

Differentiation Strategies for English Language Learners

Nuts and Bolts Symposium
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Presented by:
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About Beth:

Beth has taught German and English as a Second Language at many grade and ability levels. She received her Master's degree with distinction in Curriculum and Instruction in Multicultural Teacher Education with an emphasis on Teaching English as a Second Language from the University of New Mexico. From 2010-2013, she was the EAL program coordinator at the Bavarian International School in Munich, Germany. She currently consults with schools nationally and internationally on matters concerning ELLs.

Stage	Sample Student Behaviors	Sample Teacher Activities	Questioning Techniques
<p>WIDA Level 1 (Students are new to English)</p> <p>STUDENTS:</p>	<ul style="list-style-type: none"> •Points or provides other non-verbal responses •Actively listens •Responds to physical commands •May be reluctant to speak •May understand more than can say or write •Up to 500 receptive word vocabulary •2 weeks to 2 months 	<ul style="list-style-type: none"> •Gestures •Repetition •Does not force student to speak or repeat •Language of teacher focuses on making messages comprehensible. •Focuses on developing vocabulary 	<ul style="list-style-type: none"> •Point to... •Find the... •Show me the... •Put the ___ next to the ___ •Do you have the ___? •Is this a ___ or a ___? •Who has the ___?
<p>WIDA Level 2 (Students are low beginners)</p> <p>STUDENTS:</p>	<ul style="list-style-type: none"> •One or two word utterances •Short phrases •Responds to yes/no and either/or questions •Demonstrates comprehension with gestures, one or two word answers, pictures, acting out •Responds to patterned language cues (How are you? <i>Fine</i>. How old are you? <i>12</i>) •2 months to 6 months 	<ul style="list-style-type: none"> •Asks questions that can be answered by yes/no and either/or responses •Models correct responses •Ensures a supportive, low anxiety environment •Does not overtly call attention to grammar errors •Focuses on developing vocabulary 	<ul style="list-style-type: none"> •Yes/No •Either/Or (Do you need the ___ or the ___?) •One word answer questions: Who? What is...? When did...? •Two word answer questions: Where is...? •Questions that generate lists of words: What do you see in the picture? What do you need for...?
<p>WIDA Level 2+- 3</p> <p>STUDENTS:</p>	<ul style="list-style-type: none"> •Participates in small group activities with support •Demonstrates comprehension with gestures, short answers, acting out •Can comprehend with rich context (visuals, hands-on) •Speaks in short phrases and sentences •Uses and responds to social language accurately •Makes grammatical errors •6 months to 2 years 	<ul style="list-style-type: none"> •Focuses content on key concepts and target vocabulary •Provides frequent comprehension checks •Uses graphic organizers •Uses performance-based assessment •Develops academic vocabulary in context •Asks open-ended questions that require more language production 	<ul style="list-style-type: none"> •Why? •How? •Tell me about... •Describe •What if... •How would you change this part?
<p>WIDA Level 3+</p> <p>STUDENTS:</p>	<ul style="list-style-type: none"> •Participates in reading and writing activities to acquire new information •May experience difficulties in abstract, cognitively challenging subjects at school, especially when a high degree of literacy is required •Needs support with academic language •2 -5 years 	<ul style="list-style-type: none"> •Develops literacy skills through content readings •Continues to make lessons comprehensible and interactive •Uses graphic organizers •Teaches thinking and study skills •Scaffolds and supports written production 	<ul style="list-style-type: none"> •What would you suggest? •How do you think this story will end? •What is your opinion of... •Compare/Contrast •What would happen if... •Describe •Which do you prefer? Why?

	Level 1 Entering Iniciación	Level 2 Beginning Principiante	Level 3 Developing En desarrollo	Level 4 Expanding Expansivo	Level 5 Bridging Transición	Level 6- Reaching
Escucha	Puedo señalar dibujos de los planetas cuando la maestra los nombra.	Puedo clasificar los planetas según las descripciones orales.	Puedo entender la lección sobre los planetas cuando la maestra usa muchos dibujos.	Puedo entender la mayoría de las discusiones en la clase sobre los planetas.	Puedo entender todo lo que mi maestra y mis amigos me dicen sobre los planetas.	
Habla	Puedo contestar preguntas básicas con un nombre de un planeta, por ejemplo "Cuál planeta es más grande? <i>Júpiter.</i> "	Puedo describir dibujos de los planetas con frases u oraciones.	Puedo describir el proceso de la formación de los planetas.	Puedo dar una presentación en la clase sobre los planetas.	Puedo participar en un debate y defender mi opinión sobre la pregunta si Pluto es un planeta o no.	
Lectura	Puedo leer los nombres de los planetas cuando la escritura está acompañada por un dibujo.	Puedo localizar información sobre los planetas en un texto con muchos dibujos y pocas palabras.	Puedo identificar ideas principales en el texto sobre un planeta.	Puedo encontrar detalles e interpretar información sobre los planetas.	Puedo leer textos múltiples para investigar los planetas.	
Escritura	Puedo escribir los nombres de los planetas debajo de los dibujos.	Puedo escribir 5 oraciones completas sobre los planetas.	Puedo escribir un párrafo sobre los planetas pero cometo algunos errores.	Puedo escribir un resumen con información sobre los planetas.	Puedo escribir un reporte sobre los planetas con un poco de ayuda.	

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