Differentiate:

Planning and Implementing Small Group Instruction for English Language Learners

Roser Salavert, Ed.D.
NYC RBE-RN -Fordham University, N. York
Traditional Classroom - Pedagogy

DELIVER THE CURRICULUM

“I do, explain it”

LEARN, MEMORIZE, RECALL (CURRICULUM)

“You do, learn it”

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Student- Centered Classroom
(Gradual release of responsibility)

TEACHER RESPONSIBILITY
- Deliver curriculum Aligned to CCLS (Expectations)
- Guided & Differentiated Instruction

STUDENT RESPONSIBILITY
- Demonstrate learning
- Work Collaboratively

"I do, I show"
"We do, we practice"
"I do, I show"

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Goals for today’s session:

1. Review the interrelationship between literacy (reading and writing) and language development, and

2. Introduce and share how Student-Friendly Guided Reading Indicators, and Student - Generated or Co-Created Writing Rubrics further literacy skills, expand academic language and develop ELLs’ responsibility as learners.
Guided Reading Supports

- Resources that help Teachers differentiate their instruction. They enable teachers to support students.

- Resources and strategies that enable students to make decisions.
What would be the impact of providing children with friendly descriptive indicators to help them make decisions about their independent books?

(PS 70, District 9)
### Guided Reading Level B Descriptors

- Simple factual texts, animal fantasy and realistic fiction
- Simple, one-dimensional characters
- Picture books
- Text and concepts highly supported by pictures
- Two or more lines of text on each page
- Repeating language patterns (3-7 words per page)
- Very familiar themes and ideas
- Short, predictable sentences
- Almost all vocabulary familiar to children – strongly sight-word based

### Characteristics of Early Emergent Readers at Level B

- Recognize and apply repeating language patterns
- Stronger awareness of left-to-right directionality
- Stronger awareness of 1-1 matching
- Learning concept of return sweep (moving from one line of text to the next)
- Able to distinguish and identify more letters according to their distinct features
- Developing stronger understanding of the connection between sounds and letters
- Expanding their core of easy, high-frequency words

Adapted from Fountas and Pinnell Continuum for Literacy Learning, 2007

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### Level B

**When I read Level B books,**

- I read books that are 5 pages long.
- I read books have pictures on each page.
- I read books that have pictures with labels.
- I read books have the words that repeat on almost every page.
- I read books have sentences that rhyme.

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### Nivel B

**Cuando leo libros del nivel B,**

- Leo libros que de 5 páginas.
- Leo libros con ilustraciones en cada página.
- Leo libros con ilustraciones que llevan etiquetas.
- Leo libros con palabras que se repiten en casi todas las páginas.
- Leo libros con rimas.
**Level C**

*Level C books,*

- Have many pictures, more lines per page
- Have sight words
- Have talking characters
- Have speech bubbles
Level D books,

- Have pictures, with 3 or 4 lines per page
- Have more sight words
- Have talking characters and speech bubbles
- Have new words
LEVEL E
When I read Level E books,

• I read stories with beginning, middle, and end
• I look for books with lots of pictures
• I treasure the books in large print!
• I discover things in the past
• I explore pattern words
• I notice that the characters have lots of details
• I read books with 2 to 6 lines of text on a page
• I find many high frequency words
Level P

When I read Level P books,

- I explore ideas that I didn’t know about.
- I learn about the main character and the character traits.
- I discover many characters to know and understand.
- I enjoy long texts, like chapter books.
- I’m able to write and speak about the story/book using textual evidence.
- I process long, hard sentences with phrases, lists of nouns, verbs and adjectives.
Level Q
When I read Level Q books,
• I notice many words with meanings that are hard to find out.
• I learn new words that as the reader I understand.
• I discover words with deeper meanings, about human problems and social issues.
• I am able to understand sentences in a text.
• I practice reading silently and I do it with good fluency and good phrasing.
Levels V, W, X, Y/Z

When I read books in level V and beyond, I am a very good reader, but:

• I need to pay attention to the texts because they may include complex plots, literary devices and symbolism.

• I may encounter multidimensional characters that can be interpreted on many levels.

• I may run into many difficult content-specific vocabulary, and

• I will need to use my background knowledge and experience as an advance reader to understand some of the fiction and non-fiction texts.

Principal has made them available to all teachers by including them in the PS 70 Teacher Handbook.

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Are You and Your Partner Ready for Guided Practice?
LEVEL “F” - Grade 1

When I read Level F books,

- Simple informational texts, simple animal fantasy, realistic fiction, very simple retellings of traditional tales, simple plays
- Some texts with sequential information
- Familiar content that expands beyond home, neighborhood, and school
- Both simple and split dialogue, speaker usually assigned
- Some longer stretches of dialogue
- Some longer sentences – more than ten words — with prepositional phrases, adjectives, and dialogue
- Variation in placement of subject, verb, adjectives, and adverbs
- Some compound sentences conjoined by and
- Many words with inflectional endings
- More details in the illustrations
- Most texts three to eight lines of text per page
- Periods, commas, quotation marks, exclamation points, question marks, and ellipses

When building knowledge of the characteristics of different genres of texts
- Read stretches of both simple and split dialogue
- Recognize a large number of high-frequency words quickly and automatically
- Use letter-sound information to take apart simple, regular words as well as some multisyllabic words
- Process and understand text patterns that are particular to written language
- Beginning to read fiction with more well-developed characters
- Left-to-right directionality and voice-print match are completely automatic
- Read without pointing and with appropriate rate, phrasing, intonation, and stress


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USE HANDOUT IN FOLDER
When I read Level F books,

- The stories have beginning, middle, and end
- The books are about things that happen around me
- The sentences can be long, with more than 10 words in it
- The pictures have lots of details
- The characters are described with lots of details
- The characters can talk to each other
- There are 3 to 8 lines of text on a page
- There are many high frequency words
LEVEL F

- Stories have beginning, middle, and end
- The books are about things that happen around me
- The sentences can be long, with more than 10 words in it
- The pictures have lots of details
- The characters are described with lots of details
- The characters can talk to each other
- There are 3 to 8 lines of text on a page
- There are many high frequency words

TRACKING MY PROGRESS AND SETTING MY READING GOALS

- I can read stories that have beginning, middle, and end
- I can read books about things that happen around me
- I can read long sentences, with more than 10 words in it
- I can ‘read’ (make sense of) pictures with lots of details
- I can read about the characters described with lots of details
- I can read what the characters say to each other
- I can read books with 3 to 8 lines of text on a page
- I can read many high frequency words

Am I ready to read a Level G book? YES - NO
What would be the impact of co-creating writing rubrics with the students to help them make decisions about their own writing?
## OPINION WRITING RUBRIC (Grade 3)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>IDEAS: CONTENT &amp; ANALYSIS And COMMAND of EVIDENCE</strong></td>
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<tr>
<td>• Clearly introduce topic in a manner that follows logically from the task and purpose</td>
<td>• Clearly introduce a topic in a manner that follows from the task and purpose</td>
<td>• Introduce a topic in a manner that follows generally from the task and purpose</td>
<td>• Introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>• Demonstrate a lack of comprehension of the text or task</td>
<td>• Demonstrate a lack of comprehension of the text or task</td>
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<tr>
<td>• Demonstrate comprehension and analysis of the text</td>
<td>• Demonstrate grade-appropriate comprehension of the text</td>
<td>• Demonstrate a confused comprehension of the text</td>
<td>• Demonstrate little understanding of the text</td>
<td>• Provide no evidence or provide evidence that is completely irrelevant</td>
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</tr>
<tr>
<td>• Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay</td>
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<td>• Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
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| **ORGANIZATION & STYLE COHERENCE, ORGANIZATION & STYLE:** | | | | | |
| • Clearly and consistently group related information together | • Generally group related information together | • Exhibit some attempt to group related information together | • Exhibit little attempt at organization | • Exhibit no evidence of organization | • Exhibit no evidence of organization |
| • Skillfully connect ideas within categories of information using linking words and phrases | • Connect ideas within categories of information using linking words and phrases | • Inconsistently connect ideas using some linking words and phrases | • Lack the use of linking words and phrases | • Lack a concluding statement | • Lack a concluding statement |
| • Provide a concluding statement that follows clearly from the topic and information presented | • Provide a concluding statement that follows from the topic and information presented | • Provide a concluding statement that follows generally from the topic and information presented | • Provide a concluding statement that is illogical or unrelated to the topic and information presented | • Provide a concluding statement that is illogical or unrelated to the topic and information presented | • Provide a concluding statement that is illogical or unrelated to the topic and information presented |

| **CONVENTIONS (CONTROL of CONVENTIONS):** | | | | | |
| • Demonstrate grade-appropriate command of conventions, with few errors | • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | • Demonstrate emerging command of conventions, with some errors that may hinder comprehension | • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • Minimal, making assessment of conventions unreliable | • Minimal, making assessment of conventions unreliable |
MINI-LESSON to Engage Students in Developing a Rubric

PURPOSE: To illustrate how to develop student-generated rubrics (from Teacher-made or other sources).

1. CONNECT (to previous day lesson) “Yesterday we read and wrote about the story of Peter Pan. Today, we will write a new type of paragraph about Peter Pan. It is called an opinion piece.

   Ask students, “What do you think the word opinion means?”

Example: Grade 3 - Opinion Writing
(Source: EngageNY - Grade 3: Module 3A: Unit 3: Lesson 5)

SEE COPY IN FOLDER
2. **TEACH** (*show the teaching point and demonstrate/modeling*)

- Guide students toward understanding that an opinion is a viewpoint or belief about something.
- Help them connect the word opinion to their daily lives.
- Display the Teacher Model: Peter Pan Opinion they are already familiar with and share what makes it an opinion piece;
- Direct students’ attention to the Opinion Writing rubric anchor chart (proficiency column only).
- Point to the first section, Ideas. Explain what the scores mean.
- Read the criteria listed for a score of a 3, and ask students to find evidence of these criteria in the model paragraph (Re: Peter Pan).

Call a couple of students to share the evidence from the paragraph.
MINI-LESSON to Engage Students in Developing a Rubric

3. LINK

• Students with their partner to complete the rest of the rubric. Consider forming triads, particularly if the class has Entering or Emerging ELLs.
• Distribute a copy of the chart as is, and assign a particular cell to each group. Give each group a large post-it to write their assigned criteria. Then invite each pair to the front of the room so that they can paste their post-it on the chart you created.
• Review as a large group, a criteria at a time. Point to the first section Ideas, and read aloud the criteria to earn a 3 again. Then read, what students suggested to earn a 4; encourage class participation and edit the rubric based on their feedback.
• Repeat the process and review the criteria to earn a 2.
• As a whole class complete the column to score 1 point.

4. CELEBRATE and USE IT

SEE COPY IN FOLDER
## OPINION WRITING RUBRIC – STUDENT GENERATED

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Are You and Your Partner Ready for Guided Practice?
Time to Share
Did we meet today’s goals?

1. Did we review the interrelationship between literacy (reading and writing) and language development?
2. Did we share and discuss how
   Student-Friendly Guided Reading Indicators, and
   Student - Generated or Co-Created Writing Rubrics
   further literacy skills, expand academic language and develop ELLs’ responsibility as learners?
“Please fill out the evaluation in your folder. Thank you”, Roser Salavert