

**Exercise 5.2**

## Activities for Differentiating Content, Process, and Product Based on Student Readiness

Here are some suggestions for activities that can help you differentiate content, process, and product based on your students' readiness. Add to each section other activities you and your colleagues feel are appropriate. Building administrators can use this activity at a faculty meeting to discuss the school's progress toward differentiating the three elements based on student readiness.

### Differentiating Content Based on Readiness

1. Use a metaphor from a student's life to help him or her understand an abstract idea in science.
2. Highlight the most essential passages in text so a student with reading or language difficulties can succeed with what matters most.
3. Target small-group instruction for members' readiness levels.
4. Ask a student struggling with reading to meet with two reading groups a day rather than one.
5. Use apps or websites that provide common readings at varied Lexile levels.
6. Use recorded texts to support written text (including podcasts with scripts).
7. Offer mini-workshops as students' work indicates difficulty with key content.
8. Provide key vocabulary lists with both drawn and written definitions to help students understand a text or lecture.

## Additional Activities

### Differentiating Process Based on Readiness

1. Use manipulatives to help some students understand fractions (but don't use them with students who already fully understand the concept).
2. Use a computer mathematics program or app that assesses a student's readiness and provides tasks and feedback at the appropriate level.
3. Assign students to learning stations for varied lengths of time to account for the different lengths of time they will need to succeed with the content.
4. Give directions one at a time to students who have difficulty with multistep tasks.
5. Model a task for English learners or other students who need a bridge to understanding written directions for the task.
6. Increase or decrease the number of practice opportunities for a given skill based on readiness needs.

## Additional Activities

### Differentiating Product Based on Readiness

1. Ask some students to apply a concept or skill to a familiar context and more advanced students to apply the concept or skill to an unfamiliar context.
2. Provide resource materials in a student's first language, even though he or she must develop the product in English.
3. Provide a spell-check and grammar-check program for a student with a vocabulary or language learning disability.
4. Ask a student to turn in a draft a week before the final product is due if the student has undertaken a very complex product and does not need to feel penalized for taking the risk.

5. Give some students who have difficulty with time lines a planner to map when they will need to complete various components of a product to meet the submission deadline.
6. Provide models of effective student work at different levels of sophistication to match students' readiness levels.

### **Additional Activities**