



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Differentiating Instruction in Adult ESOL Classrooms

October 18, 2017

[www.floridaipdae.org](http://www.floridaipdae.org)

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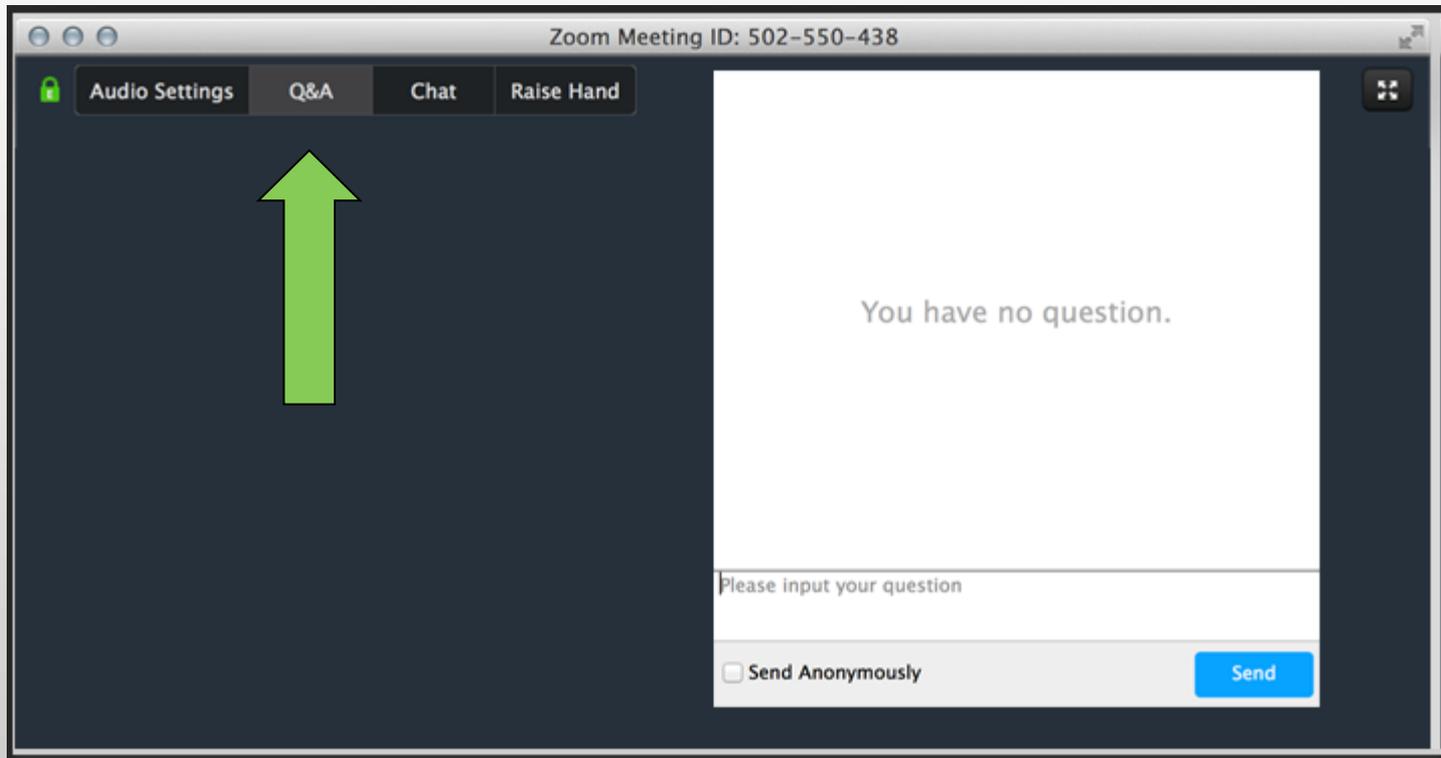
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- If you have a question, please type it into the **Q&A** option.



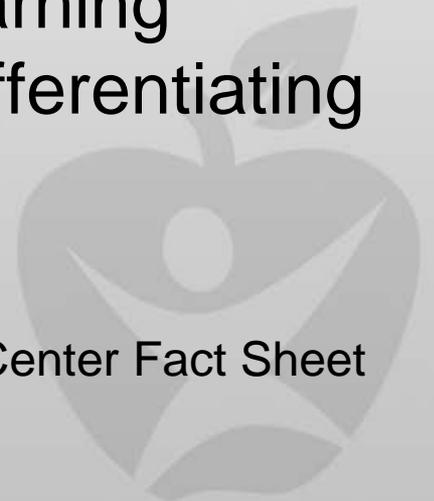
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

- I. What is differentiated instruction?
- II. Why is differentiation important in the ESL classroom?
- III. How do you differentiate ESL classroom instruction?
- IV. ELPS Recommendations on Differentiation
- V. Differentiation Strategies by Student-Teacher Exchanges
- VI. Differentiation Strategies by Materials and Activities
- VII. Differentiation Strategies by Groupings
- VIII. IPDAE Resources
- IX. Q&A
- X. Evaluation



# Differentiated Instruction

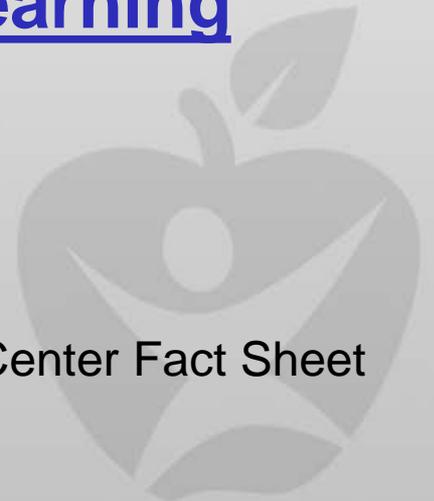
- Differentiation is “the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.”
  - Teaching Excellence in Adult Literacy (2010). TEAL Center Fact Sheet No. 5: Differentiated Instruction.



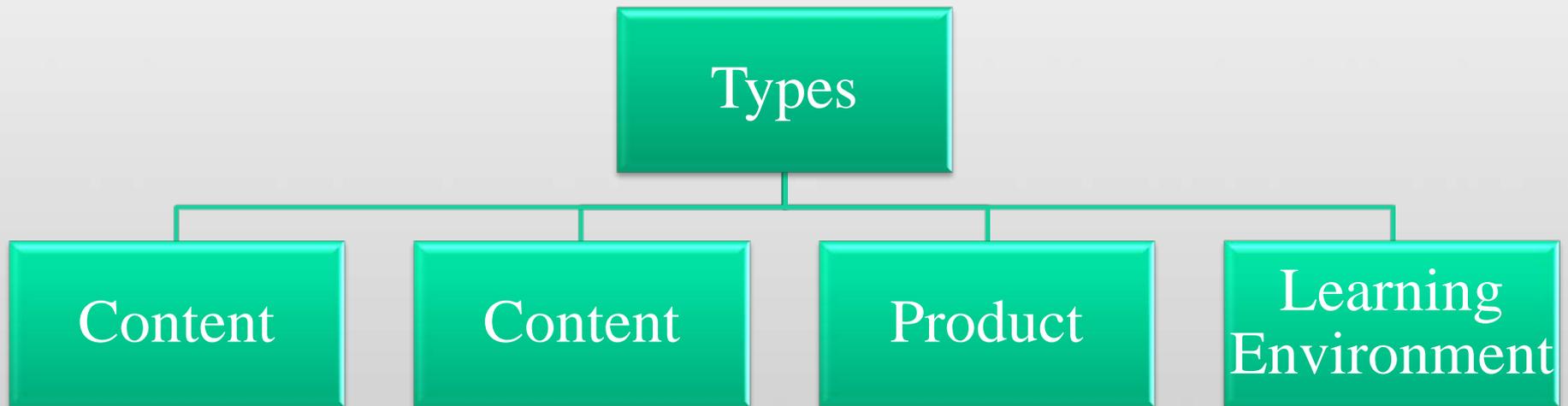
# Differentiated Instruction

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# Differentiated Instruction



***Why is it important to differentiate instruction in the ESL classroom?***



## ***Why is it important to differentiate instruction in the ESL classroom?***

- Varying levels of English proficiency
- Varying cultural, educational and socio-economic backgrounds
- Varying learning styles and study habits
- Varying levels of access to technology and other learning resources
- Varying levels of commitment and educational goals



## *Two Sides to Differentiated Instruction*

+

- Benefits high achieving students and students with disabilities
- Increases student responsibility towards learning
- Increases student engagement

▲

- Takes a bit more effort in planning
- Some techniques may require special resources for classroom implementation

## ***Why is it important to differentiate instruction in the ESL classroom?***

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- Varying levels of commitment and educational goals



## NEWSELA

### A fruit farm in a city

By Chicago Tribune, adapted by Newsela staff on 05.04.15  
Word Count **262**



Breanne Heath discusses the plan for volunteers to plant a garden at The Pie Patch fruit farm outside Su Casa Catholic Worker in Chicago, April 8, 2015. Brian Cassella/Chicago Tribune/TNS

CHICAGO, Ill. - Breanne Heath had a big idea. She wanted to start a garden in Chicago.

Chicago is a big city. There is not a lot of land for gardens. Still, Breanne found the perfect patch of dirt. Now she has a small farm. She calls it The Pie Patch.

#### Berries And Pumpkins

It is a place where people can pick fruits and vegetables. The Pie Patch is on Chicago's South Side. The farm sells fruits and vegetables. People can buy berries. They can also buy pumpkins. People can pick the fruits and vegetables from the garden.

Breanne loves gardening. She loves helping people, too. There are very few farms near Chicago. Breanne wanted to pick her own apples or strawberries. The closest place to go was outside of the state. She had an idea. She wanted to make it easy for people in Chicago to find fresh, healthy food.

## NEWSELA

### It's produce to the people at Chicago's pick-your-own fruit farm

By Chicago Tribune, adapted by Newsela staff on 05.04.15  
Word Count **902**



Breanne Heath discusses the plan for volunteers to plant a garden at The Pie Patch fruit farm outside Su Casa Catholic Worker in Chicago, April 8, 2015. Brian Cassella/Chicago Tribune/TNS

CHICAGO, Ill. — Breanne Heath started with a patch of dirt on the South Side and a simple idea: a farm where visitors can pick their own fruit.

Now the nearly half-acre site has transformed into a pick-your-own farm in the city, offering fresh organic raspberries, ground cherries, rhubarb, pumpkins and other produce. The garden is located in the Back of the Yard neighborhood in Chicago. It will open this summer as The Pie Patch.

Heath is a community garden educator. She was inspired to start the garden after realizing how difficult it was to pick fresh fruit around Chicago. She loves picking apples and strawberries, but had to drive across state borders because there was not a local option.

Her goal is simple: Get more food to more people, she said, "if they're willing to pick it themselves."

## Low

- Picture cards
- Answer questions orally
  - Yes/No – Thumbs up/down
  - 1 or 2 WH - pointing
- Written vocabulary words
- Dictation notes
- Completed sentence frames

## Mid

- Note cards
- Answer questions orally
  - 4 or 5 WH
- Written vocabulary words
- Dictation notes
- Completed Frayer Model

## High

- Glossary
- Answer questions orally and/or in writing
  - 5 WH + How
  - 1 or 2 Critical Thinking Questions
- Completed Sentence Frames
- Completed Graphic Organizers

## Low

- Teach vocabulary
- Read article together
- Ask and answer questions orally
  - Yes/No
  - 1 or 2 WH
- Practice writing 5 vocabulary words
- Dictation – 5 words
- Sentence frames

## Mid

- Teach vocabulary
- Read article together
- Ask and answer questions orally
  - 4 or 5 WH
- Practice writing 10 vocabulary words
- Dictation – 10 words
- Frayer Model

## High

- Teach vocabulary
- Read article together
- Ask and answer questions orally
  - 5 WH + How
  - 1 or 2 Critical Thinking Questions
- Sentence Frames
- Graphic Organizers
- Independent Sentences

ABE

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Lessons



Links



Toolkits



Videos



Webinars



Workshops

## Who? Did What? When? Where?

This video lesson is designed to provide a short writing strategy to help your students. The lesson explains and demonstrates a method to breakdown a sentence in four parts of key information.



## What - Why - How - Building Paragraphs with Evidence

This video lesson shows a strategy to help students develop better paragraphs and improve their writing skills.



# Frayer Model

Definition			Facts
	Word		
Synonyms			Antonyms

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& Adult High School

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- Handbooks
- Workshops
- Lessons
- Videos**
- Books
- Links

## Frayer Model

This video lesson is designed to provide a technique that helps students learn new vocabulary or concepts by drawing on prior knowledge.

Frayer Model (Video Lesson)

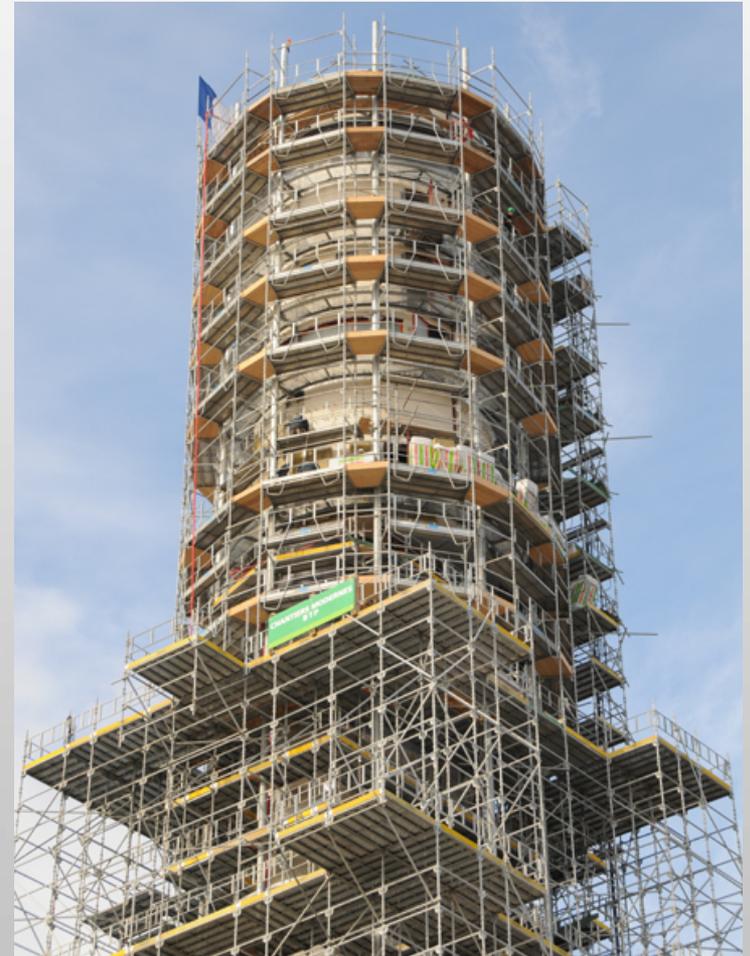
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Frayer Model

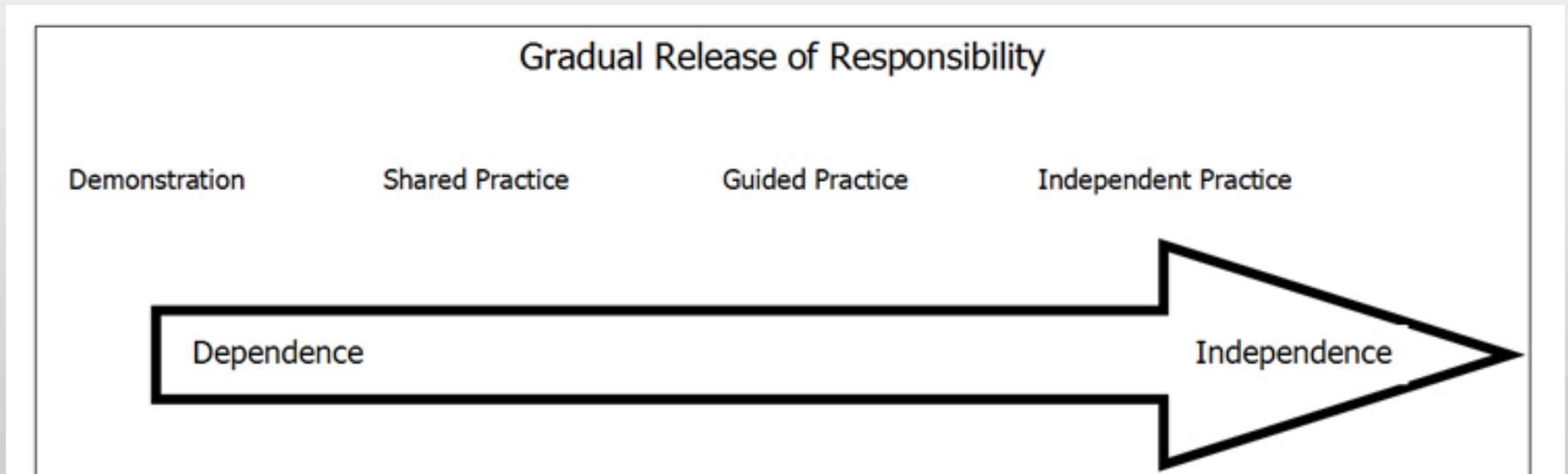
Grab-N-Go Video Lesson

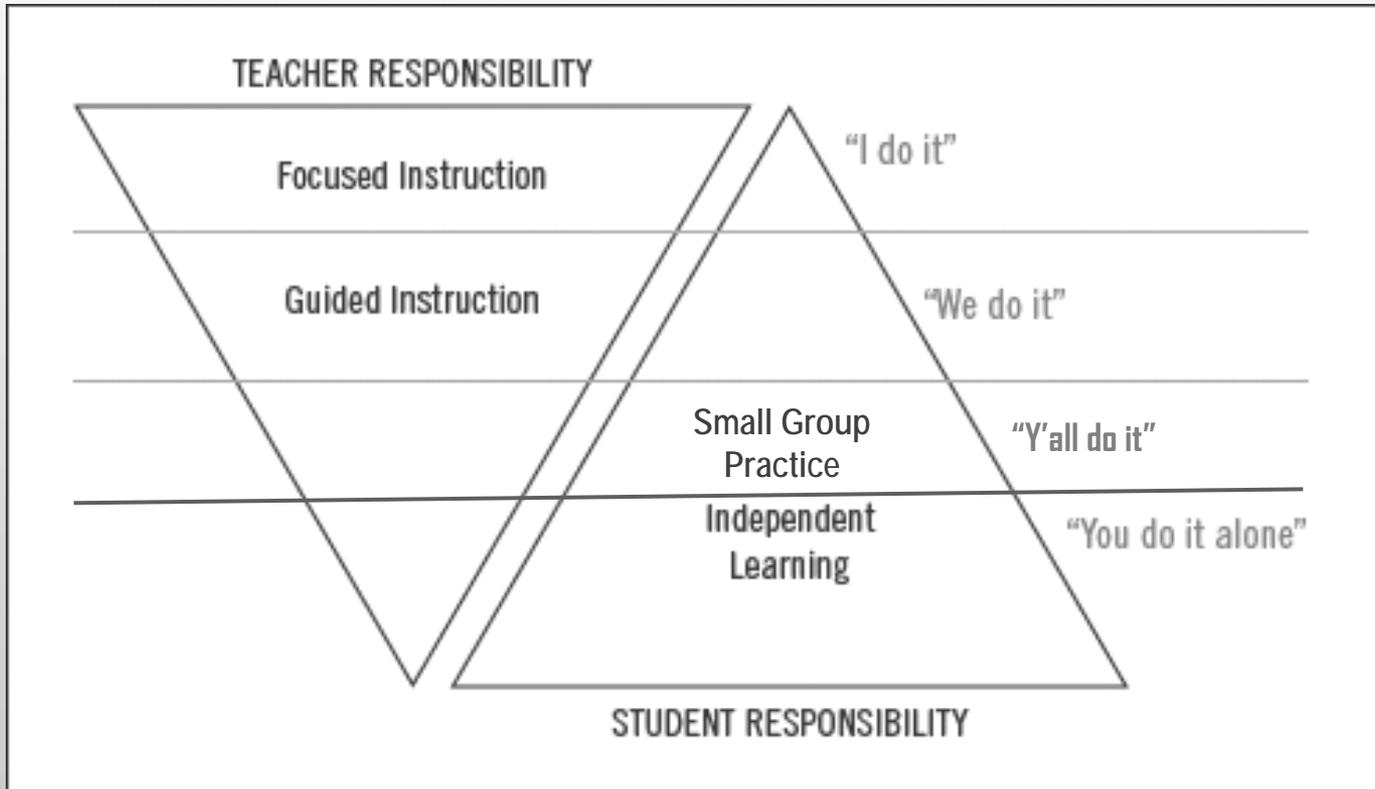
Lesson - 14.7

# SCAFFOLDING



# Scaffolding





## The English Language Proficiency Standards Supports and Scaffolding Recommendations by Level (page C-2).

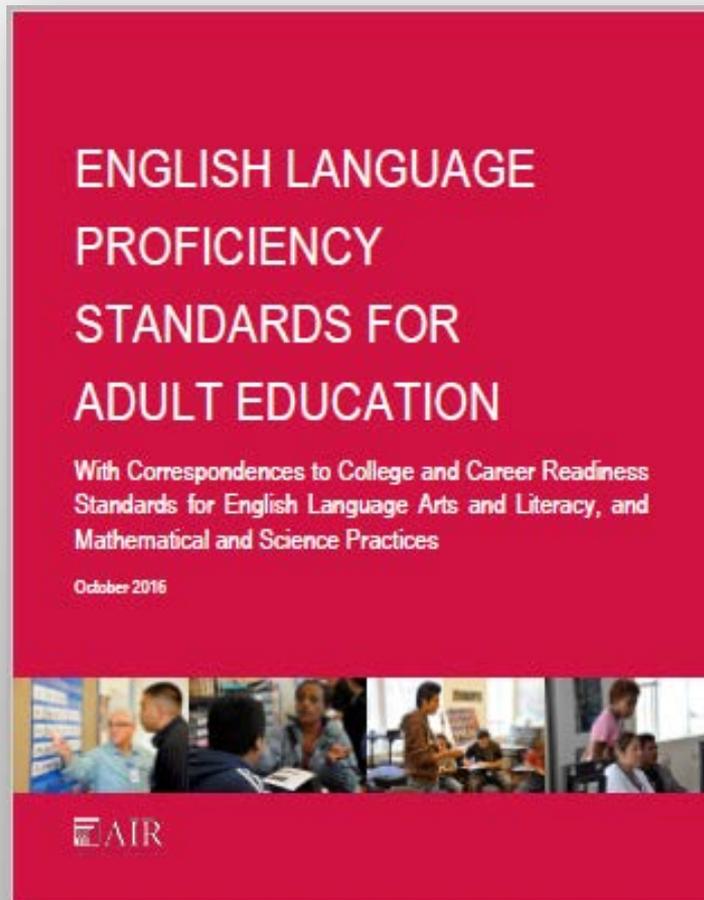


Table C-1. Supports and Scaffolding Recommendations by Level<sup>13</sup>

	ELP Levels 1-2	ELP Levels 3-4	ELP Level 5
<b>Teacher Language and Teacher-Student Exchanges</b>	<ul style="list-style-type: none"> <li>Give wait time</li> <li>Use contextualized language about concrete topics</li> <li>Repeat, paraphrase, model, and gesture</li> <li>Use think alouds to model processes and language</li> <li>Give one-step directions</li> <li>Use native language as appropriate</li> <li>Have students demonstrate understanding by pointing or gesturing</li> <li>Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>Give wait time</li> <li>Use contextualized language about concrete and abstract topics</li> <li>Repeat, paraphrase, and model</li> <li>Use think alouds to model process and language</li> <li>Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>Model complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Materials and Activities</b>	<ul style="list-style-type: none"> <li>Build background</li> <li>Use visuals</li> <li>Use total physical response (TPR)</li> <li>Use graphic organizers</li> <li>Use illustrations and photos to show student understanding</li> <li>Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>Purposefully teach vocabulary</li> <li>Provide bilingual glossaries</li> <li>Provide word/phrase cards with photo or illustration for definition</li> <li>Provide audio books (in English and native language) to support content learning</li> <li>Provide sentence starters and frames</li> <li>Draw and label or write words/short sentences</li> <li>Complete vocabulary log with images</li> </ul>	<ul style="list-style-type: none"> <li>Build background</li> <li>Use visuals</li> <li>Use TPR</li> <li>Use graphic organizers</li> <li>Use acting or role plays to demonstrate student understanding</li> <li>Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>Purposefully teach vocabulary</li> <li>Provide bilingual glossaries</li> <li>Provide word/phrase cards with photo or illustration for definition</li> <li>Provide audio books (in English and native language) to support content learning</li> <li>Provide word/phrase banks</li> <li>Provide sentence starters and frames</li> </ul>	<ul style="list-style-type: none"> <li>Build background</li> <li>Use visuals</li> <li>Use graphic organizers</li> <li>Purposefully teach vocabulary</li> <li>Provide bilingual glossaries</li> <li>Provide audio books (in English) to support content learning</li> <li>Analyze complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Student Groupings</b>	<ul style="list-style-type: none"> <li>Partner work (with additional scaffolds)</li> <li>Small groups (with teacher support and additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>Partner work (with additional scaffolds)</li> <li>Small groups (with additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>Partner work</li> <li>Small groups</li> </ul>

<sup>13</sup> Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from <https://incwallell.wikispaces.com/file/view/WIDA+Support+Examples+Across+Levels.pdf>

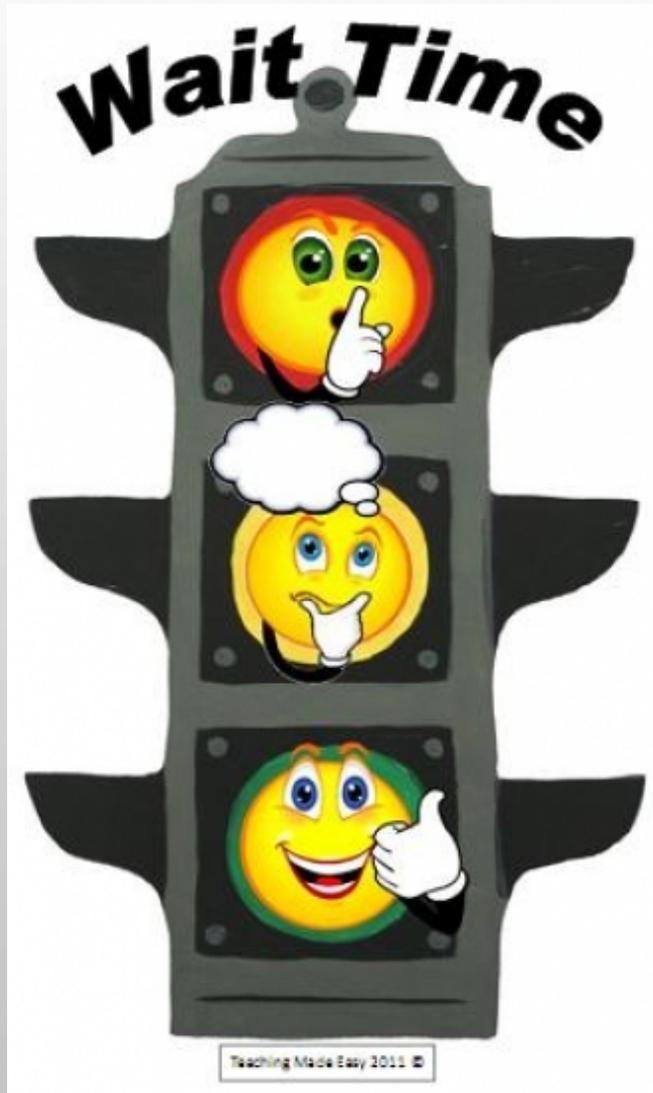
## Teacher Language and Exchanges

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Teacher Language and Teacher–Student Exchanges	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete topics</li> <li>• Repeat, paraphrase, model, and gesture</li> <li>• Use think alouds to model processes and language</li> <li>• Give one-step directions</li> <li>• Use native language as appropriate</li> <li>• Have students demonstrate understanding by pointing or gesturing</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete and abstract topics</li> <li>• Repeat, paraphrase, and model</li> <li>• Use think alouds to model process and language</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Model complex grammatical language about both concrete and abstract topics</li> </ul>



## Differentiation by Teacher and Student Exchanges



When students are given 3 or more seconds of undisturbed "wait-time," there are certain positive outcomes:

- Length and correctness increase
- "I don't know" decreases
- Number of volunteers increases

-Mary Budd Rowe (1972)

- Repeat
- Model
- Paraphrase
- Gesture

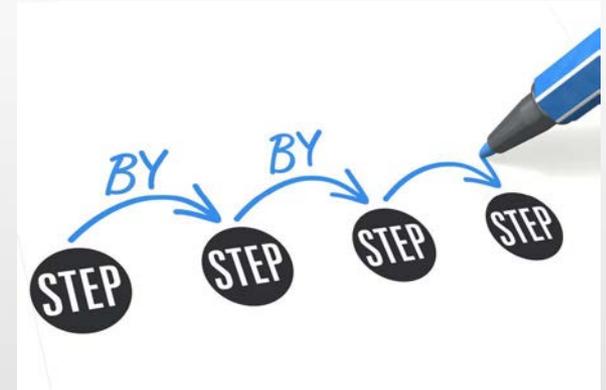




- Teacher models think aloud. Students listen.
- Teacher thinks aloud. Students assist.
- Students think aloud as a large group. Teacher and others monitor and assist.
- Students think aloud in small groups. Teacher and others monitor and assist.
- Individual students think aloud in forum or fish bowl. Teacher and others monitor and assist.
- Teacher or students think aloud orally, in writing, on an overhead or ELMO, with post-it notes, or in a journal; then share.

## Other Techniques/Strategies:

- Give step-by-step directions
- Use native language as appropriate
- Concentrate on meaning rather than correctness
- Have students demonstrate understanding by pointing or gesturing
- Model processes and language



## Materials and Activities

Table C-1. Supports and Scaffolding Recommendations by Level<sup>13</sup>

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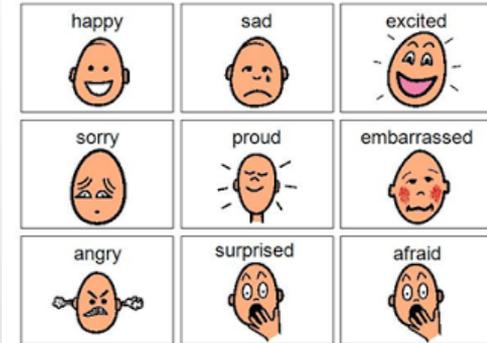


**Differentiation by Materials and Activities**

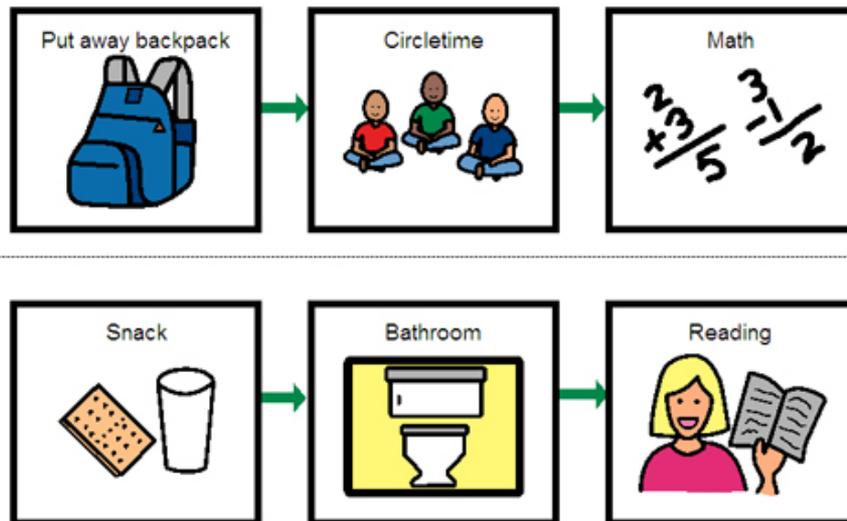


- Build background
- Use visuals
- Use illustrations and photos to show student understanding

## How do you feel today?



## Morning Schedule



vacuum carpet 	get vacuum 	plug in 	vacuum carpet 	wrap cord 	put away vacuum 
wipe board 	spray board 	wipe board 	throw paper away 		
br 	<b>Class Jobs Visuals</b>				
sharpen pencils 	get pencils 	sharpen pencils 	put pencils away 		
wash dishes 	get dishes 	go to sink 	get sponge and soap 	wash dishes 	put away dishes 

## Graphic Organizers

Name:

### Main Idea and Details

Main Idea:

Detail:

Detail:

Detail:

Summary:

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Persuasive Writers Remember Their

### OREOS

State your opinion clearly.

O<sub>pinion</sub>

R<sub>eason</sub>

E<sub>xample</sub>

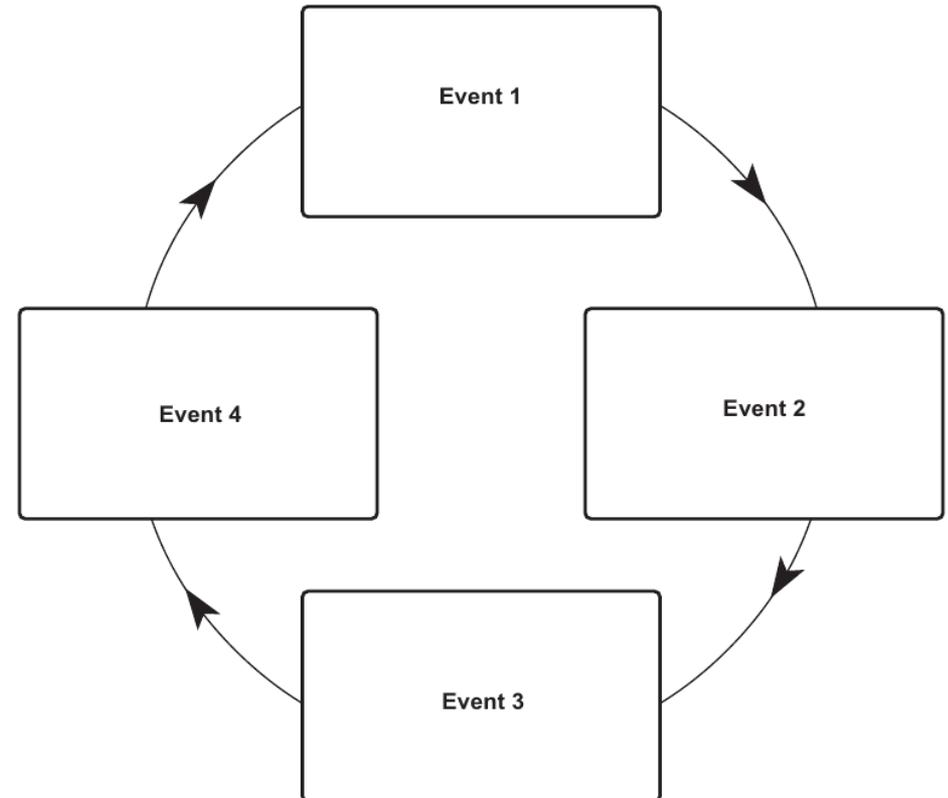
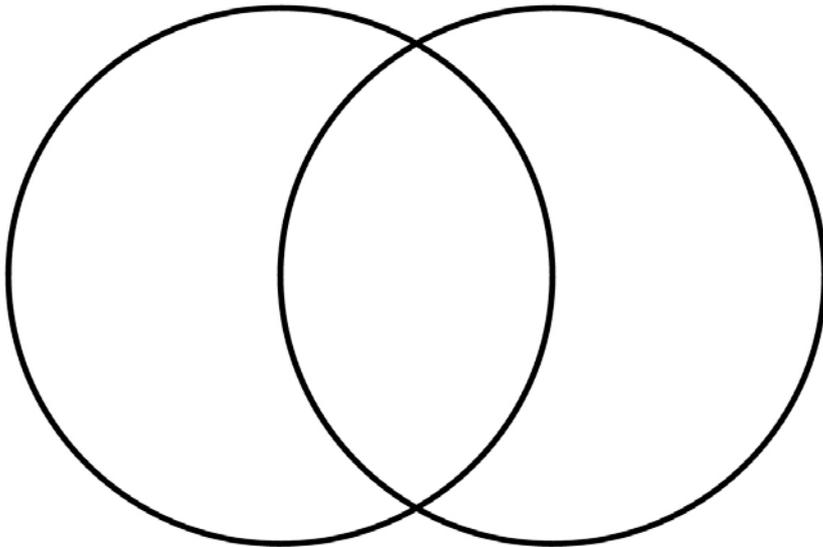
R<sub>eason</sub>

E<sub>xample</sub>

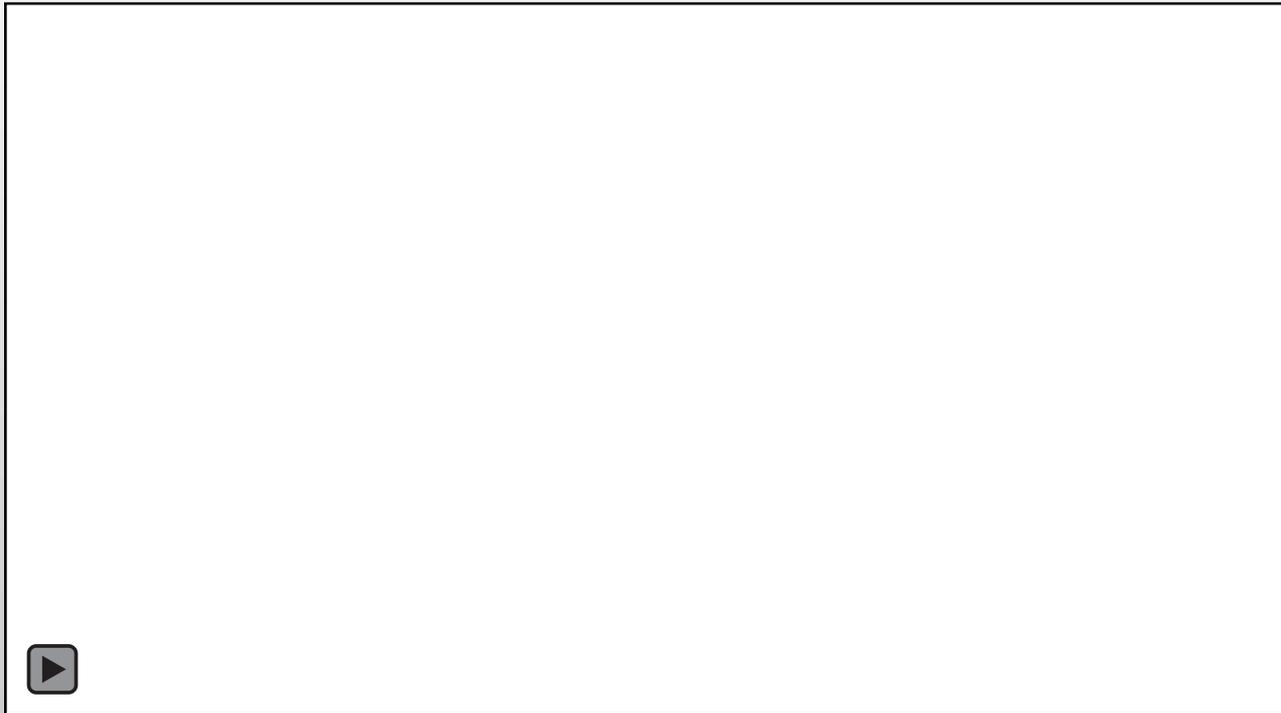
O<sub>pinion restated</sub>

## Graphic Organizers

2 Zone Venn Diagram



## Total Physical Response (TPR)



<https://www.youtube.com/watch?v=BR37oAnUVvE>

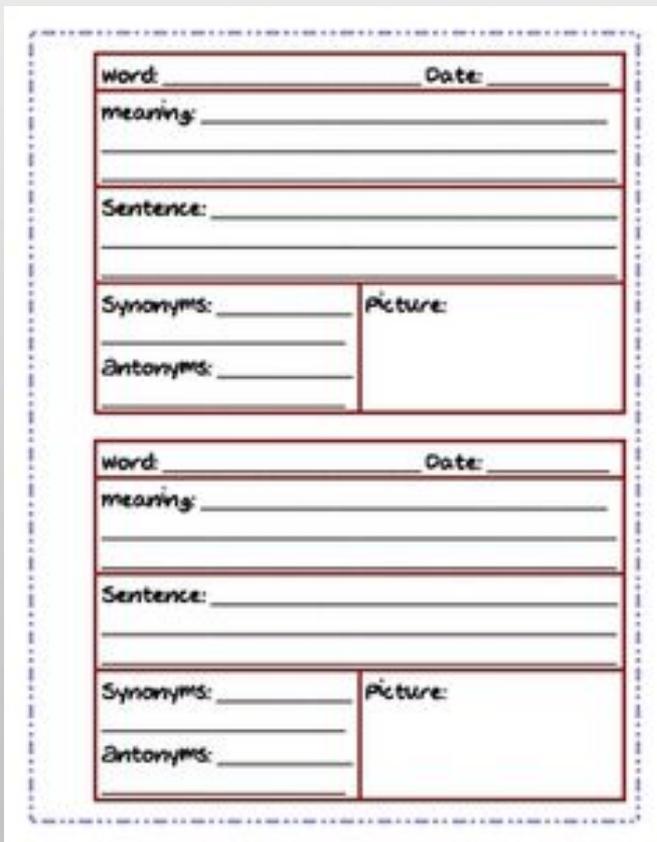


- Provide sentence starters and frames
- Draw and label or write words/short sentences

Word	Meaning	Examples
poisonous	An adjective that describes something that is full of _____  Poison can cause _____ or even death.	1 Mrs. Martinez and I saw a poisonous _____ called poison oak growing around the trunk of a redwood tree.  2. If you accidentally _____ some of the cleaning liquids they may cause you to get sick because they are poisonous.
<p>What is something that is poisonous you should stay away from?</p> <p>I should stay away from _____ because _____</p>		

Accountable Talk/ Discusión responsable	
Popular prompts:	
I agree because...	<u>Estoy de acuerdo, porque...</u>
I do not agree because...	<u>No estoy de acuerdo, porque...</u>
In my opinion...	<u>En mi opinión...</u>
This reminds me of...	<u>Esto me recuerda de...</u>
I was confused when...	<u>Yo estaba confundido cuando...</u>
I did not like...	<u>No me gustó...</u>
I think that...	<u>Yo pienso que...</u>
I like...	<u>Me gusta...</u>
I discovered that...	<u>Descubrí que...</u>
I predict that...	<u>Mi predicción es que...</u>
Can you show me?	<u>¿Me puedes enseñar?</u>

- Purposefully teach vocabulary
- Complete vocabulary log with images



Word: \_\_\_\_\_ Date: \_\_\_\_\_

meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

Synonyms: \_\_\_\_\_

Antonyms: \_\_\_\_\_

Picture: \_\_\_\_\_

# Word Nerds

## Active Vocabulary Practice Reference

<i>Name of Activity</i>	<i>Skills</i>	<i>Details</i>
Scramble	Synonyms/Antonyms Social Skills	When the teacher says, "scramble", students with related synonyms and antonyms stand together in a huddle. Switch student words cards and repeat.
Counting Dude, Bragging Dude	Speaking in complex sentences; Social Interaction	Students are paired and the "bragging dude" recites a 7-up sentence using their vocabulary word while "counting dude" checks the accuracy. If it is correct, bragging dude can "celebrate" with a short display of cheer.
Word Charades and Show Me	Connect concepts; Drama Integration	Students act out the definition of a word. Charades is silent and Show Me can include dialogue or sound effects.
Vocabulary Rap	Memory; Music and rhythm	Rap vocab. words with synonyms and antonyms. "When I say __, you say, __." See World Hip Hop Beats or Creative Commons for wordless hip hop music.
Chain Link	Extend meaning of vocabulary; Creative and abstract thinking	One student explains their word meaning and the rest of the class tries to make a connection to that word with their own. Once a connection is made, they hook elbows together. Play continues with the rest of the class continuing to take turns making connections with words added to the class chain.

# Student Groupings

Table C-1. Supports and Scaffolding Recommendations by Level<sup>13</sup>

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Student Groupings	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with teacher support and additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work</li> <li>• Small groups</li> </ul>





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**Thank you for your  
participation!**

