

# Differentiation strategies

## Differentiation for students with disabilities

In cases when Amplify's UDL cannot meet the needs of all learners, Amplify ELA has provided instructional materials that enable teachers to provide differentiated instruction that provides access for all students to meet grade-level standards. In general, that differentiation is found in two places:

### 1. Teacher-facing differentiation:

- a. Throughout Amplify's embedded Instructional Guides, teacher briefs, and other supports, curriculum developers have written TIPS directly to the teacher about how to change an instructional experience to make it more appropriate for students with disabilities, for students reading below grade level, for advanced students and for English learners. These TIPS range from suggestions about grouping students, to focusing different students on particular parts of a text, to stopping before a discussion to do partner read-alouds. Teachers will find these TIPS not as generalized ways to reach these groups, but as highly contextualized moments when a particular adjustment will make a significant difference for students' access.
- b. *Mastering Conventions*: This four-volume resource is a teacher-facing book of exercises tied to the language standards related to grammar and also provides a remedial spelling program. The grammar section and the lesson brief every Flex Day provide a schedule for teaching the essential grade-level language standards and provides suggestions for reviewing earlier grade standards. Teachers can find the materials for teaching these grade-level standards in each Flex Day. For further review of language standards, teachers can access the four-volume *Mastering Conventions* in the lesson materials in the final lesson of Get Started, Unit A, Sub-unit 1. The grammar section above and the lesson brief for every Flex Day describe the various ways a teacher can put this resource to use.

### 2. Student-facing differentiation:

- a. In the lessons, teachers will find activities with supports particularly designed for ELs and also extra challenges for advanced students. In certain cases, the activities with supports for ELs are often also useful for students with disabilities or students reading below grade level. Direction in the Differentiation section of the Lesson Brief directs teachers when these differentiated student materials are helpful.
- b. During Flex Days, lessons inserted every five or so days in most units, teachers will find a range of Revision Assignments, labeled by writing skill that they can assign to students depending on what they see in student writing. These Revision Assignments are part of Amplify's larger feedback system and are described above in that section. Students have student-facing versions of these Revision Assignments in their materials section of their lesson briefs, and teachers can simply direct students to the skill on which they should work.

- c. In the more than 600 books in the Amplify Library, in the more than a dozen games, and in the Vocab app, students will find a wide range of leveled material that they can self-select on their own based on interest (in the library) and in response to automated feedback (in the games and in the Vocabulary app and activities).

### 3. Supplementary materials for basic foundational skills:

For students who need instruction in grade 2-5 foundational skills, Amplify can provide a supplementary intervention called Burst:Reading.

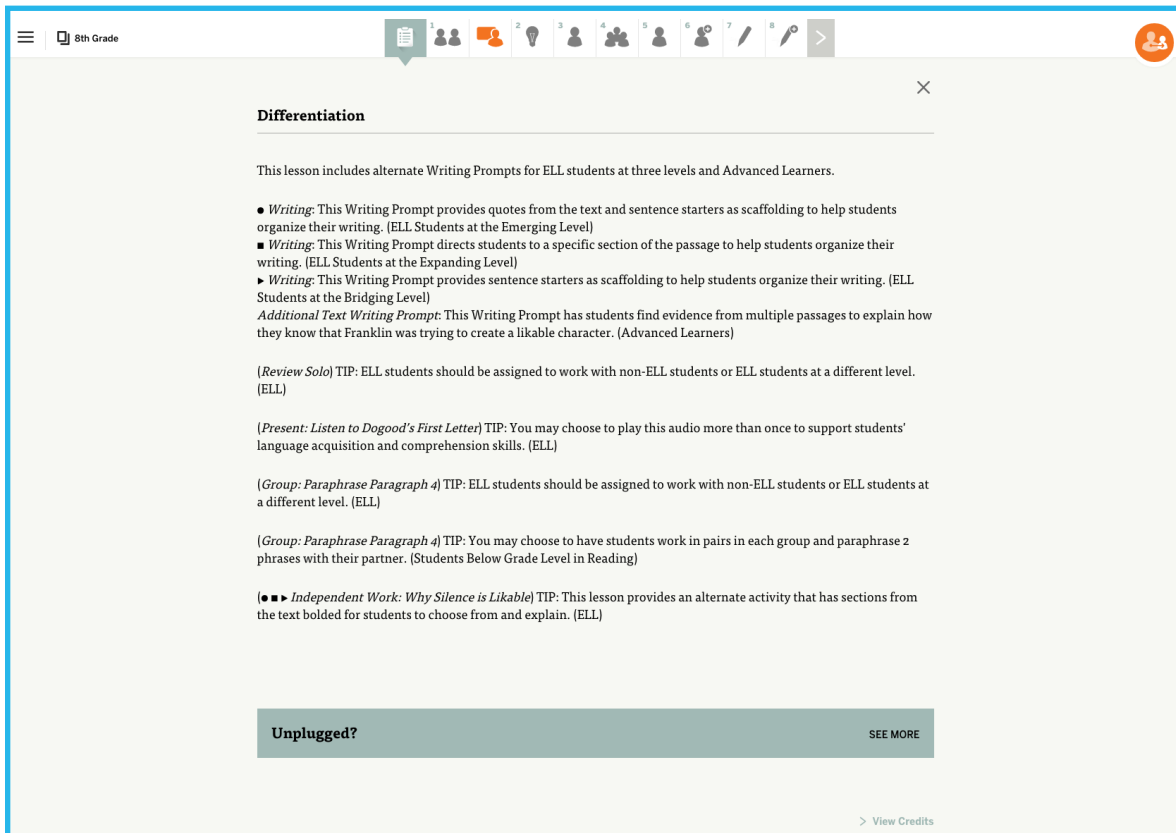
### What does differentiation look like in the platform?

Every lesson brief has a section called, “Differentiation.” When the teacher scrolls down in the lesson brief, he or she will see that section, collapsed, and it looks like this:

The screenshot displays the Amplify ELA platform interface for an 8th-grade lesson. The top navigation bar includes the Amplify ELA logo and a user profile icon. Below the navigation bar is a horizontal menu with icons for various features. The main content area is divided into several sections:

- Prep**: Contains instructions on how to break the class into groups of four and print group work handouts.
- Materials**: Lists resources such as "Sample Word Web: 'sil...", "Group Work Handouts", "Writing Prompt Instru...", and "Silence Dogood's First ...".
- Words to Use**: Lists terms like "Contagious", "Attained", "Homespun", and "Schemes".
- Differentiation**: This section is highlighted with a blue box and a blue arrow. It contains the text: "This lesson includes alternate Writing Prompts for ELL students at three levels and Advanced".
- Skills & Standards**: Lists skills like "Writing | Response to Text / Skill: Use of evidence" and "Sub-skill: Describe what you notice".
- Unplugged?**: A section at the bottom of the page.

When the teacher clicks on the Differentiation part of the lesson brief, it will expand and provide direction for the teacher about where to find specific teacher and student facing differentiation within the lessons. It will look like this:



The screenshot shows a digital interface for a lesson brief. At the top, there is a navigation bar with a hamburger menu, '8th Grade', and a series of icons numbered 1 through 8. A red circle highlights icon 1, which is a document with a checkmark. Below the navigation bar, the 'Differentiation' section is expanded. It contains the following text:

**Differentiation**

This lesson includes alternate Writing Prompts for ELL students at three levels and Advanced Learners.

- *Writing:* This Writing Prompt provides quotes from the text and sentence starters as scaffolding to help students organize their writing. (ELL Students at the Emerging Level)
- *Writing:* This Writing Prompt directs students to a specific section of the passage to help students organize their writing. (ELL Students at the Expanding Level)
- ▶ *Writing:* This Writing Prompt provides sentence starters as scaffolding to help students organize their writing. (ELL Students at the Bridging Level)

*Additional Text Writing Prompt:* This Writing Prompt has students find evidence from multiple passages to explain how they know that Franklin was trying to create a likable character. (Advanced Learners)

*(Review Solo) TIP:* ELL students should be assigned to work with non-ELL students or ELL students at a different level. (ELL)

*(Present: Listen to Dogood's First Letter) TIP:* You may choose to play this audio more than once to support students' language acquisition and comprehension skills. (ELL)

*(Group: Paraphrase Paragraph 4) TIP:* ELL students should be assigned to work with non-ELL students or ELL students at a different level. (ELL)

*(Group: Paraphrase Paragraph 4) TIP:* You may choose to have students work in pairs in each group and paraphrase 2 phrases with their partner. (Students Below Grade Level in Reading)

●●● *Independent Work: Why Silence is Likable) TIP:* This lesson provides an alternate activity that has sections from the text bolded for students to choose from and explain. (ELL)

At the bottom of the section, there is a dark green button labeled 'Unplugged?' and a 'SEE MORE' link. At the very bottom right of the interface, there is a '> View Credits' link.

When the teacher clicks into the lesson itself, he or she will see activities with extra supports indicated with + signs. They look like this:



When the teacher clicks on these + icons, he or she will see shapes to indicate for what level of EL the activity is differentiated.

The circle ● indicates an activity at the Emerging level.

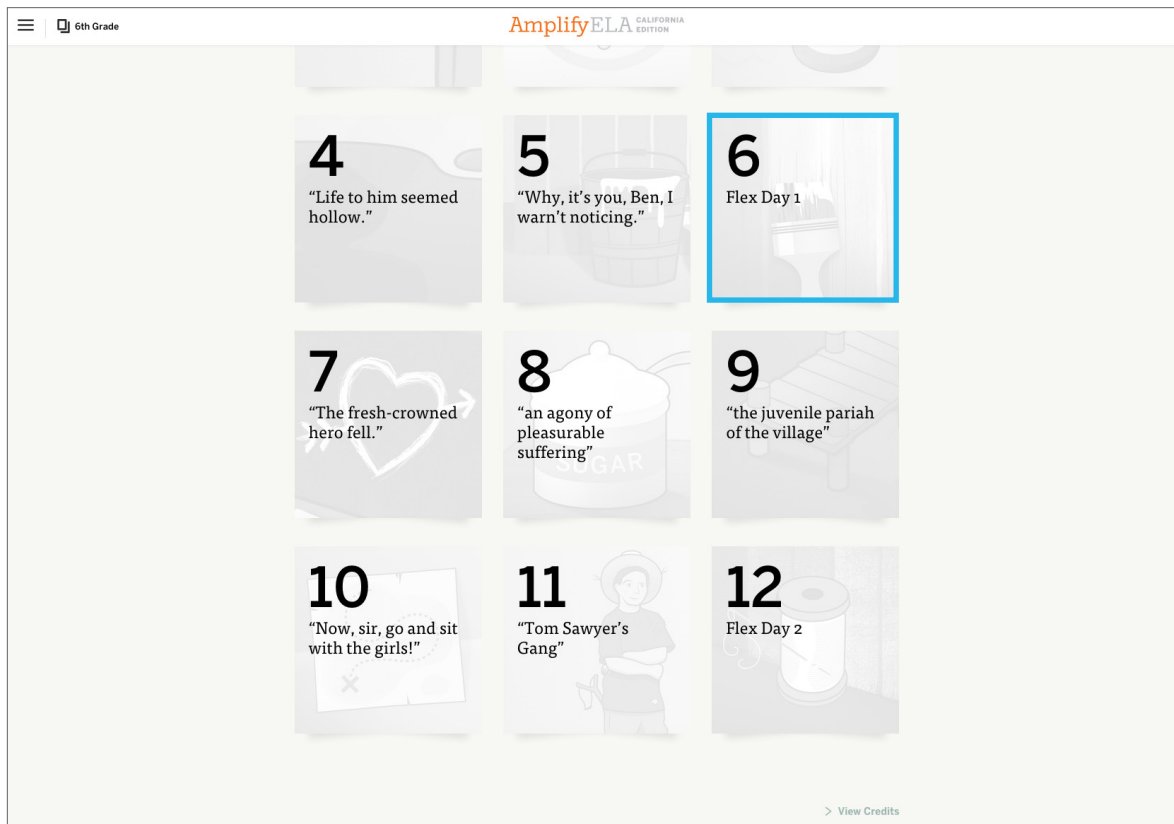
The square ■ indicates an activity at the Expanding level.

The triangle ► indicates an activity at the Bridging level.

The teacher-view will show the teacher a statement that also includes words that state the level of the activity; the student-facing material will only be differentiated with the shapes. The activities will always be presented in the same order, with the Emerging activity first.

Following the differentiated writing prompts for ELs, teachers will find one or two differentiated prompts for advanced students. In these writing prompts for advanced students, both Challenge Prompts and Additional Texts Writing Prompts appear in the same sequence as the + EL differentiated activities, and thus there is no stigma attached to students opening the supported prompts and using them. All students, regardless of which of the differentiated writing prompts they work with, will end up with pieces of writing on the same topic and texts, which can be read aloud in the sharing session that follows.

Throughout the lesson cycle, generally, every 5-6 days, teachers will see Flex Days. On those days, teachers will find a schedule and materials for teaching grade-level standards for remediating earlier language standards and for moving onto other instructional options once students have mastered the language standards.



When appropriate, the differentiation part of the Lesson Brief will guide teachers to use the supported versions of the writing prompts for Students with Disabilities even though these have been designed most directly for different levels of ELs. These student-facing materials are often useful for any student who needs extra support with language to write about complex text because they provide scaffolds such as word banks, sentence frames, and shortened texts. Sometimes, these scaffolded writing prompts break up a prompt into more easily digestible sections or simplify the language of the prompt. They are described in the sub-section on differentiation for ELs later in this section.

What is key about the range of differentiated writing prompts is that they make it possible for each student to produce writing in response to every writing prompt so that teachers have a starting point from which to identify the students' strengths and build those skills from the students' authentic writing. See the feedback section above for more information about Amplify's approach to feedback. It is particularly important for

Students with Disabilities that Amplify approaches learning skills from a position of identifying strengths, and by engaging students in activities in which they are most likely to show a skill emerging when writing about something that holds meaning for them.

In Section III of this guide, you will find student work that teachers can use with students to show them examples of what it looks like when particular skills emerge in writing. Amplify's guide to student work helps teachers help students learn new skills by picking up on what is working in a piece of writing, often ignoring deficits, and building stronger pieces from those strengths.

Once students have produced writing, utilizing the range of scaffolded prompts, Amplify ELA provides teachers with rubrics, to assess students and a wide range of Revision Assignments, that are organized by skill, that teachers assign to students based on their assessment of the students' writing. Students use the Revision Assignments to work on a skill in their own writing, a much more powerful way of learning a skill than by simply doing grammar exercises. When students with disabilities may be missing foundational language skills and need more background in order to understand the language terms in the Revision Assignment, Amplify ELA provides a four-volume resource of Grammar exercises called, *Mastering Conventions*, aligned to the Revision Assignments that shows teachers how to explicitly teach each of the foundational language skills back to the third-grade language standards. As a result, teachers have a straightforward adjustable plan to approach the skill development needs of students with disabilities.

The Amplify program knows how hard it is for teachers to find time to do this differentiated instruction and so builds in Flex Days in the section on the UDL structure of the Amplify ELA lesson, described above, for teachers to work with small groups or individuals on these varied needs for foundational skills. For students who require instruction in grade 2-5 foundational skills, Amplify can provide a supplementary intervention called Burst:Reading.

## Differentiation for advanced students

Because advanced students are often able to pursue academic study more independently, there are many ways for teachers to offer differentiated content to these students. The Amplify Library offer 642 books for independent reading. Within that collection, there are 15 curated Lapham's Archives, each including 10-30 sources, textual and multimedia, focused around a topic for independent study. These topics are linked to the texts studied in the units, and teachers can choose to direct students to explore them at any time. Depending on how independently a particular advanced student is prepared to work, a teachers can also choose to have that student pursue independent research in these collections, while the rest of the class follows along the more structured research mapped out in the lessons of the Collections units.

Within the lessons themselves, there are two kinds of teacher-facing content that directs teachers to differentiate content for advanced students: