

WinkWorld April 2005

Hello Friends,

Thank you for your responses on last month's *WinkWorld*. As a follow-up to our one-on-one conversations, I will add more bilingual resources for next month. This month I am sharing information from Fernando Peña, Kevin Olson, Jill Mora. In addition, *Prairie Pedagogy* returns, with Dean's reflection of his horse wreck in December. Dawn also shares a memory of the Arizona ranch and a new discovery, her mother's hands.

No Voice Left Behind

Fernando Peña, of CA MiniCorp, and I have periodically worked together through the years, as we share many interests. He has created a delightful presentation on Multiple Intelligences; in addition, he has created a webpage, which he uses to help promote his passion for authentic literacy, saved in the form of big books for families and students. He and I have shared this unique method of self-publishing in various presentations. Now, Fernando is creating hardbound books for others. I hope you will visit him and his exciting ideas at www.nvlb.net.

Thank you to Kevin Olson who shared this treasure for your reflection. Kimmel, M. (2004). *The gendered society*. New York, NY: Oxford University Press.

"Our lives depend on social interaction. Literally, it seems. In the thirteenth century, Frederick II, Emperor of the Holy Roman Empire, decided to perform an experiment to see if he could discover the 'natural language of man.' What language would we speak if no one taught us language? He selected some newborn babies, and decreed that no one speak to them. The babies were suckled and nursed and bathed as usual, but speech and songs and lullabies were strictly prohibited. All the babies died." (Kimmel 94).

Differentiated Instruction, ELD (English Language Development), and SDAIE (Specially Designed Academic Instruction in English) by Dr. Jill Mora

Jill Mora, a dear friend and colleague from San Diego State University (SDSU) shares her perspectives on three concepts: (a) ELD, similar to ESL for those of you in other states; (b) SDAIE, similar to sheltered instruction in many other states; and (c) differentiated instruction, which is a term used nationally. I encourage you to explore the wealth of information which she generously shares on her website. Thanks for all of your contributions, Jill.

http://coe.sdsu.edu/people/jmora/ThemePlanningMMdl/ThematicPlanning_files/frame.htm

Jill writes:

I am a strong advocate of differentiated instruction for English language learners. Many of you may be familiar with my Four by Four Model of Integrated Thematic Instruction, which is a framework for designing instruction that is targeted and appropriate for four different levels of English proficiency (one through four on the five point FSI) and the four skills of the language arts: Listening, speaking, reading and writing. This model offers a means of implementing the California ELD Standards using effective strategies and classroom organization that maximize language, literacy and content learning. The model clearly

rejects the notion of one-size-fits-all reading/language arts curriculum and focuses instead on providing the most appropriate and challenging instruction for all students within a linguistically heterogeneous classroom. Differentiated instruction based on content themes is most often used in the elementary grades where students are not ordinarily assigned to classrooms according to their language proficiency levels. Differentiated thematic instruction is also effective in subject area classrooms in middle and high schools where students are not grouped homogeneously by language levels. Consequently, some require English language development instruction while others benefit from SDAIE, which focuses on the content learning with modifications and adaptations for learners without full English proficiency.