Differentiating Instruction (cont.)

Differentiation Suggestions

The differentiation suggestions that follow have been grouped according to the section of the *Language Power* lesson in which they can be used. Some suggestions may be used in multiple sections and have been grouped accordingly.

All Sections	• Use visuals that reinforce spoken or written words to support visual learners. • Adjust your speech as appropriate to make language and content comprehensible. You may speak slowly, enunciate, use longer natural pauses, repeat words or phrases, or include shorter sentences, fewer pronouns, and simpler syntax. • Exaggerate intonations to emphasize vocabulary words or concepts. • Help students use context clues to clarify idioms and the meaning of unknown words or phrases. • Allow sufficient wait time for student responses. Some students need extra time to process questions and carefully formulate answers. • Ask leveled questions to encourage participation and active involvement from all students. • Display the student activity sheets, texts, and other components using an interactive whiteboard or a document camera to support multiple learning modalities. • Encourage students to frequently use and refer to their personal dictionaries to personalize vocabulary learning. • Post provided vocabulary cards (digital resources) on word walls for students to refer to during instruction and to aid students in recognizing and using words around them. • Encourage students to use the provided Word Banks to add vocabulary terms to their writing. • Challenge students to speak and write at the highest-level possible; whether that is words, phrases, sentences, or paragraphs.
Before Reading	• Explicitly link concepts with students' background experiences (text-to-self, text-to-text, text-to-world) to activate student interest and infuse instruction with a sense of purpose. • Encourage students to complete the graphic organizers in the *Student Guided Practice Book* to organize their thoughts and make predictions. • Challenge students to think of cognates for the vocabulary words. Have students compare the meaning of each word and its cognate to connect new vocabulary to existing schema. • Challenge students to act out words or to come up with gestures so they can learn words through an association with movement. • Challenge students to use new vocabulary in questions and statements to learn words through repeated exposures. • Have students sort vocabulary words in different ways. • Have students use word parts to manipulate the form of each vocabulary word and build as many words as possible from one root word. This will build vocabulary exponentially and develop a deep understanding of word meaning.

Differentiation Suggestions *(cont.)*

During Reading	• Think aloud to model your thought process, showing what it looks like and sounds like to make connections in preparation for reading a text. • Share digital versions of the texts with students so they can practice reading independently in class or at home. • Play the audio versions of the texts to support auditory learners. • Physically model the steps that students are to follow to complete an activity. • Encourage students to complete the graphic organizers in the *Student Guided Practice Book* to organize their thoughts and prepare for comprehensible output. • Challenge fluent readers to read the book independently during instruction.
After Reading	• Scaffold instruction to ensure the successful transfer of language skills from guided practice to independent application. • Physically model the steps that students are to follow to complete an activity. Think aloud to model your thought process, showing what it looks like and sounds like to make inferences and share comprehensible output. • Allow students to use alternative forms of expressing understanding, such as presenting, writing, drawing, or acting. • Give students the option of using technology to create products that show what they have learned. • Have students complete activities in the *Student Guided Practice Book* individually, with partners, in groups, or with the teacher to differentiate the process. • Have students use graphic organizers in the *Student Guided Practice Book* to actively organize their learning and prepare for comprehensible output.
Writing	• Create assignments that allow students to put their writing to authentic use. • Give students the option of using technology to create multimodal products that show what they have learned. • Give students choices for writing topics or formats that spark their interests and challenge them appropriately. • Give students time to discuss their ideas prior to writing. • Use flexible grouping strategies by grouping students homogeneously or heterogeneously, depending on the needs of the students and/or teaching context. • Provide students with simpler, or more complex, sentence frames to offer appropriate support for language at each student's writing level. Reduce or extend writing expectations (volume of writing, complexity of language, etc.) as appropriate.

Differentiating Instruction (cont.)

Differentiation Suggestions (cont.)

Fluency	• Show students which words in a sentence should be read together in phrases to support visual learners. • Share digital versions of the texts with students so they can practice reading independently in class or at home. • Play the audio versions of the texts to support auditory learners. • Create opportunities for performance to give students authentic reasons for repeated practice. • Provide opportunities for students to read aloud individually, in pairs, and in small groups.
Content Connection	• Allow students to use alternative forms of expressing understanding, such as presenting, writing, drawing, or acting. • Give students the option of using technology to create products that show what they have learned. • Use flexible grouping strategies by grouping students homogeneously or heterogeneously, depending on the needs the students and/or teaching context. • Provide students with outlines to guide their research, as relevant. • Challenge students to develop their own content connection activities to promote self-directed learning.
Speaking and Listening	• Differentiate the environment in which students practice speaking and listening skills. Allow times when they work individually, in pairs, in small groups, and in whole-group settings. • Use manipulatives and make use of digital, visual, and audio inputs when introducing content to students. • Allow students to share what they're learning in different ways, such as recording themselves, presenting, or talking to you one-on-one.
Language Development	• Incorporate aspects of games to extend the time that students interact with new concepts. • Preassess students to determine their readiness for the lesson learning objectives, and provide scaffolds as needed. • Approach language development lessons as concepts that will be revisited and touched upon at different times in a spiraling curriculum. • Help students make connections across content areas to help build language proficiency. • Change the environment in which students work to meet diverse learning needs. • Allow students to share their learning in different ways. • Emphasize the use of language over any grammatical terminology that may accompany the lesson.