**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