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**Differentiation**

- **Pre-tests and Formative Assessments:** Determine where individual students need to start or need more practice in a given topic or unit.

- **Differentiation:** For information from Toni Thiesen about ways to differentiate instruction in the world language classroom, click [here](#).

- **Differentiation:** For ACTFL article on differentiation, click [here](#).

- **Learning Stations:**

- **Cooperative Learning:** [https://www.teachervision.com/pro-dev/cooperative-learning/48531.html](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html)
• **Grouping Strategies**: Use grouping cards to change groups frequently. For more information, click [here](#).

• **Learning Preferences**: Present material visually, aurally, orally, kinesthetically, musically, etc., based on *Gardner’s Theory of Multiple Intelligences*. [https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf](https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf) – p.6 (258)

• **Levels of Thinking** – Differentiate based on *Bloom’s Taxonomy*. [https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf](https://www.education.ne.gov/forlg/frameworks/flfdiv.pdf) - p. 21-22 (272-3)

• **Tiered Learning** – Design tiered instruction based on formative assessments: [https://daretodifferentiate.wikispaces.com/Tiering](https://daretodifferentiate.wikispaces.com/Tiering)

• **Curriculum Compacting** – Adapt to the learning needs, rates, and interests of above average students. [https://daretodifferentiate.wikispaces.com/Curriculum+Compacting](https://daretodifferentiate.wikispaces.com/Curriculum+Compacting)

• **Learner Interest**: [http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola](http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola)

• **Technology** - Use technology to differentiate in the classroom. - [https://daretodifferentiate.wikispaces.com/Technology+%26+DI](https://daretodifferentiate.wikispaces.com/Technology+%26+DI) [https://quizlet.com/](https://quizlet.com/) - for vocabulary practice


### Listening Strategies

• **Skeleton Outlines**: Outlines can be provided for students who have trouble with auditory or reading processing.

### Reading Strategies

• **Skeleton Outlines**: Outlines can be provided for students who have processing weaknesses.

• **Repeated Reading**: The teacher reads the passage to the student (student may first read silently). Student reads the same passage 3 to 5 times per practice session trying to increase the number of words read. *NFLRC Hawaii, 2010*
## Speaking Strategies

- **Speaking format choice**: Let students choose the type of technology they would like to use to present (Prezi, PowerPoint, Voki, etc.)

- **SAFMEDS: Say All Fast a Minute Each Day Shuffled**: Flashcard technique that helps build fluency. Especially helpful for students with High Incidence Disabilities for whom Inquiry Learning Instruction may not work. Basic information can be found [here](#).

## Writing Strategies

- **RAFT assignments**: Assign students different roles in writing, based on the topic, the format, the audience and the person doing the writing or speaking. [https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments](https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments)

- **Choice Boards**: Give students assignment choices. [https://daretodifferentiate.wikispaces.com/Choice+Boards](https://daretodifferentiate.wikispaces.com/Choice+Boards)

- **Writing format choice**: Let students choose the type of technology they would like to use to present (blog, email, tweet, essay, poem).

- **Round Robin Essay Writing**: Each student has a device to type the answer to an essay question (or write their answer on paper). Each student answers the question; then, after each minute, students change devices. Students must edit the essay that is in front of them before adding anything else.

## Gifted Learners


- [https://www.naset.org/giftedandtalented2.0.html](https://www.naset.org/giftedandtalented2.0.html) – Article on teaching the gifted and talented

- [http://aquila.usm.edu/cgi/viewcontent.cgi?article=1259&context=honors_theses](http://aquila.usm.edu/cgi/viewcontent.cgi?article=1259&context=honors_theses) – Thesis on strategies to teach world languages to gifted students.
## Diverse Learners Strategies

### English Language Learners

### Students with Disabilities
- [http://www.tefl.net/esl-articles/dyslexia.htm](http://www.tefl.net/esl-articles/dyslexia.htm) - Dyslexia in the World Language classroom.