**Alternative Assignment: Differentiating Instruction (BILA)**

(Post-Credential Candidates - To replace Classroom Observation Log Assignment)

**Directions:**

**Part I Lesson Plan Outline:** Select a single student or small group of students (e.g. English Language Learner) and adapt an existing lesson based on that need. What are the instructional strategies you would include to specifically support the identified need?

**Include Oral Language Use:** Vocabulary

* Talks about vocabulary word(s) in the context of a meaningful activity when it occurs outside of a book reading activity (e.g., during a science activity). Excludes vocabulary talk before, during, and after read alouds.
* Provides a student‐friendly definition that explains the meaning of a vocabulary word (e.g., “Tangled means it is all knotted and twisted up.”). Ejemplo en español: “Enredado significa que todo está anudado y torcido.” Excludes vocabulary talk during and after read alouds.
* Encourages student to say/repeat a vocabulary word with the teacher. Excludes vocabulary talk during read alouds.
* Asks higher level, open-ended, thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Excludes discussion during and after read alouds.

**Part II Rationale:** *Why* do you believe these instructional strategies will support the student(s)? *How* will these identified strategies support your student(s) to achieve the objective of the lesson? Be sure to cite theory and/or literature to support your answer.

Encourages student to act out a vocabulary word (e.g., “Show me how you would tromp.”). Excludes vocabulary talk during read alouds.

Upward scaffolds student’s correct responses or student’s new topic to build their oral language use (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials).

Introduces words/concepts that build background knowledge for the overall understanding of the story.

**Complete** the Differentiating Instruction for All Learners assignment by the Sunday of the respective week.

**Submit** lesson plan outline and rationale.

**Part I**

**Lesson Plan Outline Directions:** Briefly describe the instruction for the lesson plan. Identify the student need and describe the instructional strategies you will intentionally embed into the lesson to support the student(s).

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| **Lesson Title:** |  |
| State Adopted Content Standards/ELD: |  |
| Objective: |  |
| Language Objective |  |
| Target Language |  |
| Assessment: |  |
| Learning Tasks: |  |
| Identified Student Need: |  |
| Describe the instructional strategies you will intentionally embed into this lesson to support the student(s): |  |
| Describe the interrelatedness among the four domains of language (listening, speaking, reading, and writing) |  |

**Part II**

**Rationale Directions:** In the space below, answer the following questions:

* *Why* do you believe these instructional strategies will support the student(s)?
* *How* will these identified strategies support your student(s) to achieve the objective of the lesson?
* Be sure to cite theory and/or literature to support your answer.