

# **Differentiating Instruction for English Language Proficiency Levels**

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**Differentiating Instruction for English Language Proficiency Levels  
Participant Workbook**

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**Differentiating Instruction for English Language Proficiency Levels, Participant Workbook**

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# Content and Language Objectives

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## Content Objectives

You will be able to

- identify the characteristics and performance indicators of each English language proficiency level;
- analyze the student characteristics and classroom elements that guide differentiated instruction within a multilevel class; and
- determine methods to support students within and across English language proficiency levels.

## Language Objectives

You will be able to

- engage in a collaborative discussion about differentiating instruction for students within and across English language proficiency levels;
- write a lesson plan that includes a variety of methods for differentiating content, process, and/or product; and
- evaluate a peer's lesson plan, using a list of criteria.

# Go to Your Corner

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Number off 1–26.

Read your assigned statement.

Decide which English language proficiency level it describes.

1. Students may be unfamiliar with sounds, rhythms, or patterns in English.
2. Students may understand more details in spoken English.
3. Students write for a variety of purposes using models.
4. Students can participate in discussions about academic content.
5. Students use vocabulary with more accuracy and correctness.
6. Students can listen, point, illustrate, match, and choose.
7. Students can name, list, group, categorize, label, and demonstrate.
8. Students can compare and contrast, recall and retell, summarize, and explain.
9. Students can analyze, debate, and justify.
10. Students can listen, point, illustrate, match, choose, name, list, group, categorize, label, demonstrate, compare and contrast, recall and retell, summarize, explain, analyze, debate, and justify.
11. Students may respond by pointing, gesturing, or drawing.
12. Students can write labels, patterned sentences, or short cloze sentences.
13. Students use longer phrases and sentences with better grammar.
14. Students can use higher-order language to describe or persuade.
15. Students use more extensive vocabulary and produce language with fewer grammatical errors.
16. Students use more complex and varied grammatical structures and vocabulary.
17. Students begin to self-monitor and correct as they read and write.
18. Students can use simple yes/no responses or one to two word answers.
19. Students can read simple language that they have already heard.
20. Students can read independently after oral previews.
21. Students write narratives and expository text.
22. Students have a deeper understanding of everyday language, including idioms.

### Go to Your Corner

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- 23. Students use standard forms when writing.
- 24. Students produce writing about varied topics.
- 25. Students read texts appropriate for grade level.
- 26. Students write about a variety of topics on grade level.

*(99 Ideas and Activities, p. 32)*

# English Language Proficiency Levels

Comparative Language Proficiency Chart					
Levels of Proficiency	Level I	Level II	Level III	Level IV	Level V
	Entering	Beginning	Developing	Expanding	Bridging
	Beginning		Intermediate		Advanced High
Characteristics of the English Language Learner	<ul style="list-style-type: none"> <li>May be unfamiliar with sounds, rhythms, or patterns in English</li> <li>Respond by pointing, gesturing, or drawing</li> <li>Can use simple yes/no responses or one- to two-word answers</li> <li>Read simple language that they have already heard</li> <li>Write labels, patterned sentences, or short cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>May understand more details in spoken English</li> <li>Use longer phrases and sentences with better grammar</li> <li>Write for a variety of purposes using models</li> <li>Can read independently after oral previews</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about academic content</li> <li>Can use higher-order language to describe or persuade</li> <li>Write narratives and expository text</li> <li>Use vocabulary with more accuracy and correctness</li> </ul>	<ul style="list-style-type: none"> <li>Have a deeper understanding of everyday language, including idioms</li> <li>Use more extensive vocabulary and produce language with fewer grammatical errors</li> <li>Use standard forms when writing</li> <li>Produce writing about varied topics</li> </ul>	<ul style="list-style-type: none"> <li>Use more complex and varied grammatical structures and vocabulary</li> <li>Read texts appropriate for grade level</li> <li>Write about a variety of topics on grade level</li> <li>Begin to self-monitor and correct as they read and write</li> </ul>
What They Can Do: Performance Indicators	<ul style="list-style-type: none"> <li>Listen</li> <li>Point</li> <li>Illustrate</li> <li>Match</li> <li>Choose</li> </ul>	<ul style="list-style-type: none"> <li>Name</li> <li>List and group</li> <li>Categorize</li> <li>Label</li> <li>Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Recall and retell</li> <li>Summarize</li> <li>Explain</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Debate</li> <li>Justify</li> </ul>	<ul style="list-style-type: none"> <li>All performance indicators</li> </ul>
Teaching Strategies	<ul style="list-style-type: none"> <li>Provide opportunities for active listening and visuals</li> <li>Model language with songs and chants</li> <li>Pair students with more proficient speakers</li> <li>Ask yes/no questions; require responses of one or two words</li> <li>Use manipulatives and pictures</li> <li>Provide writing frames</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to make personal connections with the material</li> <li>Structure group discussion time</li> <li>Ask open-ended questions and then model, expand, restate, and enrich student language</li> <li>Allow students opportunities to create language for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>Use graphic organizers to prepare students for reading and to discuss selections</li> <li>Promote academic concepts and vocabulary with nonfictional texts, magazines, newspapers, and so on</li> <li>Conference with students about writing to point out areas of progress and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Structure discussion for the group</li> <li>Provide reference materials for students and guide them with the research</li> <li>Introduce more variety of literary forms</li> <li>Provide opportunities for more variation in writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to publish their writing for others to read</li> <li>Increase students' production of language through drama and music</li> <li>Continue to make strong links between content-area materials and literacy activities</li> </ul>

\*This chart compares the different language proficiency leveling systems used throughout the U.S.

(Pearson Education, Inc. 2013, 34–35)



# Defining Differentiation

**“Differentiation:** In order to create a learning environment that addresses the diversity represented in a typical classroom, teachers change the pace, amount, level, or kind of instruction to meet the individual needs of each learner.”

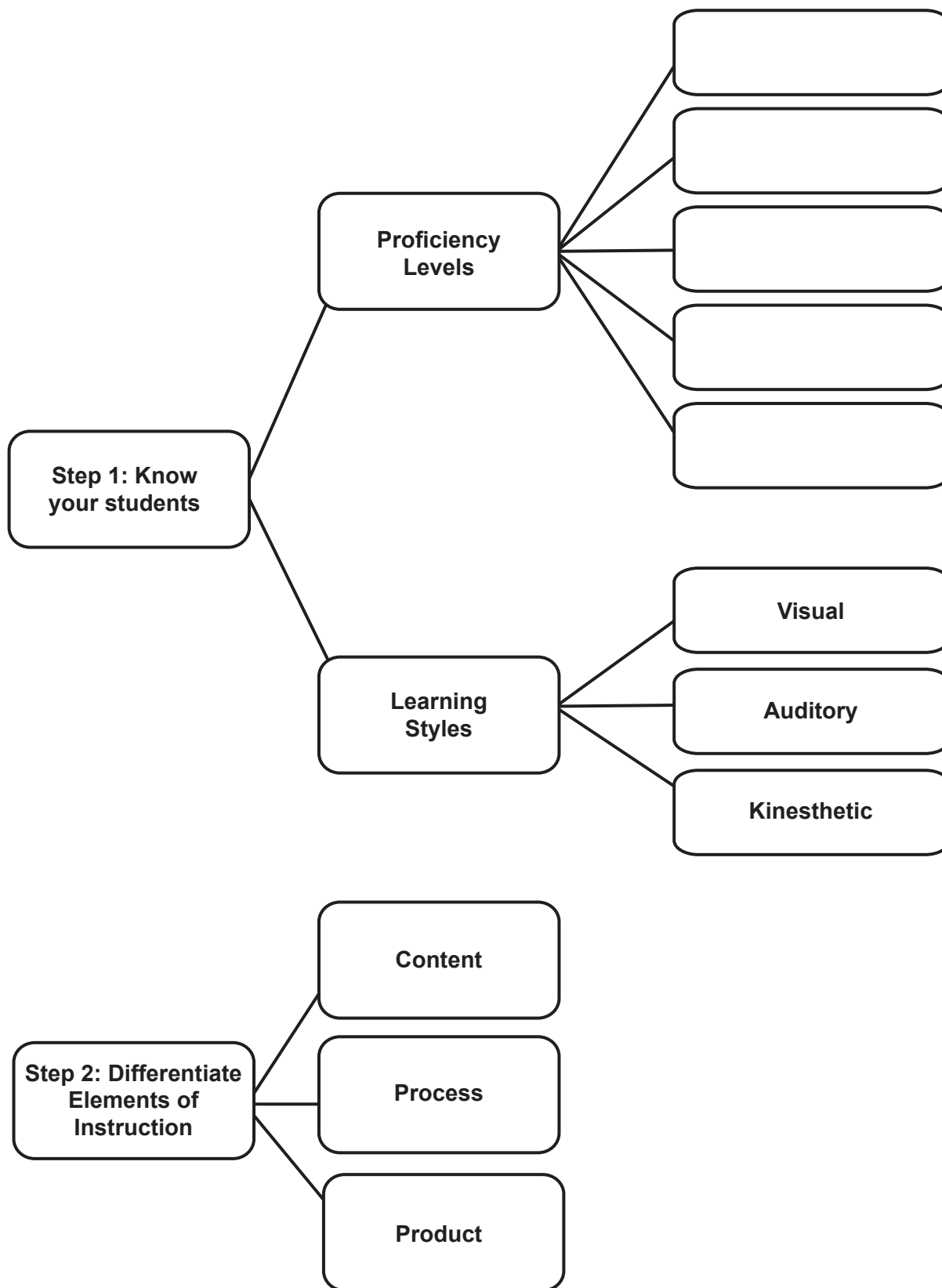
(MCC4, p. 312)

Differentiated Instruction IS	Differentiated Instruction Is NOT
<p><b>STUDENT CENTERED:</b> Differentiated instruction seeks to identify and address student needs. Differentiated classrooms operate under the premise that learning should be</p> <ul style="list-style-type: none"> <li>• <b>Engaging:</b> What is interesting, or engaging, to one student may not excite another.</li> <li>• <b>Challenging:</b> Sometimes a task that lacks challenge for one student may be far too frustrating for another.</li> <li>• <b>Activating prior knowledge:</b> New learning must be built upon previous understandings, and not all students have the same background knowledge.</li> </ul>	<p><b>INDIVIDUALIZED INSTRUCTION:</b> While mixed-ability classrooms consist of students from differing backgrounds at a variety of proficiency levels with a wide range of interests, it is not necessary to provide a separate curriculum for each individual student. Differentiated instruction is student centered but is not equivalent to an individualized education plan or completely separate curriculum for each student. There are a variety of methods that can be used to support students with different needs, and many approaches will benefit many students.</p>
<p><b>Providing MULTIPLE APPROACHES to content, process, and product:</b> By differentiating these three classroom elements, teachers offer different approaches to</p> <ul style="list-style-type: none"> <li>• what students learn (content);</li> <li>• how they learn it (process); and</li> <li>• how they demonstrate what they have learned (product).</li> </ul> <p>Providing a variety of scaffolding techniques, strategies, and support systems allows teachers to deliver instruction that is tailored to the needs of students.</p>	<p><b>CHAOTIC:</b> Teachers who differentiate instruction</p> <ul style="list-style-type: none"> <li>• manage and monitor many activities simultaneously;</li> <li>• set consistent expectations for movement, participation, and behavior; and</li> <li>• continuously adjust their teaching based on the needs of students.</li> </ul> <p>Although this may seem like “additional work” for teachers who differentiate instruction, it is preferable to constantly managing student misbehaviors brought about by lack of interest, high frustration, or confusion.</p>
<p><b>A BLEND of whole-class, group, and individual instruction:</b> Lesson plans should include a variety of grouping configurations and delivery techniques, such as the following:</p> <ul style="list-style-type: none"> <li>• Whole-group instruction: Whole-group instruction establishes common understandings and a sense of community by sharing discussions and exploring content.</li> <li>• Small groups: It is also appropriate for students to break into smaller groups for more tailored instruction.</li> <li>• Independent practice: This provides opportunities for students to apply new learning.</li> </ul> <p>Coming back together again as a whole group is a preferable way to share or review the learning.</p>	<p><b>A HOMOGENEOUS GROUPING SYSTEM:</b></p> <p>Effective differentiated instruction uses the following:</p> <ul style="list-style-type: none"> <li>• Flexible grouping: Students are not always grouped with others of like abilities. This accommodates students who are strong in some areas and weaker in others.</li> <li>• A variety of group configurations: Teachers know that sometimes they need to group students so that assignments are tailored to student need, but in other instances, it makes sense for students to form their own working groups (or choose to work independently, if so inclined). Teachers use many group configurations over time to suit the pressing needs of all students.</li> </ul>

(Tomlinson, 2001, pp. 2–5)

# Planning for Effective Differentiation

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# Classroom Connection: Flipbooks

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**Flipbooks can be used for a variety of purposes in the classroom:**

- reviewing vocabulary terms
- categorizing and organizing information
- developing note-taking skills

**This is what you will need to make a flipbook:**

- You will need one sheet of paper for each topic.
- Line up and arrange the papers so that an inch of each piece can be seen.
- Fold all the papers in half.
- Secure the seam with staples or a paperclip, if needed.





- **Product**



- **Process**





- **Content**



## **Step Two: Differentiate Elements of Instruction**



- **Learning Styles**



- **English Language Proficiency Levels**





## **Step One: Know Your Students**



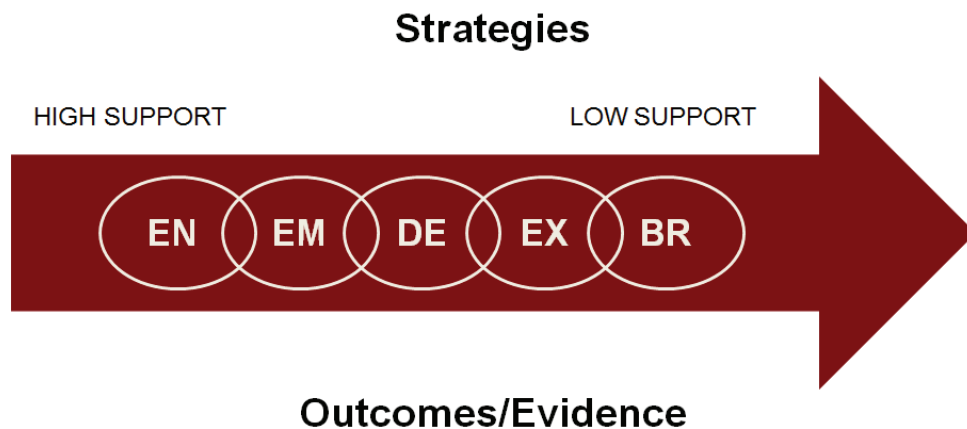
# **Differentiating Instruction for English Language Proficiency Levels**

# Planning for Effective Differentiation: Step One

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Know your students and set reasonable/realistic expectations.

## Proficiency Levels: A Continuum of Learning



### Progression

- As students move from one proficiency level to the next, they will master some skills associated with the higher proficiency level before others.
- Students may be fully proficient in one language domain (reading, writing, speaking, or listening) but still struggling in another.

### Strategies and Scaffolding

- In order to fully demonstrate the language proficiency of the next level, students must be presented with numerous opportunities and activities that challenge them without completely frustrating them.
- The strategies used to support learning at each level will directly impact the outcomes or evidence of a student's progress and proficiency.

**Example: Proficiency Level “Entering”**

- Characteristics of the Language Learner: Read simple language that they have already heard.

(Pearson Education, Inc. 2013, 34–35)

- Students at this proficiency level are not able to independently decode the words or comprehend the main idea of a grade-level text.
- However, following some direct instruction with strategies and support systems in place, these students can
  - identify various high frequency words; and
  - use the pictures in the book to gain some meaning of the surrounding text.

# Performance Indicators

## WIDA Can Do Descriptors

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**  
For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
<b>READING</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

(WIDA, 2012)

# Engagement, Participation, and Comprehension

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## Proficiency Levels

Students must be actively engaged in all aspects of the learning process (mini-lessons, group activities, seatwork). Student involvement and achievement improves when proficiency levels are addressed within the implementation of a lesson.

## Learning Styles

When strategies and activities are geared toward student strengths and preferences, they will be more engaged in the lesson, more willing to participate, and more likely to comprehend the content presented.

	Proficiency Levels	Learning Styles
Engagement	<p>Students...</p> <p>Teachers...</p>	<p>Students...</p> <p>Teachers...</p>
Participation	<p>Students...</p> <p>Teachers...</p>	<p>Students...</p> <p>Teachers...</p>
Comprehension	<p>Students...</p> <p>Teachers...</p>	<p>Students...</p> <p>Teachers...</p>

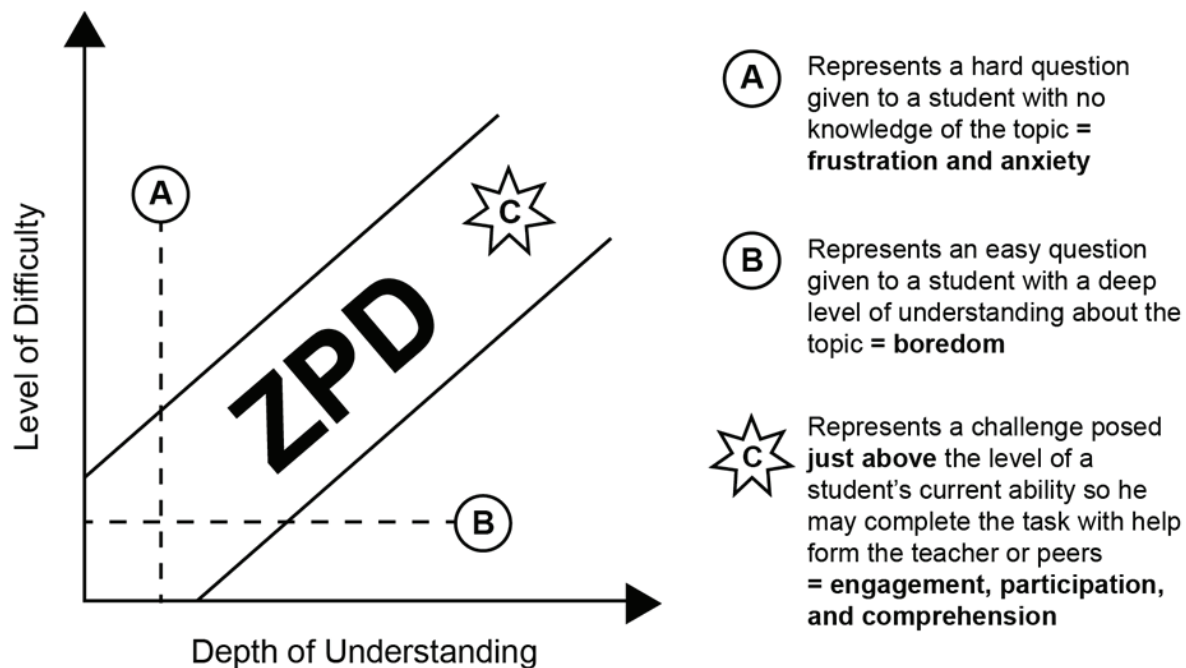
(Tomlinson, 2001, p. 45)



# Zone of Proximal Development

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Teaching within a student's language proficiency level mirrors teaching within a student's **Zone of Proximal Development (ZPD)**.



# Secret Answer

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## Directions:

1. Read the following scenarios of lessons presented to students in various proficiency levels.
2. Decide (independently) if each expectation is reasonable.
3. If it is reasonable, secretly show one finger close to your chest.
4. If it is not reasonable, show two fingers.

**Scenario 1:** A student working within the “Expanding” proficiency level is asked to revise her personal narrative to include idioms, similes, and other figurative language.

Reasonable or Not Reasonable?

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**Scenario 2:** A student working within the “Emerging” proficiency level is asked to edit a peer’s personal narrative to correct any capitalization, punctuation, spelling, and grammar mistakes.

Reasonable or Not Reasonable?

---

**Scenario 3:** A student working within the “Entering” proficiency level is asked to match picture cards with the corresponding vocabulary words that he has been learning about in small group.

Reasonable or Not Reasonable?

---

# How Do I Learn Best?

Directions: Please a ✓ next to each statement that best describes you.

Learning Styles		Learning Preferences	
<b>Visual</b>		<b>Environmental Practices</b>	
<input type="checkbox"/> I like to watch movies. <input type="checkbox"/> I draw pictures on my notes at school. <input type="checkbox"/> I like to solve puzzles and find "Waldo." <input type="checkbox"/> I like books with pictures. <input type="checkbox"/> I am a good speller.	<input type="checkbox"/> I take lots of notes in class. <input type="checkbox"/> I like to see what other people are doing. <input type="checkbox"/> I sometimes don't hear my teacher's directions. <input type="checkbox"/> I know how to read maps, charts, and graphs. <input type="checkbox"/> Sometimes I don't pay attention when people talk on and on.	I prefer my classrooms to be: <div> <input type="checkbox"/> light               <input type="checkbox"/> dark             </div> <div> <input type="checkbox"/> quiet               <input type="checkbox"/> noisy             </div> <div> <input type="checkbox"/> calm               <input type="checkbox"/> busy             </div> <div> <input type="checkbox"/> warm               <input type="checkbox"/> cool             </div> <div> <input type="checkbox"/> busy               <input type="checkbox"/> sparse             </div> <div> <input type="checkbox"/> predictable               <input type="checkbox"/> flexible             </div>	
<b>Auditory</b>		<b>Group Orientation</b>	
<input type="checkbox"/> I can easily remember names, places, and details. <input type="checkbox"/> I like to listen to stories. <input type="checkbox"/> I love to talk. <input type="checkbox"/> I prefer to read out loud instead of silently. <input type="checkbox"/> I like to use my finger to track my reading.	<input type="checkbox"/> I like to use songs or jingles to remember things. <input type="checkbox"/> I can't stand silence! Someone needs to talk. <input type="checkbox"/> I would rather have someone tell me what to do than read directions. <input type="checkbox"/> I can't draw well without something to copy. <input type="checkbox"/> I enjoy working in groups.	I prefer to work: <div> <input type="checkbox"/> alone               <input type="checkbox"/> with others             </div> <div> <input type="checkbox"/> with adults               <input type="checkbox"/> with my peers             </div> <div> <input type="checkbox"/> collaboratively               <input type="checkbox"/> competitively             </div> <div> <input type="checkbox"/> with my partner               <input type="checkbox"/> with a large group             </div>	
<b>Kinesthetic</b>		<b>Cognitive Style</b>	
<input type="checkbox"/> I like to go outside and run around for fun. <input type="checkbox"/> I like to make things with my hands. <input type="checkbox"/> I have a hard time sitting still for a long time. <input type="checkbox"/> I like to touch things. <input type="checkbox"/> I talk fast and gesture with my hands a lot.	<input type="checkbox"/> I like to take things apart and put things back together. <input type="checkbox"/> Sometimes I tap my pen or pencil. <input type="checkbox"/> I like to fold my paper to make columns evenly. <input type="checkbox"/> Sometimes I rock or fidget in my chair. <input type="checkbox"/> I am good at sports and P.E.	Words that describe my personality: <div> <input type="checkbox"/> fixed               <input type="checkbox"/> flexible             </div> <div> <input type="checkbox"/> conformist               <input type="checkbox"/> creative             </div> <div> <input type="checkbox"/> reflective               <input type="checkbox"/> impulsive             </div> <div> <input type="checkbox"/> reserved               <input type="checkbox"/> expressive             </div> <div> <input type="checkbox"/> concrete               <input type="checkbox"/> abstract             </div> <div> <input type="checkbox"/> detail-oriented               <input type="checkbox"/> "big picture" person             </div>	

(Tomlinson, 2001)

# Learning Styles

.....

Visual	Auditory	Kinesthetic
Students who learn by seeing things tend to	Students who learn by hearing things tend to	Students who learn by doing or experiencing things physically tend to
Be good spellers	Love to talk	Do well in sports
Enjoy reading maps/charts/graphs	Have good memories for details and names	Be skilled in drama/acting
Doodle on their notes at school	Enjoy listening to stories	Shake their legs when crossed
Complete mazes/word searches/I Spy/Where's Waldo types of games	Use their finger or an index card to track their reading	Assemble and disassemble complicated artifacts with ease
Look around to see what others are doing to ensure they are on the right track	Struggle with comprehending visual or graphic sources	Have a hard time figuring out how things work without touching or manipulating them
Ask for directions to be repeated	Have an extensive vocabulary	Struggle with listening quietly without interrupting
Seem to be in la-la land during a lecture		Struggle with sitting still for long periods of time
Struggle with listening comprehension		Tap their pens or pencils

**Visual Learners** benefit from the use of visual aids, anchor charts, repetition, and artistic activities in the classroom.

**Auditory Learners** benefit from opportunities to “talk things through” with a peer or small group before working independently, and using jingles or chants to learn new things.

**Kinesthetic Learners** benefit from activities that require movement, such as using dances or gestures to remember content; working with manipulatives; sorting activities; and reader’s theater.

(Tomlinson, 2001)

# Planning for Effective Differentiation: Step Two

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Consider *where in your lesson* students will need differentiated instruction and what strategies are appropriate.

Questions to Consider:

- **Content**
  - Do I need to use different materials or a change my presentation style?
  - Should I modulate my speech?
  - Do I want to pre-teach the vocabulary?
  
- **Process**
  - What should I consider when forming my groups?
  - Should I assign different activities for different groups (based on language proficiency or learning style, for example)?
  - Do I need to prepare different handouts or study guides?
  
- **Product**
  - How will I check for comprehension?
  - When and how will I conduct formal and informal assessments?
  - Do I need to create different rubrics for different students?
  - Should I modify the length or depth of an assignment to match the performance indicators?

(MCC4, p. 47)

# Pretest with a Partner

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**Directions:** Copy each bullet into the appropriate cell on the table below.

- expectations or outcomes; methods of response; degree of participation; amount of work
- dialogue journals; jigsaw; think/pair/share
- what you teach; how you teach it
- ways the students practice or explore new learning; amounts of peer or teacher support; strategies used; grouping with a purpose
- the output: how students demonstrate what they have learned
- making sense: how students learn and understand the content
- the input: what students learn
- sentence frames; thumbs up; response boards
- adapted text; supplementary materials

	Content	Process	Product
Definition			
Teachers Can Differentiate			
Strategies			

# Differentiating for CONTENT

To differentiate instruction for **content** means to alter what students learn. There are two methods for differentiating content:

- 1) Teachers can change what they teach.

## For example:

Students at the entering or emerging level of language proficiency are not yet ready to explore complex grammatical structures or figurative language. Instead, the teacher may choose to instruct them on how to write complete sentences, using high frequency words and verb tenses appropriate to their levels. As students' English language proficiency develops, the grammatical structures they work on will increase in complexity.

- 2) Teachers can change how they give students access to what they need to learn.

## For example:

For students at the entering or emerging level of language proficiency in reading, the teacher may choose to provide access to the text on CD, provide the same information in a leveled text more appropriate for them, or may allow students to partner-read and discuss the content as they peruse the text.

Definition	Differentiation	Strategies	Examples
The input of teaching and learning: what teachers teach and students learn	Teachers can differentiate:  - <i>what</i> you teach  - <i>how</i> you teach it (scaffolding, strategies, and support systems)	Supplementary materials  Adapted text  Jigsaw  Pretest with a Partner  Go to Your Corner  Flipbooks  Taped Texts  Modeling  Anchor charts  Examples of completed work	Math:  -Some students work on fractions while others explore division. This differentiates <i>what</i> students learn.  Social Studies:  -Fourth-grade students choose from a range of leveled texts to learn about Native Americans. This differentiates <i>how</i> students access the information.

# Differentiating for PROCESS

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To differentiate instruction for **process** means to change how students learn. The teacher uses a variety of methods, strategies, and activities to offer more than one way to make sense of what's important.

A good differentiated activity is something students will make or do:

- 1) In a range of modes, at varied difficulty levels, in varying time spans
- 2) With varied amounts of teacher or peer support (scaffolding)
- 3) Using essential skills and information
- 4) To understand essential skills and information

Definition	Differentiation	Strategies	Examples
Making sense: how students learn and understand the content	Teachers can differentiate:  -how students practice or explore new learning  -amounts of peer or teacher support (scaffolding)  -strategies that help students learn  -grouping with a purpose	Group response with a white board  Gallery Walk  Bingo  Games  Jigsaw  Peer assistance  Numbered Heads Together  Manipulatives  Graphic organizers  Hands-on activities  Flipbooks	Math: -Some students explore the concept of fractions by sorting colored candy to represent a given numerator and denominator.  -Other students engage in a money exchange activity that requires converting fractions into decimals.



# Bingo

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**Directions:** Fill in the game board below using words from the provided list.

**Word List:**

Definition of Process

Differentiation

Strategies for Differentiating for Process

Grouping Configurations

Manipulatives

Opportunities for Discussion

Integrate Language Skills

Activities

	<b>FREE</b>	

# Differentiating for PRODUCT

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To differentiate instruction for **product** means to alter how students demonstrate what they have learned.

High quality assignments should:

- 1) assess student knowledge, understanding, and skill;
- 2) be highly motivating;
- 3) align expectations with proficiency levels;
- 4) help students (individually or in groups) rethink, apply, and extend what they have learned over time; and
- 5) include a variety of formats to address learning styles.

## Techniques for Differentiating for Product:

- Sentence Frames
- Reader's Theater
- Dialogue Journals
- Gallery Walk
- Secret Answer
- Thumbs Up/Thumbs Down
- Rubrics
- Evaluation/Self-monitoring
- Portfolios
- Alphabetized Boxes
- Outcome Sentences
- Games
- Response Cards

**Which of the techniques on the previous page exemplify these methods for differentiating for product?**

1. Alter the expectations or outcomes.

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2. Change the method of response.

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3. Alter the amount of scaffolding provided.

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4. Provide extra time to complete a task.

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5. Alter the degree of participation.

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6. Decrease the amount of work completed.

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# Product Possibilities

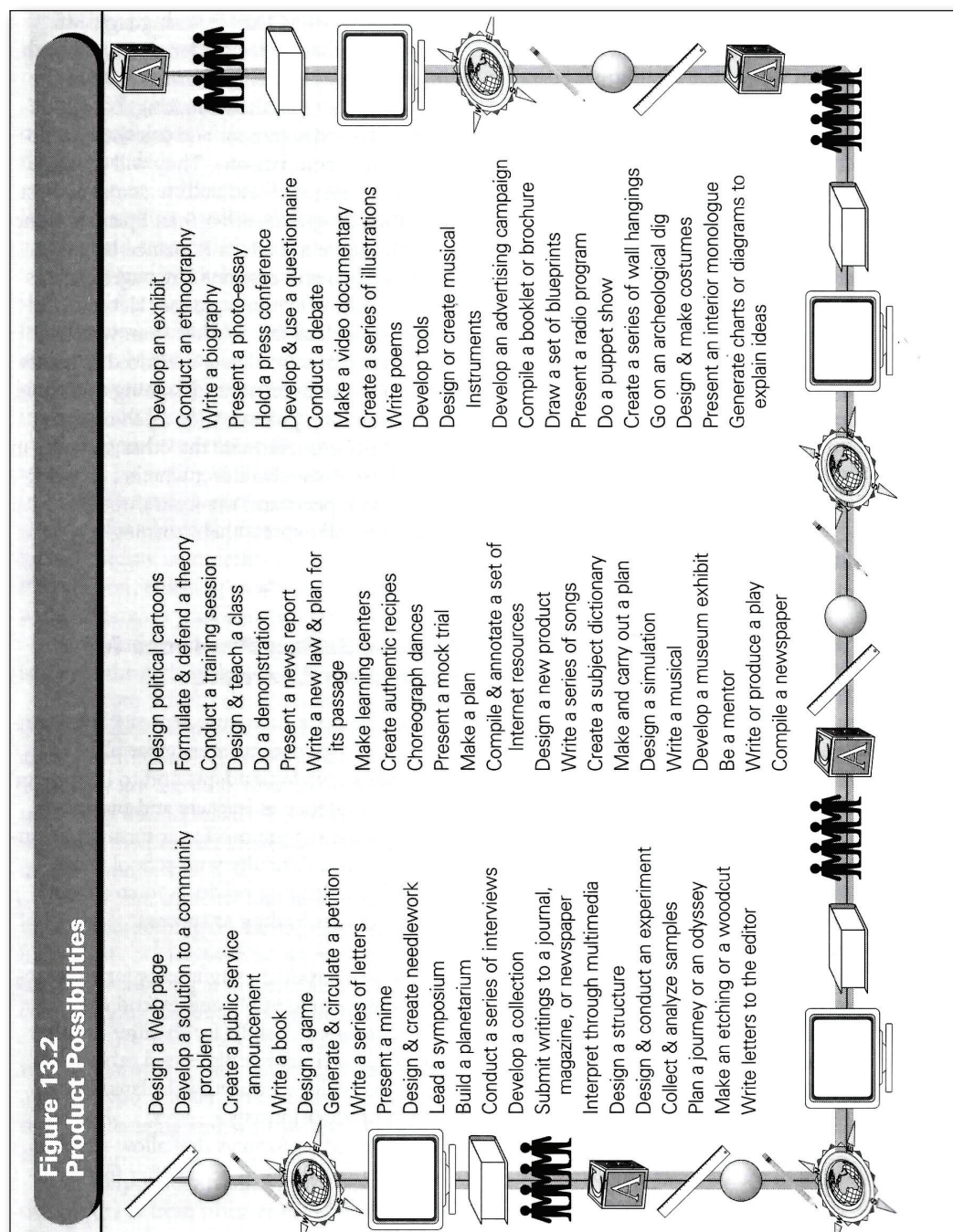
- This chart shows a sampling of products that can be assigned to specifically address a variety of learning styles.

Visual	Kinesthetic	Auditory
Acrostic	Commercial	Commercial
Advertisement	Concentration cards	Interview
Book cover	Diorama	News report
Brochure/Pamphlet	Flipbook	Play
Crossword puzzle	Game	PowerPoint® presentation
Mind Map	Mobile	Puppet show
Newspaper article	Model	Song or Rap
Questionnaire	Play	Speech
Scrapbook	Product cube	Student-taught lesson
Trading cards	Puppet show	Video
Venn diagram	Student-taught lesson	You Be the Person
Greeting card	Three-dimensional timeline	
Letter	Video	
Story		
Recipe/Recipe card		
Cartoon/Comic strip		
Video		
Collage		

PowerPoint® is a trademark of the Microsoft group of companies.  
(Westphal 2010, p. 19)

# Product Possibilities (Continued)

- This list provides creative, unique ways for students to demonstrate their knowledge and skills. Always use your best judgment and consider students' language proficiency levels when assigning products. Be careful not to select a product solely because it sounds creative or fun; it must be appropriate for students' instructional needs.



(Tomlinson, 2001, p. 89)

# Differentiating for Product (Continued)

Definition	Differentiation	Strategies	Examples
The output: how students demonstrate what they have learned	Teachers can differentiate: <i>-expectations</i> or outcomes <i>-methods of response</i> <i>-level of support</i> <i>-time</i> taken to complete a task <i>-degree of participation</i> <i>-role</i> within groups <i>-amount of work</i> completed	Group response with a white board Sentence Frames Reader's Theater Dialogue Journals Gallery Walk Secret Answer Thumbs Up/Thumbs Down Rubrics Portfolios Alphabetized Boxes Outcome Sentences	Language Arts: -A teacher would not expect an "emerging" English learner to write a two-page literary essay in response to a story read in class. -A "bridging" student (who is a visual learner) may enjoy illustrating the setting of a story read in class, but the difficulty level may not be enough to demonstrate mastery of the key skill or content that was learned.

# Post-Test with a Partner

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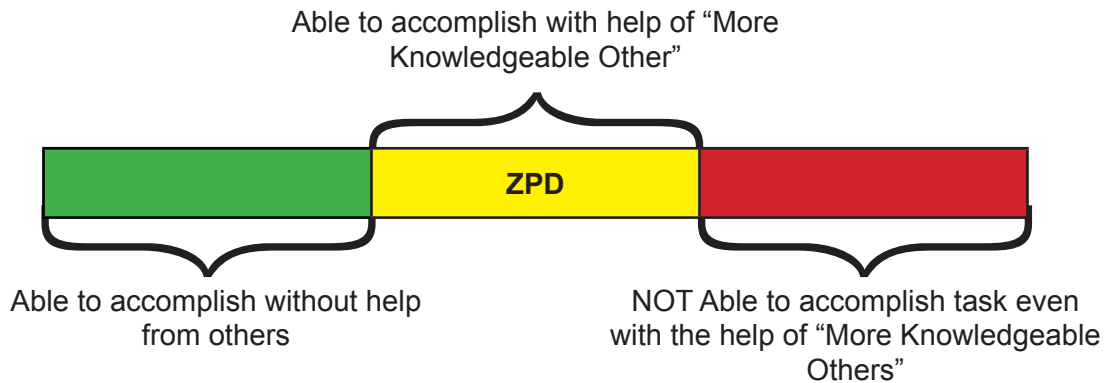
	Content	Process	Product
<b>Definition:</b>	the input: what students learn	making sense: how students learn and understand the content	the output: how students demonstrate what they have learned
<b>Teachers Can Differentiate:</b>	what you teach; how you teach it	ways the students practice or explore new learning; amounts of peer or teacher support; strategies used; grouping with a purpose	expectations or outcomes; methods of response; degree of participation; amount of work
<b>Strategies:</b>	adapted text; supplementary materials	dialogue journals; jigsaw; think/pair/share	sentence frames; thumbs up; response boards

# Scaffolding

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“*Scaffolding* is a term coined by Jerome Bruner (1983) that is associated with Vygotsky’s (1978) theory of the Zone of Proximal Development (ZPD). In essence, the ZPD is the difference between what a child can accomplish alone and what he or she can accomplish with the assistance of a more experienced individual. The assistance that is provided by a teacher is called scaffolding.”

(MCC4, p. 120)



## Three Types of Scaffolding

**Verbal:** Teachers use prompting, questioning, and elaboration to improve language proficiency, comprehension, and thinking skills.

- Paraphrasing a student’s response to clarify and model correct English usage
- Using think alouds to model metacognition and self-monitoring
- Providing correct pronunciation by repeating students’ responses
- Slowing speech, increasing pauses, and speaking in phrases

**Procedural:** Teachers incorporate a variety of instructional approaches and grouping configurations that promote the gradual release of responsibility model.

- Instructional input
- Modeling
- Guided practice
- Whole group
- Small group
- Peer partners
- One-on-one teaching



## Scaffolding

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**Instructional:** Teachers use a variety of techniques to provide English learners assistance with content, process, and product:

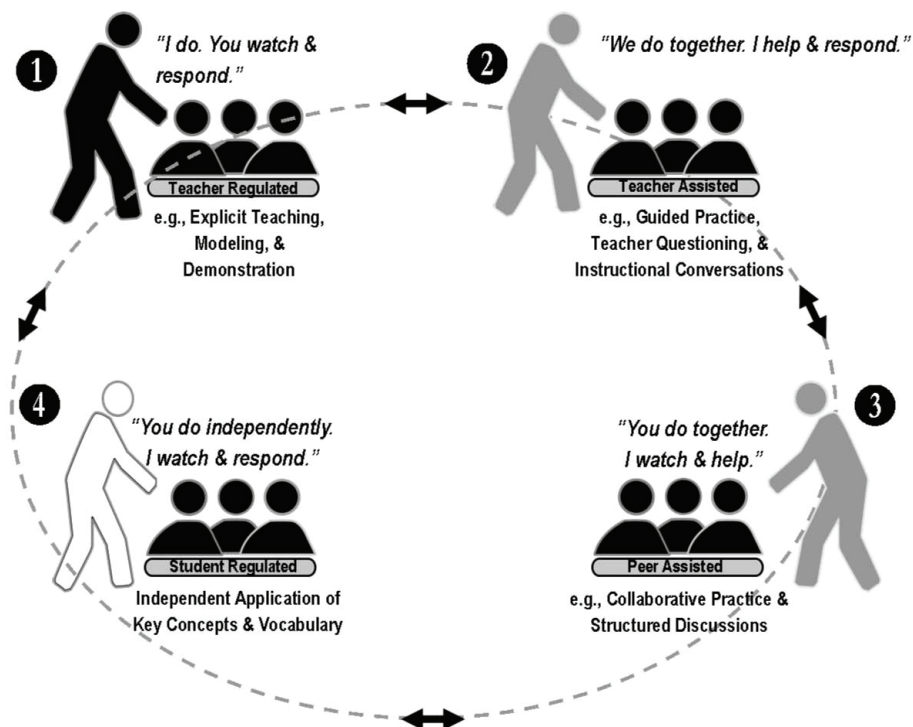
- graphic organizers used in a variety of ways; and
- models of completed assignments to provide clear expectations.

(MCC4, pp. 120–123)

# Gradual Release of Responsibility

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*Teachers scaffold instruction when they provide substantial amounts of support and assistance in the earliest stages of teaching a new concept or strategy, and then gradually decrease the amount of support as learners acquire experience through multiple practice opportunities with peers.*



(MCC4, pp. 120–122)

## Student Responsibility Component

During a lesson, the gradual release of responsibility model is manifested when teachers consciously include the following practices (adapted from Brown, 2008, p. 541):

- Emphasize the role of personal choice, effort, and persistence in enacting learning strategies;
- Motivate students' strategy use by showing how applying strategies improves comprehension and learning;
- Highlight the vital role of prior knowledge activation and connection in learning;
- Explain the benefits of strategy use in general and the value of using specific strategies;
- Mentally model (e.g., think-aloud) to make thinking transparent to students;
- Provide guided and independent practice so that students learn to use strategies when cued by a diverse array of goals, needs, task demands, and texts;
- Promote independent strategy use by gradually shifting responsibility for strategy application to students.

(MCC4, p. 121)

# Differentiating for Content: Alphabetized Boxes

**Directions:** Without looking at your notes, try to recall as many content-related strategies and support systems you can remember from this session. List the strategies alphabetically in the boxes below.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X Y Z

# Questions to Consider: Content

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**Directions:** Use these questions to guide your thinking as you revise your lesson plan. You may take notes here or work directly on the lesson plan.

How will you explicitly link your lesson to students' background experiences?

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How will you adapt your delivery style to account for students' proficiency levels and learning styles?

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Which strategies and scaffolding techniques will you use to assist and support student understanding?

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# Differentiating for Process: Numbered Heads Together

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## Directions:

- Number off 1 to 5 (or however many people per table group).
- Read the lesson scenario below and discuss the strategies presented for “process” that could be used.
- The facilitator will call a random number.
- Participants with that number will share a strategy that would best support the needs of a student at the given proficiency level. (For example, 1s will share a strategy for the entering level; 2s will share a strategy for the emerging level).

## Lesson Scenario:

A third-grade language arts teacher is introducing the concept of sequencing. Students will sequence the events of a familiar story using signal words (For example, *first*, *next*, *then*, *eventually*, *finally*, *in conclusion*). Modified/adapted texts are used to address various reading levels, and visual aids are used to support student understanding.

1. What is one strategy or activity would best support students at the entering level of language proficiency?
2. What is one strategy or activity would best support students at the emerging level of language proficiency?
3. What is one strategy or activity would best support students at the developing level of language proficiency?
4. What is one strategy or activity would best support students at the expanding level of language proficiency?
5. What is one strategy or activity would best support students at the bridging level of language proficiency?

*You may refer to the strategies from this session and the comparative language proficiency chart to support your answers.*

# Questions to Consider: Process

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**Directions:** Use these questions to guide your thinking as you revise your lesson plan. You may take notes here or work directly on the lesson plan.

How will you provide frequent opportunities for interaction and discussion between you and the students and among students?

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What grouping configurations will you use to support student proficiency levels and accommodate student preferences?

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Which activities will you choose to promote the practice and application of key concepts?

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# Differentiating for Product: Outcome Sentences

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**Directions:** What have you learned today about differentiating for product? To answer, choose two of the provided sentence starters to complete and share with others at your table.

I discovered...

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I still want to know...

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Something I will remember is...

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I still have a question about...

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# Questions to Consider: Product

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**Directions:** Use these questions to guide your thinking as you revise your lesson plan. You may take notes here or work directly on the lesson plan.

What strategies will you use to review key content and language concepts?

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What level of support will be provided during assessments?

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How will you adapt assignments to accommodate for a variety of proficiency levels?

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How and when will you provide feedback to students?

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# Let's Get Planning

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Use these pages to revise and refine your lesson plan to meet the following criteria:

- Differentiation for
  - students at three different language proficiency levels; and
  - varying learning styles.
- Differentiated
  - content
  - process
  - product



# Lesson Plan Share

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- Partner A: Share your lesson plan.
- Partner B: Note which of these criteria the lesson plan meets. Be prepared to provide evidence of each of these elements.
- Partner A: Revise lesson plan if necessary.
- Switch roles and repeat!

My partner's lesson plan includes

- Differentiation for
  - students at three different language proficiency levels; and

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- varying learning styles.

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- Differentiated

- content

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- process

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- product

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# Scaffolding, Strategies, and Support Systems That Work

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## Classroom Application

### Pretest with a Partner (*MCC4*, p. 77)

This activity is helpful for students in Grades 2–12 and is appropriate for any subject area. The purpose of Pretest with a Partner is to allow English learners the opportunity at the beginning of a lesson or unit to preview the concepts and vocabulary that will be assessed at the conclusion of the lesson or unit. The pretest should be similar or identical to the posttest.

1. Distribute one pretest and pencil to each pair of students.
2. The partners pass the pretest and pencil back and forth between one another to take turns as the recorder.
3. They read a question aloud, discuss possible answers, come to consensus, and write an answer on the pretest.

This activity provides an opportunity for students to activate prior knowledge and share background information, while the teacher circulates to assess what students know, recording gaps and misinformation.

### Go to Your Corner (*99 Ideas and Activities*, p. 32)

The purpose of Go to Your Corner is to give students an opportunity to share their knowledge about a topic. It also lets students practice their paraphrasing skills.

1. Choose a topic that has at least four possible dimensions and assign each dimension to a specific corner of the room. *This works best if the corners are labeled and a picture of the topic included.*
2. Students move to a particular corner based on interest or by assigning each student a word or picture related to one of the corners.
3. Once in their corners, students pair with a partner and explain why they chose that corner.
4. After ample time to talk, students from each corner share their reasons with the entire class. *This can be charted if desired.*

### Flipbooks (*99 Ideas and Activities*, p. 55)

Students can make flip books with 8.5" x 11" pieces of paper displaying the vocabulary information. To make flipbooks:

1. Line up and arrange the paper so that about an inch of each piece can be seen.
2. Fold all the papers in half, and put a paper clip or staple at the top to secure all papers.
3. Cut along the fold and staple each section along the top to make two flipbooks at once.

## Numbered Heads Together (MCC4, p. 179)

Numbered Heads Together provides students with practice in reviewing material prior to an exam (or other assessment) and encourages the sharing of information so that all students can master the content and language objectives related to a content topic.

1. Students are grouped heterogeneously (four or five students per group) with varied language acquisition and ability levels.
2. Once grouped, they count off so that each student has a number.
3. Prepared questions (at different levels of difficulty) are displayed on a transparency or PowerPoint®.
4. As the questions are revealed, each group discusses possible answers, finding consensus on one answer.
5. The teacher then calls out a number from 1–4 or 1–5. If the number is 2, all the students who are number 2 in each group stand up and give their group's answer. *Though everyone in the group is responsible for the answer, only one person in each group is chosen to report the group's answer.*

While Numbered Heads Together is highly effective, it does take some time to teach the procedures, but once students understand how to participate, the possibilities are endless. Numbered Heads Together can also be used for “finding the one right answer,” such as solving math equations. It can be used for answering open-ended questions where each group may have a different answer. It is very effective for standardized test preparation, where students have cards that say a, b, c, or d. The person whose letter is called displays that group's answer and rationale.

## Bingo (99 Ideas and Activities, p. 130)

The purpose of Bingo is to provide students with hands-on practice with words or facts.

1. Model for students how to fold a blank piece of newsprint into 9(3x3) or 16(4x4) squares and display 10–20 vocabulary words (or math facts).
2. Students fill in the squares in random order so that no two are identical.
3. The teacher passes out paper squares (which can be collected and saved for the next Bingo game) or O-shaped cereal (which can be eaten after the lesson) or students can mark an X over each square.
4. While the game is in session, do not call out the exact word or fact the students have written, but a definition or related fact instead.
5. Students have to find the match and cover the square on the Bingo sheet with the small paper square or cereal O.

### **Secret Answer (99 Ideas and Activities, p. 170)**

During Secret Answer, students respond with a hand signal close to their chest to show their answer to a particular question.

1. The question is posed either orally (by the teacher) or from a reading (in a text) and students are given options labeled 1, 2, 3, or 4 for the answer.
2. Students make a fist as they listen to the question and think about the answer. On the teacher's cue ("Show me!"), students show the number of fingers that corresponds to the correct answer.

With Secret Answer, you are emphasizing that the answer to the question is between each individual student and the teacher. Holding the answer number up high in the air takes away individual accountability and minimizes think time, while Secret Answer encourages students to answer independently and process at their own pace. The teacher can monitor comprehension by checking the Secret Answers, validating correct answers and encouraging rethinking for incorrect responses. This activity supports test practice since it allows students to have their answers to test questions validated immediately. Secret Answer also enables the teacher to monitor comprehension and keeps each student engaged with the task. Older students may prefer to use the Response Cards or Number Wheels to accomplish the same goal.

## Alphabetized Boxes

Alphabetized boxes develop vocabulary and graphophonic understanding through collection and reflection of important points.

1. After reading a passage, or following a unit of study, students work in pairs or small groups to think of words that reflect the most important points learned.
2. They insert these words alphabetically into the provided boxes.

The goal is to complete as many boxes as possible.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>
			<b>Y</b>
			<b>Z</b>



## Outcome Sentences (*MCC4*, p. 217)

These are sentence starters that help students reflect on their learning at the conclusion of a lesson. Students take turns selecting and completing an outcome sentence orally or in writing. They may also confer with a partner before responding.

- I wonder...
- I discovered...
- I still want to know...
- I learned...
- I still don't understand...
- I still have a question about...
- Something I will remember is...

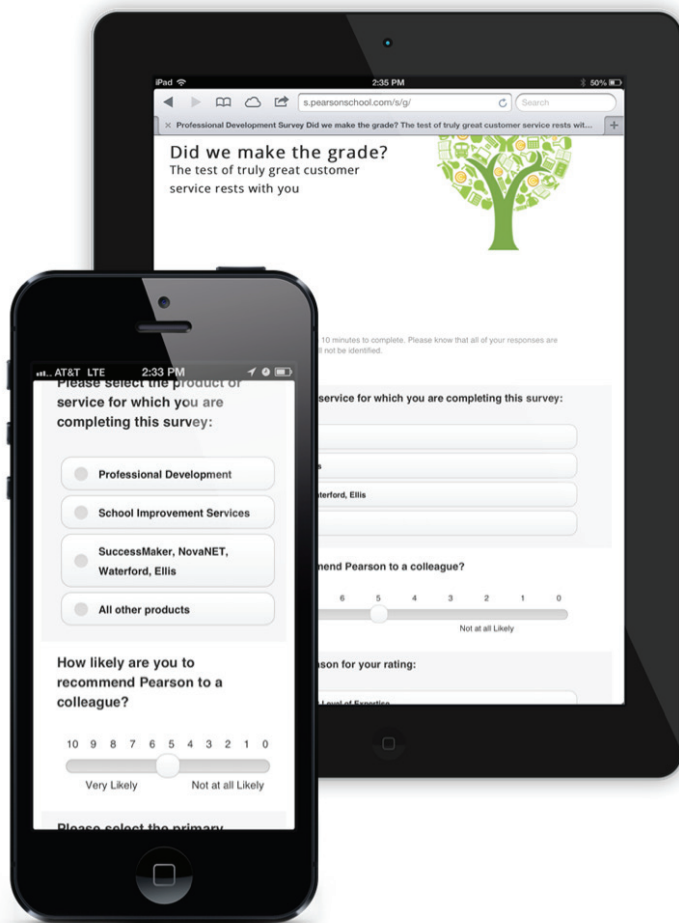
A more elaborate review may involve students summarizing with peers, writing in a journal, or listing key points on the interactive whiteboard. The teacher can use student responses to determine who has mastered the content versus who is still struggling.

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