



Cleveland State University

When planning your lessons and accounting for differentiation strategies, consider the suggestions below as you review baseline data and pre-assessment data about all of your students. Include these strategies in your procedures as well as your differentiations based on assessment data.

Accommodations and Differentiation Strategies for All Students			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
Speaking Provide: sentence starters processing time cues and prompts embedded choices practice time	Groups/Pairs Teach: rules and expectations skills of independence – bridging phrases, disagreeing agreeably, voice level strategies for moving in and out of groups signal for getting teacher's attention Allow: Flexible grouping Adequate/extra time Assign group roles	Reading Use: peer tutoring label main ideas label 5 W's visual imagery graphic organizers Allow: Highlighting of key words/concepts Silent pre-reading Partner reading Teach: Pre-reading strategies 'During' reading strategies Post-reading strategies	Writing: Shorten task Require lists rather than sentences Allow: note-taking visual representation of ideas collaborative writing Brainstorm word bank Pre-writing with graphic organizers Provide: Model of writing Structure for writing Fill-in-blank form for note-taking