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Differentiation in the Content-Area Classroom for English Language Learners

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DIFFERENTIATION IN THE CONTENT-AREA CLASSROOM

FOR ENGLISH LANGUAGE LEARNERS

by

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DIFFERENTIATION IN THE CONTENT-AREA CLASSROOM

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This paper explores the idea of using differentiation strategies in the content-area classroom to improve reading skills and comprehension. In particular, this thesis explores methods and strategies that can be used in the classroom to help address the individual needs of English language learners (ELLs). A broad range of experts in curriculum, differentiation, and English language acquisition were consulted in the development of this review, which synthesizes the research on ELLs' needs, differentiation, and differentiation strategies for ELL readers. The models for best teaching practices are then placed within a ninth grade language arts unit.

Keywords: English language learners, differentiation, strategies

TABLE OF CONTENTS

Introduction

This paper examines the different aspects of differentiation for English language learners (ELLs) in the content area language arts classroom. The trajectory of the paper moves the reader through an explanation of the purpose of the study, identification of ELL needs, definition of differentiation, examination of the ways to differentiate, and finally development of a plan that can be implemented in the classroom. The paper will conclude with some general recommendations for addressing reading needs for ELLs in the language arts classroom.

Thesis Overview

In the first section, the purpose of research is addressed with a focus on the localized issue at Grand Island Senior High for differentiation according to ELLs' needs. By the end of this section, the reader will have a clear understanding of the population and demographics at Grand Island Senior High School (GISH), the students and their backgrounds, the reading achievement of the school, and the changes the school is making to close the reading gaps.

The second section, the review of literature, is presented thematically. First, the unique needs of English language learners (ELLs) are examined. The reader will be presented with the limitations that come with a gap in language skills. After examining the needs of ELLs, differentiation is defined, and then varied ways to differentiate instruction are presented. The reader will be led through the process of how one can make accommodations to instruction to meet the needs of the diverse learners in the classroom. These subsections include content, process, product, student affect, and learning environment. By the end of the differentiation sections, the reader will have a clear

understanding of differentiation and the many facets of a classroom that a teacher can examine to help craft lessons for the diverse needs in the classroom. Finally, the review of literature will combine the scholarship on differentiation and ELL needs by examining strategies that are targeted at making ELLs become readers.

The third section, the plan of action, offers one way a unit can be differentiated with considerations for ELLs in the content area language arts classroom. In this unit, many different needs will be considered based on the needs of three specific ELLs. It most be noted that this is only one idea for differentiation, devised by the author according to her extensive review of the literature. Differentiation is flexible and varies by individual students and classroom dynamics.

Finally, the paper will conclude with general recommendations for teachers of ELLs in the secondary language arts classroom. Reading this section will give the reader a summary of the key concepts focused on through the research.

Purpose of Study

Grand Island has a diverse and large population. Currently, Grand Island is the fourth largest city in the state of Nebraska with a population of approximately 46,000. However, the population and demographics of Grand Island are continually changing because new generations of immigrants and refugees from Latin American and Africa are resettling in Grand Island. The city is known for its major agricultural and manufacturing with large industries including JBS Swift and Company, Chief Industries, and Case New Holland. Many newcomer students' parents work for these companies and even some of the students work in these companies themselves.

With the community drawing in people from around the world, Grand Island Senior High (GISH) also has a diverse and large population with a number of English language learners. GISH has an enrollment of over 2,000 students. In the 2008-2009 school year, there were 434 seniors, 416 juniors, 581, sophomores, and 571 freshmen. The student population has many racial and ethnic groups, including 34% Hispanic and Black and Asian make up 2% of the population. In 2007-2008 there were 47.4% of students who were eligible for free and reduced priced meals. The percentage of English language learners has increased 7.69% over three years from 2005-2006 to 2007-2008 school years. In 2007-2008, 14.99% of the student population was ELLs. This number continues to grow.

In response to the growth of ELLs at GISH, the school has a team of five teachers on the English language acquisition (ELA) staff. The group is responsible for teaching courses within the five levels of English language development. The levels are identified by the district ELA department: Level One, Level Two, Level Three, Level Four, and

Sheltered Instruction.

ELA level one provides whole day ELA instruction in an ELA classroom for those ELLs who do not speak or understand English. These classes focus on basic language development. Students learn the language through a sheltered instruction approach where language and content are taught simultaneously.

ELA level two also provides a full day of ELA instruction in an ELA classroom for ELLs who have minimal literacy skills in English. Instruction is again focused on language development through content study.

ELA level three is a combination of ELA instruction and sheltered instruction in the content academic classes for ELLs who speak and understand limited English and have limited literacy skills in English. Instruction is again focused on language development, but the content study becomes much more extensive.

ELA level four is a combination of ELA instruction and sheltered instruction in the content core academic classes for ELLs who speak and understand more complex English and have high levels of literacy skills in English. The focus is again on language development through extensive content study.

The fifth level, sheltered instruction courses, were classes designed to meet the core graduation credit requirements. ELLs in the sheltered instruction courses have an advancing command on the English language, but lack full academic proficiency in English reading and writing. This gap impedes the ELL's ability to be successful in content area classrooms with out substantial instructional support ("English Language Acquisition (ELA) Levels 1-4 & Sheltered Instruction (SI) Descriptions", 2010). When the teacher observes the students advancing in sheltered instruction, the students are then

included in the core mainstream classes. Often times students are included in social studies and science during level four, but sheltered instruction is available for English and math.

It has been decided by Grand Island Public Schools administration that for the upcoming 2010-2011 school year that GISH will no longer provided the sheltered instruction services and will move to an inclusive environment in the content classes. This change demands that teachers learn strategies and have an understanding of the potential strengths and needs of the ELLs moving to their classes. As there is a large gap between the reading scores of ELLs and the reading scores of native-English speakers.

Review of Literature

ELL Acquisition and Needs

    Introduction

English language learners make up a large portion (14.99%) of the population at Grand Island Senior High. In order for content language arts teachers to effectively meet the common needs of these specific learners, an examination of the needs is necessary. Language learners have specific needs; however, they have many strengths for teachers to continue to build to push them toward academic fluency. In order not to confuse ELLs' cognitive abilities with their current English proficiency, it is important for teachers to understand the stages of language learning, the differences between first and second language learners, how the learners progress in acquisition, and ELL students' specific needs.

    Language Learning Stages

Teachers must understand language acquisition of English Language Learners (ELLs) to effectively teach students and understand their specific needs in the classroom. "Both first and second languages develop in predictable stages (Richard-Amato, 1996, p. 23)." There are four generally-accepted stages of English language acquisition: preproduction, early production, speech emergence, and intermediate fluency (Franco, 2005, p. 1-2) (See attached Appendix A). In each stage, the learners exhibit typical characteristics related to reading, writing, speaking, and listening.   During the preproduction stage of acquisition, for example, the learner has a small vocabulary, speaks very little, comprehends key words only (e.g. key concepts and overarching ideas), and depends heavily on context. The teacher can help pre-production ELLs by

focusing instruction on oral development, phonemic awareness, concepts of print, letter name/sound correspondence, and vocabulary development (Franco, 2005, p. 1-2). In this early stage, "the learner will depend heavily on first-language knowledge to communicate in the target language, but once the students is able to form hypotheses about the new language, he or she will begin to work within the framework of the language" (Richard-Amato, 1996, p. 23).The students' language will develop on a trial and error basis as they move out of this stage.

There are many indicators a teacher can observe as the student progresses through this first stage. At Grand Island Senior High, the teacher will notice that the learner typically will rely on a bilingual para and dictionaries, uses very simple social conversations, and is eager to learn. However, his confidence levels may vary, and he is usually less confident in his speaking ability. He needs a lot of direct instruction and one-on-one work. The student is less likely to venture out of the ELA program socially or academically. In this stage the teacher should see great gains in reading, writing, and speaking and less use of translators by the end of stage one (Levos, 2010).

In the next stage, early production, the learner's characteristics change slightly. The learners have a larger vocabulary of approximately 1000 words, one or two word responses, continued limited comprehension, and errors in pronunciation of words. The teacher continues to help the students by continuing the focus of instruction on oral development, phonemic awareness, concepts of print, letter name/sound correspondence, and vocabulary development to continue increasing vocabulary and comprehension (Franco, 2005, p. 1-2).

The staff at GISH notice that the ELL student in Level 2 begins to understand

learning targets, expands his social conversations, relies on dictionaries and peers to clarify learning in native language, has increased confidence, and works in groups and independently. The student in this stage still needs direct instruction and guided practice. The students should show gains in reading, writing, and speaking and can make the transition to the regular curriculum in math and history (Levos, 2010).

In stage three, speech emergence, the learner has a vocabulary up to 3000 words, can construct simple sentence, has fairly good comprehension with a rich context, hears smaller elements of speech, functions independently at a social level, and makes basic grammatical errors. The teacher can continue to help develop students' comprehension by focusing on word recognition, vocabulary development, fluency, and providing a continued focus on pre-reading activities (Franco, 2005, p. 1-2).

Teachers look for new characteristics of growth in the third stage of language acquisition. Students make great academic gains in the classroom. They begin to understand learning targets and rubrics, become more concerned and aware of their grades, their learning style and strengths are defined, can self-select how they demonstrate their learning, rely less on dictionaries and direct translation, and participate in purposeful group work. ELLs still need some guided practice before working independently, become involved in school activities, and social conversation comes easily. In this stage gains in reading, writing, and speaking are evident and the students is ready for regular curriculum in math, history, science, and some elective classes (Levos, 2010).

In the final stage, intermediate fluency, students are beyond a 3000 word vocabulary, can construct simple and complex sentences, and have an increased

comprehension. At this stage, teachers focus instruction on word recognitions, cueing systems, comprehension of syntax, vocabulary development, fluency, and continue to work on pre-reading skills (Franco, 2005, p.1-2).

In the final stage of development, students understand learning targets and rubrics, can self-evaluate their progress, begin to analyze the grades earned, show concern about credits earned and graduation, become involved in school activities and have friends outside of the ELA program, rely less on dictionaries for direct translation, engage easily in social conversation, and converse in more in-depth conversations about classroom content. ELLs again show gains in reading, writing, and speaking and ready for full immersion in regular classes.

Progression

ELLs movement through the stages of acquisition is generally forward. It is important to realize that this progressing is not linear. "Students move forward and back, and forward and back again, all while increasingly more advanced levels (Richard-Amato, 1996, p. 28)." The errors that take place during this back and forth appearance of success, does not mean the students are losing the skills acquired previously. It can show the student trying to transfer a new skill into practice. For example, a student may have mastered the plural forms of adding an -s or -es to words, but then makes the error of added an -s to 'mouse' to make it plural instead of using its plural 'mice.' The student my then transfer the plural for of 'mouse' to 'house.' Thus, making the plural of 'house,' 'hice' instead of 'houses.' The errors occur because of over-generalizations of the new acquired structures (Richard-Amato, 1996, p. 23). These errors can also be dependent on the students' proficiency in their primary language. Students who do not have a full grasp

of the patterns in their first language will struggle when trying to make the connections in their second language.

Even though older students may have a fear of making errors in the new language, they have many advantages to learning English. They have a greater knowledge of the world, they have more control over the information they receive, they are able to learn and apply rules to the acquisition process, and they have another language they can use to transfer strategies and linguistic knowledge (Richard-Amato, 1996, p. 25). Playing on these advantages that students have in their favor, teachers can tap into the strengths of the students to develop motivation and interest in learning the new language.

"Although important differences must be taken into account, there are a sufficient number of similarities between first- and second-language acquisition to support a common theory (Richard-Amato, 1996, p. 34)." Many researcher agree that ELL will be successful when instruction is explicit, prior knowledge is activated, vocabulary is pre-taught, and they can interact with the content in meaningful ways (Echevarria, Vogt, & Short, 2004; Franco, 2005; Richard-Amato, 1996). These techniques are beneficial to all learners in an English classroom.

ELL Needs

English language learners at all levels perform better in academic situations when the teacher provides direct instruction for assignments and activities (Echevarria et al., 2004, p. 68). Direct instruction, as used here, is specific and clear instruction that guides students through a process. When students are moved from direct instruction to guided practice and then to independent use, teachers are giving students the skill they need to be independent learner. During this movement, students understand the criteria for an

assignment, and they are more likely to reach the expectations of it. In this sense, direction instruction is a scaffold for learners. It is critical for ELLs to have instructions and strategies presented in a step-by-step manner, modeled, and scaffolded to know what is expected (Evchevarria et al., 2004; Franco, 2005) Modeling is encouraged throughout all contents. Student can see and achieve desired results.

One strategy a teacher can implement for direct instructions in the classroom is to have visible targets for the content and language objectives for each lesson. Content objectives are what the students are expected to know by the end of the lesson (Echevarria et al., 2004, p 21-22)," whereas, language objectives are how (using particular language functions) students show they know the content (Echevarria et al., 2004, p 22). These targets need to be communicated to students both in writing and orally (Echevarria et al., 2004, p 22). Content targets are important to ELLs because before the lesson they can know the information they will be focusing on and, therefore, eliminate any confusion. Language targets are important because the students know how they are going to show what they learned. Content targets should not be altered for ELLs; however, language targets can be differentiation for students readiness, interest, and learning profile. For example, in the sophomore language arts classroom, students are beginning to read the novel, *Lay that Trumpet in Our Hands* by Susan McCarthy. After the teacher has carefully examined what the students will need to know, she thinks about how the students can show their mastery. For one day's lesson, the content target is to summarize the first quarter of the book, including all main events. The language target helps students know how they are going to summarize, so it the students are instructed to summarize by telling the story to a partner. The integration of language and content

objectives allow students access to what they are learning and how they will show they learned it.

ELLs construct meaning from prior conceptual knowledge (Echevarria et al., 2004; Richard-Amato, 1996). It is good teaching practice to activate prior knowledge in all classroom, so students can make the connections to the reading. In order to do this, teachers can explicitly tie new information to students' own background experiences (Echevarria et al., 2004, p. 48). When students have a meaningful connection they will retain the information better. Not only will students retain the information, but this practice also shows students that a teacher cares about their backgrounds. Teachers build relationships and show respect for students' culture when they take into consideration who they are and where they come from.

ELL students may struggle making connections because of their lack of background knowledge on some topics that seem foreign to them. English language learners need to have prior knowledge activated to fully comprehend a text. It is imperative that teachers reflect on the amount of background knowledge that is required for learner to fully comprehend the reading material, like native-English speakers.

Due to gaps in education, prior knowledge, and experiences, new learners of English may need extra vocabulary development (Echevarria et al., 2004; Richard-Amato, 1996). Vocabulary development is critical for ELLs because it is well known that there is a direct connection between vocabulary knowledge and academic achievement (Echevarria et al., 2004, p. 49). Teachers need to continually engage students in vocabulary development. They can do so by allowing students to become active in developing their understanding of words and ways to learn them, they can personalize

word learning, allow students to be immersed in words, and build on multiple sources of information to learn words through repeated interaction with them (Echevarria et al., 2004, p. 49). Vocabulary practice helps students have a full understanding of the concepts of a lesson or unit. Students can move from understanding, to examining and analyzing concepts when they understand the vocabulary.

Engagement and making meaning of content is required for ELLs to learn content in the classroom. Teachers have knowledge to share and discuss with students, but learning is most effective when students are fully engaged in participation in a lesson (Calderon, 2007; Echevarria et al., 2004). Instead of teachers talking and students listening, indicative the IRE (initiation-response-evaluation) interaction model, the classroom should be structured so that students are interacting with the content. Part of the interaction should include time for students to engage in conversation in both L1 to comprehend text and L2 to learn English. Engagement allows students to process information.

Not only must they be engaged in the participation of the lesson, but the language must be meaningful. "It is not only the amount of exposure to English that affects learning, but the quality as well (Echevarria et al., 2004, p. 45)." If a student is learning material that he can use in life, he will want to acquire the knowledge, so he can use it later. Meaningful experiences are vital to ELLs acquisition of English.

Teachers can incorporate interaction by grouping students in partners to practice two-way communication in the classroom. Research agrees that meaningful interaction allows students to practice speaking and making themselves understood. Students can answer questions, negotiate meaning, clarify ideas, and give and justify opinions

(Echevarria et al., 2004; Richard-Amato, 1996). In this cooperative environment, the teacher can become aware of students' emerging skills and abilities. Cooperative learning with ELLs does not always need to be oral. Students can interact through writing and hands-on projects. Students can work together to show meaning in many ways.

Students may have difficulty comprehending text because it is at a challenging level. Teachers can support ELLs by providing supplemental materials. "Watering down" the curriculum is often a concern. However, when curriculum is "watered down" content concepts can be lost (Echevarria et al., 2004; Wormeli, 2007). "Teachers must find ways to make the text and other resource material accessible for all students, adapting them so that the content concepts are left intact (Echevarria et al., 2004; Wormeli, 2007)." Teachers who provide supplementary materials helps students find meaning in the reading. The materials are strategies to help make the text comprehensible. The materials, not only, are a way to help students with comprehension, but also a way to reach the many learning styles in the classroom. ELLs need this support to because an active member of the classroom.

Conclusion

When teachers understand the stages of language development, student progression, and the specific needs of ELLs, they are better equipped to craft an effective lesson, where these ideals are addressed. When language is a barrier, teachers can take steps to help students make meaning out of texts and provide strategies the students can use across curriculums. The practice of differentiation can help teachers reach ELLs, as well as a variety of other learners.

Differentiation

     Introduction

     Differentiation is the buzzword in education all over the country. As classrooms are becoming more and more diverse, with a wider range of cultures, socioeconomic statuses, student backgrounds, interests, and readiness levels, schools and scholars are calling on teachers to use differentiation strategies to help meet the needs of all the learners. When diversity expands, it is important that teachers have skills to meet the needs of each and every individual student.

     In this section of the review of literature, the reader will understand the definition of differentiation and then is introduced to five methods of differentiation. The reader will be able to define differentiation and consider separate areas of the classroom that can be adjusted to make a positive difference in a students learning.

     Defining Differentiation

     Many scholars define differentiation. According to Carol Ann Tomlinson and Cindy A. Strictland, the authors of *Differentiation in Practice*, differentiation is, "a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with the dual goal of honoring each student's learning needs and maximizing each student's learning capacity" (2005, p. 6). Rick Wormeli agrees when he defined differentiation as, "Differentiated instruction is doing what is fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated…It's whatever works to advance the students. Its highly effective teaching (2006, p. 3)." Northey goes on to define differentiation:

"Differentiation of instruction means tailoring instruction to meet the various needs of students (2005, p. ix)." Each specialist of differentiated instruction notes that when instruction is differentiated teachers are adhering to the needs of individual students and maximizing learning by using best teaching practices. The individual accommodations teachers make in order for students to be successful is the essential component in the mindset of differentiation. Each of these researchers would agree with the idea that differentiation cannot be prescribed; it is taking the learner's strengths and needs in consideration when crafting a lesson that will challenge him and push him to high level of thinking. It is the idea that teachers always have a clear target for a student to reach, but the realization that not all students will take the same path to get there. It is the individual road map to the learner's discoveries.

Scholars list reasons why differentiation is important (Chapman & King, 2003; Tomlinson & Strictland, 2005; Wormeli, 2007). One, the composition of students in today's classroom are more diverse. Two, students must be prepared to compete in the global economy. Students must be able to problem solve and expand their knowledge. Finally students must become empowered to manage their own learning (Crawford, 2008; Wormeli, 2007). The world is changing rapidly. The students of today are going to have to be equipped to handle any situation that comes their way. Student will have to think beyond what they already know and stretch their minds into the unknown. It is the teacher's responsibility to instill strategies for students to use as the unknown reveals itself.

Differentiation is for all students. All students at one point or another will need a lesson differentiated for them. Gifted students need instruction that is challenging,

students on an individual education program (IEP) are given accommodations, and struggling students may need explicit and direct instruction, modeling, or scaffolding. ELLs need additional background knowledge to connect new information. Differentiation is using the best teaching practices for students to ensure they are provided a personal education experience. Differentiation provides the appropriate challenge that enables students to thrive at appropriate levels of challenge (Tomlinson & McTighe, 2006; Wormeli, 2005; Wormeli, 2006). The purpose of a differentiated classroom is to push all students to mastery of content. They need to be pushed at different rates and styles based on their individual strengths.

Scholars argue that differentiation is the only fair way to teach (Northey, 2005; Wormeli, 2006). Standardized, whole-class instruction is much different than differentiated instruction. "Undifferentiated classes are the easy ones because the 'my approach or nothing' teacher conveys to students that they can coast or drop out if the lesson is not working for them (Wormeli, 2006, p. 6)." When teachers differentiate they are continually challenging students with the content at a level that is appropriate for their needs. There are many options when modifying instruction for the individual learners in the classroom. Tomlinson summed these modifications into five categories: content, process, product, affect, and learning environment (2005, p. 6).

Differentiating Content

To differentiate content, educators modify the curriculum that students are supposed to learn. "Because students vary in readiness, interest, and learning profile it is important to differentiate content (Tomlinson & Strictland, 2005; Wormeli, 2006; Wormeli, 2007)." Students arrive in the classroom with differences in content knowledge,

background knowledge, skills, tools, and backgrounds. Teachers cannot assume that all

students can start at the same place in the curriculum and continue at the same pace

(Chapman & King, 2003; Tomlinson & Strictland, 2005; Wormeli, 2006). For example,

in a ninth grade classroom, the core novel, *The Devil's Arithmetic*, is a lexile of 730.

However, students entering the classroom have varying lexiles, a measurement tool used

to match readers with appropriate level of reading, from 300 to 1500. It is imperative to

student success that modifications are made when necessary to help them learn the

content for both the struggling readers and advanced readers. Teachers must make sure

each student is challenged and continue to grow academically.

Successful differentiation of content requires teachers to identify essential

understandings, benchmarks, targets, standards, and learner outcomes before forging

ahead with the curriculum (Echevarria et al., 2004; Marzano, Pickering, & Pollock, 2001;

Wormeli, 2007). Identifying what is important to teach and the skills necessary will help

a teacher communicate goals and targets to learners more clearly. Students need to know

the requirements of a task they are to do to become successful. A clear outcome will help

students reach the targets and master the content.

Once essential understandings, targets, standards and learner outcomes are clear for

a unit, teachers can brainstorm ways for students to demonstrate their understanding of

the targets (Echevarria et al., 2004, Wormeli, 2007). Brainstorming options ahead of

time prepares the teacher to choose the best process and products for students based on

their readiness, interests, and learning profile. For example, the target for a lesson is for

students to compare and contrast the main character of *To Kill a Mockingbird* with the

protagonist of *Lay that Trumpet in Our Hands.* A student has shown he has already

mastered the concept of comparing and contrasting would be encouraged to reach further and add a third character or book, or he could compare the issues in the novels to a non-fiction story or experience. Where as a student who has not mastered comparison alone, would continue to work on his comparison skills working with organizers, small group instruction, and supplementary materials until he is ready to move on to contrasting. Keeping the end in mind makes student outcomes clear.

Learners access content in many ways (Tomlinson & Strictland, 2005; Wormeli, 2007). For example, they access content through teacher talk, textbooks, supplementary materials, technology, demonstrations, field trips, and audiotape recording. The teacher should continually be thinking about all the learner outcomes, so she can help her students connect to the new knowledge, understandings and skills. Teachers ask themselves, "What are the ways I might help students access new content?" (Tomlinson & Strictland, 2005, p. 8). Students learn in different ways because they come to school with different background knowledge, readiness levels, and interests. Teachers who are focused on individual students and their needs will present information using multiple strategies to ensure all students can access the content.

Teachers have strategies in their toolbox to help them differentiate for content. Among the strategies in this toolbox a teacher can provide supplementary materials, use small groups to re-teach struggling students or challenge advanced students, use audiotape, use organizers, encourage further exploration, use examples based of student interest, present material in a visual, auditory, or kinesthetic mode, and allow wait time for student reflection (Chapman & King, 2003; Tomlinson & Strictland, 2005; Wormeli, 2007). After discovering each student's learning profile you will know which

supplementary materials are needed for him. For example, when a teacher uses choice independent reading in the classroom, she can offer audio along with the book so struggling students can read with fluency. It can help decrease the reading level of frustration and increase fluency. Teachers can help learners focus on the reading purpose by presenting them with a graphic organizer to record their thoughts in an organized way. Knowing students and their needs will help a teacher discover how she can break down a lesson to make it accessible for all students.

Differentiating Process

Differentiated instruction can be implemented by differentiating process. Process is a synonym for classroom activities (Tomlinson & Strictland, 2005, p. 8). Students engage in activities at every turn in the classroom. This practice pushes students to mastery in the content goals and targets. Different learners have various needs when it comes to the process of participating in the classroom activities dependent upon their readiness, interest, and learning profile. For example, a student from a non-English speaking background may need more written, detailed directions for a task, so he can process the steps of the task while decoding the language. A student with high interest in the holocaust may help lead discussion over the topic to help others build background knowledge before reading a novel about it. Activities are differentiated based on students' readiness, interest, and learning profile. When activities are differentiated based on the criteria of the students, students become interested and motivated to engage in the activity and perform with quality effort.

Differentiation of process ensures educators are approaching students with respectful tasks that are meaningful and developmentally appropriate for students

(Wormeli, 2007, p. 89). According to a presentation given by Rick Wormeli, he explained respectful tasks as activities which continually challenge the learner. The tasks are not fillers to "baby sit" learners who have finished classroom work or need extra help. They are designed keep the learner focused. He stressed the importance of each assignment challenging and moving students toward the standards, benchmarks, goals, and targets (2009). For an example, in the language arts classroom, the target of the day is to summarize the short story, "The Scarlet Ibis." An advanced student may be encouraged to express his summary through an essay style of writing. However, another student may not have strengths in writing and would rather summarize the story orally. Each is meeting the requirement of summarizing. It was respectful of the teacher to allow the students to display mastery in different ways. There is however, a student who struggles with summarization, so the teacher modifies the assignment, telling the student to draw one of the characters. The teacher just changed the target for the student. This is not a respectful task. The student still needs to summarize. Keeping students challenged and working toward a goal will keep them focused and engaged in their learning. When activities are assigned that do not focus on the content goals and objectives, the process in learning is interrupted and becomes dull.

There are many strategies a teacher can use to differentiate process. Tiering activities, scaffolding, provide materials at varied levels of readability, flexible grouping, adding technology, multiple options to express learning, balance competitive, collegial, and independent work arrangements (Chapman & King, 2003; Tomlinson, 2007). Making small adjustments with these strategies will make a differences in the ability of students to work through the activity and make it meaningful, so that all are successful.

"In a differentiated classroom, we don't separate assessment from instruction. We weave these two essential components of teaching together on the premise that we cannot have good assessment that does not instruct, and we cannot have good instruction that does not assess. Assessment should inform our practices at every turn (Wormeli, 2007, p. 67)." Teachers can measure the success of activities by treating them as formative assessments. Most teachers know that formative assessment is the road that guides instruction. These assessments are the checkpoints to measure students' proficiency on a concept. Teachers then provide feedback to the students, so they can adjust and see what they do well and where they need work. Teachers use criterion-referenced feedback. This feedback "tells the students where they stand relative to a specific target of knowledge or skill (Chapman & King, 2003; Marzano et al., 2001; Tomlinson & McTighe, 2006; Wormeli, 2006; Wormeli, 2007)." Basing the feedback on the targets allows students to reflect and understand clearly where they are and where they are going. There is a process for writing and at each stop a writer is to stop and reflect on his progress and then make changes and move forward. Formative assessments act as these steps for students in mastering content. Formative assessments also inform teachers on whether or not they have chosen the best teaching practice for the group.

Differentiating Products

The products of a lesson or unit can be differentiated. Products, unlike process, are the way students demonstrate what they have come to know, understand, and do. Products refer to the summative assessments of student learning over a period of time (Tomlinson & Strictland, 2005, p. 8). The products students use to provide evidence of understanding can be negotiable. It should not matter how students demonstrate their

mastery of a topic or skill, unless the focus of the lesson is the product (Wormeli, 2005, p. 72). For example, a reading target for a unit might be to explain the differences between violent and non-violent protest using examples from the novel. Some students may be skilled at writing an expository essay to make a thorough explanation. Another student may give a speech with a visual aide. Still another may be skilled at videography and make a video representation with an oral explanation as to how it relates to the text. All three products require the student to explain their understanding, and the task is respectful of each student's strengths. Students can more readily express their true depth of knowledge in many ways. However, if the target for the student is to write a well-constructed expository essay, the product must be an expository essay. Flexibility can be given in the topic. The important part in differentiation of product is that the evaluative criteria is common in all task options. Criteria are focused on the content goal, not the delivery (Tomlinson & McTighe, 2006; Wormeli, 2007). Differentiation of product does not mean students are getting an easy way to pass; it is a mean to discovering the true knowledge the student walks away with and can apply to other areas of their life.

Teachers have many strategies they can apply to differentiation of unit products. Teachers can vary the levels of complexity, use flexible grouping for projects, develop rubrics based on expectations and learner needs, make connections with student interests, allow students to use a range of media and formats to express their knowledge, provide opportunities for independent inquiries, and provide a wide range of product formats (Tomlinson & Strictland, 2005, p. 12). The flexibility of the classroom will allow student to take ownership of their learning and grown in autonomy, one of the critical goals for any teacher. Teachers scaffold, model, and help, so that one day the strategies students

use become a skill.

Differentiating for Student Affect

Teachers can differentiate instruction with a focus on student affect, students'

socio-emotional factors influence learning. Teachers might need to differentiation by

adjusting learning experiences for students to feel safe and invited in the classroom

(Chapman & King, 2003; Wormeli, 2007). According to Maslow's Heirarchy of Needs,

for students to be able to learn, their physiological needs, safety needs, social needs,

esteem needs and a sense of self-actualization must be met. It is imperative that the as if

they are part of the group and share a common ground with their peers (Chapman &

King, 2003; Tomlinson & Strictland, 2005). Teachers can differentiate the classroom to

build community and support for their students. For example, a student who has difficulty

reading needs to feel they can contribute to the group. The teacher can take strides to

make this student the expert of an aspect of the lesson by relating it to his interests. A

non-native English speaker may feel uncomfortable because he struggles to understand

directions, read the text, or communicate clearly with his peers (Tomlinson & Strictland,

2005, p. 13). The teacher needs to differentiate for these students so that this learner has a

voice. The learners need the teacher to build an atmosphere where all students are

validated. Many students feel validated in the environment with an increase of choice and

autonomy. These two factors increase motivation and pride in their work (Chapman &

King, 2003, p. 17).

There are strategies teachers can put in place to help ensure student affective needs

are being met. Displaying student work can advocate pride in reading and recognition for

their accomplishments. For example, students can complete projects, such as models,

posters, PowerPoint presentations, galleries, videos, and puppet theaters to show what they have learned. Providing choices for student summative assessments also foster success in the student affect, and the pride of having student work displayed in the classroom creates an environment of comfort and successful learners. The ownership of the learning and the environment will motivate students to read (Chapman & King, 2003; Wormeli, 2007). The teacher can model respect and talk about it, help students find their strengths in each other, develop consistency in participation, provide a structure to support student success, and coach students to work for their personal best (Chapman & King, 2003; Tomlinson & Strictland, 2005). For teachers to be successful in creating this attitude among students, the teacher must know her students and their needs.

Knowing the students also ensures the teacher can meet the needs of each of the students in the community of learners. A teacher has many aspects of the learner she can look at: gender, experiences, learning styles, attitude, behavior, values, language development, ethnicity, socioeconomic status, fears, interests, cultural background, ability, and goals and dreams are a few All of the characteristics that make up an individual affect the learner's emotions and attitudes toward reading. (Chapman & King, 2003, p. 29; Wormeli, presentation, 2009; Jim Grant, presentation, 2009). When a teacher knows these details, she can understand the learner and the learner's needs. Through observation the teacher can begin to diagnose the needs of the learner. Appendix B displays possible reading problems and solutions for the individual learners.

Teachers can use observation, surveys, checklists, and inventories to get to know their students (Wormeli, 2005; Wormeli, 2007; Chapman & King, 2003; Tomlinson & Strictland, 2005). These surveys and inventories can be placed in a learner's profile to

help the teacher see each student as an individual and to keep track of the many characteristics of the learner (Tomlinson & McTighe, 2006, 2006; Wormeli, 2006; Wormeli, 2007). Using a learner's profile, monitoring students, and taking observational notes helps the teacher notice patterns in behavior and performance.

Differentiating Learning Environment

The classroom environment has a major impact on student motivation (Wormeli, 2007; Chapman & King, 2003) . Differentiation of learning environment can include the physical and perceptual factors of the classroom. Physical aspects include the seating and furniture arrangements visuals, and temperature. The perceptual factors include the teacher's presence, expectations, personal interactions, and the feelings generated by the surroundings (Chapman & King, 2003, p. 16). A teacher can examine space, time and materials, and procedures to make the best learning environment for her students. It is the teachers job to make sure students can work in a variety of configurations efficiently and to provide necessary materials for students to learn in their preferred ways (Tomlinson & Strictland, 2005, p. 15). An inviting learning space helps students focus on the content and will make them feel safe with their peers.

Teachers can take strides to create a comfortable learning environment. One step is to provide a print-rich environment with colorful, high-interest bulletin boards, posters, charts and displays that reflect information taught. Supplying ability-level resources and materials that are of interest to students will foster an environment that is comfortable for all students. Also, providing a reading corner with couches and bean bags can motivate students to read and make them more relaxed (Chapman & King, 2003; Tomlinson, 2007).

Not only does the environment need to be comfortable, but it also needs to be safe and accepting. A teacher can do many things in the classroom to ensure students feel safe and accepted. Making a team name, setting class goals, encourage support for positive classroom risk taking, and provide opportunities for students to be the teacher (Chapman & King, 2003, p. 21). Creating this rich learning environment ensures teachers meet the physical needs of students.

Conclusion

If teachers used differentiation in the classroom every time a student needed it, students would become independent thinkers, problem solvers, and know themselves as learners (Wormeli, 2006, p. 4). Students would have the opportunity to succeed in all situations and discover the best routes for their future success. Differentiation can be used with all students when they need it. If teachers increase their understanding of who we teach and what we teach we are much more likely to be able to be flexible in how we teach (Tomlinson & Strictland, 2005; Chapman & King, 2003).

ELLs and Differentiation

    Introduction

    "The classroom can be an appropriate environment for acquisition (Richard-Amato, 1996, p. 34)." Students in the upper levels of English language acquisition can fit into the content-area language arts classroom. Classrooms are already filled with diverse learners from many backgrounds, socioeconomic statuses, races, cultures, and ideals. Teachers must differentiate for all students, but how can teachers differentiate with her ELL students in mind? After examining ELLs academic needs, teachers can craft lessons with an awarness that ELLs may need support with direct instruction, background knowledge, vocabulary, and interaction.

    There are many strategies of differentiation teachers can use to ensure success with these ELLs. ELLs have needs such as, direct instruction, vocabulary development, activation of background knowledge, content engagement and interaction, and the access to supplemental materials. Teachers can differentiate instruction through content, process, product, affect, and learning environment. The variety of ways to differentiate instruction can be entwined with the needs of ELLs.

    Direct Instruction

    First, English language learners need direct instruction to understand what they know and how they will know it. When students have clear instructions and outcomes they will be able to monitor whether or not they understand a concept. Teachers must know the starting points of these students. Direct instruction can be based off the data teachers gather during the pre-assessment stage of a unit. Pre-assessing to find out students prior knowledge about the content allows he teacher to gain an understanding of

the students' readiness level. See Appendix C for an example of a pre-assessment. She can then begin to ask herself questions about how she will reach the needs of all the learners in the classroom. One question she can ask herself is, how will I meet the needs of the ELLs in the classroom?

Another way to address the need for direct instruction in the classroom is asking, what will I need to be explicit about with the activities? Making content and language targets give the students the goal of the day and how they will master the goal. Providing targets both orally and in writing makes goals of the day clear. The teacher can post the target in the same place daily to help with the consistency of the classroom and the students always know where to look. Discussing the targets is effective as well, so students will gain a deeper understanding of what and why they are learning the concepts of the lesson. Students have a clear understanding of the class expectations.

Students may need help in slowing down the process of the instructions. Teachers can provide a calendar or checklist to help students stay on track, but work on one step at a time. For example, the students begin a writing project focusing on the writing process and format. The teacher may provide a students a checklist of tasks to be accomplished. This helps keep the goals clear, the student focused, and anxiety low.

Background Knowledge

Background knowledge is a key element to comprehension. Depending on students background knowledge and experiences teachers may need to build background knowledge for ELLs to link new content. According to Wormeli, "the human mind commits very little information to long-term memory unless it connects to something already stored there. This means teachers must consciously tap into students' prior

knowledge and if there is not prior knowledge, create it (2007, p. 100)." Teachers must know each student, his interest, background, and culture to know if background knowledge needs to be created for students. Teachers can begin to get to know students by starting a learning profile (Tomlinson & Strictland, 2005; Wormeli, 2006, Wormeli, 2007). See Appendix E. Learning profiles list every factor a teacher discovers about a student that could affect his learning. The teacher then has a better idea of what the student can connect content to. Some factors that might be included in a learning profile are "learning styles, family poverty or ability, multiple intelligences, special education labels, musical talents, bipolar disorder, school leadership activities, fetal alcohol syndrome, learned helplessness, quirky sense of humor, a parenting serving overseas with the military, academic giftedness, personal interests, nationality, or major events in their lives (Wormeli, 2007, p. 24 - 25)." Knowing the backgrounds of the students assists teachers in knowing what they need to create links to and what they do not.

Building background knowledge about a topic before they read is a necessity for many ELL students. Studies show that by connecting the content to the already known, students will retain the information longer and process and understand more clearly. Often times, ELL students bring a different type of knowledge because of different experiences and backgrounds.

There are many strategies for helping students build background knowledge. Many scholars suggest teachers use a KWL chart (Appendix E) to help students monitor what they know and what they need to know. On this organizer, the student tell what they know before reading (K), what they want to learn while reading (W), and what they learned after reading (L). This supplemental graphic organizer ensure students are

making those connections before they read and continually connection what they know to what they read. Sometimes, however, students may know anything about the topic before they read. In these cases, the teacher must provide supplemental materials or activities to teach the student about the topic before the reading engagement activity.

Alpha Boxes (Appendix F), created by Lynda Hoyt, is a graphic organizer teachers can use in as a whole class, in groups, or individually, to help activate background knowledge about a topic. Students use it to brainstorm words they associate with the concept and record in the correct Alpha Box. It can be made into a game or turned into a world wall.

Anticipation guides can be used to help students connect with what they know or think they know about a concept. The teacher makes five to ten bold statements and the students choose whether they agree or disagree. After reading, the students returns to the statements to see if they still think the same way or if they learned something new.

There are many strategies a teacher can use to activate background knowledge or build background knowledge for a student who has little to know. Teachers must pre-assess and know what the student knows to be able to meet them at their readiness level.

Vocabulary

Many English language learners need help in building their vocabulary and understanding academic vocabulary in the text. Word knowledge directly correlates with comprehension (Allen, 1999; Caldron, 2007; Richard-Amato, 1997; Tomlinson & McTighe, 2006).

Janet Allen in her book *Words, Words, Words* provides many tools to help teach vocabulary. There are different ways to looking at vocabulary, but she acknowledges that

vocabulary should be explicitly taught, it needs to be connected to background knowledge, and students need to be engaged with the word to reach an understanding (Allen, 1999; Echevarria et al., 2004).

Teachers must explicitly teach vocabulary before, during, and after reading. To explicitly teach vocabulary, teachers need to know what students know. One useful strategy is the "How well do I know these words?" organizer, by Janet Allen (1999). See Appendix H. Students place words from a word bank in columns titled, don't know at all, have seen or heard—don't know meaning, I think I know the meaning, and I know a meaning. The teacher can use the information on this comprehension check to know which words need to be explicitly taught with a mini-lesson or strategy.

Teachers should explicitly teach how to use context clues when a student comes across an unknown word. Teachers can teach semantic and syntactic clues, knowledge of words and structures, and they can teach typographic clues, such as, graphs, pictures, charts glossary, and footnotes (Allen, 1999, p. 25-26).

New words need to connect with the learner's prior knowledge in a meaningful way (Allen, 1999; Echevarria et al., 2004; Richard-Amato, 1996). List-group-label (Appendix I) is a strategy from Allen's book (1999). The strategy activates prior knowledge, builds background knowledge through discussion, and allows for discussion over difficult words and concepts. List-group-label works because the strategy connects vocabulary words with major concepts. When students can use word association they are more likely to remember the meanings of words and vocabulary should expand.

There are other strategies for using vocabulary to build and extend background knowledge. The strategies include: exclusion brainstorming, predict-o-gram, and a

knowledge chart (Allen, 2007, p. 46 – 49). See Appendix I. Each of these activities helps move the learner from what they already know about the vocabulary to fuller under of the concept and the vocabulary around it based on what the student already knows about the topic.

Interaction

ELLs will learn better if they have the opportunity to engage and interact with the content. There are many strategies a teacher can use to provide these opportunities by differentiating instruction. Flexible grouping will help students engage in conversations about the content. By varying student grouping so that in addition to meeting readiness needs, they enable students to work with peers who have similar and dissimilar interest, similar and dissimilar learning preferences, in random groups, in groups selected by the teacher, and in those students select themselves, ELLs will have the opportunity to interact with many students throughout the day (Tomlinson and McTighe, 2006; Wormeli. 2007). Flexible grouping moves students from larger groups to smaller groups to independent study. Therefore, increasing vocabulary exposure and use and allowing for process of content information is essential.

Teachers can implement many cooperative activities to allow for student interaction. Tomlinson list many ideas in her book, *Differentiation in Practice: A resource guide for differentiated curriculum, grades 9-12*: think-pair-share, literature circles, double-entry journals, flexible grouping, whole-class discussion, field trips, jig saw, and many more. These activities promote students to interact with content using many of their different interest levels.

Working in pairs is another way to increase interaction. There are many ways to

pair students. Wormeli suggests using names on popsicle sticks, teacher selected partners, student select partners, and clock partners, and using an appointment calendar (2007). Students can also be paired based on their similar and dissimilar interests, learning preferences, or randomly.

One aspect of cooperative learning is that the learning environment must be safe for each student. The students must feel validated and respected. Students will only benefit in classroom interaction when they can take learning risks. When students have the opportunity to work with each other to discover meaning, they make a deeper connection with the content. Interaction is an important part of ELL progress in the content-area classroom.

Conclusion

Recommendations

Teachers have some basic principles to think about when differentiating instruction for ELL readers. Some basic principles are listed below:

- Identify targets before crafting lessons.

- Know students' readiness, interests, and learning profiles.

- Based on the diversity of the classroom brainstorm alternative options for students to demonstrate mastery based on content, process, product, affect, and learning environment.

- Understand ELLs may need direct, explicit instruction; help with activating and building background knowledge; and direct vocabulary instruction.

- Craft lessons based on formative assessment of student progress and understanding.

By attending to these basic principles of differentiation, a teacher can make sure all students in the classroom have a fair chance at being successful.

Plan of Action

Any lesson plan can be differentiated for the specific needs of the students in the classroom. After understanding the needs of English language learners and studying the ways a classroom can be differentiated, the two can be combined to craft lessons to meet the needs of all students. In this section, a series of lessons are crafted, building on each other, with a brainstorm of potential differentiation strategies focused toward a high achieving, middle achieving, and low achieving ELL student in mind. First, the three ELLs are described. Next, a reading unit designed around the core novel, *The Devil's Arithmetic* by Jane Yolen, is planned. Finally, differentiation strategies are developed.

Three Students

In this unit, differentiation is focused on the needs of three ELLs who represent the diverse needs of the population. The learning profiles of the three students are included in the chart 1.1.

CHART 1.1

Learner Profile	High	Middle	Low
Name	Thomson	Juanita	Sabino
Demographics	Hispanic Middle income level	Hispanic Middle income level	Hispanic Lower income level
Family	Lives in house with both parents and two other siblings. Parents are business owners Home language is Spanish	Lives with uncle who works construction Lives in apartment with two sisters, one brother, uncle, and mother Home language is Spanish	Lives with Mom and Dad who work at McDonalds Lives in apartment Home language is Spanish
SRI Reading Score	1144 Lexile	859 Lexile	223 Lexile
District Writing Score	5.5/6 6 Trait Writing Rubric	4.5/6 6 Trait Writing Rubric	3.5/6 6-Trait Writing Rubric
Strengths	Organized Writer Confident Speaker Vocabulary Respectful	Listening	Expository Writing
Weaknesses	Not a focused listener Background Knowledge Making Connections Very Literal	Speaking Writing Picks easier books Needs Motivation Background Knowledge	Reading Speaking Vocabulary Background Knowledge
Interests	Soccer Technology Humor	Make-up & Fashion Pop Culture	Working Cars and Cruising Girls Soccer

Planning of Unit

Introduction to Unit

This five- to six-week unit explores heroes. As students use reading strategies while reading the fiction novel, *The Devil's Arithmetic* by Jane Yolen, and selected non-fiction pieces discovered during student research and selected pieces provided by the teacher, students will begin to make their own definition for what it means to be a hero. Ultimately, through the experiences of the characters in the novel and the information in the non-fiction pieces, the students will create a project of their choice, which represents heroism and they will use evidence from the readings to support their idea of it.

The beginning of the unit will build background knowledge and access prior knowledge of World War II to help the students understand the exposition of the novel. After researching key concepts of the story, students will make presentations to teach their peers about their expert topic. After the presentation, students will show their understanding of the concepts by writing how they think the concepts will or will not play into the theme of what it means to be heroic by referencing the key concepts. Next, students will play a context clues game to preview vocabulary and unknown words. As, students begin to read the novel, they will analyze characters on a chart using direct and indirect characterization. As the students learn more about the characters in the novel, they will be asked to make connections to heroism. Students will not only be making connections to the theme of the novel, but they will also make connections to supplementary readings and to their own lives. Students will notice the protagonist, Chaya, has a different perspective than the other characters because she has memories from present day, but is living as a Jew during the Holocaust. Students will analyze Chaya's point of view and how it changes throughout the novel. In the end, students will compare and contrast Hannah and Chaya.

Throughout the lesson students will keep a journal for responding to the text. They will reflect on their understandings of heroism by responding to journal prompts around the concepts in the novel. This journal will be used in their final project about heroism and their final definition of what it means to be a hero.

This unit is designed for a freshman class language arts class. The classroom is diverse in knowledge, skills, and backgrounds. A range of strategies and skills are implemented to offer opportunities for all levels of students. Assessment is ongoing and the final summative assessment provides options for students to show mastery of comprehension and higher-level thinking.

Identification of Essential Understandings

Before beginning the unit, it is important that the teacher knows and understands the targets she wants her students to master by the end of the unit. *The Devil's Arithmetic* is a book of fiction about the holocaust. There are many targets the students will be pushed to master as they progress through the novel. Eight of the targets are listed here:

Targets for *The Devil's Arithmetic*

Content Target: Define and analyze heroism.
Language Target: Display definition of heroism in project of choice using evidence from the novel.

Content Target: Define key concepts in the story.
    Relocation, Genocide, Holocaust, Concentration Camp, World War II
Language Target: Research concept present it

Content Target: Use context clues to define unknown words
    Passover, Seder, Yiddish, Haggadah, Tradition, Shtetl, Shul, Malach ha mavis,
Language Target: Play context clues game in teams

Content Target: Analyze characters in the book.
    Hannah or Chaya, Rosemary, Aunt Eva, Grandpa Will, Shmuel, Fayge, Yitzchak,
    Aaron, Gitl
Language Target: Use direct and indirect characterization chart to characterize

characters.

Content Target: Make connections with the text
Language Target: Complete a double entry journal to show text-to-text connections, text-to-self connections, and text-to-world connections.

Content Target: Examine and explain protagonist's point of view.
Language Target: Discuss in teams the protagonist's point of view.

Content Target: Compare and contrast Hannah and Chaya.
Language Target: Complete a Venn diagram.

Content Target: Synthesize concepts using concept circles
Language Target: Write synthesis on concept circle organizer

Content Target: Respond to literature in writing
Language Target: Journal your thoughts about what you have read.

It is important that students know the purpose of the lesson and how they will show

mastery. Content and language targets make this clear to all students.

Unit Lessons

Once targets have been established and the teacher knows how she will assess

students understanding of the objectives, she can begin to craft lessons to meet the needs

of the students. The next eight lessons are examples of how a lesson can be crafted and

differentiated based on the needs of Thomson, Juanita, and Sabino. The lessons will use

strategies based on content, process, product, student affect, and learning environment

and the research presented in the review of literature.

PRE-ASSESSMENT	TIME
Content Target: Activate background knowledge over key concepts **Language Target:** Generate and discuss opinions	1-50 Minute Class
Lesson Sequence and Description	*Differentiated Strategies*
15-20 minutes **Pre-assessment quiz over vocabulary and concepts**: Before beginning the unit, use an informal assessment, like a short ungraded quiz about the prior knowledge of the historical era and the vocabulary included in the novel.	*Affect*: Ensure students the quiz is not graded and remind them that if they cannot answer the questions today, they will

	by the end of the unit.
25-30 minutes **Anticipatory Set:** Before beginning the unit, use an anticipation guide to elicit students' opinions and activate background knowledge about the theme and concepts in the novel. Ask students to agree or disagree with statements related to the novel. Students will line up in the middle of the room. Designate one side of the room as "Agree" and the other as "Disagree." The teacher then reads a statement from the anticipation guide. Students go to the side of the room the best matches their understanding of the statement. Stop to discuss each statement in groups and then turn discussion to whole class. As students discuss, take anecdotal notes as to the number of students who agree and disagree and why. Note areas of where clarification may need Return to ideas and opinions during class discussion as students read the novel.	*Process:* Provide students with the list of statements and they can mark their "agree" or "disagree." Repeat at end of unit. *Affect:* Discuss with partner before sharing with whole class. *Environment:* Rearrange furniture for an open classroom

Explanation of Differentiation – Pre-Assessment

Affect: Juanita and Sabino struggle with background knowledge and vocabulary. It is important in the pre-assessment that the teacher knows the vocabulary knowledge of students with these needs. In order for students to give their best effort they must feel safe. Making sure the students know that the quiz will not effect their grade, will help student give their best effort with a low amount of anxiety

Process: Thomson is not a focused listener. He may have difficulties listening to the statements. Providing the statements ahead of time will help him stay focused on the task because not only will he hear them, but also he can read them.

Affect: Discussing answers before sharing with the class will help students with speaking anxiety get their thoughts together and get more ideas from other students. They will always be ready to share with the class.

Environment: Opening the space for movement will ensure that all students participate in the activity because there are no seats available to sit in.

Lesson 1	Time

Content Target: Define key concepts in the story.
          Relocation, Genocide, Holocaust, Concentration Camp,
          World War II
Language Target: Research concept and present it.
 	
Content Target: Respond to literature in writing
Language Target: Journal your thoughts about what you have read
	5-50 Minute Classes

Lesson Sequence and Description	*Differentiated Strategies*
Class 1 10 minutes Introduction of Targets Research project requirements. Share rubric (Appendix I). 40 minutes Research Student draw topics and begin research on the topic and it's affects on the world. Students will provide examples of each concept in their presentation. (In a previous lesson, students learned about and used reliable resources and appropriate citations. Remind students to use these skills.)	*Process:* Set computer so it reads to the student and provide headphones Provide organizer to help categorize and organize information. (Appendix J) *Environment:* Provide more research time.
Class 2 20 minutes Finalize research. 30 minutes Organize information into an outline	*Process/Affect*: Provide an outline graphic organizer
Class 3 15 minutes In groups, students review and share appropriate	*Affect:* Practice speech with a partner

presentation guidelines about oral and physical delivery. Make a class list of expectations. 35 minutes Practice speech with a partner. Partner provides written feedback based on the rubric. Each students make adjustments based on feedback and rubric analysis.	
Class 4 & 5 100 minutes Present individual presentations Practice note-taking as a whole class with first few topics Take notes on note-taking guide in teams. Each person writes their own notes. Journal: How will these concepts relate to the novel?	*Process:* Provide a note-taking guide (Appendix K). Use AlphaBox before and after each presentation to foster building a vocabulary related to topics based on prior knowledge and new knowledge.

Explanation of Differentiation – Lesson 1

Process: Juanita and Sabino are struggling readers. When the computer reads the information to the students it helps keep the reading fluent for comprehension.

Juanita struggles with reading and writing. A web can help her stay organized and focused on her research and the information she needs to give a complete presentation of the new information acquired.

Environment: Students who struggle with reading may need more time to process and organize information.

Process/Affect: Providing and outline will help students organize new information into an order that makes sense for the presentation. Also the outline is something the student can use for the presentation to make speaking less difficult. Because Juanita and Sabino do not like speaking can use the outline to guide them through the speech without

losing their place.

 Affect: All students will benefit practicing by with a partner. Practicing using appropriate oral and physical delivery will ensure students give their best performance.

 Process: Thomson struggles with the listening category of the language arts strands. By giving an active listening activity, Thomson can stay focused on the material being delivered.

 Many ELL students do not have the background knowledge to make connections and develop a deep understanding of concepts. Using the Alpha Box will help students recall and build background knowledge.

LESSON 2	TIME
Content Target: Use context clues to define unknown words Passover, Seder, Yiddish, Haggadah, Tradition, Shtetl, Shul, Malach ha mavis **Language Target:** Play context clues game in teams	1-50 minute class
Lesson Sequence and Description	*Differentiated Strategies*
10 minutes On an overhead model how to use context clues to discover the meaning to an unknown word. Explain rules of the game 30 minutes Provide students with a list of words and the page numbers they are found on. Without using any resources, in teams, students write down definitions based on context clues. They're only allowed to use each other and the novel. As students define words in teams, make a grid on the board: words listed on the side, team names listed across the top Ask group 1 for their definition on word 1. Write it in the corresponding grid space. Ask group 2 if they agree or disagree with group 1's	*Process*: Direct, explicit instruction and step in the process of using context clues to discover meaning in words. *Environment*: Post rules of game for all to see.

| definition. If they agree, write 'A'. If they disagree, write 'D'. Continue until all groups have either agreed or disagreed.

10 minutes
Go over the definition. If group 1's definition is correct, they get 2 points and everybody who agreed with them gets 1 point. If group 1's definition is incorrect, everybody who disagreed with them gets 1 point.

Continue the game with group 2 going first, then group 3, then group 4, etc.

*Review and practice this strategy as students read the novel.

<div align="center">(http://www.brighthub.com/education/k-12/articles/6323.aspx, 2010)</div> | |

<div align="center">Explanation of Differentiation – Lesson 2</div>

Process: Echevarria et. al., Richard-Amato, Tomlinson and McTighe, and Wormeli suggest direct, explicit instruction for ELLs (2004, 1996, 2006, 2007). By being direct and modeling how to use context clues, Thomson, Juanita, and Sabino will understand how to make educated guesses on the meaning of unknown words.

Environment: Posting the rules of the game will keep targets evident to all students in the classroom.

LESSON 3	Time

Content Target: Analyze characters in the book.
        Hannah or Chaya, Rosemary, Aunt Eva, Grandpa Will,
         Shmuel, Fayge, Yitzchak, Aaron, Gitl
Language Target: Use direct and indirect characterization chart to characterize characters.
	1-50 minute class

Lesson Sequence and Description	*Differentiated Strategies*
10 minutes Define Direct and Indirect Characterization 30 minutes Provide a purpose for reading. Students will analyze characters in the novel Read Aloud Chapters 1-3 as students follow along. As characters are identified and described, pause to model	*Content:* Identify direct characteristics to mastery before working on indirect characteristics. Once direct are mastered focus on indirect. Then move to both.

identifying direct and indirect characteristics of characters on an overhead.	*Process*: Graphic organizer (Appendix L)
Students will follow along and record on their graphic organizers.	*Process*: Flexible grouping with heterogeneous partnering based on levels.
After modeling two characters, stop for students to practice analyzing in pairs and record on graphic organizer.	*Product*: Draw a picture of each character and label with character traits.
Move around room to monitor student understanding of concept. Pause to clarify with partners who need extra instruction.	*Affect*: Partner discussion
10 minutes Once students have recorded, allow pairs to volunteer answers to be recorded on the overhead. *Continue throughout book using 10-15 minute increments during class time.	*Affect*: After assisting groups who do not understand, ask struggling students to orally deliver their answers with the class to be recorded on the overhead.

Explanation of Differentiation – Lesson 3

Content: Because Sabino is a struggling reader with a low lexile score, it may be helpful to work on one type of characteristic at a time. Once he can master direct characterization he can begin to focus on the complexity of indirect characteristics.

Process: Graphic organizers help students complete the task completely without missing any aspect of the assignment.

Process: All students benefit from heterogeneous flexible grouping. Grouping students with others of varied abilities levels will help struggling learners witness and learn the information from their peers. High ability learners benefit by having to explain and teach other students the content.

Product: Drawing pictures that represent the characters help students make connections and visualize the story. Learners with lower vocabulary may be able to

express their knowledge better through pictures because a picture of physical objects are the same in any language.

Affect: Discussing character traits with a partner gives students twice as much information than they originally possessed.

Affect: Students can gain confidence by demonstrating their knowledge in front of the class. When students have discussed character traits ahead of time, they have something to share. Whether or not they knew the information before the discussion, they are not put on the spot. They have time to process information.

LESSON 4	TIME
Content Target: Make connections with the text **Language Target:** Complete a double entry journal to show text-to-text connections, text-to-self connections, and text-to-world connections.	1-50 minute class period
Lesson Sequence and Description	*Differentiated Strategies*
10 minutes Define making connections, text-to-text, text-to-self, and text-to-world Model how to record connections on the double entry journal. Use chapters 1-3 to model making connection. 30 minutes Read aloud chapters 4-5. Pause to allow students to make text-to-self connections in their double entry journal. 10 minutes Character Analysis – Repeat partner direct and indirect characterization from lesson 3. After partners discuss, identify character traits as a whole class, modeling on the overhead	*Process:* Student tell or write a story about how he relates to a character. *Affect:* Students discuss in teams the ways relate to a character or event in the story. *Affect:* Provide the sentence starter….. When _____ happened in the book, it reminds me of _____.

Explanation of Differentiation – Lesson 4

Process: Sabino struggles with writing. By changing the activity he can still be successful by telling his personal connection to the story.

Affect: Juanita and Sabino are struggling writers talking about the connection

before writing it on the double entry journal will give them the confidence that they are correct in their answer before writing it on paper.

Affect: Providing a sentence starter can help all students understand what the activity is urging them to think about. By filling in the blank they have the confidence that they are completing the assignment correctly.

LESSON 5	TIME
Content Target: Examine and explain protagonist's perspective. **Language Target:** Discuss in teams the protagonist's perspective.	2-50 minute class periods
Lesson Sequence and Description	*Differentiated Strategies*
Class 1 10 minutes Define perspective using a vocabulary graphic organizer (Appendix I). Use examples from students' lives to show perspective. 20 minutes Purpose for reading: What is Hannah's perspective on her new situation? How is she feeling? What is she doing to cope? Read Chapters 6-7 in groups. Each student takes turns. 5 minutes In groups, discuss Hannah's perspective. 15 minutes Continue to use direct and indirect characterization to analyze characters Make a text-to-self connection	*Process*: Provide graphic organizer Listen to novel via audio support. *Affect*: Group using flexible grouping in heterogeneous groups by level. *Environment*: Arrange desks in groups

Class 2
Before class hang 5 posters for students to respond on in groups with these questions:
  1. If you were Hannah, what would be some of thoughts going through your mind as you realized you had entered a new world?
  2. What are some possible ways Hannah could have responded to her situation other than what she has? How would you respond? Why?
  3. What do you think Hannah will do next? Why?
	Process: Read book using audio support
	
	Allow oral delivery for exit slip. Assist with by probing for more information.
	
	Affect: Group using flexible grouping in

4. How do you think Hannah's perspective will change as the story continues and she stays in this new world? Why? 5. Why do Shmuel and Gitl keep calling Hannah, Chaya? 10-15 minutes In partners, read chapter 8. 25 minutes Assign students a poster by teams. Students will read and answer each question together. Use the round-robin Kagan strategy so each student has a voice. Write ideas on the poster. Rotate posters every 5 minutes 5 minutes Each groups spend one minute at each poster reading the other groups ideas. 5-10 minutes Journal: Write your personal thoughts about Hannah's perspective on her current situation. How has it changed from chapter 6 and 7.	heterogeneous groups by level. *Environment:* Teacher continually monitor discussion. Stop and assist when groups need help with discussion.

Explanation of Differentiation – Lesson 5

Process: Graphic organizers help students complete the task completely without missing any aspect of the assignment. It helps the student organize the requirements of the task.

Process/Affect: All students benefit from heterogeneous flexible grouping. Grouping students with others of varied ability level will help struggling learners witness and learn the information from their peers. High ability learners benefit by having to explain and teach other students the content.

Environment: The teacher can arrange students for group interaction by arranging desks in groups. Students will be facing each other and each have their own spot in the group.

Process: Graphic organizers help students complete the task completely without missing any aspect of the assignment. It helps the student organize the requirements of the task.

Process/Affect: All students benefit from heterogeneous flexible grouping. Grouping students with others of varied ability level will help struggling learners witness and learn the information from their peers. High ability learners benefit by having to explain and teach other students the content.

Environment: When the teacher observes and assists students it allows time for one-to-one interaction. Bring the ratio size down from a whole class size to one-on-one interaction allow time for students to ask and clarify questions.

LESSON 6	TIME
Content Target: Make connections with the text. **Language Target:** Complete a double entry journal to show text-to-text connections, text-to-self connections, and text-to-world connections. **Content Target:** Respond to literature in writing **Language Target:** Journal your thoughts about what you have read.	2-50 minute class period
Lesson Sequence and Description	*Differentiated Strategies*
Class 1 5 minutes Review expert topic notes and presentations. Discuss which topics relate to the text so far in the novel with a partner. Each partner group write a connection on the board. 25 minutes Teacher read aloud chapters 9-10. Pause to think aloud and question students. Allow students to discuss in partners. 10 minutes Record two text-to-world connections on their double entry journal using evidence from the text. 10 minutes Character Analysis – Repeat partner direct and indirect	*Process:* Use AlphaBox organizer to activate prior knowledge *Affect:* Provide the sentence starter….. When _____ happened in the book, it reminds me of the key concept _____ because_____.

characterization from lesson 3. After partners discuss, identify character traits as a whole class, modeling on the overhead. Journal: How are characters starting to show characteristics of heroism?	
Class 2 5 minutes Review notes on expert topic, relocation. Discuss meaning of relocation 10 minutes Read aloud poem, "In Response to Executive Order 9066." Discuss is pairs how the poem about the Japanese relocation relates to Hannah's situation. 35 minutes Student participate in RAFT writing exercise (Appendix M). Share rubric (Appendix M) and expectations Students write from the perspective of Hannah. Due follow period. Graded on a rubric.	*Process:* Allow more time for writing. *Product:* Write an organized paragraph explaining how the poem relates to what Hannah is experiencing. What might Hannah have to say about her experience?

Explanation of Differentiation – Lesson 6

Process: Many ELL students do not have the background knowledge to make connections and develop a deep understanding of concepts. Using the AlphaBox will help students recall and build background knowledge.

Affect: Providing a sentence starter can help all students understand what the activity is urging them to think about. By filling in the blank they have the confidence that they are completing the assignment correctly.

Environment: Students who struggle with reading may need more time to process and organize information.

Product*:* RAFT writing requires that the student have a clear understanding of the perspective of a character. By adjusting the product allows the student to make a

connection without taking on the persona of a character.

LESSON 7	TIME
Content Target: Synthesize concepts using concept circles **Language Target:** Write synthesis on concept circle organizer	1-50 minute class period
Lesson Sequence and Description	*Differentiated Strategies*
7 minutes Define key concepts of the story as over arching ideas that can be used in the novel, but also in other areas of students lives, such as social studies, history, religion, etc. Provide a few examples. Student brainstorm more examples of key concepts in pairs and share with the class. 8 minutes Model how to connect four of the key concepts in the novel so far using the words from the beginning chapters of the book: Passover, Seder, Tradition, and Time Travel. Write a short paragraph. 10 minutes In pairs, students choose four concepts and write a paragraph. As students work teacher monitor and assist. 20 minutes Read Chapters 11-14. Stop to think aloud and discuss. 5 minutes Exit Slip: Explain a key concept and give an example.	*Content:* Synthesize two or three concepts *Process*: Allow more time

Explanation of Differentiation – Lesson 7

Content: Students who are struggling with vocabulary or content and

comprehension may have difficulty finding the connection between the concepts in the

novel. By allowing students to make connections between fewer concepts they can still

be successful in the task and reach the target. After the student masters two concepts a

third one can be added.

Process: Students who struggle with reading may need more time to process and
organize information.

LESSON 8	TIME
Content Target: Define and analyze heroism. **Language Target:** Display definition of heroism in project of choice using evidence from the novel. **Content Target:** Respond to literature in writing **Language Target:** Journal your thoughts about what you have read	1-50 minute class period
Lesson Sequence and Description	*Differentiated Strategies*
5 minutes Define heroism using a vocabulary graphic organizer (Appendix I) 5 minutes Brainstorm characteristics of a hero in groups 10 minutes Journal about a personal hero and what characteristics make them your hero. 20 minutes Read Chapters 14-15 in groups. While reading students stop every two pages to add to their direct and indirect characterization log 10 minutes Discuss in groups characters who have characteristics of a hero. Record characteristics appropriately on the direct and indirect characterization log.	*Process:* Model vocabulary graphic organizer.

Explanation of Differentiation – Lesson 8

Process: Modeling vocabulary graphic organizer ensures that students who do not
have sufficient vocabulary background can have a clear understanding of the key
concepts and have a strategy to decipher new words.

LESSON 9	TIME

Content Target: Make connections with the text **Language Target:** Complete a double entry journal to show text-to-text connections, text-to-self connections, and text-to-world connections.	1-50 minute class period
Lesson Sequence and Description	*Differentiated Strategies*
5 minutes Explain activity to students and share the rubric (Appendix S). In partners reread pages 113-114 about Rivka's number story. Students will make a personal connection by writing their own number story. 5 minutes Model writing a number story for students. 20 minutes in class time. Finish as homework Students write number story. 15 minutes Read chapter 16 aloud to students. Stop to think aloud and ask students to identify heroic characteristics of characters 5 minutes Update direct and indirect characterization of characters	*Process*: More time *Process*: Guided reading *Product:* Add four personal connections to double entry journal

Explanation of Differentiation – Lesson 9

Process: Students who struggle with reading may need more time to process and organizer information.

Process: Guided reading is useful for all students, but Juanita and Sabino will benefit from it because the teacher is helping them stop and reflect as they read.

Product: Students who struggle with comprehension may still struggle with connection making. Students who have not mastered connection making will be instructed to make connections instead of writing a story to make a connection.

LESSON 10	TIME
Content Target: Compare and contrast Hannah and Chaya. **Language Target:** Complete a Venn Diagram.	1-50 minute class period

Content Target: Define and analyze heroism. Language Target: Display definition of heroism in project of choice using evidence from the novel.	
Lesson Sequence and Description	*Differentiated Strategies*
Students have used the Venn Diagram before in a previous unit 5 minute Review and model how to use a Venn diagram 10 minute Complete Venn Diagram in partners comparing and contrasting Hannah and Chaya 20 minutes Read Chapters 17 and 18 aloud to students Analyze characters for heroic acts 15 minutes Write a definition of what a hero. Explain definition using examples from the book.	*Process:* Provide a graphic organizer for students. *Process*: Supply a paragraph outline for students to write an organize paragraph. *Affect:* Scaffolding for hero project

Explanation of Differentiation – Lesson 10

Process: Students who have not mastered this strategy previously may need the graphic organizer to remind them how it is used.

Process: Students who struggle with writing, such as Sabino, may need an outline for a paragraph to ensure they answer the prompt completely.

Affect: The use of scaffolding breaks the project into sections building to the final project. Students may become overwhelmed with the whole project assignment. Scaffolding will help the students break a large task into smaller pieces.

LESSON 11	TIME
Content Target: Define and analyze heroism. Language Target: Display definition of heroism in project of choice using evidence from the novel.	4-50 minute class periods

Content Target: Respond to literature in writing **Language Target:** Journal your thoughts about what you have read.	
Lesson Sequence and Description	*Differentiated Strategies*
Class 1 10 minutes Read chapter 19 and Epilogue aloud to the students 15 minutes Discuss journal prompt with a partner and then write in journal. Journal: Who was the biggest hero in the novel? Why? How does this person's heroic act relate to your personal definition of a hero? 10 minutes Introduce students to final project. Explain rubric. 8 minutes Brainstorm topic ideas 7 minutes Exit slip: Students identify topic format and begin planning	*Product/Affect:* Students have choice in how they show what they understand about heroism from the text. *Affect*: Brainstorm project ideas
Class 2 Students work independently on projects for entire period and finish at home.	
Class 3 and 4 Students present projects to the class. Journal: How is your idea of a hero different from your peers?	

Explanation of Differentiation – Lesson 11

Product/Affect: Providing choice of product ensures students will work with their

strengths to demonstrate mastery of concepts. Choice also gives students ownership of

the project.

Affect: Brainstorming project ideas will help students have choice for product.

They can use the ideas of the teachers and peers to help them deliver a project they enjoy.

Reflection

Planning differentiation strategies is one way to ensure all students' needs are addressed. Not all strategies have been addressed in this unit; however, it is a representation of strategies that can be employed in a classroom to address the basic needs of ELLs. Not only ELLs need differentiation: all students need differentiation at one point in their academic career.

Differentiation affects students not only in their academic success, but also in their behavior. Changes that have been observed and can be measured when teachers use differentiation strategies in the classroom are an increase of student participation, increase in class attendance, completing homework on time, and less frustrated outbursts in the classroom. Because the students are participating and coming to class, their movement toward proficiency improves. All indicators show teachers that the students are achieving the goals set in the classroom.

As teachers move in the direction from the traditional whole-class environment to a differentiated student-centered environment, teachers can begin to move in a direction of success achieved focused on targets and standards set by the district or state. Teachers can then become more deliberate in the interventions they provided for students within the classroom and the data they collect to show student progress. What would happen if every teacher differentiated? All students would be successful, graduation rates would increase, and students would feel safe and comfortable in their learning environment.

APPENDIX A

Name	Stage I Preproduction	Stage II Early Production	Stage III Speech Emergence	Stage IV Intermediate Fluency
Relative Timeline	2 weeks to 2 months	2 to 4 months	1 to 2 years	3 to 5 years
Listening and Speaking Characteristics	**Up to 500 receptive-word vocabulary** Physical response only No/little speech production Minimal comprehension Comprehends key words only Depends heavily on context	**Up to 1000 receptive/active-word vocabulary** Disconnected speech Very limited comprehension Produces words in isolation Depends heavily on context Verbalizes key words "heard" Mispronounces words	**Up to 3000 receptive/active-word vocabulary** Simple sentence stage Connected speech Fairly good comprehension Produces whole sentences Given rich context, good comprehension Functions on a social level Hears smaller elements of speech Makes basic grammatical errors	**Beyond 3000 receptive/active-word vocabulary** Simple/complex sentence response Increased comprehension
Appropriate Reading Instruction (not literate in first language OR literate in first language which does not share basic alphabetic principles with English) (Franco, 2005, p. 1)	**PRE-READING ACTIVITIES** Comprehension of meaning should always be focus instruction which includes: •Oral/Aural Development •Phonemic Awareness •Concepts of Print •Letter Name/Sound Correspondence (beginning phonics) •Vocabulary Development	**PRE-READING ACTIVITIES** Comprehension of meaning should always be focus of instruction which includes: •Oral/Aural Development •Phonemic Awareness •Concept of Print •Letter Name/Sound Correspondence (beginning phonics) •Vocabulary Development	**FORMAL READING INSTRUCTION (with modifications which put *comprehension* as a focus of instruction)** •Word recognition (sight words, patterns/families) •Cueing systems •Comprehension of syntax •Vocabulary development •Fluency	**FORMAL READING INSTRUCTION (with modifications which put *comprehension* as a focus of instruction)** •Word recognition (sight words, patterns/families) •Cueing systems •Comprehension of syntax •Vocabulary development •Fluency

APPENDIX B

Reading Problems and Solutions
(Chapman & King, 2003, p. 45)

Observable Characteristics	Possible Problems	Suggested Solutions
Reads one words at a time	• Insecurity • Visual perception • Too much focus on decoding • May be reading from right to left and then left to right	• Assign shorter passages • Give pen light as pointer • Check eyesight • Give a marker, such as a pointer Allow to use finger to follow the lines
Words move on the page while trying to read	• Visual problem	• Use colored transparency overlays • Have sunglasses available with different colored lenses (yellow, green, rose, blue). See if reads better with color
Incorrect posture	• Lack interest in assignment • Insecurity • Appears to be a lazy reader	• Model appropriate posture • Provide chaise reading spots
Easily distracted	• Does not complete tasks • Used to working alone	• Needs quiet place to read • Needs direction given one step at a time • Give specific praise for concentrating and staying on task
Complains that the rooms is too quiet during independent reading	• Cannot concentrate on what he is reading in a quiet environment	• Play background music • Use personal music and headphones • Ask specific questions from text to see that music is improving concentration
Lips move while reading	• Developed this as a habit! • Often an auditory learner • Slows down the reading • Sometimes a Word Caller • Hinders comprehension	• Strategy used to focus and concentrate, so sometime needs to lip read • Teach to move faster across the lines for comprehension
Trouble keeping place	• Easily distracted • Usually not interested in reading	• Needs a marker, pointer or finger to follow the words and stay on the right line • Use fewer words on the page • Needs shorter assignments
Reads, but does not know what he has read	• Is not comprehending • Has not learned to focus • Does not follow directions well	• Use personal stories from the student's writing portfolio to get him to read and then rephrase • Teach and model comprehension strategies • Find out if the reader can comprehend if someone reads the passage aloud to him

APPENDIX C

Student Profile:

Parents: _____

Address: _____

Phone #: _____

Birthday: _____

Age: _____

ID#: _____

Interests/EC Activities: _____

Special Needs: _____

Useful Strategies: _____

Learning Style: _____

Personal Family Information: _____

Personal Traits: _____

Scores

SRI 1: _____ SRI 2: _____ SRI 3: _____

Writing Pr. 1: _____ WP 2: _____ Dist. Writing: _____

Narr. Reading _____ Info. Reading _____

Communicative Arts Goals

Life/Career Goals

School Goals

Personal Goals

APPENDIX D

WHAT I KNOW										WHAT I WANT TO KNOW										WHAT I LEARNED									

APPENDIX E

ALPHA BOXES

A	B	C	D
E	**F**	**G**	**H**
I	**J**	**K**	**L**
M	**N**	**O**	**P**
Q	**R**	**S**	**T**
U	**V**	**W X**	**Y Z**

APPENDIX F

How Well Do I Know These Words?

Title

_____

Directions: As I read the words listed below in the context of the story, you and your partner should decided if you know a meaning for the word that would fit the context. List the word, and your guess for the meaning of the world if you think or know that you know it, under the appropriate column.

I still need help finding a meaning for this word	I think I know the meaning	I know a meaning

(Allen, 1999, p. 128)

APPENDIX G

List-Group-Label

1. List all the words you can think of related to _____ (major concept of text).

2. Group the words that you have listed by looking for words that have something in common.

3. Once words are grouped, decided on a label for each group.

   The steps in wordstorming are:

1. Ask students to write down all the words they can think of related to a given concept, them, or target word.

2. When students have exhausted their contributions, help them add to their individual lists by giving some specific directions:
   Can you think of words that describe someone without _____?
   Can you think of words that would show what someone might see, hear, feel, touch, smell, in a situation filled with _____?
   What are other words made from this root word?

3. Ask the students to group and label their words.

4. Introduce any words you think should be included and ask students to put them in the right group.

(Allen, 1999, p. 36-37)

APPENDIX H

Exclusion Brainstorming

"Exclusion brainstorming helps students activate and build prior knowledge of topic as a way of learning new words or phrases that connect to a larger concept (Allen, 1999, p. 48-49)."

Exclusion Brainstorming

The Devil's Arithmetic

Hate	Concentration Camp	Smoke Stack
Relocation	Barracks	Nazis
Jews	Passover	Seder
Discrimination	Ethnocentric	Hitler

Directions: Cross out the words you don't think will be found in this selection and circle those you are likely to find.

Knowledge Chart (Allen, 1999, p. 49)

Word

_____

Prior knowledge about	New knowledge about

APPENDIX I

The Devil's Arithmetic
A public speaking opportunity

Name _____ Period _____ Date _____

My Expert Topic is _____

Outline and Works Cited pages Due Date: ___ _____

My Presentation Date: _____ _____

You will become an expert on the topic you are assigned. You will be expected to speak to the class about your topic as we read about it in our book. Your background knowledge will help all of us better understand the importance of the topic in the novel.

A small number of students will present on the given topics every week, hopefully in the order we read about the topics in the story. Students who are not prepared to present on the given date will serve detention, present the following day, and will have late credit deducted from the final score.

The Assignments:

1. The **outline and works cited list** is worth 100 points. The outline and works cited list will be evaluated on accuracy: proper format, headings, information, neatness, and correct citations of sources used.

2. The **presentation** is worth 100 points. The GIPS Speaking Rubric will be used to assess the speech.

3. These two scores will be Assessment (70% category) credit.

YOU MUST GIVE CREDIT TO THE SOURCE OF THE INFORMATION IN THE OUTLINE AND DURING YOUR PRESENTATION. FAILURE TO DO SO IS PLAGERISM! (THIS IS ILLEGAL!)

Requirements... you will:
- Research the topic, take notes, record sources of information using at least 3 sources (try to use at least one book—a major source, two may be credible internet sites or articles—or minor sources).
- Create an outline of information to hand in (citing the sources)
- Create a works cited list to hand in (list of sources using MLA format)
- Write a 2-4 minute speech, mindful of public speaking criteria (see the GIPS Speaking Rubric)
- Use at least one visual aid (a poster, use a model or prop)
- Present the speech focusing on the elements of public speaking (content, organization, pacing, delivery, physical gestures, eye contact).

Photo of children from <http://scrapers.com/News/News%20Pages/Everyone%20Else/images/the/concentr/dren.jpg>

Name _____ Date _____ Period _____

Expert Topic Report for the Novel: _____

Topic: _____

	Total =_____ / 4.0 Scale (_____ %)
	Score: _____ / _____ pts.

	1 = Beginning	2 = Developing	3 = Proficient	4 - Advanced
Outline Format	Details do not have a logical order. Transitions are missing of incorrect.	Details seem ill ordered. More transitions are necessary to show how ideas are connected.	Details are well ordered. Transitions show how ideas are connected.	Details are placed in a meaningful, logical order. Transitions are thoughtful and clearly show how ideas are connected.
Information: Introduction	The introduction is not clear, and does not have an adequate attention grabber. It mentions the topic, but fails to preview the points of the speech.	The introduction may not have an adequate attention grabber. It states the topic, but may not preview all points in the speech.	The introduction gains the listener's attention. It provides a clear topic and previews points of the speech.	The introduction is inviting, grabbing the listener's attention. It draws listeners into the topic and previews the points of the speech.
Information: Body/ Citation of Information in the body	Most details give the reader information, but are typically unclear. Details are not well cited, so listeners do not know sources or may only know of one source.	Most details give the reader information. A few details are cited so that listeners know sources, but most information lacks proper citation.	Interesting details give the reader important information. Most details are cited so that listeners know sources, but some information may lack proper citation. Three sources are cited.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. All details are cited so that listeners know sources. Three or more credible sources are cited.
Information: Conclusion	The conclusion is not clear. The speech just stops or simply uses phrasing such as "That's all."	The conclusion is recognized by listeners, but leaves them unsure of what the speaker has communicated.	The conclusion leaves the listener knowing what the speaker is communicating.	The conclusion is strong and leaves the listener with a feeling that they understand what the speaker is communicating.
Works Cited Page Format	Few citations are present and have significant errors. Indentations have errors. The citations seem to disregard MLA guidelines.	Some citations are present, but have alphabetical or other errors. Indentations may have errors. The citations may attempt to follow MLA guidelines.	Three citations are present. The citations are somewhat accurate according to MLA guidelines, but may have minor errors.	Three citations are present, alphabetical. Indentations are correct. The citations are generally accurate according to MLA guidelines.

Revised A. Almquist March 2010

APPENDIX J

Speech Outline

Attention Getter: _____

_____

Thesis Statement: _____

_____

Body Section

_____

_____

_____

_____

_____

_____

Body Section

_____

_____

_____

_____

_____

_____

Body Section

_____

_____

_____

_____

_____

_____

Conclusion

_____

_____

_____

_____

Web Organizer
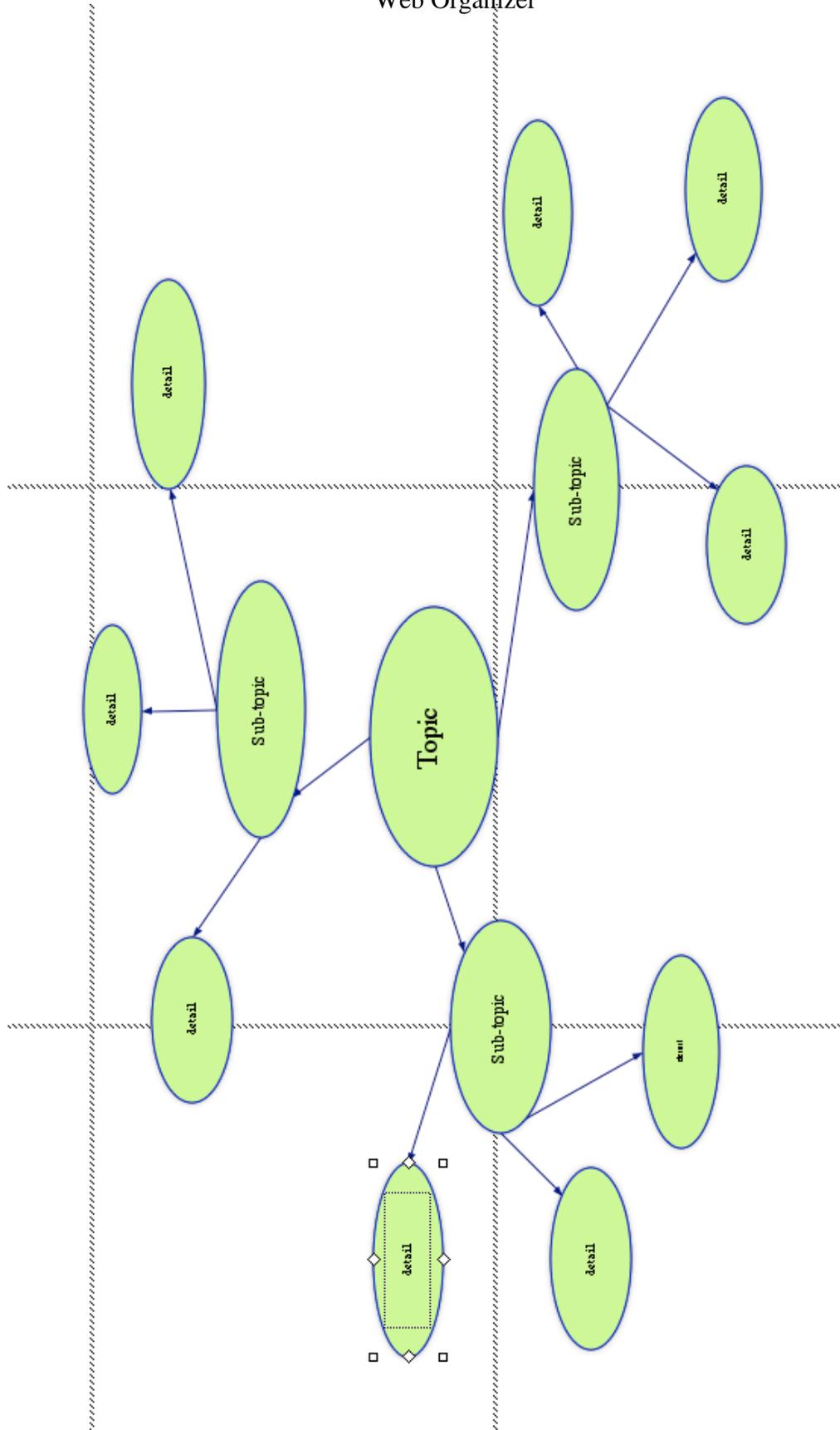
APPENDIX K

Expert Topics Note-Taking Guide

Topic	Main Idea	Connection to Book

APPENDIX L

Character	Direct Characterization	Indirect Characterization

APPENDIX M

RAFT WRITING: Assignment

NOTICE FROM GOVERNMENT:

ALL JEWS MUST REPORT TO RELOCATION CENTERS!

ROLE	AUDIENCE	FORMAT	TOPIC
Choose a character from the novel. Remember to think about their point of view. *How do he/she view the situation?* *How would he/she respond?* *How has the character been treated after responding?* CHARACTER:	**Choose** who you will be addressing the letter. AUDIENCE:	LETTER	**Respond** to your audience from the CHARACTER'S POINT OF VIEW.

RAFT WRITING: Assignment

	1	2	3	4	5	6
Ideas/ Content	Response is random Main idea is missing No details	Response is mostly fuzzy, underdeveloped and rambling Main idea cannot be inferred Details missing	Response is clear and focused sometimes. Underdeveloped Main idea can be inferred Generalities outweigh quality details	Response is clear and focused more often than not Main idea of story line is apparent Quality details	Response is clear and focused, no off-topic rambling Main idea of Relocation is clearly stated Ideas expanded and supported by quality details	Response is clear, focused and compelling Main Idea of Relocation is developed with deep insight on the concept of it Significant and intriguing details
Organization	No apparent order or structure Transitions not attempted Lead or conclusion missing	Very confusing order Transitions often unclear Lead and/or conclusion confusing or one is missing	Somewhat confusing order and structure - Needs reordering Few transitions used Lead and conclusion attempted - one or both need work	Functional order and structure- reader never feels lost Some transitions used Functional lead and conclusion	Order and structure work well for purpose, guides reader Strong transitions Strong lead and appropriate conclusion	Order and structure enhances the reader's understanding Well-crafted transitions are embedded Unforgettable lead and conclusion
Voice	Character's personality/ reaction is missing No sense of the person behind the letter	Character's personality/ reaction is inappropriate Voice is distant, encyclopedic	Character's personality/reaction is questionable Voice rarely "speaks" to the audience	Character's personality/ reaction is acceptable Voice comes and goes, some strong moments	Character's personality/ reaction is strong Reaches out to audience, engaging	Character's personality/ reaction shines Begs to be read aloud

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