

# INSTRUCTIONAL STRATEGIES TO SUPPORT ALL LEARNERS

## LAYOUT CONSIDERATIONS FOR COMPLEXITY

	Simple Texts	Instructional Strategies to Support all Learners	Somewhat Complex Texts	Instructional Strategies to Support all Learners	Complex Texts	Instructional Strategies to Support all Learners	Very Complex Texts	Instructional Strategies to Support all Learners
<b>Layout</b>	Consistent placement of text, regular word and line spacing, often large plain font	→Reduce text to a single word or phrase; clarity with pictures; few details in pictures	May have longer passages of uninterrupted text, often plain font	→ Limit amount words, keep font consistent; larger format of print/and or book	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	→Keep font enlarged; consistent layout; Large visual display Make text interactive, tactile, auditory	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print	→Convert passages to individual texts/multiple texts, but still keeping true to the content
	Graphics and pictures that directly support and help interpret the written text	→Isolate the pictures with the caption from the book Have students match pictures to the correct words	Graphs, pictures, tables, charts that directly support the text	→Explicitly teach kids to read charts and tables; label components of a chart or graph	Essential integrated graphics, tables, charts, formula (necessary to make meaning of text)	→Design charts that are tactile/interactive; engage kids in the process of creating the graphs and charts; create graphics that accurately convey information	Extensive, intricate, essential integrated tables, charts, formulas necessary to make meaning of text	→Technology use: Smart Boards, I-Pads
	Simple indexes, glossaries	→Convert to a picture glossary; object glossary use picture examples to demonstrate word meaning	Indexes, glossaries, occasional quotes, references	→Reorient the glossary by hand selecting specific words to be identified; use hyperlinks/hypertexts	Quotes, concluding appendices, indexes, glossaries, bibliography	→Technology; digitized glossaries, bibliographies, appendices, indexes	Abstracts, footnotes, citations and detailed indexes, appendices, bibliography	→
Supportive signposting and enhancements	→	Reduced signposting and enhancements	→	Minimal signposting and/or enhancements	→	Integrated signposting conforming to disciplinary formats. No enhancements	→	

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## PURPOSE AND MEANING CONSIDERATIONS FOR COMPLEXITY

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<b>Purpose and Meaning</b>	A single or simple purpose conveying clear or factual information	→ Utilize a graphic organizer in order to gather the information, such as lists and use of bullets. Students may underline key ideas. Utilize or create illustrations/ symbols on key ideas. Students participate in partner talk with diverse partners to paraphrase information.	Purpose involves conveying a range of more detailed information	→ Utilize a graphic organizer in order to gather the information, such as lists and use of bullets. Identify the who and/or what in an informational text. Students organize factual information onto a time line, flow map, and/ or sequentially. Students can deconstruct the title. Students discriminate between fact and opinion.	Purpose includes explaining or interpreting information	→ Students interpret the author's point of view focusing on opinion. Identifying explicit and implicit information.	Purpose may include examining/evaluating complex, sometimes theoretical and contested information	→ Teach students key signal words (however, but, while this is true...).
	Meaning is clear, concrete with a narrow focus	Students may chunk the text. Students may retell the main idea by paraphrasing. Students →	Meaning is more involved with a broader focus	Gathering information according to the 5'ws. Students can read with partners and paraphrase. Students →	Meaning includes more complex concepts and a higher level of detail	Students can read with a partner and devise a graphic organizer. →	Meaning is intricate, with abstract theoretical elements	→
			→		→	→		→

# INSTRUCTIONAL STRATEGIES TO SUPPORT ALL LEARNERS

## **STRUCTURE** CONSIDERATIONS FOR COMPLEXITY

	Simple Texts	Instructional Strategies to Support all Learners	Somewhat Complex Texts	Instructional Strategies to Support all Learners	Complex Texts	Instructional Strategies to Support all Learners	Very Complex Texts	Instructional Strategies to Support all Learners
<b>Structure</b>	The organization of the text is clear or chronological and /or easy to predict	<ul style="list-style-type: none"> <li>- provide numerical sequencing</li> <li>- highlight key words</li> <li>- window-box key words that relate to photo</li> <li>- use tabs pages, words, sentences</li> <li>- use shading to cover words</li> <li>- cover words from words to phrases to sentences</li> <li>- select 1-2 photos from a text</li> <li>- match tabs to words by color coding selected words and the page</li> </ul> <hr/>	The organization of the text may include a thesis or reasoned explanation in addition to facts	<ul style="list-style-type: none"> <li>- select 3-5 photos from a text (zooming in)</li> <li>- resequence the order of text/ pictures in order of simple to complex</li> </ul> <p>introduce one sentence and a highlighted word</p> <ul style="list-style-type: none"> <li>- match tabs to words using a word on the tab that highlight a topic</li> </ul> <hr/>	The organization of the text may contain multiple pathways, more than one thesis and/or several genres	<ul style="list-style-type: none"> <li>- Introduce multiple sentences</li> <li>-navigate ideas looking at a table of contents</li> <li>-Using a table of contents, match words using a tab</li> </ul> <hr/>	The organization of the text is intricate or specialized for a particular discipline	<ul style="list-style-type: none"> <li>Introduce paragraphs</li> <li>fade out structures</li> <li>use table of contents</li> </ul>
	Connections among events or ideas are explicit or clear	-select objects	Connections among events or ideas are sometimes implicit or subtle	<ul style="list-style-type: none"> <li>- select an objects multiple examples of the same object</li> <li>- label the object</li> </ul>	Connections among events or ideas are often implicit or subtle	<ul style="list-style-type: none"> <li>Add multiple sources to generalize the topic</li> <li>quotes, video, auditory &amp; visual speeches to present the information in multiple ways, add an expert in the field to provide more perspectives on the topic</li> </ul>	Connections among events or ideas are often implicit or subtle	<ul style="list-style-type: none"> <li>Add multiple sources on the same topic, videos, access text</li> </ul>
	One mode of communication is evident	-Concrete objects introduce neutral facts about object (this is...)	May include different modes of communication	Add perspective to first person – I see...				

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## LANGUAGE FEATURE CONSIDERATIONS FOR COMPLEXITY

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<b>Language Features</b>	Mainly simple sentences	Pictures/ symbols that represent the subject.	Simple and compound sentences with some more complex constructions	Matching pictures/ illustrations to sentences.	Many complex sentences with increased subordinate phrases and clauses or transition words	→ Identifying complex sentences by bolding, and highlighting subordinate phrases and clauses or transition words. Converting complex sentences into simple sentences, incorporating the text transition words. Using a graphic organizer to categorize transition words. Utilizing text features to understand text features.	Mainly complex sentences, often containing multiple concepts	→ Paraphrasing complex sentences into single concept sentences. Chunking complex sentences. Creating text features to support complex sentences.
	Simple language style, sometimes with narrative elements	Simple "wh" questions Identify subject and verb  Change simple sentence to passive sentence with picture supports. ie., I hit the ball. to The ball was hit.	Increased objective style and passive constructions with higher factual content	Use same strategies in passages Teaching the passive voice using visual cues- pictures drawings to identify passive voice	Objective/passive style with higher conceptual content and increasing nominalization	→	Specialized disciplinary style with dense conceptual content and high nominalization	→
	Vocabulary is mostly familiar	Identifying pronoun activities  One sentence at a time- identifying subject and action	Vocabulary includes some unfamiliar, context-dependent words	→	Includes much academic vocabulary and some domain specific (content) vocabulary	→	Includes extensive academic and domain specific (content) vocabulary	→
		→						→

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## **KNOWLEDGE DEMANDS** CONSIDERATIONS FOR COMPLEXITY

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<b>Knowledge Demands</b>	General Topic is familiar, with details known by reader	Object identification-function, feature, and classification "realia" things based in reality Visual Cues, Picture walks	General topic is familiar, with some details new to reader	Teaching features of informational text: Context clues Using pictures on the page Captions Glossary  Interactive reading Graphic organizers	General topic is somewhat familiar but with many details unknown to reader	Think pair share  Focus on topic sentences (main ideas) and supporting details categorizing  Graphic organizers to add new details  Picture supports  Chunking text  Summarizing activities  Commonalities between topics	General topic is mostly unfamiliar with most details unknown to reader	Videos, images, picture walks Vocabulary Games-building vocabulary-frontloading  Preassessment using pictures to get vocabulary base and then teach more sophisticated words  Concept development-build upon prior knowledge by continuing sorting of objects- categorizing objects, experiences
	Simple, concrete ideas	Introduction of Objects Shared reading matching objects to object, object to pictures, objects to words Classifying concepts  Vocabulary study Graphic organizers Picture sorts Videos  →	Both simple and more complicated, abstract ideas	Word search activities-find important words in texts- to build on abstract concepts. Use vocabulary games to build concept knowledge  →	A range of recognizable ideas and challenging abstract concepts		Many new ideas and/or complex, challenging, abstract and theoretical concepts  →	→

