

ELL

Differentiation

Tools

Differentiation Tools

Tool	Differentiates Material	Differentiates Task (students do)	Differentiates Strategy (teacher designed)	Differentiates Student Groupings	Differentiates Language (level of English or primary language)
Activity Guides		X		alone	X
Agendas		X		alone	X
Alternative Assignments		X		alone	X
Anchor Activities	X	X		alone	X
Centers or Stations	X	X	X	small groups	X
Choice Boards	X	X	X	alone, pairs or small groups	X
Complex Instruction	X	X	X	small groups	X
Flexible groupings			X	total class, small groups, pairs or alone	X

Differentiation Tools

Group Investigations	X (topic)			small groups	X
Homework	X	X	X	alone	X
Independent Studies	X	X		alone	X
Jigsaw	X			small groups	X
Learning Menus or Contracts	X	X	X	alone, pairs, small groups	X
Literature Circles	X			total class or small groups	X
Multiple Texts and Resource Material	X				X
Projects	X	X	X	alone, pairs, or small groups	X

Differentiation Tools

Schedule Chart or Work Board	X	X	X	alone	X
Socratic Seminar	X			total class	X (provide scaffolding script or cues)
TIC TAC TOE		X		alone, pairs, or small groups	X
Tiered Activities		X		alone, pairs, small groups	X
Web Quests	X (topic)			alone, pair, or small group	X
Writing Workshop			X	alone, pairs, or small groups	X

Differentiation Tools For Access to Content

What is it?

Activity Guides

Why use it?

Language Arts 9th grade example: read, view, and interpret texts and performances in every medium from a variety of authors, subjects, and genres

Science 4th grade example: describe how the structures of plants and animals complement the environment of the plant or animal

Math 1st grade example: solves real-world problems involving addition and subtraction of whole numbers

Social Studies 6th example: examine documents related to significant developments in world history; employ the skills of historical analysis and interpretation in probing their meaning and importance

How it works? These packets of materials are designed for students to work on similar tasks but at different levels of complexity. Activity guides may contain any of the following: different sets of instructions, suggested steps for solutions, partial models, performance criteria, options for presentations, and various resources.

Differentiated components for emergent ELL: Activity guides inherently scaffold learning and potential for task completion by differentiating levels of complexity on similar tasks. The less English proficiency students possess, the more scaffolding needed either through lower levels of linguistic complexity or through the provision of comprehension aides. ESL and classroom teachers can consensually use activity guides to equitably grade what ELL know and can do.

Differentiation Tools For Access to Content

What is it?

Agendas

Why use it?

Language Arts 1st grade example: write voluntarily for different purposes (e.g. tell stories, share information, give directions, write to a friend)

Science high school example: describe and explain the structures and functions of the human body at different organizational levels

Math 3rd grade example: organizes and displays data in simple bar graphs, pie charts, and line graphs

Social Studies 7th grade example: compare several historical accounts of the same events in US history and contrast the different facts included or omitted from each author and determine the authors' points of view

How it works?

Agendas are personalized list of tasks that a particular student must complete in a specified time. The tasks could take a student two to three weeks to complete, and a designated time of the day or period is set aside for this purpose. While students are working, teachers can move about to coach and monitor progress.

Differentiated components for emergent ELL: A personalized list of scaffolded tasks is one of the most equitable ways to collect evidence of what ELL know and can do since the list can be matched to English-proficiency level as well as background readiness in the primary language. The tasks should contain familiar information and material, simple goals, and easy-to-follow directions. ESL and classroom teachers can design tasks together for ELL. This strategy is a superlative alternative to allowing ELL sit with nothing to do in mainstream classrooms.

Differentiation Tools For Access to Content

What is it? Alternative Assignments

Why use it?

Language Arts 10th grade example: recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts

Science Kindergarten example: describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces

Math 8th grade example: create and use representations to organize, record, and communicate mathematical ideas (i.e. use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations)

Social Studies 5th grade example: participate in activities that focus on a classroom, school, or community issue or problem (e.g. brainstorm solutions, write letters, role-play, debate topics, mock trial, develop a historic walking tour of neighborhood)

How it works? These can include various ways for students to represent their understanding of concepts or texts. Students might represent the main idea or message in the form of a drawing, a dramatic representation, or a written analysis. These can be assigned by the teacher or self-selected by the student.

Differentiated components for emergent ELL: Alternative assignments offer ELL the possibility of completing different tasks to show what they know and can do (i.e. tasks which are familiar, concrete, and less English - language driven). The ESL teacher can offer insights into which assignments will be linguistically appropriate for individual students (e.g. those who have weak or strong literacy skills or those who can read English better than they can speak or write it).

Differentiation Tools For Access to Content

What is it? Anchor Activities

Why use it?

Language Arts 7th grade example: maintain a writing portfolio that includes imaginative, interpretive, and responsive writing (note: in the primary language if necessary)

Science 5th grade example: observe and describe developmental patterns in selected plants and animals (e.g. insects, frogs, humans, seed-bearing plants)

Math high school geometry example: uses synthetic (i.e. pictorial) representations and analytic (i.e. coordinate) methods to solve problems involving symmetry and transformations of figures (e. g. problems involving distance, midpoint, and slope; determination of symmetry with respect to a point or line)

Social Studies kindergarten example: create personal and family timelines to distinguish between near and distant past; create a picture timeline tracing developments in history

How it works? These are tasks to which students automatically undertake as soon as they complete assigned classroom work. They are a good way to help students cultivate the habit of using time wisely and with a clear purpose and should not be conceived of as busywork (i.e. must be important to the concepts and understandings of the content). Anchor activities allow students who finish early in a differentiated classroom to always have something of substance to do.

Differentiated components for emergent ELL: Anchor activities are excellent for differentiating material and tasks for ELL students when they can not finish classroom work. The ESL teacher might be invited to prepare some anchor activities specifically for the ELL students as a way of bridging what goes on in both classrooms. Another alternative is to seek assistance in developing anchor activities to further conceptual development in the primary languages of ELL (e.g. an ESL or world language teacher, either a peer or older bilingual student).

Differentiation Tools For Access to Content

What is it?

Centers or Stations

Why use it?

Language Arts 1st grade example: engage in pre-reading and reading activities to select books, tapes, and poems; dramatize or retell stories using puppets, toys, and other props; identify parts of a book and their purposes; work cooperatively with peers to comprehend text; show interest in reading a range of texts from a variety of genres

Science 3rd grade example: uses appropriate tools and simple equipment (e.g. thermometers, magnifiers, microscopes, calculators, graduated cylinders) to gather scientific data and extend the senses

Math 6th grade example: determines probability using mathematical/theoretical models, simulations, and/ or experiments

Social Studies high school example: analyze the decisions leading to major turning points in US history, comparing alternative courses of action, and hypothesizing, within the context of the historic period, about what might have happened if the decision had been different

How it works?

Centers or stations are a collection of materials and activities designed to teach, reinforce, or extend students' knowledge, understanding, and skills. They are different physical locations in the classroom where students work on different tasks simultaneously (i.e. the tasks can be distinct or work in concert with one another). Not all students have to visit all locations all the time, nor do all students have to spend the same amount of time at any location. Sometimes the teacher decides who will go where and other times the students self-select.

Differentiated components for emergent ELL: Teachers can differentiate the learning experiences of ELL by having them visit only those centers or stations suited to their linguistic skills, by specifying tasks and materials at a given center for ELL, and / or by adjusting the time ELL spend at a particular center. It would be valuable for ELL to remain in classes to participate in centers and for ESL and classroom teachers to utilize the station co-teaching model.

Differentiation Tools For Access to Content

What is it?

Choice Boards

Why use it?

Language Arts 11th grade example: read, view, and listen independently to literary works that represent a range of social, historical, and cultural perspectives

Science 8th grade example: knows characteristics and movement patterns of the nine planets in our Solar System

Math 4th example: understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically

Social Studies 2nd grade example: compare the characters and events described in historical fiction with primary sources (e.g. artifacts, journals, diaries, photographs) in order to judge the historical accuracy and determine the variety of perspectives included in the story

How it works?

Changing assignments are placed in permanent pockets or folders. By asking a student to make a work selection from a particular pocket or folder, the teacher targets work toward student need and at the same time allows student choice.

Differentiated components for emergent ELL: Choice boards differentiate tasks and provide for student choice: both features allow ELL to show what they know and can do despite limited English proficiency. ESL and classroom teachers can work together to design assignments for ELL using additional scaffolding strategies (e.g. time honored ESL strategies, literacy scaffolds).

Differentiation Tools For Access to Content

What is it? Complex Instruction

Why use it?

Language Arts 7th grade example: prepare and give oral presentations on informational text

Science & Technology 2nd grade example: use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound

Math 5th grade example: use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena

Social Studies high school example: develop hypotheses about important events, eras, or issues; move from chronicling to explaining historical events and issues; use information collected from diverse sources (e.g. diaries, census reports, city directories and maps, newspaper and journal accounts, graphs and charts, cartoons, autobiographies, government documents) to produce cogently written and oral reports; apply the skills of historiography by comparing, contrasting, and evaluating the interpretations of different historians

How it works? A collaborative instructional strategy which has students work together in heterogeneous groups to complete tasks that genuinely draw upon the skills of each of them in order to ensure that each student's talent is indispensable to the work of the group as a whole. The tasks should be open ended, interesting, accomplishable in more than one way, challenging, and use a variety of expressive modalities (e.g. oral, reading & writing, media). The tasks should not be exclusively dependent on decoding, encoding, computation or memorization.

Differentiated components for emergent ELL: Complex instruction differentiates roles and responsibilities of students so that all students - including ELL - can show what they know and can do as a group. Bilingual students can serve as translators, materials can be provided in the primary language, or ESL teacher and classroom teachers can co-teach to support all learners (e.g. alternative co-teaching).

Differentiation Tools For Access to Content

What is it? Flexible Groupings

Why use it?

Language Arts 10th grade example: engage in a variety of collaborative conversations (e.g. peer-led discussions, paired reading and responding, and cooperative group discussions) to construct and interpret multiple levels of meaning and subtleties in text

Science 3rd grade example: share their research plans with others and revise them based on their suggestions; share their findings with others and actively seek their interpretations and ideas

Math 7th grade example: compare strategies and solutions found by others in relation to their own work

Social Studies 1st grade example: conduct interviews with family members, collect family memorabilia such as letters, diaries, stories, photographs, and keepsakes; classify information by type of activity (i.e. social, political, economic, cultural, or religious); discuss how traditions and practices were passed from one generation to the next; determine the extent to which the traditions and practices are shared by other members of their class

How it works? Flexible groups are fundamental to the differentiated classroom. Students move into and out of small working groups either by choice or by teacher assignment. Students work with many different classmates during a unit of study because groups do not stay the same for long periods of time. Groups can be homogeneous or heterogeneous and can be formed by skill level, knowledge base, interest or learning style. Each student has a role which ensures that he or she makes a significant contribution to the work of the group. At various points of instruction, students work as a total class, alone, in pairs or these flexible groups.

Differentiated components for emergent ELL: The process of acquiring another language requires interaction with others who are more proficient in the language. Flexible groupings provides this interaction by differentiating classroom configurations.

Differentiation Tools For Access to Content

What is it? Group Investigations

Why use it?

Language Arts 3rd grade example: show interest in wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts

Math, Science & Technology high school example: participate in an extended, culminating mathematics, science, and technology investigation to solve interdisciplinary problems (i.e. involving a variety of skills and strategies including effective work habits; gathering and processing of information, generating and analyzing ideas; making connections among the common themes of mathematics, science, and technology; and presenting ideas)

Social Studies 8th grade example: undertake case studies to research violations of basic civil and human rights and case studies of genocide (e.g. mass starvation in Ireland, forced relocation of Native Americans, internment of Japanese Americans)

How it works? The teacher guides students through selection of topics and breaks the class into groups by learner interest. Then the teacher helps them with planning the investigation, carrying out the investigation, presenting findings, and evaluating outcomes both individually and as a group.

Differentiated components for emergent ELL: Two components of group investigations scaffold the learning experiences of ELL; namely, allowing them to work in groups of peers and to select topics of interest. ESL and classroom teachers can use group investigations as summative assessments to collect evidence of standards' attainment.

Differentiation Tools For Access to Content

What is it?

Homework

Why use it?

Language Arts 4th grade example: read a variety of grade-level texts and answer literal, inferential, and evaluative questions

Science 6th grade example: design charts, tables, graphs, and other representations of observations in conventional and creative ways to help address research questions or hypotheses

Algebra II and Trigonometry example: develop mathematical arguments and proofs

Social Studies 8th grade example: write diary accounts, journal entries, letters, or news accounts from the point of view of a young person living during a particular time period in history; focusing on an important historic, political, economic, or religious event or accomplishment

How it works?

Many teachers begin differentiating assignments by creating more than one option for students. For example, students may respond to different questions or may read different books.

Differentiated components for emergent ELL: When homework is differentiated, it can emancipate ELL to show what they know and can do without the immediate pressure of performing in their second language. It would be especially helpful if ways could be found for ELL to complete homework in their primary language (first or exclusively) so as to strengthen the home-school connection. Peers, siblings, community workers, bilingual teachers or staff, and parents can be used to translate homework assignments until ELL make the transition into English comfortably.

Differentiation Tools For Access to Content

What is it?

Independent Studies

Why use it?

Language Arts 9th grade example: use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

Science 7th grade example: construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena; represent present, and defend their proposed explanations so they can be understood and assessed by others

Math 2nd grade example: explore and solve problems generated from school, home, and community situations, using mathematical analysis

Social Studies 5th grade example: investigate the important achievements and accomplishments of the world's early civilizations (e.g. African, Greek, Roman, Egyptian, Indian, Chinese)

How it works?

This offers a tailor-made opportunity to help students develop talent and interest areas. Teachers systematically aid students in developing curiosity, pursuing topics that interest them, identifying intriguing questions, developing plans to find out more about those questions, managing time, setting goals and criteria for work, assessing progress, and presenting new understandings.

Differentiated components for emergent ELL: This strategy customizes the topics and materials of the investigation process and, in so doing, differentiates for ELL. Independent studies can be used to bridge the work between ESL and mainstream classrooms or can function as a conduit for co-teaching and inclusion.

Differentiation Tools For Access to Content

What is it? Jigsaw

Why use it?

Language Arts Kindergarten example: compare characters and settings within (*expert*) and between stories (*home*)

Math, Science & Technology 5th grade example: (*expert*) solve interdisciplinary problems involving a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results (*home*)

Social Studies high school example: research how leaders (*expert*) fought for the rights of African Americans (*home*)

How it works? This is a popular cooperative learning strategy which easily doubles as a differentiation strategy. Students participate in two groups as follows: *home* groups in which students take on the responsibility of completing one facet of a larger task when they are in their *expert* groups. Afterwards, students return to the home groups to share their expertise with their peers.

Differentiated components for emergent ELL: Jigsaw can be easily used to divide the material to be studied into sections. With some thought, the material can be matched to the linguistic proficiency of ELL (e.g. either text with illustrations, less number of pages, or primary-language reading material which addresses the same topic). ESL teachers can prepare ELL with the material so that they can then teach their section to the other students in the home groups.

Differentiation Tools For Access to Content

What is it? Learning Menus or Contracts

Why use it?

Language Arts 2nd grade example: show interest in a wide range of grade-level texts, including historical fiction, folktales, fairy tales, poetry, and other imaginative and informational texts; demonstrate comprehension through creative responses such as writing, drama, oral presentations

Science 7th grade example: describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms

Math Kindergarten example: use units to give meaning to measurements (e.g. coins, times of the day, telling time, days of the week, months of the year, months and seasons correspondence)

Social Studies high school example: identify the characteristics and distribution of ecosystems, and the changes in meaning, distribution, and importance of resources

How it works? These are designed to give learners choices of tasks while still ensuring that each learner focuses on knowledge and skills designated as essential. Typically, they will include a 'main course' which students are required to complete in its entirety; 'side dishes' from which students must select a designated number of options; and 'desserts' which are optional extension or enrichment tasks. For older learners, the terms 'imperatives,' 'negotiables', and 'options' might be used in the form of a contract.

Differentiated components for emergent ELL: Learning menus provides teachers with the evidence they need that ELL have acquire major concepts and understandings (i.e. main course) but also gives ELL choice as to the ways in which they can further show what they know and can do. A learning contract would be a cohesive bond between mainstream and ESL teachers and ELL and their parents.

Differentiation Tools For Access to Content

What is it? Literature Circles

Why use it?

Language Arts 6th grade example: recognize that the same story can be told in different genres (e.g. novels, poems, or plays); recognize how different authors treat similar themes; identify different perspectives presented in more than one text

Science, Math, Technology 3rd grade example: knows that people of all ages, backgrounds, and groups have made contributions to science and technology throughout history

Social Studies 1st grade example: read and discuss how individuals have solved problems, made important contributions, and influenced the lives of others (e.g. historical stories, myths, legends, and fables)

Social Studies high school example: draw upon literary selections to analyze the roles played by different individuals and groups during the major eras in United States History

How it works? Students may be assigned to read different texts connected by theme or genre or to select a text from possible titles. Students perform specific roles (e.g. word searcher, discussion director, artist, connector) to prepare to participate in discussion groups. Students may produce assessment tasks like reports or speeches as a result of their discussions.

Differentiated components for emergent ELL: Differentiating material allows ELL to participate in reading and elaborated discussions. ESL teachers can help to select appropriate materials or ELL can read a selection in their primary language while reading about the same topic in English (i.e. shadow reading). The emergent ELL would be able to complete the responsibilities of the artist or word searcher.

Differentiation Tools For Access to Content

What is it?

Multiple Texts and Resource Material

Why use it?

Language Arts 10th grade example: use both primary and secondary sources of information for research; use charts, graphs, and diagrams to support and illustrate informational texts

Science 3rd grade example: investigate science/ technology/ society problems and issues that affect their home, school, or community, and carry out a remedial course of action

Math 5th grade example: collect and record data from a variety of sources (e.g. newspapers, magazines, polls, charts, and surveys)

Social Studies 7th grade example: view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents

How it works?

Using multiple texts and combining them with a wide variety of supplementary materials increases teachers' chances for reaching all students. Teachers can develop valuable differentiation resources by building a classroom library of varied-level texts, magazines, newsletters, brochures, and other print materials. Additionally, there is a rich array of materials available through the Internet, computer programs, manipulatives, audio and video materials, etc.

Differentiated components for emergent ELL: Differentiating material for ELL is essential if they are to have access to grade-level content, concepts and understandings. In addition to providing material in the primary languages of ELL, classroom and ESL teachers can work together to identify materials which are appropriate to the linguistic levels of ELL. The less English proficient will require material which is provides meaning through context.

Differentiation Tools For Access to Content

What is it? Projects

Why use it?

Language Arts 4th grade example: demonstrate comprehension of grade-level texts through a variety of responses

Science Kindergarten example: plan and build under supervision a model of a technological solution using familiar materials, processes, and hand tools (i.e. engineering design)

Math 8th grade example: apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions

Social Studies high school example: complete historical/ social science research projects focusing on topics and issues drawn from world history

How it works? Students explore a topic as investigators, researchers, or discoverers of knowledge. Several variations are available: (1) structured projects (e.g. build the tallest structure that will stand alone using the materials given), (2) topic-related projects (e.g. choose a political figure and create a collage), and (3) open-ended projects (e.g. develop an innovative product that would be useful to the elderly).

Differentiated components for emergent ELL: Projects afford ELL the opportunity to show what they know and can do in ways that do not require high levels of English-language proficiency. Working with their peers to complete subject-area projects will in fact provide ELL with a language- and learning-rich environment.

Differentiation Tools For Access to Content

What is it?

Schedule Chart or Work Board

Why use it?

Language Arts high school example: read, write, listen, and speak for information and understanding

Science 1st grade example: ask 'why' questions to seek greater understanding; develop and carry out plans for exploring phenomena; organize observations and measurements of objects and events through classification and the preparation of simple charts and tables; share findings

Math 7th grade example: determine what can be measure and how, using appropriate methods and formulas (i.e. distance, volume, mass, proportions, prices, currency, angles)

Social Studies 4th grade example: read historical narratives, literature, and many kinds of documents and investigate building tools, clothing, and artwork to explore key events and/ or issues in the history of the US

How it works?

These are used by teachers to help organize class time and to help students work independently as they follow the schedule. What students do in a particular task can vary based on interest or need; the chart assigns names of students accordingly. Students then go to the designated tasks on the chart in the designated order.

Differentiated components for emergent ELL: This strategy differentiates the tasks and pacing with which the tasks are completed in order to allow ELL the opportunity to show what they know and can do. ESL and classroom teachers can work together to design the tasks and then co-teaching can be used to facilitate the process (e.g. alternative or parallel co-teaching).

Differentiation Tools For Access to Content

What is it? Socratic Seminar

Why use it?

Language Arts 1st grade example: identify, explain, and evaluate ideas, themes, and experiences from texts and performances

Science 6th grade example: discuss how human activities have resulted in major pollution of air, water, and soil and how the survival of living things depends on the conservation and protection of earth's resources

Math high school example: organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others

Social 3rd grade Social Studies example: discuss how basic ideals of American democracy are shown in such speeches as Lincoln's Gettysburg Address and Martin Luther King's "I Have a Dream" speech

How it works? This is a structured discussion that emphasizes thoughtful dialogue among the students by opening with an inquiry question and progressing as responses lead to new questions. The teacher's role as guide and participant encourages explicit thinking out loud and models the sharing of thoughtful exchanges. Students prepare in advance to search for issues, questions, and evidence. They take turns, focus on ideas, and actively listen to one another throughout the seminar in order to deepen their understanding. In one model, all students sit in a circle and participate in an open-ended discussion based on teacher- or student-generated questions.

Differentiated components for emergent ELL: One useful way to differentiate for ELL is to set up of concentric circles of students with the inner circle discussing and the outer circle listening. ELL can sit in the outer circle with a 'cue card' to help them follow the patterns of speaking until they feel ready to participate in the inner circle themselves.

Differentiation Tools For Access to Content

What is it? TIC TAC TOE

Why use it?

Language Arts 5th grade example: publish writing in a variety of presentation or display mediums, for a variety of audiences

Science high school example: understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science

Math 3rd grade example: represent problem situations in oral, written, concrete, pictorial, and graphical forms

Social Studies 8th grade example: use a number of research skills (e.g. computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems

How it works? This seems like a positive way to present a variety of assignments. The assignments on the board can be arranged by rows representing degree of difficulty or learning preferences. A variation is to use the board for extension activities for students who have demonstrated the capacity to go beyond the core class assignments. Another variation is for students complete three assignments, not necessarily in a row.

Differentiated components for emergent ELL: This strategy differentiates the tasks which ELL must complete as evidence of what they know and can do. Allowing ELL to self-select rather than assuming that they can only do certain tasks sometimes proves surprising as to their linguistic aspirations and capacities.

Differentiation Tools For Access to Content

What is it? Tiered Activities

Why use it?

Language Arts 4th grade example: present original works such as stories, poems, and plays

Science 8th grade example: test proposed explanations involving the use of conventional techniques and procedures as well as some requiring considerable ingenuity

Math Kindergarten example: understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems

Social Studies high school example: distinguish between past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place

How it works? An instructional approach designed to have students of differing skill levels work with essential knowledge, understanding, and skill - but to do so at levels of difficulty appropriately challenging for them as individuals at a given point in the instructional cycle. Begin by developing one challenging activity squarely focused on the stated outcomes; then develop two to four different versions of the task to challenge the range of learners.

Differentiated components for emergent ELL: Tiered activities differentiate the tasks ELL complete and then inherently scaffold their next level of language development or academic attainment. ESL and classroom teachers can work together to design the activities around grade-level content standards and linguistic levels of ELL.

Differentiation Tools For Access to Content

What is it?

Web Quests

Why use it?

Language Arts 7th grade example: locate and use internet resources independently to acquire information

Science 4th grade example: accessing information from printed media, electronic databases, and community resources and using the information to develop a definition of the problem and to research possible solutions

Math high school example: investigates how concepts of representativeness, randomness, and bias in sampling can affect experimental outcomes and statistical interpretations

Social Studies 2nd grade example: investigate the importance of scientific and technological inventions such as the compass, steam engine, internal combustion engine, and computer chip

How it works? These are inquiry-based activities designed by teachers to help students negotiate the Internet for a teacher-assigned or student-selected topic. When creating these, the teacher pre-determines links that are connected to the topic. They support differentiated instruction because they can be based on student readiness and interest and can be conducted as a group or individual inquiry.

Differentiated components for emergent ELL: Web quests differentiate material for ELL. Additionally, almost any topic can be researched in the primary languages of ELL which would facilitate their work. ESL teachers can use web quests as a basis for language development and for academic attainment either as a part of ESL instruction or as a bridge between the ESL and mainstream classroom.

Differentiation Tools For Access to Content

What is it? Writing Workshop

Why use it?

Language Arts 2nd grade example: write original text using the writing process (e.g. prewriting, drafting, revising, proofreading, editing)

Science high school example: develop a written report for public scrutiny that describes a proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research

Math 5th grade example: provide an organized thought process that is correct, complete, coherent, and clear

Social Studies 8th grade example: analyze a collection of cartoons that address the roles of citizens

How it works? Students work at their own pace at the various stages of the writing process. They may be working individually, in pairs, in small groups, or in conferences with the teacher.

Differentiated components for emergent ELL: Writer's workshop differentiates the pacing and the peer interaction of the writing process for ELL. ESL and classroom teachers can utilize the station co-teaching model in order to actualize this strategy.

Differentiation Tools For Access to Content

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