Name: Carlene Hackett and Carolyn Driscoll Date: May 3, 2014 Grade Level: 4th Grade

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| Teaching Context: Westward Expansion | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: ELA/Social Studies | | | | | | |  | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): Hispanic from Puerto Rico and 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 A | | | | | | | | | 2.4 | | 3.4 | 2.1 | 4.0 | 3.0 | 2.9 | 2.9 | 3.0 |
| Student B | | | | | | | | | 2.5 | | 2.8 | 6.0 | 4.6 | 2.7 | 5.6 | 3.1 | 3.5 |
| Student C | | | | | | | | | 3.4 | | 3.7 | 2.7 | 5.0 | 3.6 | 3.7 | 3.9 | 3.6 |
| Student D | | | | | | | | | 4.4 | | 4.0 | 4.5 | 5.0 | 4.1 | 4.7 | 4.7 | 4.3 |
| Student E | | | | | | | | | 1.9 | | 3.3 | 6.0 | 4.0 | 2.7 | 5.4 | 2.7 | 3.5 |
| Student F | | | | | | | | | 2.4 | | 3.4 | 2.7 | 4.0 | 3.0 | 3.4 | 2.9 | 3.1 |
| Student G | | | | | | | | | 3.9 | | 3.5 | 6.0 | 4.6 | 3.7 | 5.6 | 4.2 | 4.5 |
| Student H | | | | | | | | | 4.0 | | 4.0 | 3.5 | 4.0 | 4.0 | 3.8 | 4.0 | 3.9 |
| Other support services that my ELLs receive: Two of the ELLs have an IEP, which means they do receive small group instruction for other academic areas. One of the ELLs just went through an FST and was found to be SPED which means she now receives small group instruction for other academic areas. All of the ELLs listed above have made significant gains this year and these levels (older data) do not reflect their true current abilities. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  RL.4.1: Refer to details and examples in a text when explaining what the text says and when making inferences.  RL. 4.3: Describe in depth a character, setting or event in a story, drawing on specific details in the text.  RL. 4.4: Determine the meaning of words and phrases as they are used in the text.  RI.4.3: Explain events, procedures, ideas or concepts in a historical text.  RI. 4.4: Determine the meaning of general academic and domain specific words or phrases in a text.  RI. 4.6: Compare and contrast an account of the same event or topic; describe the differences in focus and the information.  RI. 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject.  SL. 4.4: Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas.  SL. 4.2: Paraphrase portions of a text read aloud or information presented in diverse media, including visually, quantitatively and orally.  L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  L.4.4: Determine the meaning of unknown and multiple meaning words and phrases.  W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  W.4.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. | | | | | | | | | | | | | | | | | |
| Content Objective(s):   1. Students will determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters. 2. Students will refer to details in a text when explaining what the text says explicitly. 3. Students will be able to identify the events, key ideas in an informational text. 4. Students will synthesize information and think critically. | | 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 use listening, reading, speaking and writing to describe events during the Westward Expansion. Compare two different historical events that happened during Westward Expansion and write about the hardships of the pioneers during this time period.  -Students will write complete sentences in response to a writing prompt based on using text evidence.  Language Objectives Differentiation for Proficiency Levels:  L2: -Students will use illustrations and orally retell, use simple sentence frames to describe and paragraph frames to write a paragraph about Westward Expansion. A word list and graphic organizers will be used if needed. Teacher support if needed.  -Students will demonstrate their knowledge of tiered vocabulary by participating in pair and small group discussions.  L3: -Students will use graphic organizers and sentence frames and paragraph frames to explain parts of the story. Word wall to assist in discussion as well as the use of paragraph frames to write a final paragraph. Teacher or peer support if needed.  -Students will demonstrate their knowledge of tiered vocabulary by participating in pair and small group discussions  L4: -Students will integrate tiered vocabulary into their discussions of Westward Expansion.  -Students will write complex sentences to text dependent writing prompt, with support from a peer. | | | | | | | | | | | | | | | |
| Mentor Text or Source: *Little House on the Prairie* by Laura Ingalls Wilder (Major Mentor Text); “Dandelions” by Eve Bunting; “Who Was Laura Ingalls Wilder?” by Patricia Demuth; article about “Manifest Destiny and Louisiana Purchase” on Readworks.org; “The Journey West” by Marc Gave | | | | | | | | | | | | | | | | | |
| 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*  House  Build  Wagon  Trail  Trees  Wood  Fire  Doctor  River  Rain  Road  Family  Dog | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Splendid  Fiddle  Pounce  Cross  Trip  Huddled  Land  Rattled  Crackling  Pioneer  Rustled  Lunging  plunging | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Prairie  Creek  Bundle  Remedies  Oregon Trail  Gold Rush  Wagon master  Bison  Mules  Campfire  Ridgepole  Louisiana  Manifest Destiny | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| ELL students will come to class with some basic knowledge of traveling, in a car, bus, airplane. These lessons will teach them in depth about the many hardships the pioneers faced as they traveled across the states during Westward Expansion. These students will be able to take this knowledge and write about it using oral language, graphic organizers, sentence frames, and paragraph frames. They will have access to word banks to assist them in writing as well as speaking. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| 1. Use a check list to monitor for comprehension during think-pair-share, turn and talk, jigsaw and partner read. 2. All students will participate in class discussions. Some might need sentence frames and the Tier 2 and 3 words. 3. All students will write about Westward Expansion using Tier 2 and 3 words. 4. Level 3 students will be able to complete activities using the word wall and paragraph frames to complete assignment. 5. Level 2 students will be able to illustrate or orally or use simple sentence frames using Tier 2 and 3 words from word wall. | | | | | | | | | | | | | | | | | |
| 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: Westward Expansion using Little House on the Prairie | | | 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 | |
| Begin with looking at the cover of the book with the students; have them predict what they think the story will be about. Have them turn and talk with their partner to share their ideas, chart their ideas and thoughts. | | | 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 | | Turn and talk-LS  -All students are able to listen to another student share their thinking aloud. | | | | | | | | | |
| Introduce the book to them, along with front loading the vocabulary. Teach the word, HUDDLED using the 7 step strategy. Begin reading the book orally to the class, stopping to discuss, expand or take questions. All students have a copy of the book. | | | 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 | | 7 Step strategy-LSRW  -This helps students with fluency along with comprehension of new vocabulary. Gives students some background knowledge for unknown words. | | | | | | | | | |
| Continue to read the book together, students will partner read the first two pages of Chapter 2; partners will discuss how they would feel if they had to travel in a covered wagon. As a class we will finish reading chapter 2. | | | 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-LSR  -Gives students a peer to work with, who can help with tracking and fluency. | | | | | | | | | |
| After finishing chapter 2 students will write 1 sentence about how they would feel if they traveled in a covered wagon. Sentence frames will be used along with a word bank. As a class we will discuss what they wrote and why. | | | 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 | | Sentence frames-SWR  -Helps students become confident in using new vocabulary words. | | | | | | | | | |
| Using the sentence frames from yesterday we discuss how we could add details to our sentences and improve vocabulary.  Teacher models how to change the statement,  “crossing the prairie was dangerous” Use the lexical array strategy for the word **Dangerous-Unsafe-Risk-Hazardous**  Crossing the prairie was hazardous to the family. | | | 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 | | Lexical Array-SLWR  -Allows students access to additional vocabulary words that can be used in oral discussion. | | | | | | | | | |
| Introduce a non-fiction book, The Journey West. Explain to the students that this book is about other people who traveled Westward during the same time period as the Ingalls Family. Begin reading orally, modeling fluency and pointing out all the text features and the importance of them in the text. Maps, bold print, charts, picture insets, diagrams and size charts help the reader understand the story better. Turn and talk to your partner about a text feature and how it helps the reader. | | | 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].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\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 | | Identify and analyze text features-LS  -Draws students to important components of the text so they are able to more fully comprehend the text. | | | | | | | | | |
| Before the class reads Chapter 9 the teacher will introduce more vocabulary using the word wheel strategy for Splendid. Students will write this word in their vocabulary notebook and circle it, with partners they will use the dictionary to look up the word and find synonyms for the word. As a class we will share different words for splendid and students will fill in their word wheel. Students will write a complete sentence using that word. A sentence frame will be placed on the board, “It was a \_\_\_\_\_\_day.” And “It was a \_\_\_\_day due to the sun shining which made it \_\_\_\_. | | | 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 | | Word Wheel-WLSR  -Allows students access to additional vocabulary words that can be used in classroom discussions.  Sentence Frames-SWR  -Helps students gain confidence in using new vocabulary words. | | | | | | | | | |
| After spending a few weeks on Westward Expansion students will be asked to think of something they find interesting or an “I wonder” question to be able to share during The Write Around Strategy. All students will have a piece paper and write one sentence about anything to do with Westward Expansion. After everyone has a sentence written down it is passed to the right; students will read the sentence and add another sentence; trying to stay on topic. This will continue until all the papers have circulated. | | | 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 | | Write Around Strategy  -Students feel confident in writing only one sentence and also having model sentences to follow up on their idea.  L2: will be given sentence frames to use if needed; or the use of the text Little House on the Prairie  L3:sentence frames and or Little House on the Prairie | | | | | | | | | |
| As a class we will revisit “The Journey West”. Students will be placed in groups. They will reread pgs. 8-11 of the text with their partner. These pages describe the hardships fared by the pioneers as they traveled West. After reading those pages they will get into groups. Each student will be given a piece of paper and write one word they remember from the text, then pass the paper to your right. After completing this task the class will create a word bank to be used for writing prompt. “Describe the challenges faced by the pioneers as they traveled west” .Students will be given a sentence frame or a paragraph frame depending on their level. | | | 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 | | Round table-WLSR  -Students gain new vocabulary words and concepts from their peers in a small group. | | | | | | | | | |
| To learn more about the author students will be put in groups and then be given a chapter of the biography on Laura Ingalls Wilder. In these “expert” groups students will read and discuss the important parts of their chapter. Then groups will be split so there is one person per chapter to share out the information for their expert chapter. Then as a class we will come together and discuss each chapter in depth. | | | 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 | | Jigsaw-LWRS  -Students have confidence in their thinking in a small group before discussing with a larger group. | | | | | | | | | |
| To keep excitement alive about Westward Expansion students will find one or two things they find interesting/ a wonder why question or a fun fact about anything we have studied so far to share with their classmates. Half of the students will line up and then the other half will line up across from them. They will share their thoughts with each other, then when the teacher says slide, they will slide to the left and share their same idea to a new classmate, until everyone has talked to someone on the opposite side. As a class we will discuss and post all the thoughts and ideas. | | | 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 | | Slide and Glide-LS  -The repeating of ideas is essential for students to comprehend and retain new information, it also allows them to discuss other students opinions. | | | | | | | | | |
| To continue with the understanding of Westward Expansion students will read an article from Readworks.org on “The Louisiana Purchase” and “Manifest Destiny”. As a class we will come together and discuss this article, highlighting the important parts of the article. On the next day students will be given either “A” or “B”; they must find someone with the opposite letter and ask each other questions to be able to fill in the blanks on their worksheet. Together with their partner they will fill in their worksheet together. | | | 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 | | Information Gap-SWLR  -This strategy allows students to work together and find the facts while practicing asking appropriate questions.  L2: Students will be able to have the article with them while working with a partner and question frames.  L3: Students will have a word bank with them to help guide them and question frames.  L4: Students will have a word bank. | | | | | | | | | |
| To check for understanding of the text Little House on the Prairie I will use Double-Entry Journal. On the left hand side the students will each pick one or two sentences from the text from that day’s reading. On the right hand side they will write about what they think or wondering after reading that part of the text. I will model one on the board. As a class we will discuss these journals on the next day after I get to check them. It helps me spot check all students, but it also helps students to be able to explain themselves without discussing with the whole class.  This strategy can be used throughout the unit using all the supplemental text. | | | 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-LWR  -Helps students articulate their thinking and being able to use the text for a response. | | | | | | | | | |

**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.

**Carlene Hackett’s Reflection**

The strategies and information on understanding English Language Learners’ needs from this class has been extremely helpful in planning and implementing my capstone lesson which is a unit on Westward Expansion. Being able to practice the skills through the strategy implementation reports provided me with information on how to differentiate content as well as the assessment piece. By bringing all of these strategies and applying them into my classroom this has made me look at how I teach and how I can change the way I teach.

The first step that needs to be done is to look at the WIDA “can do” descriptors to have a better understanding of where the ELL students are; my students scored well in the listening and oral, but reading was on the weaker side. Using this information it guided me into using the strategies that I felt would support them. One of my content objectives was students will refer to details in a text when explicitly explaining the text. My language objective was “describe historical events that happened during this time period”. Having WIDA in mind I was able to differentiate my language objectives by using word lists, sentence frames and graphic organizers to support the different levels.

Differentiating assessments allowed my ELL students to demonstrate knowledge in a variety of ways. The students were able to communicate orally with me and the other students when using the slide and glide strategy or when they were using turn and talk. When implementing the jigsaw strategy I was able to assess them also by oral language as well as speaking. Using sentence and paragraph frames along with word banks for the ELL students has helped me be able to assess them more accurately.

Some of the changes that I will incorporate next year when implementing this unit would be to continue to add more time for the seven step vocabulary along with the word wheel. I find at times I rushed through the vocabulary, but when I took the time for deep discussion about vocabulary they had a better understanding of the words. This also applies to taking the time for class discussions by using “turn and talk” or “think, pair, share” as well as modeling think alouds. The more discussion around the book that is being read the better comprehension for all the students, but mostly the ELL students. Oral discussion guides the ELLs for a better understanding of concepts. By implementing the slide and glide weekly I found ELLs felt more comfortable about speaking, it was quick and everyone had something to share.

**Carolyn Driscoll’s Reflection**

As I planned my Capstone lessons I was cognizant of the needs and levels of my ELL students and planned instructional strategies that I thought would be most beneficial for them to be successful. Looking at the WIDA Can-Do Descriptors was also helpful to me and enabled me to tailor lessons that allowed for differentiation based on what my ELLs were capable of completing.

My ELLs had overall scores ranging from 3.1 which is developing, to 4.4 which is considered expanding. They all had varying ranges in all areas, which prompted me to use a variety of different strategies discussed in the RETELL class. I knew the other students in my class, who were not coded as ELLs, would also benefit greatly from these strategies. I had several content objectives. The first was students will determine the meaning of words and phrases in a text. Another was that students will refer to details in a text when explaining what the text says explicitly. Lastly students will be able to identify the key ideas in an informational text and will be able to synthesize information and think critically. My language objective was for students to listen, read, speak and write when describing events on Westward Expansion. Students would also be able to write complete sentences in response to a writing prompt based on text evidence. For my Level 2’s I had students use illustrations to orally retell, use sentence frames to describe and paragraph frames to write a paragraph about Westward Expansion. My Level 3’s used graphic organizers, sentence and paragraph frames as well as a word list and word wall to help complete their written responses. My Level 4’s used tiered vocabulary in their discussions and were able to write complex sentences when responding to a text dependent writing prompt. Small group discussions and peer partnerships were also incorporated into all of my ELL Levels to help increase overall comprehension.

I implemented many strategies into my Capstone lessons: think alouds, turn and talks, 7 step vocabulary, partner reading, sentence frames, lexical arrays, word wheels, identifying and analyzing text features, write around strategy, content vocabulary round table, jigsaw, slide and glide, information gap, and the double entry journal. Many of these strategies were chosen as they allowed discussion amongst students and I felt strongly my ELLs needed this type of support to allow them to feel more confident in their comprehension of the material as well as increase their writing output. The strategies that involved discussions also helped with the overall comprehension for my ELLs, which is critical in having them feel successful in the classroom. I loved seeing my students get excited when they were able to take part in vocabulary discussions involving the word wheel and lexical array. The content vocabulary roundtable discussion was interesting to watch as my students were able to write down the new vocabulary words they gained from briefly reading assigned pages. I could actually see their brains working and I feel this was a quick way for them to add to discussions about content vocabulary. Many times when I cold call my students, my ELLs are more apt to shy away from answering and many of these strategies helped them to feel more confident in classroom discussions. The use of the word bank, sentence frames and especially the paragraph frame we used when responding to a prompt for a non -fiction text, enabled my ELLs to show their knowledge in a non-stressful way. I was very pleased with the range of written responses I received when they answered the prompt, “Describe the challenges faced by the pioneers as they traveled west.” I was pleased to see that the partner reading and oral discussions really helped the students articulate their answers more fully, along with the help of the word bank. The students also demonstrated knowledge when they were using the write around strategy to show what they had learned about Westward Expansion. The slide and glide was another strategy my students enjoyed and this strategy helped them because they were repeating ideas, which is essential for comprehending and retaining new information.

Overall I thought the Capstone lessons were very successful. I have been using many of these strategies in my classroom for years such as think alouds, turn and talk, word wheels, and the double sided journal entry. I loved learning and incorporating many new strategies and will continue to use them in my teaching in future lessons. I will be certain to have a few more images/pictures for my ELLs when introducing vocabulary words. The feedback I received was positive. My instructor as well as my classmates told me to continue to incorporate these strategies into future lessons. I don’t think I would do anything differently except next year I will look at the WIDA levels of my students and when I begin these lessons on Westward Expansion I will adjust them accordingly, depending on the levels of my ELLs. Taking this class has opened my eyes even more to the varying levels of ELLs in my classroom and has made me an even more patient teacher as I feel more confident in my ability to reach these learners and help them find success.

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)