

# Differentiating in the Content Classroom using ***Response Through Intervention***

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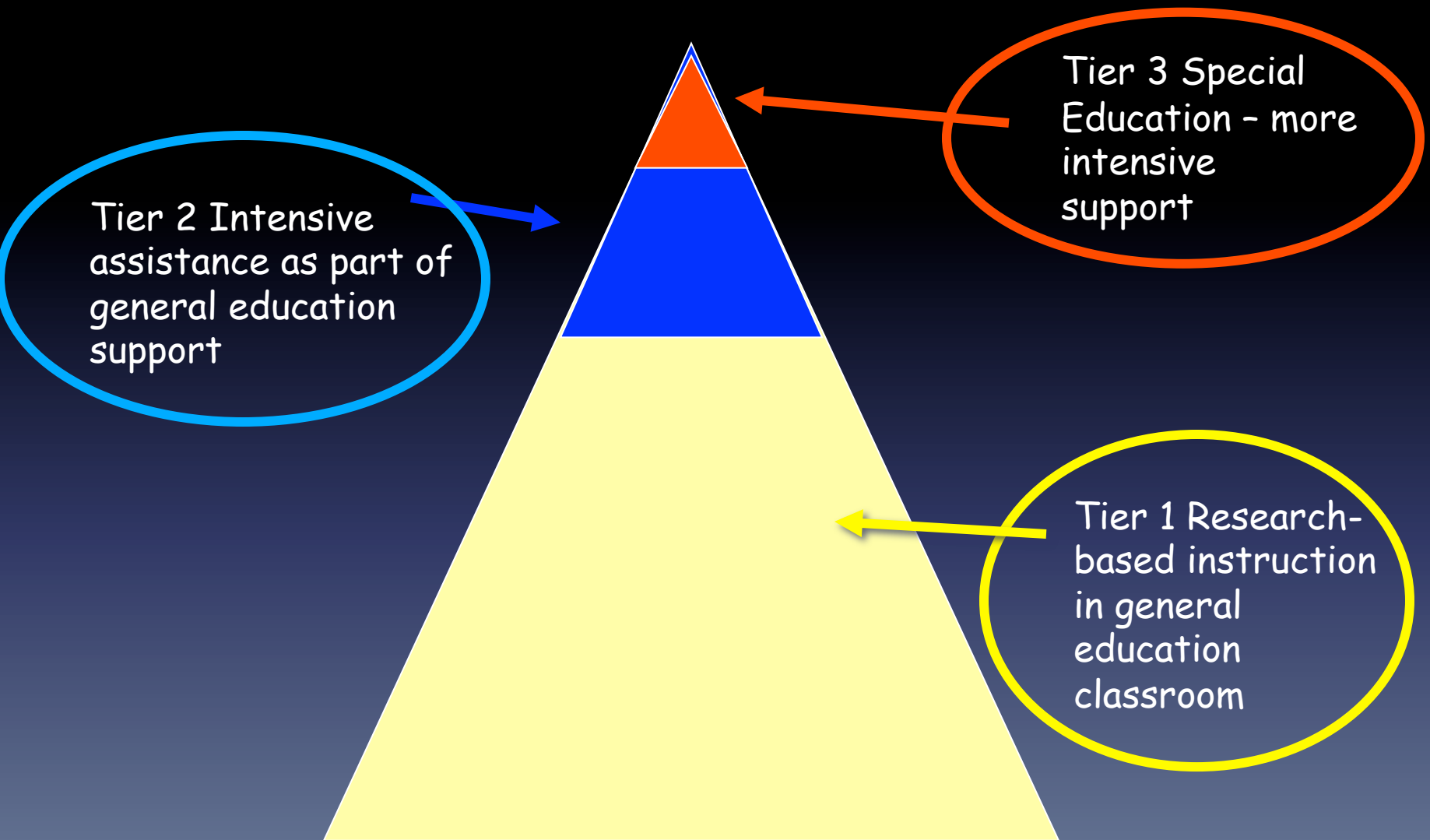
# Our Goals:

- Basics of RTI
- How RTI relates to quality ELL instruction
- Examples of Tier 1 and Tier 2 RTI practices in classes including ELs.

# What is RTI?

- A multi-tiered organizational framework for assessing, and instructing, students in a continuum of services that become increasingly intensive and specialized
- Originally designed for literacy instruction in early elementary grades – has now been expanded to higher grade levels with the addition of math instruction

# Response to Intervention: A Three-tiered Model



# What is the purpose of RTI?

**Response to intervention** (RTI) models have been developed

- To prevent academic failure through frequent progress monitoring and early intervention
- to meet government expectations for quality instruction based on scientific research
- to ensure the use of highly qualified teachers in the classrooms,
- to provide instruction informed by regular assessment

What is the relationship of  
RTI to ELLS?

# ELLs and RTI

- In the past, ELLs were disproportionately over-represented in special education classes (Artiles, Trent, & Palmer, 2004; Donovan & Cross, 2002)
- RTI is one way to prevent academic failure for linguistically diverse students by providing them with **quality instruction and support** (Klingner & Edwards, 2006).

# Quality ELL Instruction

- Teachers are familiar with the “beliefs, values, and cultural and linguistic practices of their diverse students so that they can support their learning in positive ways” (Orosco & Klingner, 2010, p. 272).
- Teachers have acquired expertise in understanding how learning to read in a first language is different from learning in an additional language (August & Shanahan, 2006).
- Teachers are aware that not all evidence-based practices have been researched with language learners in the sample population (Klingner & Edwards, 2006).



# What is Culturally and Linguistically Responsive RTI?

- Instruction that is
  - High quality
  - Evidence-based
  - Language-rich
  - Delivered by Highly qualified content teachers

# What is High Quality Instruction?

- **Active Engagement** for all students
- **Cultural Relevance** is part of the learning process

# Quality ELL Instruction

- For language-learning students, “All practice needs to be **culturally responsive** in order to be best practice” (Moje & Hinchman, 2004, p. 321).
- Culturally responsive teachers understand the socio-historical contexts that influence ELLs and their classroom learning (Klingner & Edwards, 2006).

# What is Evidence Based Instruction?

- **Expectations of Success**
- **Varied Approaches to Learning**
- **Prior Knowledge** is activated

# What is Language Rich Instruction?

- **Content and language Integration**
- **Engaging and Comprehensible Content**
- **Collaboration**
- **Comprehensible Input with Scaffolding**
- **Abundant Input and Output Opportunities**

# What makes a content teacher “highly qualified”?

- TESOL Professional Standards
- Certification/  
Endorsement
- Available expertise  
from ELL specialists  
in school

# What are Culturally and Linguistically Responsive Interventions?

- Interventions are
  - Implemented quickly
  - Respectful of cultural considerations
  - Conducted with fidelity to the specific research-based approach

# RTI in Practice

**Tier 1: Research-based instruction in  
the general education classroom**



# Tier 1

Classroom rules, routines, practices that are welcoming and inclusive of ELLs

Examples:

- Including home cultures and countries in instruction
- Being aware of language transfer issues
- Continually checking comprehension and restating in other ways when learners don't understand.
- Appropriate for 100% of learners

# Tier 1 Examples in Vocabulary Development

- Make learners aware of *academic words* –words that they don't often use in ordinary conversation but that are important for learning in school.
- Play with words every day – study root words, prefixes, and suffixes. Make a list of common word parts (and meanings) that learners can refer to when they encounter new words.
- Teach learners that words can have multiple meanings. Have them collect multiple meanings for some common words such as: *like, run, play, or lock*.

# The Math Classroom

- Math vocabulary for addition and multiplication
  - *Count off with numbers 1, 2, 3, 4*
  - *And +, plus +, times  $\times$ , multiplied by  $\times$ ,*

# Sentence Frames

- \_\_\_\_\_ *plus* \_\_\_\_\_ *equals* \_\_\_\_\_
- \_\_\_\_\_ *and* \_\_\_\_\_ *equals* \_\_\_\_\_
- \_\_\_\_\_ *times* \_\_\_\_\_ *equals* \_\_\_\_\_
- \_\_\_\_\_ *multiplied by* \_\_\_\_\_ *equals* \_\_\_\_\_
- \_\_\_\_\_ *plus* 7 *equals* 16
- \_\_\_\_\_ *and* 5 *equals* 22.
- \_\_\_\_\_ *times* 7 *equals* 42.
- \_\_\_\_\_ *multiplied by* 5 *equals* 55.

# Construct an Equation for Your Partner

- \_\_\_\_\_ plus \_\_\_\_\_ equals \_\_\_\_\_.
- \_\_\_\_\_ and \_\_\_\_\_ equals \_\_\_\_\_.
- \_\_\_\_\_ times \_\_\_\_\_ equals \_\_\_\_\_.
- \_\_\_\_\_ multiplied by \_\_\_\_\_ equals \_\_\_\_\_.
- That's correct.
- That's not correct.

# Equation Questions

- How much is \_\_\_\_\_ multiplied by \_\_\_\_\_?
- How much is \_\_\_\_\_ times \_\_\_\_\_?
- How much is \_\_\_\_\_ plus \_\_\_\_\_?
- How much is \_\_\_\_\_ and \_\_\_\_\_?

**Make slates for  
individuals/  
groups to use to  
show responses:**



- Put plain paper in page protectors
- Provide whiteboard marker and cloth for erasing
- Have learners (or groups) write responses on the slates.
- Learners all wait to show slates at a signal, e.g., “slates up!”



# Advantages of Using Slates

- Active learning
- Instant and continuous feedback
- Facilitates collaboration
- Flexible and fun



# Rich Vocabulary Development of Academic Words

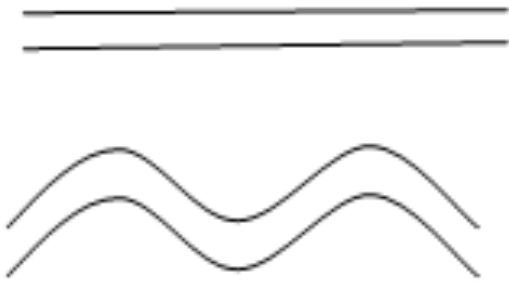
- contextualizing each target word
- providing student-friendly explanations
- giving many examples
- asking learners to provide their own examples
- posting & using the target words

# *Building Word Awareness:*

## Names

- What is your name?
- What does it mean?
- Where does the word come from?
- Why are you named that?
- What are the sounds in your name?
- Are there other words like your name?
- Is anyone else's name in the room like your name?
- How do you feel when someone says your name wrong?

# Vocabulary Journal

WORD SQUARE	
Word	Symbol or Picture
<p>Word: parallel</p> <p>My meaning: side by side</p> <p>Opposite: intersecting</p> <p>Translation:</p> <p>(Korean) 평행의</p>	
Dictionary Meaning	Sentences
Two lines running side-by-side at an equal distance from one another.	<p>The train tracks are parallel.</p> <p>The two stories have parallel plots.</p> <p>Two lines that are parallel will never intersect.</p>

1. Choose an academic word
2. Create a vocabulary entry on your slate using a word square

acquire

annual

compound

community

display

diverse

energy

error

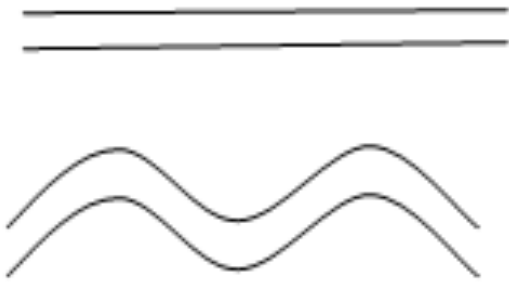
final

flexible

goal

globe

# Vocabulary Journal

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# Sentence Machine

- Tudents stand in a line in front of the class to be the “Sentence Machine.”
- Learners ask questions (original or prepared) of the machine.
- The machine answers in sentences, with each person providing one word in turn.
- Teacher and peers mediate the formation of sentences.

# Sentence Machine Activity

1. In a group, write on your slate a question about something discussed in this workshop.
2. Send the person closest to the right side of the room to line in the front.
3. Ask your questions to the sentence machine.
4. The machine answers in complete sentences, each person contributing one word.

# Sentence Machine Questions

Question frame:

What is \_\_\_\_ multiplied by \_\_\_\_?

Answer frame:

\_\_\_\_\_multiplied by \_\_\_\_\_equals\_\_\_\_\_



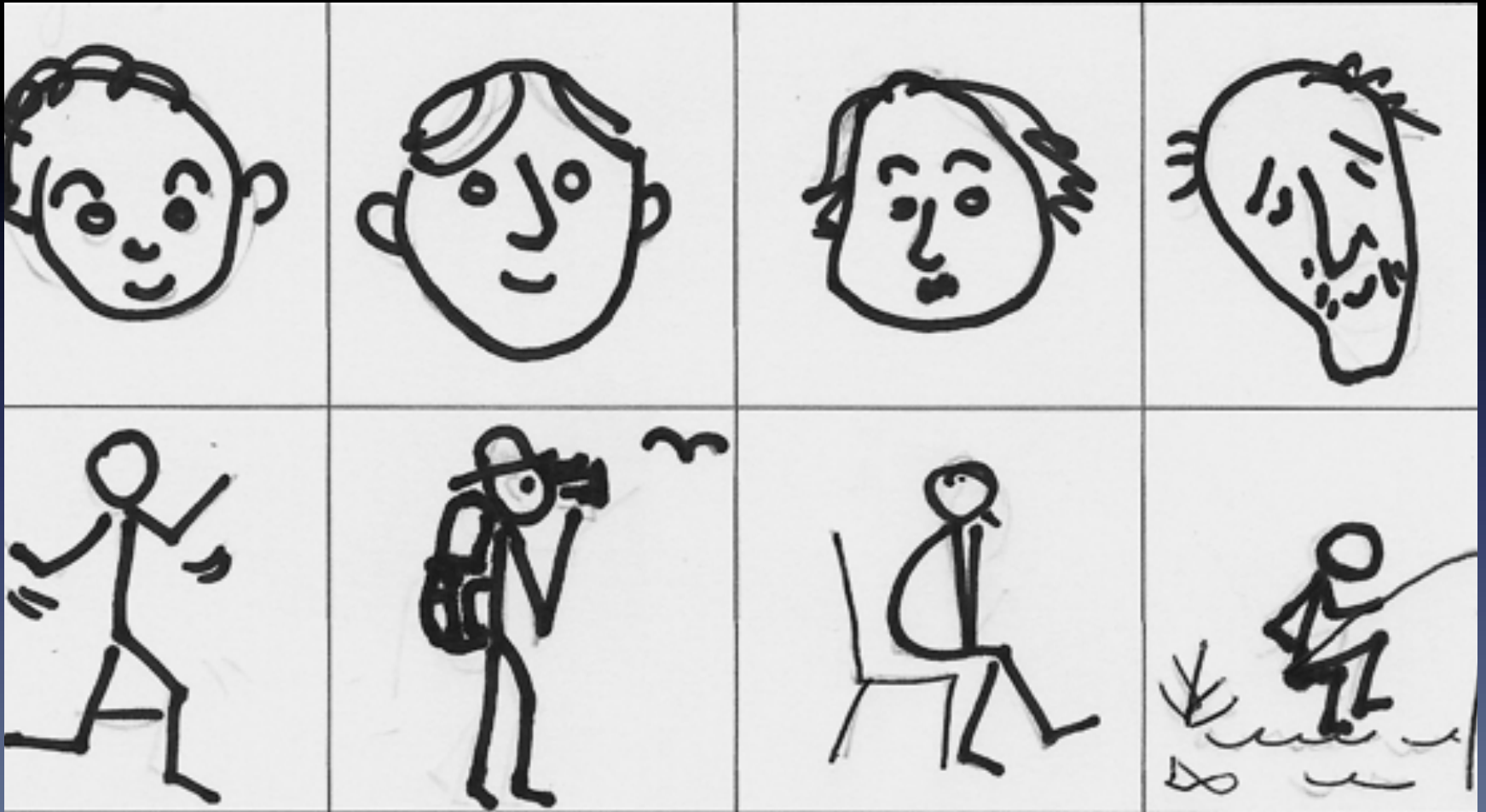
# Tier 2

- Students who do not make progress in Tier 1 are provide more intensive support through interventions, but still as part of general education
- Tier 2 is appropriate for about 15% of population

# Tier 2 Examples for Vocabulary Instruction

- Teach learners ways to study words with a partner, like *test, study, retest*.
- Teach small groups of learners how to draw simple pictures to help them understand and remember words.
- Observe small groups of learners as they do a word sort – how well do they choose the categories for the sort? Does the sort show that they understand the words?
- Use semantic maps to show small groups of learners different meanings of words along with related words.

# Ball and Stick Drawing lesson



# Word Wall

# Checking Understanding Dipsticking using Signals

- Point to the word
- Hold up card
- Give thumbs up or thumbs down.



# Exit Ticket: One Question Quiz

1. Write your answer on your slate.
2. Show it to the group.
3. Erase your response.
4. Put your marker and eraser in the pocket.
5. Turn in your slate as you exit.

Question: What is something unique and important to remember when using RTI with English learners?

# Resources

Linda New Levine:

[lnewlevine@aol.com](mailto:lnewlevine@aol.com)

Mary Lou McCloskey:

[ml@mlmcc.com](mailto:ml@mlmcc.com)

Handout:

<http://www.mlmcc.com>

(Includes slides and examples of Tier 1 and Tier 2 for Vocabulary Development)

Levine, L. N. & McCloskey, M. L. (2012). *Teaching English Language and Content in Mainstream Classes: One Class, Many Paths*. Pearson Education.

PEARSON RESOURCES FOR TEACHING ENGLISH LEARNERS

## Teaching English Language and Content in Mainstream Classes

*One Class, Many Paths*

*Second Edition*



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