Differentiating a Lesson for ELLs using MPIs

Urban Literacy Leaders and Urban ELL Directors Network Meeting
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ELLs in Massachusetts

- English language learners (ELLs) are our fastest growing group of students
  - 45,000, or 4.7% of all students, in 2002
  - 70,000, or 7.3% of all students, in 2012

- These students speak 127 different languages
  - Spanish is the most common (53.4%)
  - Portuguese is second most common (6.1%)

- They have the largest proficiency gaps
  - In 2011, 22 percent of ELLs scored proficient or advanced in ELA; 26 percent in mathematics
Why Differentiate?

- Differentiation is a foundational principle of the WIDA ELD Standards

- **EQUITY:**
  - To give ELLs access to *grade-level* content area instruction that is comprehensible and challenging
  - To tailor instruction in a way that addresses students language *needs*
  - To scaffold and support ELLs development of English language *proficiency*
What Do We Differentiate?

**MUST differentiate…**
- Language-based expectations *(language objectives)*
- Scaffolding and supports
- In assignments and assessments

**Should NOT differentiate…**
- Content area topic from the standards
- Content objectives
- Higher order thinking skills
How do we Differentiate?

<table>
<thead>
<tr>
<th>Steps</th>
<th>Tools</th>
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<tbody>
<tr>
<td>Select standards-based content or topic <em>(content objective)</em></td>
<td>Curriculum MA Frameworks</td>
</tr>
<tr>
<td>Identify language-based expectations for students at each level of proficiency <em>(language objectives, language functions)</em></td>
<td>CAN DO Descriptors, Model Performance Indicators (MPIs), Rubrics</td>
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<td>Identify appropriate scaffolds and supports</td>
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Massachusetts Department of Elementary and Secondary Education
Grade 7/8 Unit

★ Overview

- Opinion-Argument
- Proficiency Level – Intermediate
- Unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts
- Lesson 2: Persuasion in Historical Context: The Gettysburg Address

Sample Lesson

Overview Lesson 2

- Close reading of Gettysburg Address
- Create schema about time, place, political context of speech
- Engage with text - *macro* understanding of message; *micro* word-level examination
- Performance Task - students to translate Gettysburg Address into modern English

Overview

- **Standards** - see list provided
- **Audience** - g. 7, 8
- **Time frame** - One week (5/45 min periods)
- **Key text** - Gettysburg Address

*Persuasion Across Time and Space: Analyzing and Producing Complex Texts.*
Understanding Language (ell.stanford.edu) Lesson 2, pp. 57-103.
Sequence – 3 stages/lesson

I. Preparing Learners
Day One - Era Envelope (Civil War Photos Activity); Clarifying Bookmark; Base Group Share

Day Two - Wordle Partner Share with Round Robin;

II. Interacting with Text
Day Two – continued - Close Reading

Sequence

II. Interacting with Text - continued

★ Day Three - Reading in Four Voices; Literary Devices Dyad

★ Day Four - Wordle, Part II; Vocabulary Review Jigsaw; Extending Understanding

III. Extending Understanding

★ Day Five - In Our Own Words


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Differentiation Options

1. Minimal scaffolding – some independent work in small groups
2. Moderate scaffolding – small groups, share-jigsaw responses
3. Maximal scaffolding – teacher reads aloud, models writing, work as one group

All students experience the assigned texts
All students write in response to reading and viewing photos

Minimal

Heterogeneous groups of 3
Intro lesson – establish background knowledge
3 documents/focus questions – Background Reading Focus chart
Photos – analyze 1 – Civil War Photos, Photo Response

Moderate – Base groups/Expert groups

Expert groups – by proficiency and reading level

○ become experts on one aspect of topic, return to base group to share; use *Clarifying Bookmark* – guide for reading, think aloud

○ Read in pairs – first part aloud, second silently, take notes on focus area – *Background Reading Focus Chart*

○ Round Robin – Share responses, add ideas gained; photo analysis – as group, ea student complete *Photo Response*

Base groups – return to share responses
Maximal

Teacher reads aloud – focus areas on *Background Reading Focus Chart* as guide

Stop at key points, students talk with partner, decide info to enter in *Chart* as a group

Teacher models what to write

Select and post photo – complete *Photo Response* as group, then each student; partners create captions, post

*Persuasion Across Time and Space: Analyzing and Producing Complex Texts.*
Understanding Language (ell.stanford.edu) Lesson 2, pp. 57-103.
Using MPIs to describe scaffolding

★ What’s an MPI?
Model Performance Indicators (MPIs): provide examples of how teachers can differentiate instruction for students at different proficiency levels in a **specific context**.

MPIs are organized in **strands**: MPIs for several ELD levels.

★ You can create MPIs for:
- Individual activities
- One day of the lesson
- Performance Task
## What’s an MPI?

<table>
<thead>
<tr>
<th>Components of an MPI</th>
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<tbody>
<tr>
<td><strong>Language Function</strong></td>
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<tr>
<td>Language processes used in receiving or conveying a message</td>
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<tr>
<td>Produce statements</td>
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**Connection:** Analyze the main ideas and supporting details presented in diverse media and formats (visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. *(CCSS Speaking and Listening, Gr. 7)*

**Example context for language use:** Students discuss main ideas of short stories, novels and essays with partners or in small groups to clarify the topic, topic or issue under study.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Level 1: Entering</th>
<th>Level 3: Developing</th>
<th>Level 5: Bridging</th>
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<td></td>
<td>Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner.</td>
<td>Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner.</td>
<td>Discuss themes related to the main idea using extended discourse.</td>
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© WIDA Consortium. *2012 Amplification of the ELD standards K-12*. p.89
Sample MPIs for Lesson 2: Focus on Day One

Preparing Learners – Day One

★ Day One objective: Build background knowledge about the time and place of *The Gettysburg Address*

★ Day One activities: Era Envelope (Civil War Photos); Clarifying Bookmark; Base Group Share

★ Write MPI for **Base Group Share**: culminating activity
Writing MPIs for Day One

★ Think about related content objectives:
  ★ **USI.3.8.** Analyze Abraham Lincoln’s presidency...his views on slavery and the political obstacles he encountered. Seminal Primary Documents to Read: *Gettysburg Address*
  ★ **RI 7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

★ Think about the task (Base Group Share):
  ★ Read texts about Lincoln, Civil War and Battle of Gettysburg and take notes
  ★ Analyze photos of Civil War and write on Response sheet
Writing MPIs for Day One

- Think about related language objectives
  - What language will students produce and/or process?
    - Reading texts and identifying ideas, drawing conclusions
    - Sharing information
    - Summarizing information from a variety of sources
  - Choose focus – may be different for students at different ELD levels
Writing MPIs for Day One

Minimal Scaffolding

★ Focus language domains: Reading and Writing
★ Focus language objective: Writing a summary
★ Write a two paragraph summary about the historical context (time and place) of the *Gettysburg Address* from related texts and photos in small groups using the *Background Reading Focus Chart* and *Photograph Response* handout.
Writing MPIS for Day One

Moderate Scaffolding (Levels 3-4)

★ Focus language domains: Reading and Speaking
★ Focus language objective: Summarize main ideas orally

★ Summarize important characteristics of the *Gettysburg Address*’ historical context (time and place) orally from related texts and photos in small groups using the *Clarifying Bookmark I*, the *Photograph Response handout*, *Discussion Sentence Starters*, and *Illustrated Word Bank* (Level 3 only).
Writing MPIs for Day One

Maximal Scaffolding (Levels 1-2)

- Focus language domains: Reading
- Focus language objective: Identifying main ideas in text and images
- Identify characteristics of the Gettysburg Address’ historical context (time and place) from a related text and photos with the teacher using the Background Reading Graphic Organizer and the Photo Response handout.
- Additional scaffolding: modified texts
Time to Practice: Your Turn!

★ Modify your lesson for ELLs at two different ELD levels
  ★ Identify a key task/context for language use and create 2 MPIs (one for each ELD level)
  ★ Include the lesson’s content objective, potential language objectives, and necessary supports
★ If you didn’t bring a lesson – create MPIs for an activity on Lesson 2 Day 3 (*Reading in Four Voices*)
★ Use the *Lesson Planning Handout*
Reflections

★ What is something that you learned from this process?
★ How can you use this process for teacher professional development?
Resources

- Understanding Language site
  http://ell.stanford.edu/

- WIDA 2012 Amplification Standards
  http://wida.us/standards/eld.aspx