1. English Language Learners at OCVS
2. WIDA Can Do Descriptors
3. Differentiated Instruction
4. Instructional Supports
Orange County Public Schools (OCPS) have approximately 172 languages and dialects from 197 countries.

Orange County Virtual School (OCVS), is an OCPS school providing a virtual curriculum aligned to Florida state educational standards. OCVS uses the same curriculum as Florida Virtual School (a private organization).

**What does Orange County Virtual School offer to an English Language Learner (ELL)?**

- Standards based instruction
- ELL instructional supports for differentiation
- ELL study Hall - one-on-one tutoring support
- ELL resources for home
Basic Interpersonal Communication versus Cognitive Academic Language Proficiency

**Basic Interpersonal Communication Skills (BICS)**

When a student arrives from another country or transfers to OCVS with limited English language skills, they will adapt to listening the different sounds. They will attempt to make social connections and acquire basic vocabulary to survive the everyday activities.

**Cognitive Academic Language Proficiency (CALP)**

Throughout the process of language acquisition, the student will need academic vocabulary to be able to perform on grade level in cognitively demanding courses, literature, and community events.
There are four Language Domains to teach:

- **Listening/Reading**
- **Speaking/Writing**

**Receptive**

**Input**
- Listening
- Reading

**Output**
- Speaking
- Writing

**Productive**
World-Class Instructional Design and Assessment (WIDA)

Florida is part of the WIDA consortium along with 41 U.S. states. It is also used abroad and provides research-based language standards.

https://wida.wisc.edu/

ELL students are tested with the WIDA 2.0 assessment every year for growth in the different language domains we viewed in the previous slide.
WIDA English Language Proficiency Levels

Each language proficiency level has its paired CAN DO descriptor.
How can I support an ELL student by using WIDA 2.0 Scores?

CAN DO Student Chart – Grade Level Cluster 6 – 8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

**L** (Language)

**R** (Reading)

**W** (Writing)

**S** (Speaking)

Grades 6-8  
https://tinyurl.com/y4x48cdg

Grades 9-12  
https://tinyurl.com/y6q83kdd
WIDA Scores Analysis

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT ID</th>
<th>Tier</th>
<th>Cluster</th>
<th>L</th>
<th>S</th>
<th>R</th>
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WIDA ACCESS 2.0
Your thoughts, please

**Background Knowledge:**

- Prior concepts learned in the native language (L1)
- Student’s individual experiences
- Cognates
- Parent/Student Interview
- Cultural aspects to consider
Science measurements and vocabulary. Observe what may be differentiated.

### Measuring Boiling Points

Camila needs to use all of the equipment in the materials list to heat three liquids and record their boiling points.

**Experiment: Measuring Boiling Points**

<table>
<thead>
<tr>
<th>Data Table:</th>
<th>LIQUID</th>
<th>BOILING POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>water</td>
<td>100°C</td>
</tr>
<tr>
<td>B</td>
<td>sugar and water</td>
<td>?</td>
</tr>
<tr>
<td>C</td>
<td>salt and water</td>
<td>?</td>
</tr>
</tbody>
</table>

**Materials List:**

1. Stand
2. Ring stand
3. Mesh
4. Clamp
5. Thermometer
6. Bunsen burner
7. Beakers and 500 mL of each liquid

Look at the diagram showing the assembled equipment. Write a paragraph of at least 8 sentences explaining how Camila will use the equipment to find out which of the liquids has the highest boiling point.
Differentiation with cognates support

Cognates:
1. data-data
2. liquid-liuido
3. milliliters-mililitros
4. point-punto
5. equipment-equipoo
6. materials-materiales
7. diagram-diagrama
Differentiation with word bank support

Word bank:
boiling - ebullicion
stand - base de apoyo
burner - quemador
beaker - vaso de precipitados

Provide a word bank BEFOREHAND

Have the students create their word bank BEFORE the lesson day.
Differentiated Instruction

Carol Tomlinson defines differentiated instruction as the teacher’s response to the learner’s needs. This can be accomplished by differentiating:

- **Content**
- **Process**
- **Product**
Differentiating Content

- Provide supplemental audio readings ahead of the lesson
- Supplement with videos
- Indicate relevant content by chunking
- Provide time for collaborative discussions within cooperative groups. Use language data.
Your turn...

How would you differentiate the content when teaching your standard?

Standard: ____________________________________________

C_________________

P_________________

P_________________
Differentiating Process

• Graphic Organizers/Thinking Maps
• Sentence Stems
• Cornell Notes
• Outlines
• Illustrations showing the steps

Analyzing Author’s Craft

• A golden line for me is…
• This word/phrase stands out for me because…
• I like how the author uses ___ to show…
Differentiating Process

Complete the Tree Map to identify the author’s claim, reasons and evidences that support the claim, then write the page number showing where the can be found.

Using illustrations/charts/graphs/words/phrases, complete the Tree Map to identify the author’s claim, reasons and evidence, then write the page number showing where this textual evidence can be found.
Your turn again...

How would you differentiate the **process** when teaching your standard?

Standard: ____________________________________________________________________________
__________________________________________________________________________________
C________________ - ____________________________________________________________________
__________________________________________________________________________________
P________________ - ____________________________________________________________________
P________________ - ____________________________________________________________________
Differentiating Product

Nonlinguistic Representations - ways to help students understand and express knowledge without the use of language.
Differentiating Product

Explain each of the following types of writing: Create a poster to explain each of the types of writing.

1. Argumentative
2. Narrative
3. Expository
Differentiating Product

Write a summary of the article we read in class.

[Diagram showing the effects of air pollution and no pollution on children's health, with symbols representing children and health outcomes.]
Your turn:
Describe all you see as much as possible.
Connecting sentences-How may we support?

Veo a una persona con una visión.
Eu vejo uma pessoa com uma visão.
Tôi thấy một người có tầm nhìn xa.
我看到一個有遠見的人。
Wǒ kàn dào yīgè yǒu yuǎnjiàn de rén.
Nommez les parties du système digestif.
Quelle est la fonction de chaque pièce ?

Quel est l'ordre dans lequel chacun fonctionne ?

<table>
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<tr>
<th>Part</th>
<th>Order</th>
<th>Function</th>
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<tr>
<td>Esophagus</td>
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<tr>
<td>Liver</td>
<td>2</td>
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<td>Gallbladder</td>
<td>3</td>
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<td>8</td>
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<tr>
<td>Large intestine</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The function of the ___________ is to extract fluids.
Differentiated Assessments for ELLs

Language Scaffolds

- Students use bilingual dictionaries
- Provide illustrations, graphs, charts, graphs
- Adjust vocabulary
- Limit answer choices
- Use word banks
- Sentence stems
- Simplify question type
- Read directions and test questions aloud

Thank you! Ana B. Ramos
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