

# Academic Language & Differentiation Template

## Canvas Assignment #3

### General Instructions

Choose a lesson plan from your content area, preferably one that you are already writing (or have written) for a clinical experience. We recommend that you choose a lesson that can be completed in one classroom session, to keep the scope of your work manageable for this project. Using one of your lesson plans as a guide, complete the Academic Language Differentiation Template (make a copy, rename it as: last name\_first name\_acadlang).

To complete this task, we suggest that you refer to the following activities/resources, which can be found in the Google Folder of course resources (linked from Canvas) :

- Language Analysis activity from the face-to-face workshop,
- the WIDA Key Uses Can Do Descriptors,
- the Go To strategies and
- the Academic Language Handout for your content area

There is also an example of what your differentiated supports might look like below the template.

<b>Name:</b>	<b>Grade Level:</b>	<b>Name of course:</b>
<b>Total number of students in class:</b>	<b>Number of ELs in the class:</b>	<b>WIDA Levels (range):</b>

<b>MN Standard(s)</b>	
<b>Content Objective</b>	
<b>Assessment</b> How will students demonstrate (in speaking or writing) that they have met your	

content objective?					
<b>Language Objective</b> Consider using one of the WIDA Key Uses as your function (Discuss, Argue, Recount, Explain). In addition to the function, what are the forms (syntax) and specific vocabulary you will address?					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4 / 5</b>	<b>ALL Students (Level 6)</b>
Based on your language objective, refer to the <b>Key Uses CAN DO descriptors</b> and write a statement for each proficiency level for an essential learning task (for either writing or speaking)					
<b>Supports</b>  Identify several supports, including at least one <b>GO TO Strategy</b>	<u>Using:</u>	<u>Using:</u>	<u>Using:</u>	<u>Using:</u>	<u>Using:</u>

## Differentiated Assignment Template Example

Student Name / ELL Level	Level 1	Level 2	Level 3	Level 4	ALL STUDENTS
Language Based Expectations	<u>Writing:</u> Produce descriptive words or phrases	<u>Writing:</u> Write simple sentences using descriptive language and occasional academic content-related vocabulary	<u>Writing:</u> Write a paragraph using comparative language, compound sentences, and some academic content related vocabulary	<u>Writing:</u> Write a three-paragraph comparative essay using descriptive language, academic content related vocabulary, and complex sentence structures.	<u>Writing:</u> Write a three-paragraph comparative essay using descriptive language, a variety of academic content related vocabulary, and complex sentence structures.
Content Objective	I can describe features of the rainforest before and after deforestation.				
Supports	<u>Using:</u> <ul style="list-style-type: none"> <li>● Experiences gained in a field trip to a botanical center</li> <li>● Graphic organizers to show content understanding</li> <li>● Word and picture cards feature pre-taught</li> <li>● Pictorially supported rainforest texts</li> <li>● Think-aloud demonstration of labeling</li> <li>● Photographs of forestation and deforestation to guide writing</li> </ul>	<u>Using:</u> <ul style="list-style-type: none"> <li>● Experiences gained in a field trip to a botanical center</li> <li>● Graphic organizers to guide writing and show content understanding</li> <li>● Pictorially supported and/or instructional-level rainforest texts</li> <li>● Think-aloud demonstration of labeling</li> <li>● Photographs of forestation and deforestation to guide writing</li> </ul>	<u>Using:</u> <ul style="list-style-type: none"> <li>● Experiences gained in a field trip to a botanical center</li> <li>● Graphic organizers to guide writing and show content understanding</li> <li>● Instructional-level rainforest texts</li> <li>● Bilingual dictionary</li> </ul>	<u>Using:</u> <ul style="list-style-type: none"> <li>● Experiences gained in a field trip to a botanical center</li> <li>● Graphic organizers to guide writing and how content understanding</li> <li>● Grade-level rainforest texts</li> <li>● Bilingual dictionary</li> </ul>	<u>Using:</u> <ul style="list-style-type: none"> <li>● Experiences gained in a field trip to a botanical center</li> <li>● Graphic organizers to guide writing and how content understanding</li> <li>● Grade-level rainforest texts</li> </ul>

**Criteria (5 points each). 25 points total, but 40% of final grade**

- Overall, the template is complete, and the components fit together logically given the stated grade level and content.
- Assessment requires students to use language (orally or in writing) to demonstrate content understanding.
- Language objective identifies the key function, form and vocabulary needed to demonstrate understanding of content, especially on the assessment.
- Differentiated CAN DO statements are appropriate for the task and the proficiency levels.
- Differentiated supports include at least one GO TO strategy, and are appropriate for proficiency levels.