



Faria  
Education  
Group

January 10, 2020

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# Supporting Language Acquisition through Differentiation



Marie Mugabe



- ✓ Discuss the Process of Language Acquisition
- ✓ Review the basics of Differentiated Instruction
- ✓ Explore ways Differentiation supports ELs

# padlet.com/fariapd/NISS



Faria Professional Development • 1m

## NISS\_Language Acquisition and Differentiated Instruction

### Today's Material

Faria Professional Development

Today's presentation.  
Download & follow along!

Differentiation in Practice  
riculum Summit in Turkey

Differentiation in Practice  
PDF document  
padlet drive

Add comment

### Definition of differentiation

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Add your definition here

Add comment

### Sample Unit: How can you differentiate the process?

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Add ideas here...

Add comment

### Sample Unit: How can you differentiate the product?

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Add ideas here...

Add comment

### Ideas for Differentiating your own unit!

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Add Your Unit Title

The share how can differentiate the learning targets by:

Content:

Process:

Product:

Add comment

### DI Resources!

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#### ELA Poetry: Tiered Cubing

Tiered LA Cubing Sample Poetry  
Word document  
padlet drive

Add comment

### Science : Elements, Compounds & Mixtures

Faria Professional Development 5m

tiered elem compound mixtures  
PDF document  
www.froup.com

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# Differentiation



With a partner, create a definition for “differentiated instruction”

Write your definition in Padlet

*This is just a brainstorm, so do not look up the word. Your definition can include examples and ideas.*

# Language Acquisition & Learning

PASSION LED US HERE

# Language Learning vs. Acquisition



## Language Learning

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- Conscious
- We are aware we are learning
- It happens in school when we study language rules and grammar

## Language Acquisition

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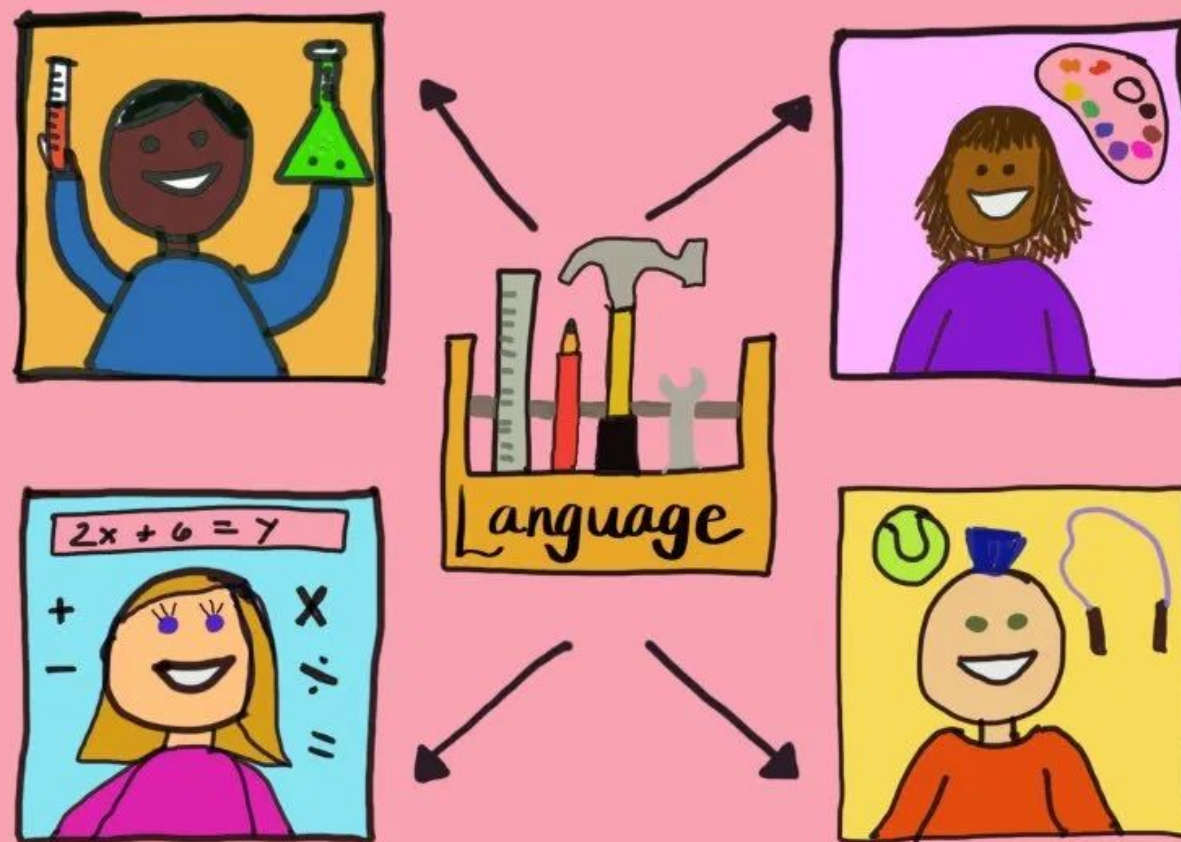
- Subconscious
- We are not aware we are acquiring
- It's what happens in and out of school when we receive messages we understand

*“Acquisition is what happens when someone goes to another country and picks up the language in the process of day-to-day living and interacting with native speakers of the language” (Freeman & Freeman, 2018)*

# Language Learning vs. Acquisition

Learning View	Acquisition View
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>Teach language directly so students can produce correct language forms</li> </ul>	<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>Make language comprehensible so students can use language for different purposes</li> </ul>
<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Break language into component parts and teach each part</li> </ul>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Use various techniques to make the linguistic input understandable</li> </ul>
<p><b>Classroom Activities:</b></p> <ul style="list-style-type: none"> <li>Students do drills and exercises to practice language</li> </ul>	<p><b>Classroom Activities:</b></p> <ul style="list-style-type: none"> <li>Students use language in communicative situations</li> </ul>
<p><b>Attitude toward errors:</b></p> <ul style="list-style-type: none"> <li>Teachers correct errors to help students develop good language habits</li> </ul>	<p><b>Attitude toward errors:</b></p> <ul style="list-style-type: none"> <li>Errors are natural so teachers keep the focus on meaning and help students understand and express ideas</li> </ul>





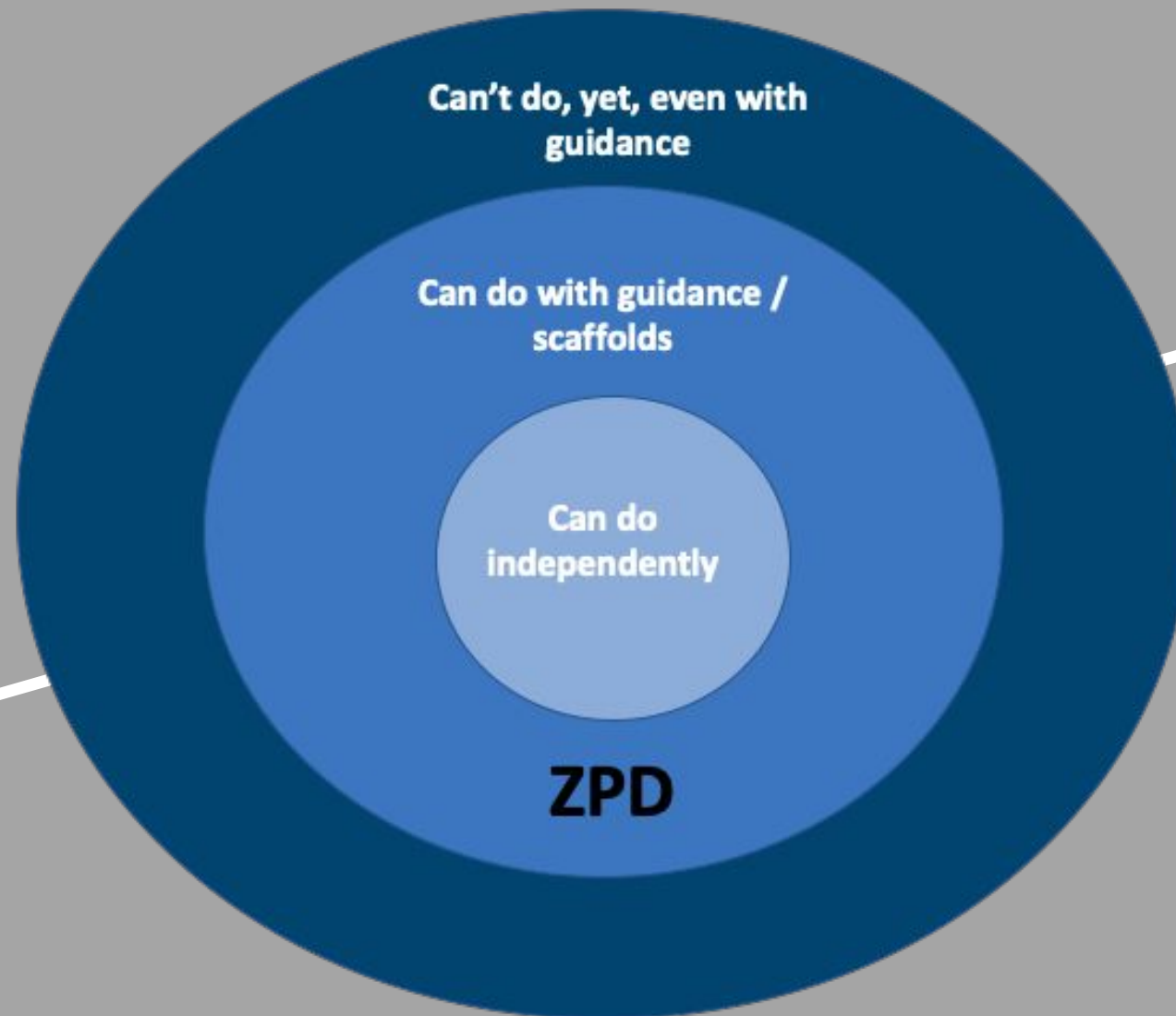
*All teachers are language teachers*

# Students acquire actively, not passively



- Students learn/acquire best when they actively construct meaning through experience-based activities
- A student's culture, experiences, and previous knowledge shape all new learning – students provide a context for their learning
- Knowing something does not guarantee that the learner understands it
- Students benefits from a curriculum that cues them into big ideas, enduring understandings, and essential questions

# Zone of Proximal Development ZPD



Vygotsky, L. S.

# Expanded ZPD

“The teacher’s responsibility is, therefore, not to attempt to “teach” all of the components of language but rather to

**plan robust and flexible opportunities for students to explore language in action to derive understandings about language and communication**

that will be transferable over time...”  
(Bunch, Walqui, & Butler)



# Types of Language



## Basic Interpersonal Communication Skills (BICS)

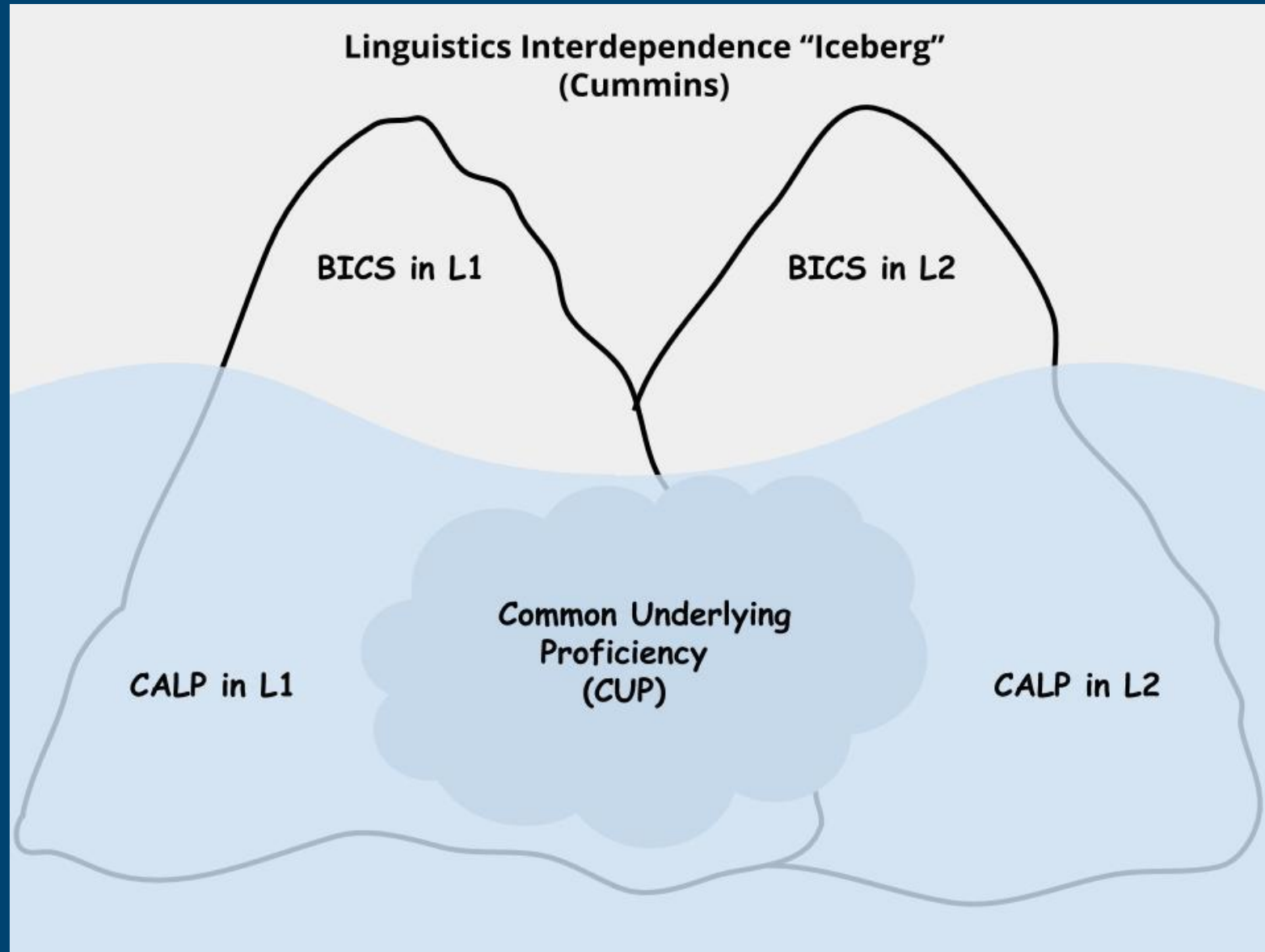
- Social Language
- Informal, casual
- Language often used with friends and family
- Phrases

## Cognitive Academic Language Proficiency (CALP)

- Academic Language
- More demanding, formal
- Language typically used in education and the workplace
- Sentences

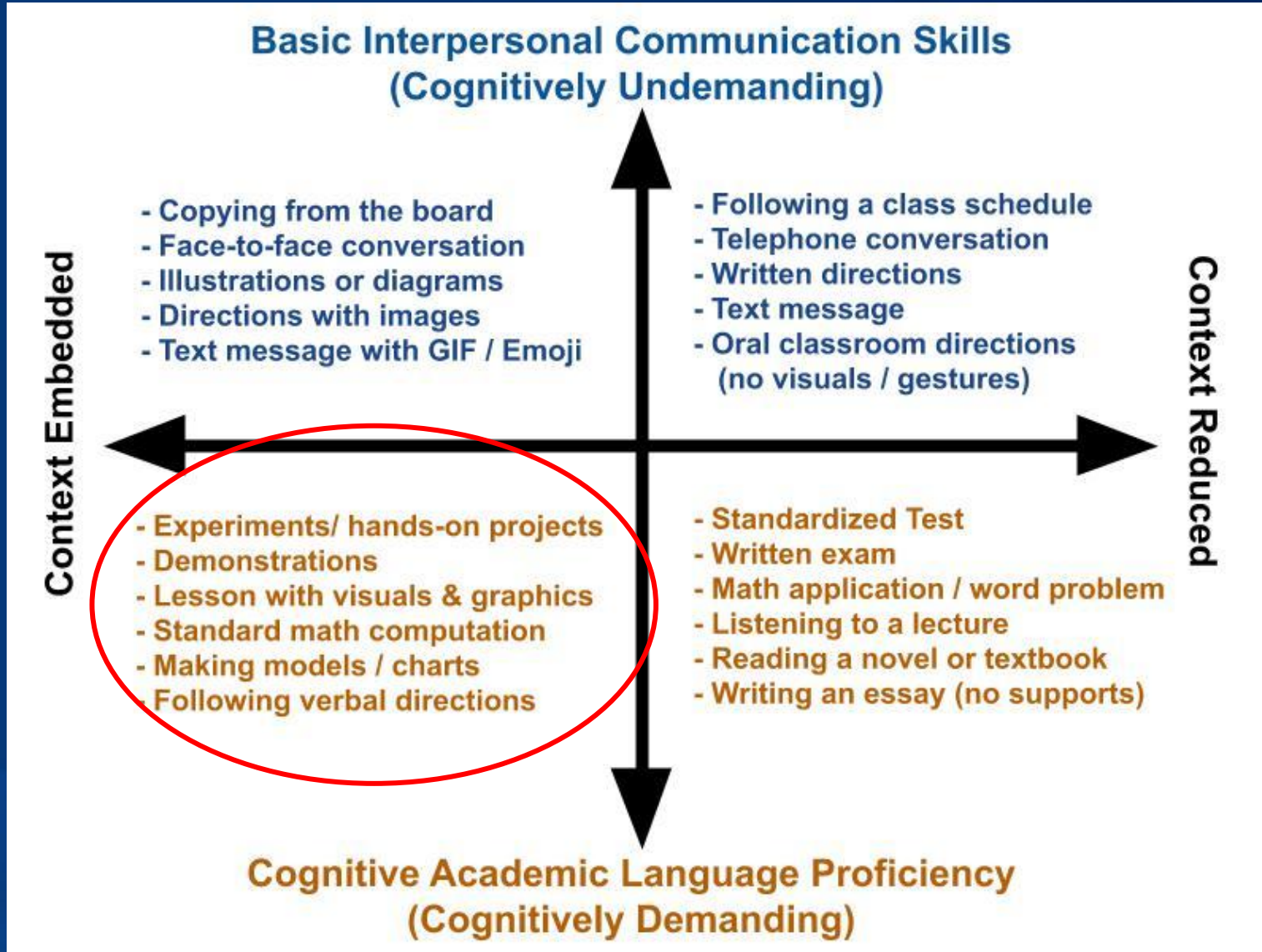


# Emerging Bilinguals



# Cummins Model of Academic Language

Turn & Talk



In which quadrant do you spend most of your class?

How do you embed content into your lessons and assessments?

# Cognitive Academic Language



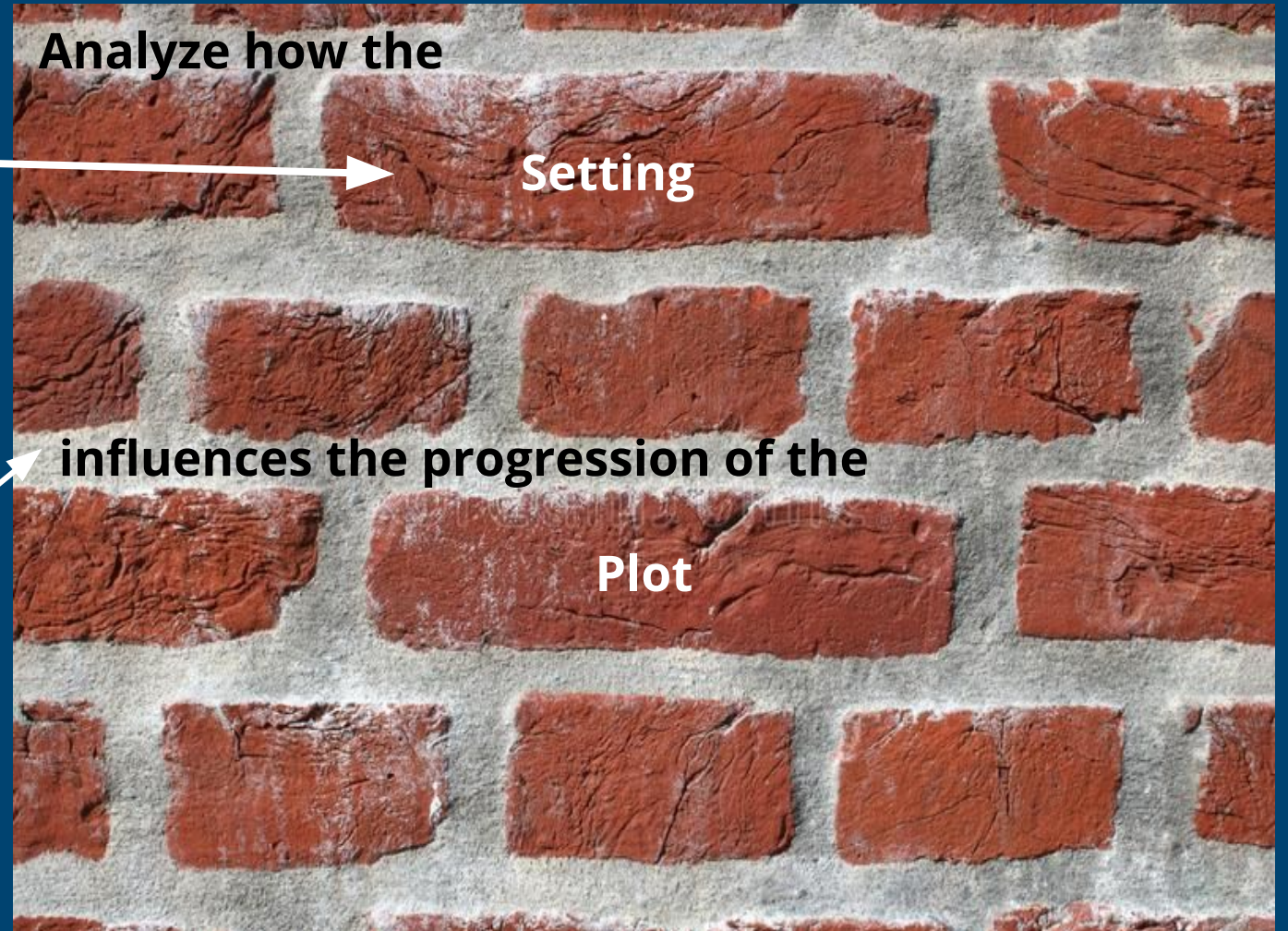


# Academic Language (AL)

"I teach content vocabulary, but my students still do not understand.."

**Bricks:**  
What we are talking  
about (Content  
Language)

**Mortar:**  
How we are talking  
about it



# More than *just* content vocabulary...



"I teach content vocabulary, but my students still do not understand..."

## Bricks

- Content Language
- Academic vocabulary
- Specific to a content area

### Examples:

- Plot
- Setting
- Quadrilateral

## Mortar

- Words or phrases for the sentence to make sense
- General, utility words used to construct sentences
- Transfers to multiple content areas

### Examples:

- Compare and contrast
- Analyze
- Evaluate
- For example

# Ways to Support AL in the classroom



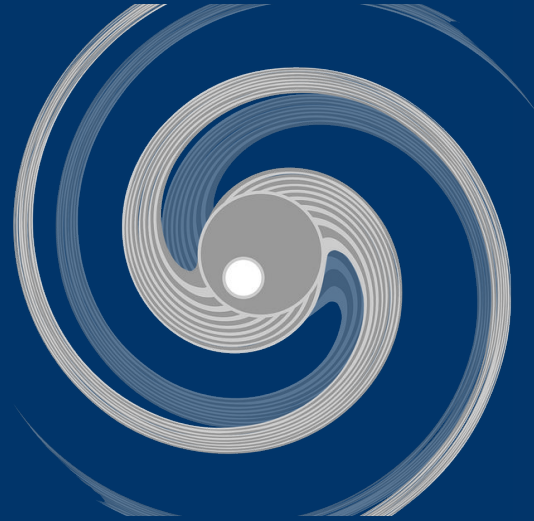
1. **Cultivate a Classroom Culture of Authentic Communication**
2. **Use Complex Texts to Develop Academic Language**
3. **Fortify Speaking & Listening Skills**
4. **Cultivate Constructive Conversations**
5. **Formatively Assess Language Across Disciplines**



# Ways to Support AL in the classroom



- **S**peaking
- **W**riting
- **I**nteracting
- **R**eading
- **L**istening



Students should be using all language domains every day, in every content area



# Ways to Support Academic Conversation



Building Ideas:	Prompt Starters	Response Starters
<b>Create</b>	<ul style="list-style-type: none"> <li>• <i>What is your idea?</i></li> <li>• <i>What do you think about...?</i></li> <li>• <i>How can we combine these ideas?</i></li> <li>• <i>Why...how...I wonder...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• One idea could be...</li> <li>• I noticed the pattern of...</li> <li>• That connects with...</li> <li>• I think it depends on...</li> </ul>
<b>Clarify</b>	<ul style="list-style-type: none"> <li>• Can you elaborate on...?</li> <li>• Can you clarify...?</li> <li>• What does that mean?</li> <li>• To paraphrase...</li> <li>• Say more/ be specific about...</li> </ul>	<ul style="list-style-type: none"> <li>• More specifically, it is...because...</li> <li>• I think it means...</li> <li>• It is important because...</li> <li>• What I understood was...</li> </ul>
<b>Fortify Support</b>	<ul style="list-style-type: none"> <li>• What is an example of...?</li> <li>• Is there an example from the text or _____?</li> <li>• What is the strongest support for?</li> <li>• Where does it say...?</li> <li>• What is a life example?</li> </ul>	<ul style="list-style-type: none"> <li>• For example...</li> <li>• In the text it says...</li> <li>• One case that illustrates this is...</li> <li>• Remember in the other text it stated...</li> </ul>
<b>Evaluate and Compare:</b>	<ul style="list-style-type: none"> <li>• What criteria do we use to evaluate the evidence?</li> <li>• Which has the strongest evidence?</li> <li>• How does our evidence compare?</li> <li>• What is your opinion?</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria we should use is __, because_</li> <li>• This is strong evidence because...</li> <li>• A point of disagreement I have is...</li> <li>• I think the negative is...and the positive is...</li> </ul>

# Ways to support Academic Conversation



Present an idea	Build on an Idea	Challenge an Idea
<ul style="list-style-type: none"> <li>• I think...</li> <li>• In my opinion...</li> <li>• One idea / suggestion is...</li> <li>• I noticed that...</li> </ul>	<ul style="list-style-type: none"> <li>• I agree that ____ because ____</li> <li>• I also think...</li> <li>• That reminds me of...</li> <li>• Your idea reinforces...</li> <li>• In addition...</li> </ul>	<ul style="list-style-type: none"> <li>• I disagree with ____ because ____</li> <li>• Another opinion could be...</li> <li>• How do you know....</li> <li>• On the other hand,...</li> <li>• An alternative viewpoint is...</li> </ul>
Support your Thinking	Pose a Question	Synthesize
<ul style="list-style-type: none"> <li>• The article / author states that...</li> <li>• ____ is an example of ____</li> <li>• For example...</li> <li>• An illustration of this could be...</li> <li>• According to the text / data / experiment....</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think...? Why?</li> <li>• What might be other points of view?</li> <li>• How does that connect to...?</li> <li>• Can you provide an example of...?</li> <li>• What is meant by...?</li> </ul>	<ul style="list-style-type: none"> <li>• The main point seems to be...</li> <li>• The evidence suggests...</li> <li>• A key idea to take away is...</li> <li>• We are in agreement about...</li> <li>• In summary...</li> </ul>

# Differentiating Instruction



# Essential Questions:



**How can our curriculum and instruction support students' language learning & acquisition in both L1 and L2?**

**How does differentiation look in a multilingual classroom?**



# Read & Discuss:



## DIFFERENTIATION IS NOT

<b>TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"</b>	<b>INCOMPATIBLE with STANDARDS</b>	
<b>BLUEBIRDS, BUZZARDS &amp; WOMBATS</b> (ability grouping within a classroom)	<b>DUMBING DOWN</b> teaching for some students	Something <i>extra</i> on top of good teaching
Mostly for students identified as <b>GIFTED</b>	<b>A SET OF INSTRUCTIONAL STRATEGIES</b>	<b>MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES</b>
<b>INDIVIDUALIZED INSTRUCTION</b>	<b>IEPs FOR ALL</b>	
<b>ASCD</b> LEARN. TEACH. LEAD.	<b>A SYNONYM FOR GROUP WORK</b>	

## DIFFERENTIATION IS

<b>AN IDEA AS OLD AS EFFECTIVE TEACHING</b>	Lessons designed around <b>PATTERNS OF STUDENT NEED</b>	<b>USE OF WHOLE-GROUP, SMALL-GROUP &amp; INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS</b>
<b>VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS</b>	Necessary for success with standards for a <i>broad range of learners</i>	<b>PURPOSEFUL USE OF FLEXIBLE GROUPING</b>
<b>A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING</b>	<b>TEACHING UP</b>	<b>AT THE CORE OF QUALITY TEACHING</b>
<b>ASCD</b> LEARN. TEACH. LEAD.	Designed to <b>ADDRESS LEARNING &amp; AFFECTIVE NEEDS</b> that <i>all</i> students have	

# Differentiation is not a set of instructional strategies.



Differentiation is an intent to:

- know each student better every day
- know our content better every day
- be flexible in our teaching every day

In order to connect more kids more fully with successful teaching and learning





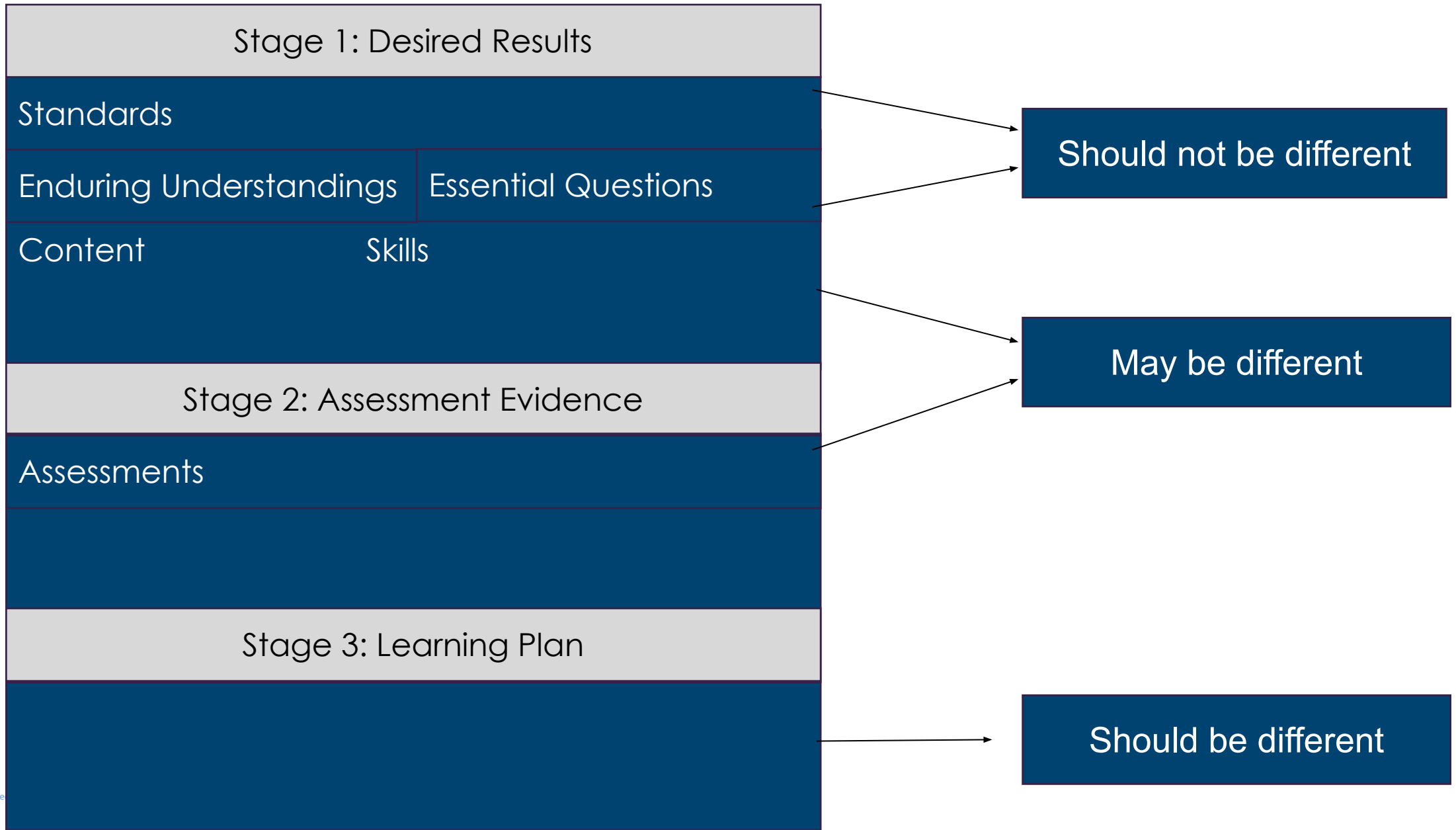
“In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs.”

-Carol Tomlinson

“Differentiated instruction is simply providing instruction in a variety of ways to meets the needs of a variety of learners.”

-Kathie F. Nunley

# Applying Differentiation to UbD





## Differentiating Instruction: It's Not as Hard as You Think

4:23



How does this video shift or impact your understanding of differentiated instruction?



Differentiating Instruction: It's Not as Hard as You Think



4:23

# What we know about effective Differentiation in the classroom...

- It is not a recipe, but a way of thinking about teaching and learning that works for each student.
- Begins with teacher mindset, intent and a positive learning environment.
- Clear curricular goals and persistent formative assessment are key.
- Flexible classroom routines are essential
- Learning to differentiate is evolutionary—one step at a time!

# 5 Elements of Differentiation:

**1. A Supportive Learning Environment:** A learning environment that actively supports students in the work of learning (growth mindset, a safe and democratic community, team work)

**2. Quality Curriculum:** Absolute clarity about what students need to Know Understand and Do, engagement, deep understanding

**3. Assessment that Informs Teaching and Learning:** Persistently knowing where students are in relation to the learning destination all along the way

**4. Instruction that Responds to Student Variance:** Adjusting teaching to make sure each student arrives at the destination (and when possible, moves beyond it)

**5. Leading and Managing the Classroom leadership:** Effective leadership and management of flexible classroom routines

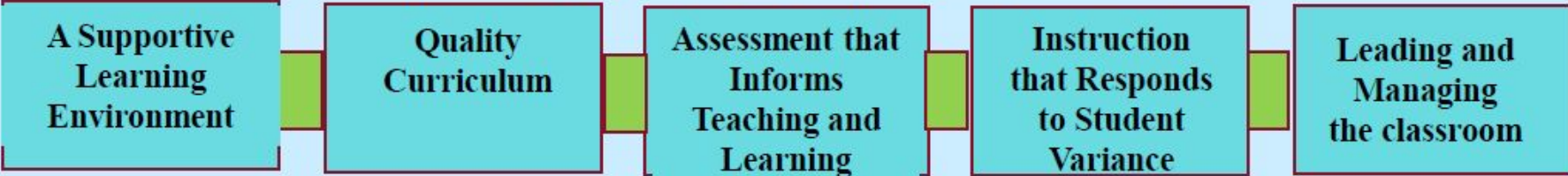


# Differentiation

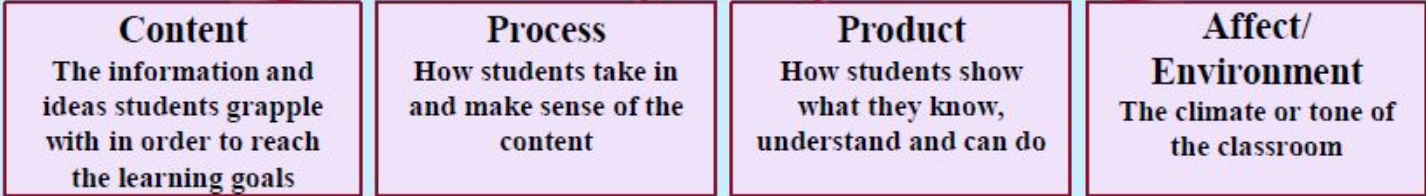
is a teacher's **proactive** response to learner needs

shaped by **mindset**

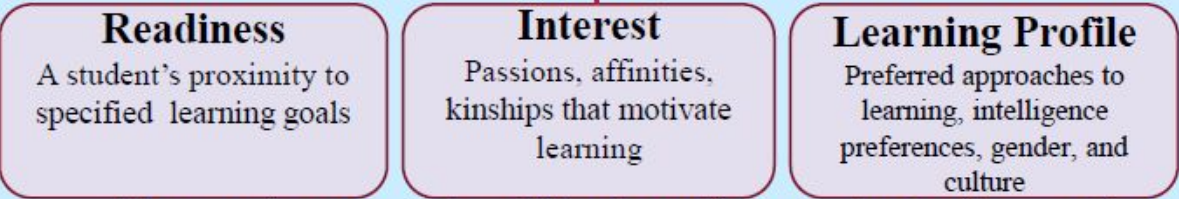
and guided by general principles of differentiation



Teachers can differentiate through



according to student's



Through a variety of instructional strategies such as

Learning/Interest Centers .....RAFTS.....Graphic Organizers.....Scaffolded Reading/Writing..... Varied Working Arrangements.... Tiered Assignments...  
 Learning Contracts....Menus..... Tic-Tac-Toe.....Tri-Mind, Choice of Activities...Materials of Varied Complexity...Models of Student Work...  
 Independent Projects.....Expression Options.....Small Group Instruction.....**etc.**

# Teachers Can Differentiate Through:

## Content:

What students  
will learn

## Process:

How they will  
learn

## Product:

The end result  
of learning

## Environment:

Climate/ tone  
of learning



# Teachers Can Differentiate According to:

Readiness:  
Students'  
proximity to  
learning goals

Interest:  
Passions that  
motivate  
learning

Learning  
Style:  
Preferred  
approaches to  
learning

Content	Process	Product
<ul style="list-style-type: none"><li>• Curriculum topics, concepts or themes</li><li>• Reflects state or national standards</li><li>• Includes essential facts and skills</li><li>• Differentiates by pre-assessing a students skills &amp; understanding, then matching learners with appropriate activities</li><li>• Provides students with choice in order to add depth to learning</li><li>• Provides students will additional resources that match their level of understanding</li></ul>	<ul style="list-style-type: none"><li>• Refers to how students make sense or understand the Information, ideas, and skills being studied</li><li>• Reflects student learning styles and preferences</li><li>• Varies the learning process depending upon how students learn</li></ul>	<ul style="list-style-type: none"><li>• Tends to be tangible: reports, test, brochures, speeches, illustrations</li><li>• Reflects student understanding</li><li>• Differentiates by providing challenge, variety, and choice</li></ul>

# Steps for building Differentiation into a unit

**Step 1:** Select a unit

**Step 2:** Clarify learning targets for lesson/activities (the content, skills & understandings)

**Step 3:** Review the learning targets. Think through how you might differentiate activities/resources based on student readiness

**Step 4:** Ideate ways to differentiate by content, process & product

# DI for ELs: **Content**



- Find level-appropriate **complex texts** that are relevant to students
  - Review the unit through the **lens of your student** (*what connections can you help them make?*)
  - Include **language proficiency standards** with content standards
  - Write **content and language learning objectives** for lessons
- Ensure **cultural language** is defined
  - Identify and support potential **misconceptions**
  - Note areas allowing for variation and **student choice**
  - Ensure concepts are **scaffolded** in both language demand and content complexity throughout the unit

Let's practice with a sample unit...

# Science Unit: Light & Sound

## Priority Standards

### NGSS: Science Performance Expectations (2013)

#### NGSS: Grade 1

##### 1.Waves: Light and Sound

###### Performance Expectations Show details

- 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. ✕
- 1-PS4-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. ✕
- 1-PS4-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. ✕

## English Language Standard

### WIDA: ELP Standards (2007)

#### WIDA: Grades 1-2

##### ELP Standard 1: Social and Instructional Language

###### LISTENING

###### Example Topic: Following directions

- Level 2 - Beginning: Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper." ) ✕
- Level 3 - Developing: Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way." ) ✕
- Level 4 - Expanding: Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper." ) ✕
- Level 5 - Bridging: Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side." ) ✕

##### ELP Standard 4: The Language of Science

###### WRITING

###### Example Topics: Change

- Level 1 - Entering: Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man) ✕
- Level 2 - Beginning: Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases ✕
- Level 3 - Developing: Describe change in processes or cycles depicted in visuals using phrases and short sentences ✕
- Level 4 - Expanding: Compare/contrast change depicted in visuals using a series of sentences ✕
- Level 5 - Bridging: Explain the process of change in visuals using connected sentences ✕



# Example: Make Waves-Light & Sound

## Enduring Understandings ⓘ

Blog Post

Overarching:

- Sound and light travel by waves
- We can try things out with investigations to solve problems and see how things work.

Topical:

- Sounds are made when an object vibrates
- Light allows us to see objects in darkness.

## Content ⓘ

Blog Post

Sound:

- Sound occurs when an object moves back and forth/vibrates.
- Sounds can be loud or soft and have a high or low pitch.

Light:

- A shadow is made when an object is placed in the path of a beam of light.
- Objects can only be seen when there is light.
- Objects can be made up of different materials (ex: cloth, metal, plastic, etc), which can react differently to light (ex: transparent, opaque, solid, etc.)

Integration:

- We use sound and light to communicate, reach far distances, and help solve problems.
- Doing experiments and observing what happens helps us understand our world.
- Evidence is needed to support our ideas.

## Essential Questions ⓘ

Blog Post

Overarching:

- How do light and sound help us, and can they hurt us?
- How do we answer questions about the world around us?

Topical:

- How are sounds made?
- Why do some sounds have a high pitch and some sounds have a low pitch?
- What materials are best for blocking light?
- How are shadows made?
- How can we use light and sound to communicate?

## Skills ⓘ

Bloom's Taxonomy Blog Post

Sound:

- Discover vibration, sound and light waves.
- Test in lab experiments how vibration moves objects and creates sounds.
- Observe sounds in nature and with musical instruments.
- Predict what happens when different materials are used to create sound.

Light:

- Explore ways different sources of light illuminate objects in the dark, including objects that glow.
- Compare/contrast what happens when different materials are placed in front of light
- Investigate how shadows are created.

Integration:

- Discuss the importance of light and sound.
- Develop problem solving skills working together in groups to find ways to communicate with light and sound.
- Plan (and conduct) an investigation by writing down the steps that will be taken
- Record test experiment findings, lists, drawings and reflections daily in journals what they feel, see and hear around them as well as questions they would like to learn about during the next class

# Clarifying Learning Targets

## Enduring Understandings

### Overarching:

- Sound and light travel by waves
- We can try things out with investigations to solve problems and see how things work

### Topical:

- Sounds are made when an object vibrates
- Light allows us to see objects in darkness

## Essential Questions

### Overarching:

- How do light and sound help us, and can they hurt us?
- How do we answer questions about the world around us?

### Topical:

- How are sounds made?
- Why do some sounds have a high pitch and some sounds have a low pitch?
- How are shadows made?
- How can we use light and sound to communicate?

## Content

### Sound:

- Sound occurs when an object moves back and forth/vibrates.
- Sounds can be loud or soft and have a high or low pitch.

### Light:

- A shadow is made when an object is placed in the path of a beam of light.
- Objects can only be seen when there is light.
- Objects can be made up of different materials (ex: cloth, metal, plastic, etc), which can react differently to light (ex: transparent, opaque, solid, etc.)

### Integration:

- We use sound and light to communicate, reach far distances, and help solve problems.
- Doing experiments and observing what happens helps us understand our world.
- Evidence is needed to support our ideas.

## Skills

### Sound:

- Discover vibration, sound and light waves.
- Test in lab experiments how vibration moves objects and creates sounds.
- Observe sounds in nature and with musical instruments.
- Predict what happens when different materials are used to create sound.

### Light:

- Explore ways different sources of light illuminate objects in the dark, including objects that glow.
- Compare/contrast what happens when different materials are placed in front of light
- Investigate how shadows are created.

### Integration:

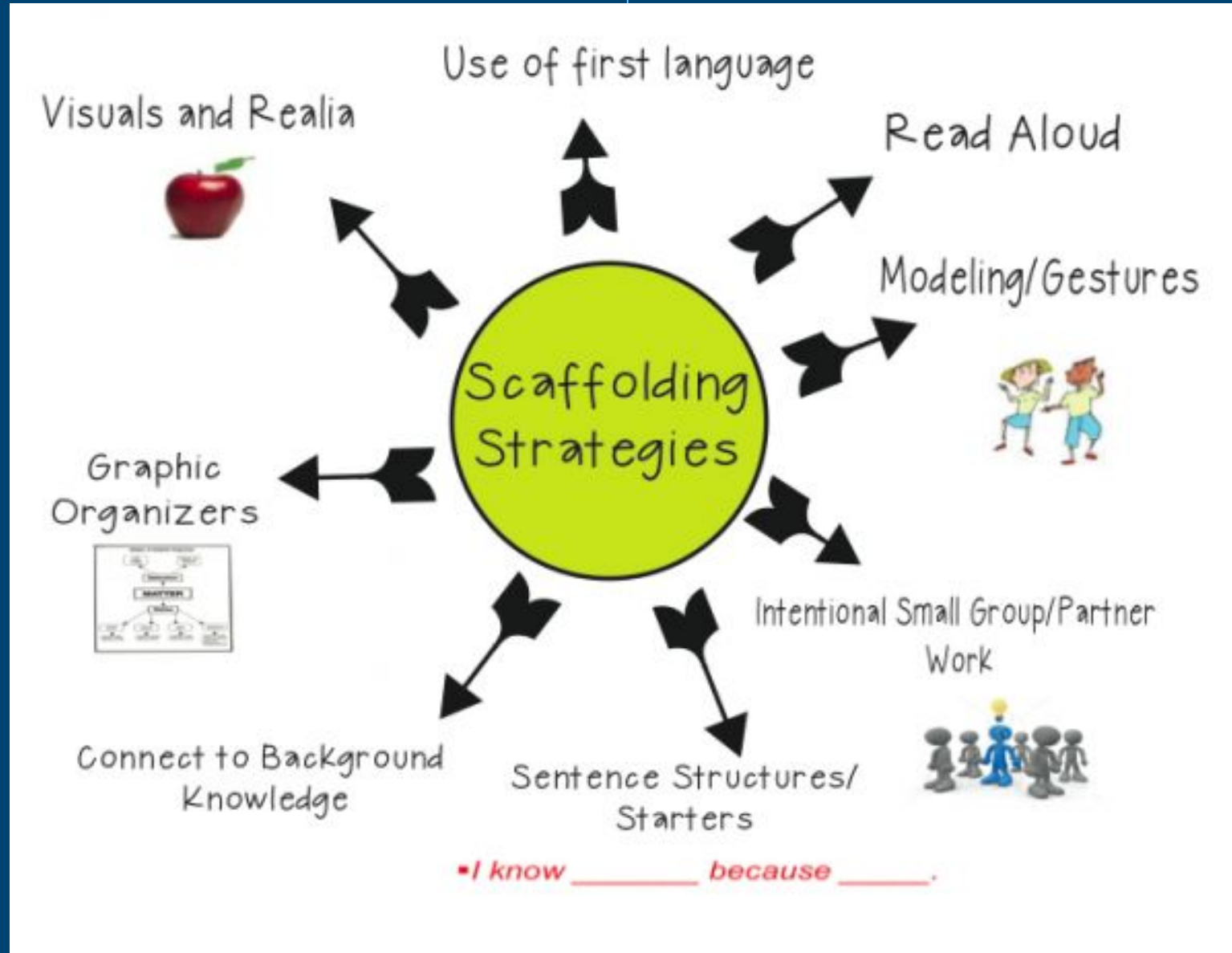
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# DI for ELs: **Process**

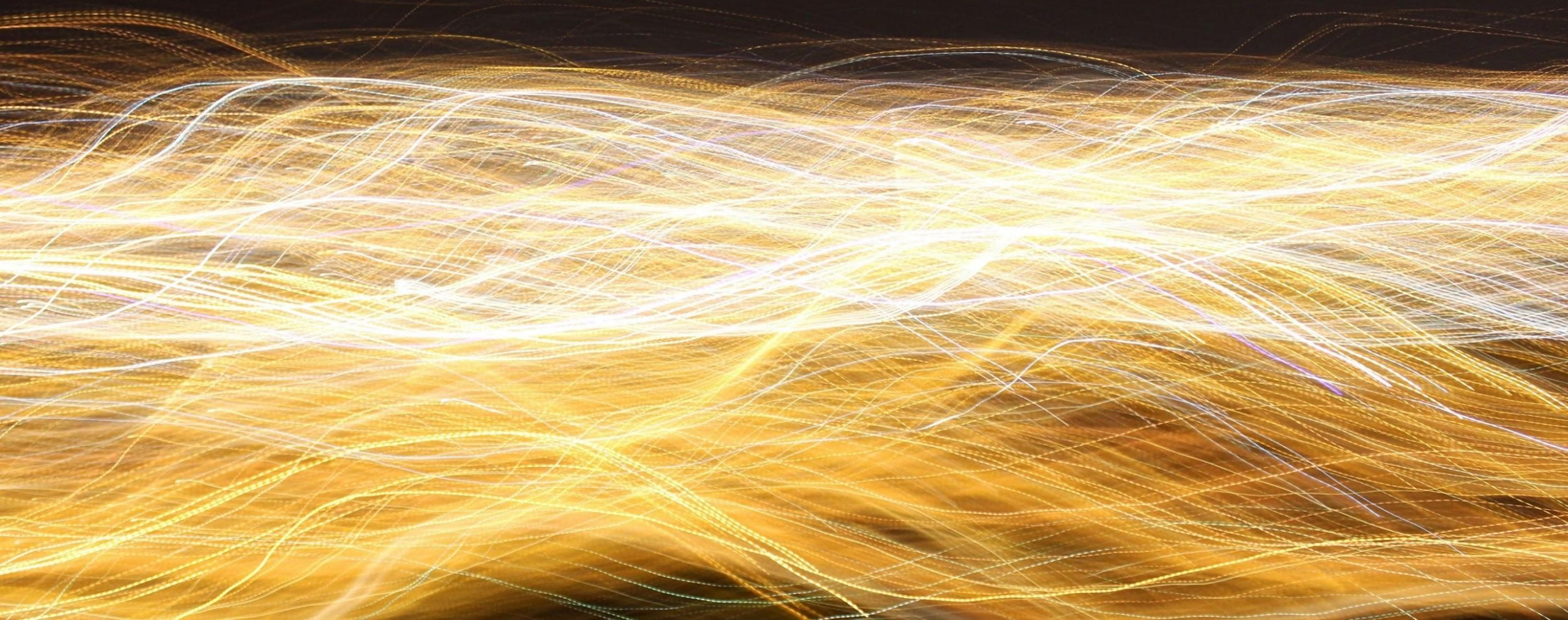


- Ensure **SWIRL** (speak, write, interact, read, listen) is evident throughout all lessons
- Supply students with **planned & optional support**: sentence starters, graphic organizers, mentor texts, models, visuals & realia
- Utilize **scaffolding** throughout lessons as necessary (*do not be afraid to add or remove*)
- Give **student choice** (leveled texts, video, L1 materials, audio transcripts etc)
- Provide opportunities for **student led conversation**

# Scaffolding as a form of DI



# Sample Unit: Science Unit: Light and Sound



# Small Group Activity:

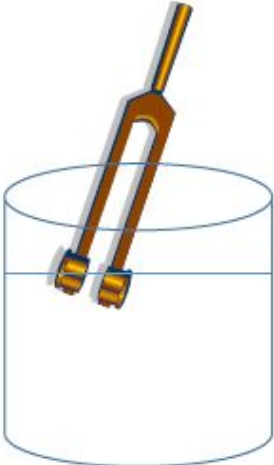

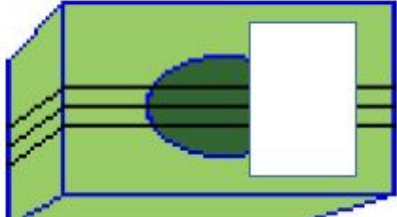

Exploration-the wave crest

Students will visit four stations to experiment and observe how different objects create sound

What makes sound? Station Investigation

Sound >>>

Vibration 

<p>Tuning Forks</p> 	<p>Drum, Paper, Beans</p> 
<p>Guitar and Paper</p> 	<p>Your Voice</p> 

# DI for ELs: Product



- Use **pre/post assessments** that clearly separate content knowledge from language knowledge
- Intentionally **assess both language and content**
- Provide **multiple opportunities** to demonstrate understanding (*utilize formative and summative assessments*)
- Assess using all **four language domains** (*listening, speaking, reading, writing*)
- Give space for **images or illustrations**
- Allow **use of L1** (*“What else I know”*)
- Check for contextual misunderstandings
- Give **language supports** when content is the focus (*ie. sentence starters, signal words, vocabulary*)
- Consider **English Proficiency** level for individual students (*ELPA or WIDA descriptor*)
- Provide student choice





# Differentiating by English Language Proficiency Level



Writing					
ELP Level 1 - Entering	ELP Level 2 - Emerging	ELP Level 3 - Developing	ELP Level 4 - Expanding	ELP Level 5 - Bridging	ELP Level 6 - Reaching
Explain by...					
<ul style="list-style-type: none"> <li>• Designing, drawing and labeling content-specific models</li> <li>• Identifying topics through photographs, illustrated word walls, or software</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling and illustrating observations over time (e.g., growing plants)</li> <li>• Describing people, places, or objects from illustrated examples</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying illustrated words and phrases into groups (e.g., “Animals that fly. Animals that swim.”)</li> <li>• Comparing real-life objects, numbers, or animals using models</li> </ul>	<ul style="list-style-type: none"> <li>• Describing models related to content-related phenomena in pictures or real-life</li> <li>• Expressing feelings and a reason related to situations or events</li> </ul>	<ul style="list-style-type: none"> <li>• Describing causes and effects of actions and strategies</li> <li>• Sequencing steps in solving problems using short sentences, illustrations, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting how stories, events, or situations might end</li> <li>• Producing texts that can name a topic and supply topic related facts</li> </ul>

# Linguistic Considerations



Linguistic Consideration	Question and Prompts for Task Revisions
<b>Vocabulary Usage</b> <i>Word-level demands</i>	Does the task narrative contain any words or phrases that may be unknown or unclear with regard to the task? <ul style="list-style-type: none"><li>• <i>Avoid unnecessary use of words with multiple meanings</i></li><li>• <i>Replace terms and phrases that do not align with the unit of study</i></li></ul>
<b>Language Conventions</b> <i>Sentence-level demands</i>	Does the task narrative contain unnecessary or complex linguistic structures that might encumber students' comprehension? <ul style="list-style-type: none"><li>• <i>Restate and revise complex and compound sentences containing grammatical structures such as if-then clauses and conditionals.</i></li><li>• <i>Use the active voice, rather than the passive voice</i></li></ul>
<b>Linguistic Complexity</b> <i>Discourse-level demands</i>	Does the task narrative contain the information needed to successfully engage with the performance task? <ul style="list-style-type: none"><li>• <i>Reduce any redundant and superfluous information that may unnecessarily weigh down students while reading</i></li><li>• <i>Use bullets, fonts, and other formatting techniques to organize the task and highlight specific information</i></li></ul>
<b>Linguistic Medium</b> <i>Bilingual Considerations</i>	Does the task narrative align with language used for learning during instruction? <ul style="list-style-type: none"><li>• <i>Ensure the language type and formatting is similar to language used in instruction</i></li><li>• <i>Use technology, students, teachers or parents to support any L1 usage.</i></li></ul>

Let's practice with a sample unit...

# Science Unit: Light & Sound

# Assess Understanding



## Exit Cards

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After the exploration stations, students will complete an exit card to demonstrate understanding of sound waves:



Teacher demonstration: Hit cymbals together in front of class

Prompt: Describe how you can stop the sound?

# Your Turn to Differentiate!



## Independently or in small groups:

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Focus on a unit

Come up with as many ways as you can do differentiate by:

- Content
- Process
- Produce

Enter your ideas on padlet!

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**Step 1:** Select a unit

**Step 2:** Clarify learning targets for lesson/activities (the content, skills & understandings)

**Step 3:** Review the learning targets. Think through how you might differentiate activities/resources based on student readiness

**Step 4:** Ideate ways to differentiate by content, process & product




Faria  
Education  
Group

# Thank you for your time!

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