

DIFFERENTIATING INSTRUCTION WITH THE ELPS

How can I differentiate instruction for students who are English learners?

This chart helps us to think of accommodating instruction for English learners at varying degrees of language proficiency in terms of:

The words we use:

Making sure our words are comprehensible by using consistent language appropriate for the learner.

The work they do:

Making sure the learning tasks and activities are developmentally appropriate for students' current language proficiency levels.

What they see and hear:

Making sure we help the learner understand what is being presented by providing concrete objects, gestures, visuals, repetition, and frequent opportunities for students to express their ideas.

ELPS LINGUISTIC ACCOMMODATIONS

	BEGINNER	INTERMEDIATE
<p>Words Vocabulary resources, Simplified/Adapted text, sentence starters, native language resources</p>	<p>Provide:</p> <ul style="list-style-type: none"> ▪ Native language/English language word lists ▪ Personal dictionaries ▪ Related native language literature ▪ Taped texts ▪ High frequency vocabulary lists ▪ Texts adapted for English learners ▪ Basic classroom communication ▪ Key vocabulary word banks ▪ Short sentence stems ▪ Lists of cognates ▪ Outlines ▪ Highlighted text 	<p>Provide:</p> <ul style="list-style-type: none"> ▪ Related native language literature ▪ Scaffolded paragraph frames ▪ Adapted texts for English learners ▪ Prereading supports ▪ Modeled writing ▪ Preteaching key content vocabulary words ▪ Phrases to request clarification ▪ Pronunciation of academic language ▪ Sentence stems ▪ Highlighted text ▪ Personal dictionaries ▪ Paragraph frames to scaffold writing ▪ List of cognates
<p>Work (Language and content processes, Interaction, Assessment)</p>	<p>Allow:</p> <ul style="list-style-type: none"> ▪ Some nonparticipation ▪ Drawing ▪ Use of native language to express concepts and instructions ▪ Peer support ▪ Wait time ▪ Nodding, pointing, matching ▪ Listing and labeling ▪ Grammatical errors ▪ Spelling errors ▪ Tasks with simple listening comprehension ▪ Short, simple sentence structures (SVO) ▪ Language experience approach ▪ Use of present tense ▪ Echo/choral reading ▪ Frequent review 	<p>Allow:</p> <ul style="list-style-type: none"> ▪ Student clarification of instructions ▪ Some expression in native language ▪ Peer support ▪ Peer reading ▪ Drawing ▪ Some grammatical errors ▪ Some spelling errors ▪ Wait time ▪ Free writing on familiar topics ▪ Writing on familiar topics ▪ Retelling/summarizing activities ▪ Analysis of text structures ▪ Present and past tenses ▪ Information/assignment preview ▪ Questions that require elaborated responses
<p>What They See and Hear (Visuals, Graphic Organizers, Hands-On)</p>	<p>Provide:</p> <ul style="list-style-type: none"> ▪ Gestures and movement to teach procedures and content ▪ Visuals to teach social language, concepts and instructions ▪ Recast, restate, rephrase ▪ Realia (real world objects) ▪ Labeled items in classroom ▪ Lesson/assignment preview ▪ Slower, simplified speech ▪ Multimedia, PowerPoint®, technology ▪ Demonstrations and Dramatization ▪ Nonlinguistic representation ▪ Visuals for key concepts and instructions ▪ Lesson/assignment preview ▪ Graphic organizers with icons and native language vocabulary as needed ▪ Fewer idioms in spoken vocabulary ▪ Hands-on activities 	<p>Provide:</p> <ul style="list-style-type: none"> ▪ Gestures and movement to content ▪ Visuals to teach academic language, concepts ▪ Realia (real world objects) ▪ Lesson/assignment preview ▪ Slower, simplified speech ▪ Multimedia, PowerPoint®, technology ▪ Demonstrations and dramatization ▪ Nonlinguistic representation ▪ Lesson/assignment preview ▪ Graphic organizers ▪ Simplified speech ▪ Fewer idioms in spoken vocabulary ▪ Hands-on activities ▪ Recast, repeat, restate