Differentiating Instruction for English Language Learners with Special Needs

Presenters:
Deirdre Danaher, NYSED/NYC RBERN and Alison Provencher & Daliz Vasquez
Div of Specialized Instruction & Student Support
RSE-TASC – NYSED Region 10: NYC DOE

Double the Work...

• It is often said that English learners have “double the work” in understanding academic content at the same time they are trying to master the English language. Thus, students who are learning English and who also have a learning disability or speech and language disorder face even greater challenges.

  • Rivera, Lesaux, & Francis (2008).

What does this mean for teachers?
Driving Questions...
Learning objectives are the same for all students.

- What is differentiated instruction in relation to academic language development for ELLs with special needs?
- What are the characteristics of ELLs with learning disabilities and speech and language impairment?
- How can we utilize the Bilingual Progressions as a tool for scaffolding and supporting language demands?

Language Objectives
... Are differentiated according to the level of language proficiency and other background factors

Participants will be able to...
- Use content vocabulary orally and in writing
  - Differentiating Instruction and Scaffolding
  - New and Home Language Arts Progressions
  - Student performance indicators
  - Linguistic Demands
- Use oral and written language to describe, identify, explain and apply the Bilingual Common Core Initiative and Language Progressions
Developing academic vocabulary

Demonstration: Vocabulary notebook

<table>
<thead>
<tr>
<th>Word</th>
<th>Connections/Questions</th>
<th>Meaning(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What terminology will we encounter today?</td>
<td>Where have I heard it? From PD opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What does it remind me of? From written texts</td>
</tr>
</tbody>
</table>

ELL Students Classified for Special Education

According to the official NYC school register data for 2013-14 SY

- 171,300 of approximately 1.1 million students (approx. 15.5%) have an IEP (NYDOE 2014 enrollment data)
- 32,373 ELLs receive Special Education services (23.3%)
  - Bronx = 29.3%
  - Brooklyn = 25.7%
  - Manhattan = 15.1%
  - Queens = 26.3%
  - Staten Island = 38.3%
The majority of ELLs with Disabilities are classified with LD or Speech.

What are the characteristics of ELLs with learning disabilities and speech and language impairment?

How Might a Disability Affect Language Acquisition?

- Sensory Deficits (auditory & visual)
- Cognitively Challenged
- Speech & Language Difficulties
- Behavioral Disorders
- Neurological or Motor Disorders

- Affects ability to obtain undistorted input for acquisition.
- Challenged ability to construct & retain essential connections between conceptual & linguistic representation.
- Difficulties processing or constructing meaning through language.
- Difficulty engaging in learning activities & isolation could impede development in L2.
- May lack necessary control to coordinate production of target language.

How can teachers support academic language development while creating access to the content and curriculum for ELLs with Special Needs?

Read the Article:

Utilizing Differentiated Instruction for ELLs with Disabilities
by Robi Kronberg

The Nine “A’s” Protocol...

Read the article, to identify the following items to discuss with your partner:

• Find one statement you AGREE with.
• Find one statement someone might ARGUE against.
• Find one statement to ASK questions for further clarification.
• Suggest one way to APPLY the key idea or theory of ACTION to your work.
• Identify one obstacle that might make you want to ABANDON any action.
• Identify one Big Idea that you ASPIRE to ACHIEVE or ACCOMPLISH based on this text.
Access

**Scaffolding...**

Differentiated Instruction
- For all students

Differentiated Instruction
- For ELLs

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

**Front-loading**

Differentiated Instruction
- For Students with Disabilities

Specially Designed Instruction

**Universal Design for Learning**

Sheltered Instruction

Manipulate the content, process, product or environment

**Differentiated Instruction**

Why?

- Because . . .
  - Learner variability
  - State and Federal mandates
  - Evidenced-based practices
  - Diversity of students

What?

- 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.

Scaffolding: The Zone of Proximal Development

Cognitively supporting learners as they progress toward a goal, gradually shifting responsibility from the teacher to the student as the student becomes more independent.

What can my students do with a little bit of help?

Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts

Diane August, American Institutes for Research

Student Performance Descriptors For the New Language Progressions (L2, English)

### What is the Bilingual Common Core Initiative?


Common Core **Anchor Standard** (the same K-12)  
Identifies the Main Academic Demand (same)  
Identifies the Grade Level Standard (specific to grade)  
Identifies the Grade Level Academic Demand (specific skill)  
Performance Descriptions for 5 Levels of Language Development  
Provides Examples of Scaffolding of grade level tasks  
Identifies the Linguistic Demand (for understanding and use)  
Gives Examples of how to teach for the Linguistic Demands

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<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th><strong>Entering</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Transitional</strong></th>
<th><strong>Expanding</strong></th>
<th><strong>Commanding</strong></th>
</tr>
</thead>
</table>
| **LISTENING** | - Reciprocal interactions (sentence fragments)  
- Associates and recognizes words with support to understand and analyze the text  
- Associates and recognizes phrases and short sentences found in the text | - Reciprocal interactions (short sentences)  
- Associates and recognizes phrases and short sentences found in the text | - Reciprocal interactions (complete sentences)  
- Associates and recognizes phrases and short sentences found in the text | - Reciprocal interactions (complex sentences)  
- Associates and recognizes phrases and short sentences found in the text | - Reciprocal interactions (compound sentences)  
- Associates and recognizes phrases and short sentences found in the text |
| **READING** | - Use pre-taught one word meanings  
- Complete sentences starters  
- Participate in small group discussions | - Use provided key phrases and short sentences  
- Complete sentences starters  
- Participate in small group discussions | - Use word banks to incorporate new vocabulary and phrases into their discussions  
- Share ideas without prompting and support  
- Participate in small group and whole class discussions | - Use word banks to incorporate new vocabulary and phrases into their discussions  
- Share ideas without prompting and support  
- Participate in small group and whole class discussions | - Use word banks to incorporate new vocabulary and phrases into their discussions  
- Share ideas without prompting and support  
- Participate in small group and whole class discussions |
| **PRODUCIVE SPEAKING** | - Complete short paragraphs  
- Use pre-taught key words  
- Develop short paragraphs  
- Use pre-taught key phrases and short sentences  
- Develop short essays or test | | | | - Develop short essays or test  
- Use pre-taught key phrases and short sentences  
- Develop short essays or test |
| **PRODUCTIVE WRITING** | | | | | | - Develop complete paragraphs  
- Use key vocabulary and phrases effectively  
- Use longer paragraphs  
- Use vocabulary and phrases effectively |

**Key:**  
- Materials:  
- Demands:  
- Ko Than Niu:  
- Taal:
The Bilingual Common Core Initiative: Creating an Optimal Learning Environment

Bilingualism as a resource

1. Flexible uses of language
   - In the first two stages Entering and Emerging students, regardless of their grade level, can use their home language in order to access the content
   - Transitioning students can make use of their home language when they have a need to
   - Expanding and Commanding students will be expected to use the new language

2. Five levels of language progressions
3. The use of the four communicative modalities
The most challenging Common Core Anchor Standards require synthesis.

The hardest for students to master is Anchor Standard #2.

- Determining central ideas or themes and summarizing details

(According to iReady)
Juan

Poetry cools me, syllables calm me
I read the verses of others
the free men
and know
that I'm never alone

Poetry sets me aflame
I grow furious
dangerous, a blaze
of soul and heart, a fiery tongue
a lantern at midnight

Engle’s stirring, free verse biography of 19th century Cuban slave, Juan Francisco Manzano, reveals the strength of the human spirit and the will to survive despite incredible challenges and sufferings. It captures the profound, universal longing for self-expression.

Poetry is a suitable vessel for expressing the inner life, a secret life, a life of hidden hopes...

Manzano’s longings for freedom from bondage, and freedom of expression, are just as relevant today as during Cuba’s tragic centuries of colonialism and slavery.

All people, regardless of time or place, know what it feels like to yearn for a way to communicate the inexpressible. Words are as close as we can come.
**Linguistic Demands** identify the words, phrases and forms of language that students will need to understand and use in order to meet the standard across all four modalities (L, S, R, W).

**Example:**
- Identify words and phrases, including nouns and related pronouns, that appear throughout the text to determine the theme.
- Identify words (nouns, verbs, adjectives and/or adverbs) that describe how a character responds to challenges (e.g., fire, ablaze).
- Identify transitional words (e.g., so, in fact, most, after) that introduce details. In a poem the line break can introduce a different tone or feeling.

What is likely to be challenging for our students relative to our goals and objectives? → **Focus on linguistic demands of CCSS**

<table>
<thead>
<tr>
<th>Common Core Grade 6 Standard (RL.6.3): Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</th>
<th><strong>Grad Level Academic Demand</strong> Describe How Episodes Develop and Characters Respond or Change Over the Course of a Story/Drama.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Demands: words, phrases and forms that describe how episodes develop and characters respond or change over the course of a story/drama. The following are some examples in English that may vary based on language of instruction. In the first three levels, students can approach these linguistic demands in the new and/or home language.</td>
<td><strong>Receptive:</strong> Describe how episodes unfold and character change by focusing on signal words and phrases (i.e. but, yet, even, though) as well as temporal words (i.e. now, by the time, when).</td>
</tr>
<tr>
<td>- Identify the plot of a story or drama and the different episodes that comprise it.</td>
<td><strong>Productive:</strong> Describe how episodes unfold and character change by focusing on signal words and phrases (i.e. but, yet) and adjectives (happy, rich, doing well) that describe how characters change.</td>
</tr>
<tr>
<td>- Identify words that signal change of direction in plot (i.e. but, yet, even, though) as well as temporal words (i.e. now, by the time, when).</td>
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What do we mean by “academic language is about much more than vocabulary”? 

Who is the speaker of this text? How do we know?

Poetry cools me, syllables calm me, I read the verses of others, the free men, and know that I'm never alone.

Poetry sets me aflame, I grow furious, dangerous, a blaze of soul and heart, a fiery tongue, a lantern at midnight.

Teacher Directions

<table>
<thead>
<tr>
<th>In a small group/whole class discussions, discuss the theme of the text and the details related to the characters or narrators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the subject of the stanzas (bold) (pronomes — I, me referring to Juan Francisco Manzana and others referring to other writers).</td>
</tr>
<tr>
<td>• Identify words that describe how a character feels in response to challenges, in this case, what poetry means to author. The verbs (italics) in the first stanza convey how poetry calms him down (e.g., cools, calm), but the second stanza describes what poetry propels in him (e.g., sets, grow).</td>
</tr>
<tr>
<td>• Identify adjectives (underline) in the first (e.g., free, alone) and second stanzas (e.g., furious, dangerous, fiery) that add details to the meaning of the text.</td>
</tr>
<tr>
<td>• In this format, lines of transitional words that introduce details, the line break in the poem indicates a transition that introduces a different tone or feeling.</td>
</tr>
<tr>
<td>• Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).</td>
</tr>
</tbody>
</table>

How does Poetry make Juan feel? How do we know how this?

Words in red indicate the effect of poetry on his feelings.

Poetry cools me, syllables calm me, I read the verses of others, the free men, and know that I'm never alone.

Poetry sets me aflame, I grow furious, dangerous, a blaze of soul and heart, a fiery tongue, a lantern at midnight.

Words in blue indicate how poetry causes him to change.

Words in green are adjectives.

The words: aflame, blaze, fiery and lantern can be imagery or a metaphor about the passion that poetry inspires.
Lunch
About the Author

Jamaica Kincaid
Born 1949 in St. John’s, Antigua.
Father was a carpenter
Mother was a homemaker/political activist
Left Antigua when she was 17
Her real name was Elaine Potter Richardson

“Girl” is a one-sentence, 650-word dialogue between a mother and daughter.

The mother does most of the talking; she delivers a long series of instructions and warnings to the daughter.
Antigua’s Specific Vocabulary Words

• **benna**
  – songs with African connections
  – forbidden in Sunday school, where everything is connected in English

• **wharf-rat boys**
  – men who hang around the docks, who are thought to be thieves and no-goods

• **okra**
  – a vegetable, otherwise known as ladies’ fingers

Chores

this is how you iron your father’s khaki pants
this is how you grow **okra**
this is how you sweep
this is how you set a table
this is how to make a bread pudding;
this is how to make **doukona**;
this is how to make pepper pot;
this is how to make a good medicine for a cold;
this is how to catch a fish;
Behaviors

don't squat down to play marbles
don't pick people's flowers
don't throw stones at blackbirds,
this is how to bully a man;
this is how to love a man;
Sundays try to walk like a lady;
don't sing benna in Sunday school;
you mustn't speak to wharf–rat boys,
don't eat fruits on the street—

this is how you smile to
someone you don't like;
this is how you smile to
someone you like completely;
this is how to behave in
the presence of men

Partner Activity

Working collaboratively with your small group.

Use the Bilingual Common Core Language Progressions chart
and refer to the sample text, “Girl” by Jamaica Kincaid.

Develop lesson outline based on this text addressing the
Linguistic Demands required to achieve the Common Core
Learning Standard.

Describe the differentiation strategies and scaffolds you would
use to have student meet the standard, based on knowledge
you have about student’s learning difficulties and level of
language acquisition
Warm-Up Discussion:
Has anyone ever given you any advice? Was it good advice or bad advice?

Objectives:
- Students will infer how the author's background contributes to her portrayal of the characters in the story.
- CCSS ELA-LITERACY SL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Language Objectives:
  - Listening: Students will listen to the short story and to the explanations given by their classmates about who the speaker is, who the speaker is talking to, what is the importance of the bold and italicized text, and what is the tone (happy, sad, angry, worried... ) of the speaker.
  - Speaking: Students will discuss and defend their point of view with evidence from the text to support their answers.
  - Reading: Students will read the short story and develop critical thinking abilities by stopping to ask questions.
  - Writing: Students will respond independently to at least 1 question using a complete sentence and evidence from the text on the importance of culture, gender and time in the story.

Building Background Knowledge

Antigua
Jamaica Kincaid
-Born 1949 in St. John's, Antigua.
-Father was a carpenter
-Mother was a homemaker/political activist
-Left Antigua when she was 17
- Her real name was Elaine Potter Richardson

Gender Roles are the "typical" male or female behaviors. Women: clean, cook, take care of children. Men: work, fix and build things. These behaviors and roles are taught by family and society.

What do you see in the photo?

Race is the way a group of people can be divided into categories based on certain physical qualities (such as skin color)

Name: ___________________________
Date: ___________________________

Girl, Jamaica Kincaid- Pre-Reading

<table>
<thead>
<tr>
<th>Post-Reading Review</th>
<th>Pre-Reading Anticipation Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>It is easier to be a girl than a boy in this world.</td>
</tr>
<tr>
<td>2.</td>
<td>Gender roles are pretty similar no matter what place you come from.</td>
</tr>
<tr>
<td>3.</td>
<td>Gender roles are pretty similar from generation to generation.</td>
</tr>
<tr>
<td>4.</td>
<td>Race plays a part in the way you are supposed to act.</td>
</tr>
<tr>
<td>5.</td>
<td>The way a person says something conveys most of the meaning what they say.</td>
</tr>
<tr>
<td>6.</td>
<td>You can tell a lot about someone by the way they verbally express themselves.</td>
</tr>
</tbody>
</table>
Checking for Understanding...

1. Who is the speaker in the story? Why do you think so?
2. Who is the speaker talking to? Why do you think so?
3. What is important about the **bold and italicized** text?
4. Tone is the attitude the author uses to get her point across. How would you describe the tone of the story?
   Is the speaker (**happy, sad, angry, worried...**) How do you know this?
Exit Slip:

What do you think was the best advice that the mother gave her daughter?

What was the worst?

Why?

Debrief…
What are your Take-Aways?

Whether you think you can, or you think you can’t, you’re right.
~Henry Ford

Please fill out a feedback form!