**Tier 1 Classroom Differentiation Strategies**

**READING COMPREHENSION:**

Use Google Translate (ESL Students)

Pre-read material to student  
Discuss illustrations before reading (visual cues)

Review key vocabulary ahead of reading the passage

Read questions ahead of time  
Ask student to answer questions orally first  
Ask student to illustrate sentences or selection

Highlight key concepts in text  
Use close sentences/paragraphs   
Use supplemental materials/resources

**MATHEMATICS:**

Reduce number of math examples  
Reduce number of problems expected for completion

Highlight key words in math problems

Use workbook, worksheet, and/or provide an online resource

Use legible, uncrowded worksheets – less distractions

Use graph paper  
Allow student to use math facts table  
Allow student to use calculator

**LISTENING:  
To improve ability to follow verbal directions:**Use Google Translate (ESL Students)

Present directions at slower pace

Repeat directions one step at a time  
Simplify directions into one step at a time

Rephrase directions in a different explanation  
Encourage student to indicate when he doesn’t understand  
Ask student to repeat directions  
Provide written directions paired with verbal directions  
Attain eye contact of student when giving directions

Assign peer buddy to help student with directions  
Give directions in “routine”; same manner at same time

Provide “wait” time to respond to directions

**COMMUNICATION:**

**To improve vocabulary comprehension:**Use real objects or materials (when possible) when introducing vocabulary  
Use photographs to illustrate new words/vocabulary  
Develop “pictionary” for new words/vocabulary  
Use hands on experiences to teach new words/ vocabulary  
Teach new words/vocabulary in categories with association cues  
Use mnemonic devices to help with new vocabulary

Use word webbing activities (concept mapping)

Pre-teach target words/vocabulary  
Display key vocabulary terms – “Wordwalls” – could be dual language if ESL students are present in the classroom

**- To Improve Expressive Language Skills:**

Allow “wait time” for verbal responses  
Provide verbal cues or reminders to elicit correct language  
Use visual or written cues to elicit correct language

Use choral speaking techniques with entire class

Use role playing activities  
Model correct language

**- To improve handwriting or written expression:**

Use various writing tools

Seat student facing board for copying

Provide copies

Reduce amount of required written responses   
Assign peer to transcribe written work

Allow text to speech or other typing apps  
Allow untimed written exams  
Use graphic organizers  
Use rubric or checklist for proofing written work

Use sentence stems

Provide word boxes

**BEHAVIOR:  
To improve positive group participation skills:**

Praise positive participation  
Call on student to share experiences/thoughts  
Provide regular feedback   
Post schedule of the day for transitions

Cue student prior to transition  
Allow student opportunities for movement

**To improve ability to attend to verbal information:**

Break longer presentations into shorter units  
Use material on student’s instructional level Shorten length of listening activity  
Use podcasted material

Use graphic organizers

Reduce visual distractions in the classroom

Provide pictures or other visual cues  
Write key vocabulary on the board or have wordwalls   
Provide opportunities for periodic rehearsal of information presented verbally  
Allow student to copy notes of peer/teacher copy

**To improve work completion:**

Use student checklist for work completion  
Provide work one assignment at a time  
Use work assignment lists  
Break lengthy assignments into smaller parts  
Reduce amount of written work  
**Simplify** worksheets   
Encourage students to circle questions not understood and complete the assignment. Ask for clarification later.   
Shorten assignments  
Pair written and verbal directions  
Have student re-state directions before beginning a task £provide hard copies of digital content