

## Grade 8 Language Arts Lesson Differentiation Details

### Making Inferences While Listening (Oral Communication 1.5) & Metacognition (Oral Communication 3.1)

Text: "Sibling Secrets," in K. Hume & B. Ledgerwood, *Nelson literacy 8* (pp. 35–37). Toronto, ON: Nelson Education.

#### Ability Groupings

- Character Groupings:** Salims (Level 2s), Abidas (Level 3s), & Ghazalas (Level 4s). Groupings based on students' pre-assessment data for inferencing (DRA Data)
- Three-Member Groups:** One student from each level; thus, level 4 students can model reading skills to level 2 & 3 students

#### Differentiated Learning Supports

- Small Group Sessions:** Sessions take place each class where students are invited to work with myself at the round table. Students selected are rotated between the different levels. This is to serve as a support system where students can brainstorm with students of the same ability.
- Conference Group Sessions:** Sessions take place each class, with students invited to work at the back conference station. Students selected are rotated between the different levels. This is to serve as a support system where students can brainstorm with students of the same ability.
- SMART Board Station:** Students are invited to write their responses on the SMART Board. Allows for a hands-on experience for the learner.
- Teacher for the Period:** One student is selected at the beginning of each period to be the go-to-person for questions and concerns about the task at hand. They get to sit at the teacher's desk. If they are unsure of an answer, they can ask me. This strategy allows me to have more available time for small group sessions and informal conferencing while also placing the student in the spotlight!

Source: Personal communication, Holly Miskelly, January 18, 2010. Used with permission.

**Classroom Design:**

- Around the room, the students have various supports to their learning. The ‘work exemplar’ station at the back has point/proof explanation examples from the shared strategy of making inferences. Students are welcome to visit these examples while working on their task to support them.
- The organizer of the week section in the Learning Support Station has various graphic organizers from the unit to help assist the learner while working.
- Class materials are at the front along with a basket. Students may borrow any material that they are in need of by placing a personal item in the basket. This way, I am assured that I will receive my materials back and the students can focus on their work, as opposed to focusing on finding materials.
- The Word Wall section is placed beside the small group section, so that the words are accessible while working with the students in a smaller session. Word Wall includes vocabulary from both the social studies unit and language units being studied.
- Today’s schedule is placed in the learning support station to remind the students who are unsure of the task at hand what is expected of them during the period.

**Assessment of Learning:**

Exit Pass reflecting on the students’ understanding of one high-yield strategy to help them improve their inferencing skills.

**Assessment for Learning:**

Informal student/teacher “check-in” points throughout the work period time to ensure that students understand the components of the skills.

**Evaluation:**

Nelson Literacy 8b Series Rubric, Making Inferences While Listening, designed for “Sibling Secrets,” in K. Hume & B. Ledgerwood, *Nelson Literacy 8* (pp. 35–37). Toronto, ON: Nelson Education.

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