

Samuel Gonzalez

Dr. Senyshyn

Education 469 ESL Methods

04-08-2020

Reading Response Two

There are several differences between level 1 ELLs and level 2 ELLs. These differences can be seen and understood by simply observing the students in four categories. First, the listening differences between the levels is that level 1 students are just beginning to understand and recognize often-heard words and phrases, this ties into the classroom as the students are also beginning to understand the high frequency words being presented to them. Level 2 students begin to actually respond to these frequently heard words. Regarding speaking level 1 learners may endure a silent period which is essentially where they are still adjusting to the cultural and language norms of their new school and need time to gain a level of comfortability within the school prior to building their language skills. Level 2 is not silent and begins to produce content and academic vocabulary. In terms of reading level 1 students gain meaning and understanding primarily from visual support while level 2 students may recognize and read frequently encountered words and phrases. Finally, in regards to writing, level 1 students may draw or copy written text and rely heavily on visuals while level 2 students are able to write phrases and simple sentences with occasional content and academic vocabulary when supported.

There are also similarities between level 1 ELLs and level 2 ELLs. First, both levels need to be guided strategically with scaffolding methods that keep in mind their capabilities and

challenge them just above their zone of proximal development. Both levels could benefit highly from clear and guided examples and many times these may be fill in the blank examples. Both could also benefit from modeled, shared and guided writing activities. This could provide the students each with a strong foundation to complete any writing activity and provide them a needed confidence boost as this allows the teacher an opportunity to use student ideas within examples and model for the students how to build off their ideas. Finally, both levels could benefit from keeping the focus on what the students got correct and not what they got wrong. As the students progress through to level 3, this will provide an outstanding time to begin correcting errors that ELLs make but within their foundational levels it is truly important and best practice to keep the focus on their strengths to further their confidence levels and engagement in their learning, there will be many opportunities to fine tune their accuracy later.

Assumptions in education are some of the most challenging obstacles for educators to overcome and one of the biggest injustices for students to face. Prior to a student opening their mouth, before an educator is able to determine that students instructional level based on content knowledge and other relevant assessment tools, and even before the educator has an actual conversation with that student, the educators assumptions could very well undermine that student into a general category that not only disregards the student's educational level but disregards the student's potential. Some examples of assumptions that could lead to such effects include when a student's parents did not attend college, they will not have a supportive family to assist them in their educational journey. Another is that since the student is absent so much their family clearly does not consider the student's education as a priority and also if a student comes to school late consistently their parents are irresponsible. These are just a few of

many assumptions that educators could have. At every moment of everyday an educator should consistently be checking their assumptions and adjusting their mindset to expect the best from others. Perhaps the parent's didn't have an opportunity to go to college but that is a priority they have for their child, the student maybe was absent due to religious, family emergency or unforeseen circumstance reasons. Also, maybe the parents have to drop off another child elsewhere before they bring the student to the school and that is why the student is late often. By confronting ourselves as educators we are able to better serve our students and their families.

Information relevant to the students' background comes from three sources. First, the family of students is crucial to understanding the background of the student. Information about the family consists of what professions is the family in, what is the ethnicity of the family, what is the country/state/city of origin of the family, what is the primary language spoken at home, what is the religious background of the family. These are all important aspects of the family that could lead to more understanding of the student themselves. Next, the student's previous educational experiences. What schools did the child attend, what level of English development is the student at, where did they go to school at. Why learning about the educational journey of the student a teacher will better understand academically how to serve the student. Finally, the student's cultural norms. Take into account their neighborhood and the area in which they live in and this will assist the teacher in making cultural references and providing them with the ability to incorporate culturally responsive and sustaining practices within their instruction.

3. What do the authors mean by “students’ instructional levels”? How can/should educators gather this information?

The institutional levels of students is simply a way of indicating where the students are academically. By simply recognizing the grade level of the students is doing them an injustice and essentially following an outdated educational philosophy. Students differ in their instructional levels within a single classroom, some students may be reading on target, others below or above grade level. There are many different instructional levels within a single classroom. By recognizing this classroom teachers immediately are opening their mindsets to better serve their students as they respect the instructional differences students have. This should then influence the small groups teachers organize and by organizing them based on instructional levels, teachers will be able to better move students forward within their cohort of instructional levels and give them time individually with each student during this group work time. Teachers can gather instructional information from assessments such as dibbles, running records and unit tests from their academic portfolio provided by grade partners from their previous grades.

Essential learning is driven by state standards and the curriculum provided to the teacher in order to carry during their instructional time and this can be determined by looking at the curriculum provided by the school and what assessments stem from the curriculum in order to see where the students need to be by end of their time with the curriculum. The associative language refers to the academic language that the students must adapt from their time learning from the essential learning curriculum, this language can be determined by checking the essential learning curriculum and looking at key terms presented within the

curriculum. Differentiated manner within the classroom refers to how to differentiate instruction to the different instructional levels that are present in the classroom, essentially how will teachers meet all students where they are academically. The teacher can determine the differentiation needed by constantly assessing the student's progress within the lesson by having them conduct partner talks, survey responses and sharing of their thinking to provide differentiation during the lesson. Also, teachers can anticipate the needs of their students during the lesson by understanding their strengths and weaknesses from the previous lesson and other background information they have on their student's.

Assignment 2: Read and respond to a novel about social issues

Standards-based content or topic	<ul style="list-style-type: none"> ● Read and respond to a novel about social issues ● Give a 5-minute summary and plot analysis
Language-based expectations	<ul style="list-style-type: none"> ● Read with a group a novel that is provided by the teacher which includes words that are familiar to the level 2 learners. ● With the group complete a teacher provided a graphic organizer that scaffolds students thinking about

Scaffolding and Support	<p>what was presented in the article and how there might be social issues. They can make drawings and other visuals to support their thinking during this discussion time.</p> <ul style="list-style-type: none">● The teacher will speak with the group about their findings and determine 2 social issues that they can write a 5 minute summary about.● Students are then given 5 minutes to write their summaries in the space provided on their graphic organizers.
Grading	<p>Since the essential learning objective is met and the language demands also met, the grading is simply for completion and not accuracy.</p>

The authors indicate that the students should be reading simple text and this meets my thinking as well as it will provide them the opportunity to read at their level. The authors also indicate that the text they read should have plenty of visual support and that the students should make a poster about the social issues outlined in their readings. This differs from my thinking as rather than each student having their own graphic organizer, students can collectively make a poster and support one another as a team, which is an excellent expansion to my thinking. Finally, the poster can serve as a scaffold for the oral presentation, while in my opinion oral presentations were not a part of my plan.

Perhaps the most prominent takeaway from this chapter was that both level 1 and level 2 learners need visual support at every scaffolding step to help them connect and more deeply understand their findings. Another extremely important takeaway was the important step of focusing on correct answers instead of errors and omissions as overwhelming students with corrections of every inaccuracy is unlikely to facilitate learning. Finally, a great reinforcement was modeling the use of graphic organizers to ensure students can successfully use these visual learning support graphs correctly.