

FOCUS Reflection: P1.4

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator P1.4. Meeting Diverse Needs

Uses an understanding of students' diverse needs to differentiate instruction according to learning preferences and abilities, needs, interests, prior education, cultural beliefs and values, native languages, and life experiences.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
<p>A. ABE students' language/dialects, home cultures, learning differences, and prior experiences are important to their identities; this individual diversity is a strength to be appreciated and explored in the classroom.</p>	<ol style="list-style-type: none"> 1) Plan initial and ongoing class activities (<i>e.g., interviews, surveys, discussions, ice breakers</i>) to learn about students and gather information to inform ELA instruction. 2) Discuss with learners their values and beliefs about teaching, learning, and language (<i>e.g., the role of the teacher; the role of workbooks vs. authentic materials</i>); share their own. 3) Establish a climate of respect in the classroom that acknowledges and affirms individual and cultural differences and fosters risk-taking. 4) Select reading and viewing materials that reflect a variety of cultures, global regions, identities, and diverse perspectives in respectful ways. 5) Invite learners to independently and collaboratively make connections to their own lives. 6) Explore inequities, cultural and racial bias, and community issues. 7) Encourage the sharing of different points of view, supporting students in questioning their own assumptions and supporting their assertions with credible evidence. 8) Develop an understanding of one's own cross-cultural awareness, cultural competence, and biases as a teacher. 	
<p>B. Differentiation can occur through adjustments to content, process, and products.</p>	<ol style="list-style-type: none"> 1) Maintain high expectations for all students when differentiating. 2) Use the CCRSAE level-specific standards (A through D-E) to align ELA instruction with learners' level(s). 	

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	<ol style="list-style-type: none"> 3) Have learners at different reading levels read about the same topic using texts specifically aligned to their levels. 4) Use flexible grouping and provide roles for group members when appropriate. 5) Provide appropriate support (<i>e.g., 1-1 assistance vs. peer support vs. small group</i>). 6) Offer/assign different ways for learners to show their learning while maintaining high, level-appropriate expectations (<i>e.g., expecting students at different levels to write an essay vs. a paragraph on the same topic; discussing the main idea of a text in either an infographic or a poster</i>). 	
<p>C. Intentionally address the specific needs of students who have learning disabilities (LD) or are English learners (ELs).</p>	<ol style="list-style-type: none"> 1) Follow program procedures for LD screening and referral; access special services for LD students (if available). 2) Use Universal Design of Learning (UDL) techniques. 3) Use evidence-based techniques for LD instruction, including the incorporation of assistive technology (<i>e.g., scanning reading pens; speech-to-text apps</i>). 4) Especially attend to signal words, idioms, Tier 2 words, written syntax, and cultural understandings when instructing English learners. 5) Provide graphic organizers to help learners capture and reflect on new knowledge related to the text and topic of the lesson. Use a variety of collaborative learning activities to help learners reach a mutual understanding, retain information, and develop their English language skills. 	
<p>D. Depending on how proficient students are at identifying words, they may need level-appropriate, evidence-based instruction in alphabetics (<i>e.g., word parts, word analysis, and/or sight words</i>) to improve their reading comprehension.</p>	<ol style="list-style-type: none"> 1) Base alphabetic instruction on diagnostic assessment. 2) To strengthen awareness of the sounds of English words and word parts, use rhyming, oral blending of spoken parts to form recognizable words, or oral segmentation tasks (<i>e.g., breaking a word into its parts by tapping out or counting the parts</i>). 3) Use a variety of materials, systematic and explicit methods, and multisensory instruction to develop and strengthen students' ability to identify words and word parts. 4) Make connections and distinguish the English alphabetic system from other writing systems that 	

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	<p>English learners may know.</p> <ol style="list-style-type: none"> 5) Teach high-frequency but phonetically irregular words. 6) Teach common, level-appropriate prefixes, suffixes, and root words. 7) Provide students with opportunities to read aloud from texts where they can apply what they are learning about words and word parts to identify unfamiliar words. 	
<p>E. Students need evidence-based fluency instruction, appropriate for their reading levels.</p>	<ol style="list-style-type: none"> 1) Base fluency instruction on diagnostic assessment. 2) Engage beginning adult readers in Guided, Repeated Oral Reading techniques, including echo reading and choral reading. 3) Engage intermediate adult readers in Repeated Readings, Marked Phrase Boundaries activities, and Collaborative Oral Reading. 4) Engage secondary-level readers in additional techniques such as sentence-combining and sentence chunking to build skills in tackling long, complex sentence structures. 5) Read sections of texts aloud with students to help them learn recurring words, the syntax of written English, and how to apply appropriate expression/intonation. 6) Incorporate technology that allows both native speakers and English learners to hear text read aloud. 7) Provide materials and processes (<i>e.g., book logs, reading logs</i>) that encourage students to increase the amount of time they spend reading outside of class. 	
<p>F. Level-appropriate academic vocabulary (Tier 2) and domain-specific words (Tier 3) need to be explicitly and habitually included in instruction, using evidence-based practices.</p>	<ol style="list-style-type: none"> 1) Base vocabulary instruction on diagnostic assessment. 2) Use direct instruction to teach students the meanings of level-appropriate academic (Tier 2) and domain-specific (Tier 3) words; incorporate meaningful examples, visuals, and gestures, especially for English learners. 3) Attend to English learners who may have gaps in everyday English vocabulary. 4) Provide students with multiple opportunities to use new words in speaking and writing, providing feedback (<i>e.g., Quadrant Charts, Yes/No/Why</i>). 	

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	5) Emphasize the importance of vocabulary outside of class by discussing students' encounters with words at work, on television, in the newspaper, on websites, etc. 6) Analyze the impact of an author's word choice on the meaning and tone of a text.	
G. Students need evidence-based instruction in reading comprehension , appropriate for their levels.	1) Base comprehension instruction on diagnostic assessment, understanding the role that alphabets, fluency, and vocabulary play in comprehending text. 2) Engage emerging readers in developing listening comprehension skills that relate to reading (<i>e.g., making and checking predictions; asking and answering questions</i>). 3) Model, scaffold, and allow students to practice high-impact reading comprehension strategies (<i>e.g., making and checking predictions; asking and answering questions to monitor comprehension; using graphic organizers/text maps to help identify relationships; writing summaries; combining strategies</i>). 4) Design instruction so students are following the details of, making inferences from, and/or evaluating what they read or listen to. 5) Ensure a large proportion of texts read is content-rich nonfiction and that the comprehension of these texts is closely tied to the acquisition of knowledge.	
Notes to Self:		