

Differentiating Instruction through Supports and Extensions

Need	Instructional Strategy	Supports	Extensions
Academic Vocabulary	Word bank	Words with images Words with cognates Words with synonyms Match with vocab from previous unit	Advanced vocabulary Latin roots Find multiple meanings Create a thesaurus
Writing	Writing process	More time and scaffolding on planning and outlining	More time and scaffolding on feedback and revision
Concept Application	Solve a puzzling situation (“Why is a giraffe’s neck long?”)	Sample puzzle and solution Make clues available Bridge concept to present life	Conflicting evidence Counter intuitive example Bridge concept to concept from other units
Reading	Find main idea	Chunking text Highlighted text Embedded vocabulary definitions	Higher level text Routine - connect/extend/wonder Comparing main ideas
Note-taking	Compiling notes from electronic sources	<ul style="list-style-type: none"> • Use a source w/ lots of options (NYTIMES, etc) • Print articles and highlight (w/ colors green = paragraph #1) info based on which supporting argument/ topic it goes w/ • Paraphrase chart - copy down certain #'s of quotes & rewrite in own words • Sample note page to use as a guide or a page to fill in w/ notes • Use one site that could have mult. Source docs (e.g. NYTIMES) 	<ul style="list-style-type: none"> • Use databases/ public library for sources • Connection quotes to other quotes using highlighters “spectrum” (pink, orange, yellow, green, blue) to put the notes in order they will appear in the essay • next step” outline
Procedural writing	Write lab procedure	Demonstrate 1 step Socratic leading questions Give flow chart Give table	More complicated problem Write procedure to test follow up questions Write procedure to collect info for a given lab

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Problem Solving (answering questions)	Identifying known and unknown variables	Circling key words and values Ask extension questions (clarify)	Provide different types of problems that ramp up difficulty
Interpreting symbolism	Visualization connections	Brainstorming webs	Giving dialogue to symbols personification activity
Elizabethan Language Comprehension	“translate” Shakespeare’s words into English	<ul style="list-style-type: none"> • Comparing film clips that align to specific passages • Story boarding passages or scenes to then share with lower school students • Comparing graphic / comic versions that align to specific passages 	<ul style="list-style-type: none"> • Focus on inference • Expressing the subtext in the acting • In depth word searches • Analyzing how different directors interpret symbolic language (i.e. Franco Zeffirelli verses Boz Lurman concerning “new baptized” in Romeo and Juliet)
Literary Analysis & Close Reading	Critically discussing text / accessing multiple meanings	<ul style="list-style-type: none"> • Guided questions • Giving exemplars • Fishbowls for conversation • Highlighting + blowing up passages to deconstruct • Sentence starter discussion prompts in pair groupings 	<ul style="list-style-type: none"> • Identifying different critical lenses or interpretations (i.e. reader-response theory, feminist criticism, semantics, post-modern, Marxist) • Questioning narrator/authorial reliability • Constructing factual, interpretative, and evaluative questions • Taking a stance on a text in a book talk format • Using supposition and conjecture / <i>What if...</i>(changing setting, sequence of events, conversation between characters from across texts, conversations between different authors about the text)

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Active Reading / Poetry Annotating	Annotating	<ul style="list-style-type: none"> • Theme / symbol bank • Text modifications that defines critical vocabulary • Text modifications that highlight key words • Chunking text with directed questions within each annotation box 	<ul style="list-style-type: none"> • Thinking Routine / Connect, Extend, Wonder • Rewrite poem in a different form (essay, art piece, graphic novel, etc) • Constructing factual, interpretative, and evaluative questions • Comparing to other poems within and/or outside the author's work
Academic Vocabulary	Pre-Teaching	<ul style="list-style-type: none"> • Vocabulary jigsaw • Interactive word wall • Vocal wheels • Receiving vocab strips and arranging them into teacher determined categories 	<ul style="list-style-type: none"> • Students make jigsaw for the class • Using words in writing • experimenting with multiple meanings • researching word origins • receiving vocab strips and arranging the words into student generated categories

Need	Instructional Strategy	Supports	Extensions
Math Skills	Multiplication	Calculator Times table	
Solving word problems	Multiple representations of the problem/solution (restating, graphing, equation, table)	Guess and check table Plotting points to determine a pattern. Writing and solving algebraic equations with scaffolding (identify the independent variable, etc.)	Writing and solving algebraic equation directly from the word problem. Supposition: What if _____ were different? Making predictions/inferences using the equation (beyond what was asked in the original problem).
Graphing	Creating an accurate and appropriate scaled coordinate plane	Provide labeled X / Y axis Provide appropriate scaled axis	Require scales other than 1.
Factoring / Canceling / reducing	Finding common factors, "canceling"	Rewrite without exponents	Factoring larger numbers and negative numbers
Problem Solving	Creating a concept map of potential strategies to use to solve the problem	<ul style="list-style-type: none"> • give students a table of information they would have to solve for • give a bank of strategies and students choose 3 best strategies • give an example of how to solve the problem and have students write out what the strategy was 	<ul style="list-style-type: none"> • connect to other applications of stated strategies • articulate where the strategies deviate from one another
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