language of instruction. In the first three levels, students can approach these linguistic demands in their new and/or home language.

**Receptive:**
- Identify adjectives in the story that describe characters’ traits, motivations, or feelings.
- Identify verbs and verb phrases in the story that describe characters’ traits, motivations, feelings, or actions.
- Identify comparison forms that describe (i.e. like).

**Productive:**
- Use verbs and comparison forms to describe the characters and events in the story.

**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
</thead>
</table>

Raweno, the Everything-Maker, was busy creating all the types of animals. One day he was hard at work on Rabbit. Rabbit said to him, "I want **long**, **strong** legs and **long** ears **like the Deer**, and **sharp** teeth and claws **like the Panther**." "I do them the way they ask for them to be," said Raweno. He made Rabbit's **hind legs very long**, just the way Rabbit had described.

Owl, still not formed, was sitting on a tree nearby waiting his turn. "Whoo, whoo," he sang, "I want a long, **graceful** neck **like Swan's**, and **bright red** feathers **like Cardinal's**, and a **nice long** beak **like Egret's**, and a **beautiful** crown of **plumes like Heron's**. I want to be the most beautiful, **fastest** and wondrous of all birds."

"Hush," said Raweno. "Turn around and look somewhere else. Close your eyes, too. Don't you know that you are not allowed to watch me while I work?" Just at that moment Raweno was making Rabbit's ears **quite long**, just as Rabbit had asked him for.

Linguistic Demands

• Words, phrases, and forms of language that students need to understand and be able to use in order to meet the discipline-specific standards across all four domains (L, S, R, W)
Linguistic Demands and the NYSESLAT
• The **Linguistic Demands** are articulated for the purposes of assessment development as **Targets of Measurement (ToMs)**

• The **NYSESLAT** test questions **measure the ToMs**

• Every grade-band level ToM has been delineated across **5 levels** which are known as the **Performance Level Descriptions**
**GENERAL CLAIM 1**

Students can determine information in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>ANCHOR 1</th>
<th>TOM.L.1–2.1</th>
<th>identify or refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</td>
<td>Students can identify words, phrases, or sentences that <em>signal important individuals, ideas, events, a narrator, and/or the main idea</em> in grade-level spoken discourse.</td>
<td>a character or an individual the setting or a place an event or an action a feeling a narrator a subject or a topic an idea or information a main idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANCHOR 2</th>
<th>TOM.L.1–2.2</th>
<th>signal or describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</td>
<td>Students can identify words, phrases, or sentences that <em>signal or describe key details, sequence, and/or relationships</em> in grade-level spoken discourse.</td>
<td>a key detail a sequence of events a comparison or contrast of information a cause and effect a reason given by an author</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANCHOR 3</th>
<th>TOM.L.1–2.3</th>
<th>provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can determine the meaning of vocabulary in grade-level spoken discourse.</td>
<td>Students can determine <em>the meaning of Tier 1 and some Tier 2 vocabulary</em> in grade-level spoken discourse.</td>
<td>a context clue to find meaning textual information to find meaning</td>
</tr>
</tbody>
</table>

**GENERAL CLAIM 2**

Students can determine the development of ideas in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>ANCHOR 4</th>
<th>TOM.L.1–2.4</th>
<th>determine:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</td>
<td>Students can identify language structures in grade-level spoken discourse. Language structures are defined at this grade band as words, phrases, and sentences that <em>together develop a story, a description, a sequence of events, or a relationship</em>.</td>
<td>the development of a story or topic the development of a character the development of a description the development of a sequence of events or actions the development of information the development of a comparison or contrast relationship the development of a cause and effect relationship the development of a relationship between characters or ideas</td>
</tr>
</tbody>
</table>
## 2016 LISTENING Performance Level Descriptions – Grades 1–2

### General Claim 1
Students can determine information in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
</tr>
</tbody>
</table>

| Target of Measurement 1 |  |  |  |  |  |
|-------------------------|  |  |  |  |  |
| Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse. |  |  |  |  |  |

<table>
<thead>
<tr>
<th>Anchor 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
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</tr>
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<td>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</td>
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<td>Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
</tr>
</tbody>
</table>

| Target of Measurement 2 |  |  |  |  |  |
|-------------------------|  |  |  |  |  |
| Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse. |  |  |  |  |  |

<table>
<thead>
<tr>
<th>Anchor 3</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can determine the meaning of vocabulary in grade-level spoken discourse.</td>
<td>Student may determine the meaning of a few Tier 1 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.</td>
</tr>
</tbody>
</table>

| Target of Measurement 3 |  |  |  |  |  |
|-------------------------|  |  |  |  |  |
| Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse. |  |  |  |  |  |
How can teachers support academic language development while giving ELL with Special Needs access to mainstream content curricula?
Group Activity

• For student assigned to group:
  1. Select a standard in one of the four domains and develop a lesson defining content and language objectives
  2. Develop lesson and describe differentiated strategies you would use to have student meet the standard, based on knowledge you have about student’s learning difficulties and level of language acquisition
What Do I Teach Students with Learning Disabilities?

• Knowledge
  – Declarative knowledge – facts
  – Procedural knowledge – how to learn
  – Conditional knowledge – when and why

• Reading and Language Coding (decoding)
  – Phonological awareness, phonics, fluency, vocabulary, comprehension

• Written language (encoding)
  – Prewriting, drafting, revising, editing, final draft

• Mathematics
  – Problem solving, computation, self-regulation, strategy use

• Study Skills
  – Listening, note taking, time management, comprehension, test taking, memory strategies, textbook usage
How Do I Teach Students with Learning Disabilities?

• Task Analysis
  – Breaking a task down into simpler components to be taught in sequence

• Direct Instruction
  – Daily review, presentation, guided practice, independent practice, and weekly and monthly reviews

• Strategies Instruction
### Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life Objects (relia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic Organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; Photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Excorted from *Understanding the WIDA English Language Proficiency Standards: A Resource Guide (2007)*

www.wida.us.
## Specific Examples of Sensory Supports

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

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