

**Language Arts/Literacy Tier 1 Regular Classroom Setting With Differentiation**  
**(Struggling) (Advanced)**

Universal classroom interventions targeted for support	Differentiated classroom challenges at challenge level
Leveled readers	Appropriate readers at above grade level
Variety of curriculum materials at appropriate level	Variety of curriculum materials at advanced level
Multiple resources at interest level and learning profiles	Multiple resources at advanced interest levels and learning profiles
Build background academic vocabulary knowledge	Extend and increase academic vocabulary knowledge
Small instructional groups at readiness level	Small instructional groups at readiness level
Use Bloom's Taxonomy for questioning using all levels	Use Bloom's Taxonomy for questioning using all levels BUT focusing on the higher levels
Focus on open-ended questions	Focus on open-ended questions using high level thinking and requiring documentation of answers
Use texts interesting to students around their passions at levels of reading difficulty	Use texts interesting to students around their passions at increased difficulty
Provide clearly written instructions in a step-by-step manner	Provide instructions giving clear parameters for completion with options for direction
Use multiple and flexible grouping activities	Use varied grouping opportunities including working with readiness peers and options for independent study
Adjust and expand time as needed	Condense standard curriculum time as much as possible, leaving more time to explore, experiment, and learn at an advanced level
Support from RtI specialists	Support from gifted education specialists
Focus on needs of struggling learners	Focus on needs of high-end learners including twice exceptional (2e) learners
Provide 8-10 repetitions for learning mastery; 17-25 repetitions may be necessary for some	Provide 1-5 repetitions for learning mastery
Determine prior knowledge before beginning unit	Determine prior knowledge to compact unit where possible
Present instruction using humor at appropriate pace for learners	Present instruction using humor at rapid pace
Stop often to summarize key elements in lesson	Stop occasionally to summarize key elements when necessary
Use cooperative groups of a mix of low to high-average students for progress	Use cooperative groups of high average to gifted mix of students for challenge

## Language Arts/Literacy Tier 2 Core Instruction Plus Supplemental Instruction

## Left (Struggling)

## Right (Advanced)

K-1st daily 30-minute extra reading support plus RtI specialist support	30+ minutes of advanced reading challenge and discussion, concept-based material
2nd + 60 minutes or more reading support with focus on comprehension and fluency	30-minute comparative book analysis and discussion with focus on high level reasoning skills (e.g. Junior Great Books)
Intervention groups of 1-1 to 1-3	Groups of 4-6 for discussion purposes
Address oral reading deficiencies	De-stress oral reading intensities; give opportunities for dramatic reading aloud
Focus on metacognition and comprehension in reading	Focus on making connections and conceptual understandings
Provide clearly written directions in a step-by-step manner	Provide limited directions leaving room for analysis and options
Use sequential instruction	Use instruction at high levels of depth and complexity
Use varied levels of Bloom's Taxonomy	Focus on higher levels of Bloom's Taxonomy
Use flexible grouping opportunities	Provide opportunities for high-end students to be together
Chunk learning opportunities in small chunks	Vary learning opportunities in larger chunks
Provide opportunities to grasp ideas	Provide opportunities to construct abstractions
Provide opportunities to understand meanings	Provide opportunities to draw inferences
Encourage satisfaction with learning	Ease self-criticism
Provide vocabulary at readiness level	Provide advanced vocabulary for challenge
Monitor student understanding so misunderstandings can be clarified	Monitor student mastery so advanced concepts can be presented

## Language Arts/Literacy Tier 3 Intensive Interventions

### Left (Struggling)

### Right (Advanced)

Students show little progress in Tier 2	Students seldom challenged in Tier 2
Demonstrate significant struggles—need support	Twice exceptional (gifted and...)—need to address both exceptionalities
Intense tutorials	Need mentorships and independent study
Divide instruction into shorter segments	Present materials for greater depth and complexity at students' levels
Break assignments into smaller chunks	Increase pace (or slow down when material is extremely difficult or is of interest)
Use multi-sensory techniques for presentation of information	Provide opportunities to use and discuss intensities and overexcitabilities
Monitor student understandings and clarify misunderstandings	Provide high levels of intellectual challenge
Provide counseling and social skills instruction as needed	Provide advocacy for children who are significantly different from age peers
Address deficits in content areas	Provide opportunities for growth in areas of talent
Allow opportunities to be with students like themselves	Allow opportunities to be with students like themselves
Provide prompt/timely feedback to affirm efforts	Provide prompt/timely feedback to affirm efforts
Differentiate by content, process, product, and learning environment according to readiness, interests, and learning profiles	Differentiate by content, process, product, and learning environment according to readiness, interests, and learning profiles