Name: \_\_\_Joshua Segaloff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_1/13/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_7\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Science – Nonfiction text | | | | | | | #\_28\_\_\_\_ of students in my class, of which \_\_6\_\_\_\_\_ are ELL | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  6 Spanish speakers (Dominican Republic) | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: WIDA ACCESS Spring 2013[[1]](#footnote-1)  *See WIDA “Can Do” descriptors[[2]](#footnote-2) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Student 1 | | | | | | | | | 3.9 | | 3.6 | 4.0 | 2.8 | 3.9 | 4.5 | 3.7 | 4.1 |
| Student 2 | | | | | | | | | 3.6 | | 3.2 | 3.2 | 4.5 | 3.4 | 3.9 | 3.9 | 3.5 |
| Student 3 | | | | | | | | | 3.9 | | 1.9 | 4.0 | 4.1 | 2.8 | 4.4 | 3.9 | 3.5 |
| Student 4 | | | | | | | | | 3.4 | | 4.4 | 2.4 | 3.9 | 4.0 | 4.4 | 4.6 | 4.2 |
| Student 5 | | | | | | | | | 3.9 | | 3.2 | 3.2 | 3.9 | 3.4 | 3.9 | 3.7 | 4.1 |
| Student 6 | | | | | | | | | 3.6 | | 3.2 | 3.2 | 4.5 | 3.4 | 3.9 | 3.9 | 3.5 |
| Other support services that my ELLs receive:  Students receive 45 minutes a day of ESL support from the ESL lead teacher at the Bruce | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  • RL.7.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  • RL.7.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision  • RI.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.  • W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  • W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  • W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  Students will understand Christopher Columbus journey to the Indies.  Students will compare and contrast other explorer’s discoveries of the Americas.  Students will use a double entry journal. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*   * Students will explain in writing if Christopher Columbus discovered the Americas, underlining evidence from the nonfiction text to prove it. * Students will discuss Columbus and his actions comparing him with Viking explorers. * Students will write and orally express their reactions to misconceptions of Columbus.   Language Objectives Differentiation for Proficiency Levels:  Students at WIDA Level 3   * Students will demonstrate their knowledge of tiered vocabulary by participating in pair and small group discussion * Students will write shore responses to text dependent questions, with peer and teacher support, and class discussion. * Students will orally express relationship between historical events with peer and teacher support.   Students at WIDA Level 4   * Students will integrate tiered vocabulary into their oral description of what happened on Columbus voyage to the Americas. * Students will write expanded answers to text dependent questions with support from another student. * Students will orally express relationship between historical events, using peer support. | | | | | | | | | | | | | | | |
| Mentor Text or Source:  “The First Voyage of Columbus” p. 3-6. Planetary Science Foss Resource Text  Video United Streaming: “Columbus – Myth vs. fact | | | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-3)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  Land  Europeans  Journey  Business  Ocean  earth | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Scientific evidence  Scholars  But the fact is  “discovered”  Speculation  merchant | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Latitude  Parallel  Kilometers  Replica  circumference | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Students will already know about general information about round earth from previous science lessons on rotation, revolution, orbit, and day length. My students will have some general knowledge about who is Christopher Columbus but most likely will have some misconceptions, i.e., first man to find America, first man to travel around the world. We have had lessons on annotating nonfiction articles by highlighting details and finding main idea. We use two column note graphic organizer in class. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| Monitor student performance:   * Informal spot checks * Teacher will check on student’s comprehension of text by asking informational questions – “What was Columbus traveling for? Did Columbus know the Earth is round? How? * Asking students to explain a tiered vocabulary word to me in their own words * Listen to small group discussion paying attention for use of proper vocabulary * Do-now and free writes * Completion of text dependent questions | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfWriting | Listening | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfReading | |
| Students work with a partner to complete a word wheel on the word “Columbus”. They are using background knowledge. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Word Wheel with partner | | | | | | | | | |
| After five minutes is up, we discuss the word wheel as an entire class and make a master word wheel on the mimio board | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Word Wheel with the entire class | | | | | | | | | |
| Teach the key vocabulary using the 7 step vocabulary strategy. On step 4, I used a student friendly definition of the word “latitude” On step 6, I used a picture from the internet of a globe with brightly colored latitude lines. I walked around the room helping students as needed. Some students at lower levels needed a word bank for sentence frames. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Tiered Vocabulary  The Seven Step  Sentence Frames  Word Bank | | | | | | | | | |
| Before I read the first two paragraphs to the class I pre-teach the title, author and genre of the text. Identify who the audience of the reading is for. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Front loading information about author’s purpose and audience | | | | | | | | | |
| Read the first two paragraphs of the article and complete a think aloud. Pointing out to the students key vocabulary words and the purpose of Columbus’ voyage west, which was for business purposes | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Think aloud | | | | | | | | | |
| Divide the students into pairs and have them read to each other and have them stop after each paragraph to discuss and annotate the main idea | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Partner Reading  Pair students with an English Proficient student  Have lower level ELL work with two other students: Newcomer trio | | | | | | | | | |
| When partner reading is finished and students have discussed and annotated details they begin to write answers to text dependent questions | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Text Dependent questions to draw students attention to key point/main ideas | | | | | | | | | |
| Come back as a whole class in the last ten minutes to discuss the answers to text dependent questions. Students revise answers as I type them out on the mimio. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Revising by teacher modeling correct answers | | | | | | | | | |
| Students watch a video about Columbus – fact or myth. I stop the video during the segment that discusses that Columbus was not the first explorer to visit America. I also stop the video when it discusses the evidence that proves people already knew the earth was round. When I stop the video students are asked guiding questions from the teacher about the information that was just heard, we take whole class notes on the information. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Note taking  Guided questioning | | | | | | | | | |
| Students use a double entry journal and write their reactions to the video they just saw. On the left of the journal is the note from the video that Columbus was not the first to discover America. On the right students write their reaction to this. We share our reactions in pairs and then as a whole class. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Double Entry Journal  Partner sharing  Whole class share out | | | | | | | | | |
| Exit Ticket from class: Students complete two sentence frames on a piece of paper.   * One explorer that discovered America before Columbus is… * Columbus knew that the earth was round because… | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Exit Slip  Sentence Frames  Making connections to historical information and present day ideas | | | | | | | | | |
| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  As their homework students will write meaningful sentences using three tier two vocabulary words and two sentences using tier 3 words. This homework assignment reinforces the vocabulary comprehension and requires students to refer back to the nonfiction text. During the next class sessions I will be introducing the RAFT assignment in class. The students will be producing a short speech to persuade a science textbook company that the information about Columbus’ discovery of America should be fixed because of false information provided in textbooks. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

* My Content and Language Objectives support each other.
* I differentiated my language objectives to accommodate my students’ proficiency levels.
* I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.
* I chose activities that integrate speaking, writing, reading, and listening to the extent possible.
* I differentiated my assessment to accommodate my students’ proficiency levels.
* My assessment reflects the targeted language from my lesson’s mentor text or source.

**Reflection**

By understanding the different WIDA levels of my ELL students and looking closely at the can-do descriptors I have shaped my lessons quite differently than before. Most of my early lessons had my ELLs copying pictures or labeling diagrams. They were not doing true science in my classroom. I have shaped my lessons to meet the needs of all my students. I have focused on what my students can do in reading, writing, speaking and listening and matched those skills to my lessons. All my lessons begin with some form of front loading vocabulary and background information. Every new vocabulary word is accompanied by a picture. I believe this has helped prepare my students for the lesson and what to expect in each lesson.

By differentiating my content and language objectives I can meet the needs of my various students. If a student has a low score in writing I am not going to make that student write in English without providing a sentence frame or word bank. I would also provide the page number and paragraph number of the important information that I want that student to focus on. If the student has a higher writing score I might take away the word bank but keep the sentence frames. All of this must include some modeling from me or I feel my students will not know what is asked of them. They need proficient examples from the teacher so they understand what is being expected of them.

The various methods of assessment have helped me truly assess my students. To me it did not matter if it was a formative or summative assessment of students but as long as I was assessing all my students every day. An assessment could be as simple as listening to a conversation and making sure the correct vocabulary was being used. I could use a more complex writing assessment like a completion of a double entry journal. I have learned that an assessment does not always mean a test. I can use writing to assess my students or a discussion amongst peers.

For future lessons I am going to incorporate more word wheels and gallery walks. I like the use of word wheels because I can get a quick check of the vocabulary my students have and the gaps that need to be filled in. I have come to enjoy gallery walks because different groups get to observe and comment on others work. It is a chance for students to make suggestions or comments quickly. Even though the comments are short I feel it has a strong implication because the voice of the student becomes very powerful. Students are teaching students and reflecting on each other’s work.

The feedback that I received from my fellow peers is that they agree that double entry journals are useful because the student not only has to provide main idea and supporting details but gets to reflect on the information in their own words. They commented that the use of a model with direction is important so that students can see what is expected of them during the activity. The use of pairing up different level students is also a good strategy.

1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-1)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-2)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-3)