Getting Started

Differentiated Instruction

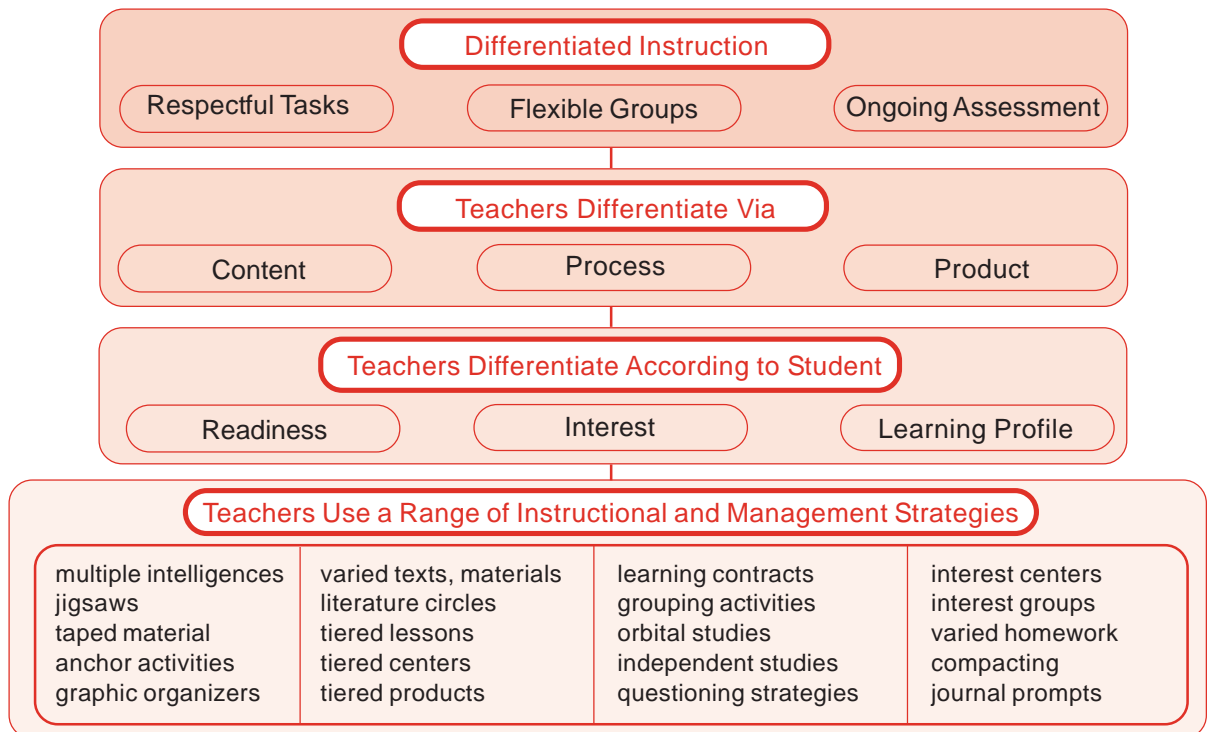# Differentiation Basics

June Preszler
TIE Education Specialist

Before you begin, there are a few (well, maybe more than a few) basic elements to differentiation that will make the journey smoother for you and your students.

Remember, you are probably using various aspects of differentiation right now in your classrooms. But are you being explicit about the ways in which you differentiate? In others words:

- Are you conscious of the efforts you make to meet the needs of all your students?
- Do you keep track of the ways you address individual learning styles and preferences?
- Do you arrange classrooms and structure lessons to increase student motivation?
- Whenever possible, do you provide students with options and choices regarding how they are going to learn and how they are going to show their learning?
- Do you vary the ways in which you assess student learning?
- Do you use cooperative learning and grouping strategies to increase student participation?

Odds are that you already incorporate some or most of these aspects of differentiation in your classrooms. As you venture into the world of differentiated instruction, look at what you are already doing. Then consider the principles and strategies provided in this booklet. Select and use those that complement the efforts you already make to meet the diverse needs of your students. Keep in mind that differentiation shouldn't be something that complicates your day or life. Although additional work and effort are required up front, the payoff comes later in the lesson of study or even in the school year. The payoff comes when students achieve more in your classrooms, become more involved in classroom discussions, smile more during their school days, and, yes, even score higher on various assessments.

In *The Differentiated Classroom: Responding to the Needs of All Learners,* Carol Ann Tomlinson offers the following framework for helping teachers differentiate in the classroom (15).

Differentiated Instruction

| Respectful Tasks | Flexible Groups | Ongoing Assessment |

Teachers Differentiate Via

| Content | Process | Product |

Teachers Differentiate According to Student

| Readiness | Interest | Learning Profile |

Teachers Use a Range of Instructional and Management Strategies

multiple intelligences	varied texts, materials	learning contracts	interest centers
jigsaws	literature circles	grouping activities	interest groups
taped material	tiered lessons	orbital studies	varied homework
anchor activities	tiered centers	independent studies	compacting
graphic organizers	tiered products	questioning strategies	journal prompts

Source:

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: ASCD, 1999.

Content, Process, and Product

Once you've decided to include differentiation in your classroom routines, you are confronted with the question: Okay, so what exactly can I differentiate? Differentiation usually includes one or more of the following areas:

- **Content (what students learn)**
  – Includes curriculum topics, concepts, or themes
  – Reflects state or national standards
  – Presents essential facts and skills
  – Differentiates by preassessing student skills and understandings, then matching learners with appropriate activities
  – Provides students with choices in order to add depth to learning
  – Provides students with additional resources that match their levels of understanding

- **Process (how students learn)**
  – Refers to how students make sense or understand the information, ideas, and skills being studied
  – Reflects student learning styles and preferences
  – Varies the learning process depending upon how students learn

- **Product (the end result of student learning)**
  – Tends to be tangible: reports, tests, brochures, speeches, skits
  – Reflects student understanding
  – Differentiates by providing challenge, variety, and choice

Author Carol Ann Tomlinson offers the learning environment as a fourth way to differentiate. She suggests that the learning environment is the "weather" of a classroom and includes the classroom's operation and tone. Class rules, furniture arrangement, lighting, procedures, and processes all affect the classroom's mood.

Sources:

Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grade 3-12.* Minneapolis: Free Spirit, 2002, pages 10-11.

Tomlinson, Carol Ann. *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching.* Alexandria, VA: ASCD, pages 4-6.

Know, Understand, and Do (KUD)

KUD Samples from High School Teachers

Wendy Larson, Lead-Deadwood Middle School
The Holocaust, 8th grade language arts and social studies unit

> **K:** Students will know the effects of the Holocaust.
>
> **U:** Students will understand how prejudice can lead to cruel and often unimaginable events.
>
> **D:** Students will write about the effects of prejudice in a variety of creative/informational formats.

Larisa Bailey, Lead-Deadwood Middle School
Fractions, Decimals, and Percents, 6th grade math

> **K:** Students will know that fractions, decimals, and percents name parts of a whole.
>
> **U:** Students will understand that a given amount can be named as a fraction, a decimal, and a percent. They will understand that although the name changes, the value of the amount stays the same.
>
> **D:** Students will convert given number values into a fraction form, a decimal form, and a percent form.

Laura Shuck, Kim Fundaun, & Brooke Kilian, Lead-Deadwood High School
Heredity and Genetics Unit, 9th grade general science

> **K:** Students will know heredity, dominant/recessive traits, Mendel's theory, inheritance, Punnett squares, probability, meiosis, and asexual/sexual reproduction.
>
> **U:** Students will understand that change is inevitable.
>
> **D:** Students will do the following:
> - Predict what a person might look like using the Punnett square;
> - Draw and explain mitosis and meiosis;
> - Rate websites;
> - Classify dominant and recessive traits as they relate to Mendel's pea plants;
> - Show a model of a DNA strand with a key;
> - Interview a person whose career or hobby deals with genetics or heredity;
> - Survey people in the class for their eye and hair color and then chart the results using a pie, line, or bar graph.

Source:
Tomlinson, Carol Ann. "Educators at Work: Differentiating Curriculum and Instruction." *2005 ASCD Annual Conference*. Orlando, FL. 30 March 05-1 April 05.

Know, Understand, and Do (KUD)

A fundamental premise of differentiating instruction is that you, as the classroom leader, have to take steps that guarantee your students will learn what they need to meet curriculum guidelines and state standards.

That means before you begin a unit of study, you need to know exactly what you expect from students. Of course, this is nothing new, but too often it's a simple step we neglect as we instruct our students. One suggestion many practitioners of differentiation offer is the KUD method. As you prepare a unit, explicitly detail exactly what it is you want students to Know (K), Understand (U), and Do (D).

Carol Ann Tomlinson, author of numerous articles and books focusing on differentiation, suggests that only when educators have defined for themselves the outcomes they expect from students, can they begin to effectively develop units of study designed to meet student needs. She says the first step in designing an effective and differentiated unit is to focus. Using KUD helps teachers maintain focus.

Steps:

1. Before beginning any unit, decide what you want students to Know (K), Understand (U), and Do (D). Keep in mind the following elements that differentiate each of these processes.

> **Know:** (facts, vocabulary, definitions, places, information)
> *Example:* Multiplication tables

> **Understand:** (essential truths, principles and generalizations, big ideas of a discipline, I want students to understand that)
> *Example:* I want students to understand that multiplication is another way to add numbers

> **Do:** (basic skills, thinking skills, planning skills, uses verbs or phrases)
> *Example:* Students **solve** problems requiring multiplication.

2. Use the chart as a framework to guide instruction.
3. Prominently display the KUD chart so students know the expectations.

KUD Samples from High School Teachers

Patrick Johner, Todd County High School
Land and Water of North Africa and Southwest and Central Asia, 9th grade unit

> **K:** Students will know the land and water features of the region.
>
> **U:** Students will understand how the region's major rivers are important to the region and why much of the world is economically dependent upon the region.
>
> **D:** Students will build a layered-look book on the land and water of the region.

Respectful Tasks

If the focus of a lesson is teaching students how to write a conclusion to an essay or report, we should ensure that all students are learning to write conclusions. This may seem obvious, but many teachers think they are differentiating when they give students alternative tasks that have little connection to a lesson's objectives. For example, some students may not be ready to fully analyze a period of history that we're teaching, so we ask them to create an inviting travel brochure about the era to use an advertisement for future time-travelers. What does this teach them about historical analysis? Not much.

Instead of providing an unrelated assignment we could tier the lesson with respectful tasks. For students who are struggling to learn, we might break off the chunks they *can* do and progressively add complexity. In a lesson about historical analysis, students at the introductory level of understand may be able to tackle only one aspect of the period or the culture under consideration – perhaps scientific progress or religion. For student in the middle range, we could ask them to consider two or three ideas. But limit the amount of evidence required to substantiate a conclusion. Or, we might prime their minds by asking them to first analyze something much closer to the modern age. For advanced students, we might ask them to analyze multiple aspects of the historical period along different themes, require primary resource evidence to substantiate their claims, or use the identified themes to compare the historical period to modern times.

The point of respectful tasks is to never drift far from standards of excellence to provide meaningful (developmentally appropriate) experiences for all students.

Low prep Differentiation

• Choices of books
• Homework options
• Reading buddies
• Varied journal prompts
• Orbitals
• Varied pacing with anchor options
• Student-teacher goal setting
• Work alone/together
• Whole-to-part explanations
• Flexible seating
• Varied computer programs
• Design-A-day
• Varied supplementary materials
• Options for varied modes of expression
• Varying scaffolding on same organizer
• Let's Make a Deal projects
• Computer mentors
• Think-pair-share by readiness, interests, learning profile
• Use of collaboration, independence, and cooperation
• Open-ended activities
• Mini workshops to re-teach or extend skills
• Jigsaw
• Negotiated criteria
• Explorations by interest
• Games to practice mastery of information and skill
• Multiple levels of questions

High prep differentiation

• Tiered activities and labs
• Tiered products
• Independent studies
• Multiple texts
• Alternative assessments
• Learning contracts
• 4-MAT
• Multiple-intelligence options
• Compacting
• Spelling by readiness
• Entry points
• Varying organizers
• Lectures coupled with graphic organizers
• Community mentorships
• Interest groups
• Tiered centers
• Interest centers
• Personal agendas
• Literature circles
• Stations
• Complex instruction
• Group investigation
• Tape-recorded materials
• Teams, games, and tournaments
• Choice boards
• Think-Tac-Toe
• Simulations
• Problem-based learning
• Graduated rubrics
• Flexible reading formats
• Student-centered writing formats

- Carol Tomlinson

Student Generated Questioning

Description
These are activities which engage students in developing questions during or following instruction.

Purpose
Student Generated Questioning is a way for teachers to assess student comprehension during or after activities or an entire unit of study. It also provides opportunities for reinforcement of what has be learned and leads students to higher order thinking. Students reflect upon their learning and consider what they know, what they thought they knew, what they want to know more about, and what they still want to learn.

Connection to Inquiry and Standards:
Students ask questions and make observations to find answers to their questions. Student generated questioning includes students asking who, what, when, where, why, and how questions. The technique requires careful listening and use of speaking skills, PA Reading/Writing/Speaking/Listening Standard 1.6.

Materials
Copies of Question Wheel or other graphic organizer for students to record their questions. Or copies of Matrix Cube. Paper.

Procedure
The teacher structures opportunities for students to develop questions regarding the information covered in the activities, reading selections, or unit of study. Students are given a copy of the Question Wheel, other graphic organizer to complete, or a Matrix Cube. Students generate who, what, where, when, why, and how questions. For the Question Wheel, students are assisted in writing questions through the suggestion of verbs. The Matrix Cube incorporates Bloom's taxonomy and cooperative learning. Students roll a die that is labeled with a pre-specified question word. (A blank Matrix Cube is attached.) One student forms the question using the word, one student paraphrases the question, another student answers the question, and a fourth student records the question and answer.

Resource
Wiederhold, Chuck (1995). Cooperative learning and higher level thinking : the Q-matrix. San Juan Capistrano, Calif. : Kagan Cooperative Learning.

Question Matrix

What Is	When Is	Where Is	Which Is	Who Is	Why Is	How Is
What Did	When Did	Where Did	Which Did	Who Did	Why Did	How Did
What Can	When Can	Where Can	Which Can	Who Can	Why Can	How Can
What Would	When Would	Where Would	Which Would	Who Would	Why Would	How Would
What Will	When Will	Where Will	Which Will	Who Will	Why Will	How Will
What Might	When Might	Where Might	Which Might	Who Might	Why Might	How Might

Scattergories

How to Play…

	B	
Question Sheet		**Answer Sheet**

Scattergories List 1	Scattergories One
1. A boy's name	1. **Bob**
2. A river	2. **Burnside River**
3. An animal	3. **Bison**
4. Things that are cold	4. **Bricks**
5. Insects	5. **Bumble Bee**
6.	

What You Need:
- Watch or Timer
- Answer Sheets
- Question Sheets
- Pencils
- Letters

Setting Up the Game:

1. Photocopy the answer and the question sheets (attached) so that you have enough for each team.

2. Photocopy and cut the "Letter Page" and put the cut letters into a Ziploc bag or hat. If you want to reuse the letters, you can laminate the page before you cut the letters out.

Answer Sheets – Photocopy this sheet and cut in half. Each team will need one answer sheet.

Scattergories ONE	Scattergories TWO	Scattergories THREE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

Scattergories ONE	Scattergories TWO	Scattergories THREE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

Question Sheets – Photocopy this sheet and cut in half. Each team will need one question sheet.

Scattergories List 1	Scattergories List 2	Scattergories List 3
1. A boy's name	1. Authors	1. School supplies
2. A river	2. Bodies of water	2. Things that are hot
3. An animal	3. A bird	3. Heroes
4. Things that are cold	4. Countries	4. A girl's name
5. Insects	5. Cartoon characters	5. Fears
6. TV Shows	6. Holidays	6. TV Stars
7. Things that grow	7. Things that are square	7. Colours
8. Fruits	8. In the NWT	8. A fish
9. Things that are black	9. Clothing	9. Fruits
10. School subjects	10. A relative	10. Provinces or States
11. Movie titles	11. Games	11. Sports equipment
12. Musical Instruments	12. Sports Stars	12. Tools

Scattergories List 4	Scattergories List 5	Scattergories List 6
1. Breakfast foods	1. Trees	1. Lunch foods
2. Gifts	2. A book	2. Song titles
3. Flowers	3. Things that are red	3. Household chores
4. Ice cream flavours	4. Movie stars	4. Vegetables
5. A drink	5. In the town	5. Things that bother you
6. Toys	6. Arctic things	6. A store
7. Cities	7. Item in the fridge	7. Excuses for being late
8. Things in the kitchen	8. Bad habits	8. Foreign cities
9. Ocean things	9. Things you're afraid of	9. Things that grow
10. Nicknames	10. Restaurants	10. Things in the bedroom
11. Hobbies	11. Things at the beach	11. Things that are yellow
12. Parts of the body	12. Kinds of candy	12. Furniture

Blank Question Sheets - Use this blank question sheet to make up your own "Scattergories."

Scattergories List 7	Scattergories List 8	Scattergories List 9
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

Scattergories List 10	Scattergories List 11	Scattergories List 12
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

NWT Literacy Council

Letter Page – Make one copy of this sheet and cut out the letter squares. Put the letter squares in Ziploc bag. If you want to reuse the sheet, you could laminate it before you cut it up.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

LIST 13

1. VIDEO GAMES
2. ELECTRONIC GADGETS
3. BOARD GAMES
4. THINGS THAT USE A REMOTE
5. CARD GAMES
6. INTERNET LINGO
7. OFFENSIVE WORDS
8. WIRELESS THINGS
9. COMPUTER PARTS
10. SOFTWARE
11. WEBSITES
12. GAME TERMS

LIST 14

1. THINGS IN A GROCERY STORE
2. REASONS TO QUIT YOUR JOB
3. THINGS THAT HAVE STRIPES
4. TOURIST ATTRACTIONS
5. DIET FOODS
6. THINGS FOUND IN A HOSPITAL
7. FOOD/DRINK THAT IS GREEN
8. WEEKEND ACTIVITIES
9. ACRONYMS
10. SEAFOOD
11. CHRISTMAS SONGS
12. WORDS ENDING IN "-N"

LIST 15

1. WORDS WITH DOUBLE LETTERS
2. CHILDREN'S BOOKS
3. THINGS FOUND AT A BAR
4. SPORTS PLAYED INDOORS
5. NAMES USED IN SONGS
6. FOODS YOU EAT RAW
7. PLACES IN EUROPE
8. OLYMPIC EVENTS
9. THINGS YOU SEE AT THE ZOO
10. MATH TERMS
11. ANIMALS IN BOOKS OR MOVIES
12. THINGS TO DO AT A PARTY

LIST 16

1. KINDS OF SOUP
2. THINGS FOUND IN NEW YORK
3. THINGS YOU GET TICKETS FOR
4. THINGS YOU DO AT WORK
5. FOREIGN WORDS USED IN ENGLISH
6. THINGS YOU SHOULDN'T TOUCH
7. SPICY FOODS
8. THINGS AT A CARNIVAL
9. THINGS YOU MAKE
10. PLACES TO HANG OUT
11. ANIMAL NOISES
12. COMPUTER PROGRAMS

LIST 17

1. HONEYMOON SPOTS
2. THINGS YOU BUY FOR KIDS
3. THINGS THAT CAN KILL YOU
4. REASONS TO TAKE OUT A LOAN
5. WORDS ASSOCIATED WITH WINTER
6. THINGS TO DO ON A DATE
7. HISTORIC EVENTS
8. THINGS YOU STORE ITEMS IN
9. THINGS YOU DO EVERY DAY
10. THINGS YOU GET IN THE MAIL
11. THINGS YOU SAVE UP TO BUY
12. THINGS YOU SIT IN/ON

LIST 18

1. REASONS TO MAKE A PHONE CALL
2. TYPES OF WEATHER
3. TITLES PEOPLE CAN HAVE
4. THINGS THAT HAVE BUTTONS
5. ITEMS YOU TAKE ON A TRIP
6. THINGS THAT HAVE WHEELS
7. REASONS TO CALL 911
8. THINGS THAT MAKE YOU SMILE
9. WAYS TO KILL TIME
10. THINGS THAT CAN GET YOU FIRED
11. HOBBIES
12. HOLIDAY ACTIVITIES

Microsoft Word 07: Supporting Reading and Writing Skills
Virginia AT Coordinators

Use of Color

- ❖ **Changing background color can help students with vision issues but also those with LD and ADHD issues.**
- Pale yellow background – reduces eye strain
- Pale green or pink backgrounds increase the ability to concentrate in ADHD students.
- Light blue or green backgrounds help students with dyslexia.
- Dark blue or black background with light yellow text is often helpful for students with visual impairments.

    When given choice, students will choose the combination that is right for them. Students use their preferred color combinations while composing and editing and then change back to black letters on white background for printing.

To change the background color of the document:
go to the page layout tab –select page color.
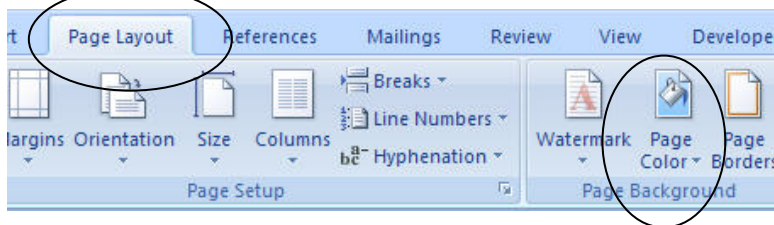
- ❖ **Changing the font color of words that you want to emphasize can help students organize and find important information. You can also highlight text for emphasis and to guide students through the document.**

    To change the font color of a certain word:
    - select the text that you want to highlight,
    - choose the font color tool from the Home tab of the Ribbon.

    To highlight specific text:
    - select the text that you want to highlight
    - choose the highlighting tool from the home tab of the ribbon.

Highlighting tool

Text color tool
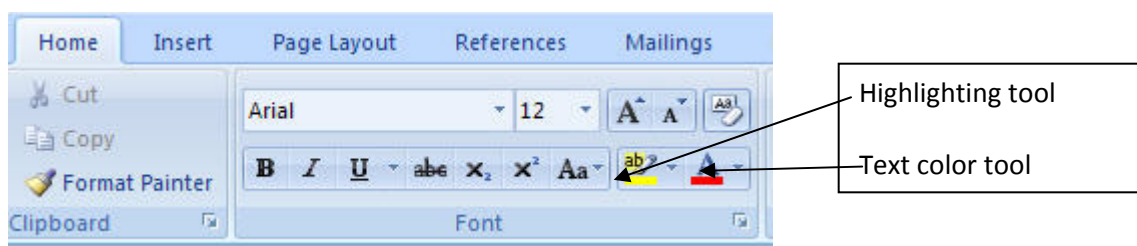
Cutting Down on Keystrokes

Students with physical disabilities need to use as few keystrokes as possible. There are various ways to cut down on keystrokes while using Word.

Replace as you type:

This feature allows the student to customize Word using short key combinations. For instance, the letters xx when typed together can represent the student's name and other information generally entered into a document.

To set up a key combination to represent a longer phrase:
Word Options – Proofing – Auto Correct Options – Auto Correct Tab– Replace as you type.
Type in an obscure letter combination to represent a longer phrase.

*Example – typing **xx** expands to **Barbara Cannon Mrs. Davis   B1***
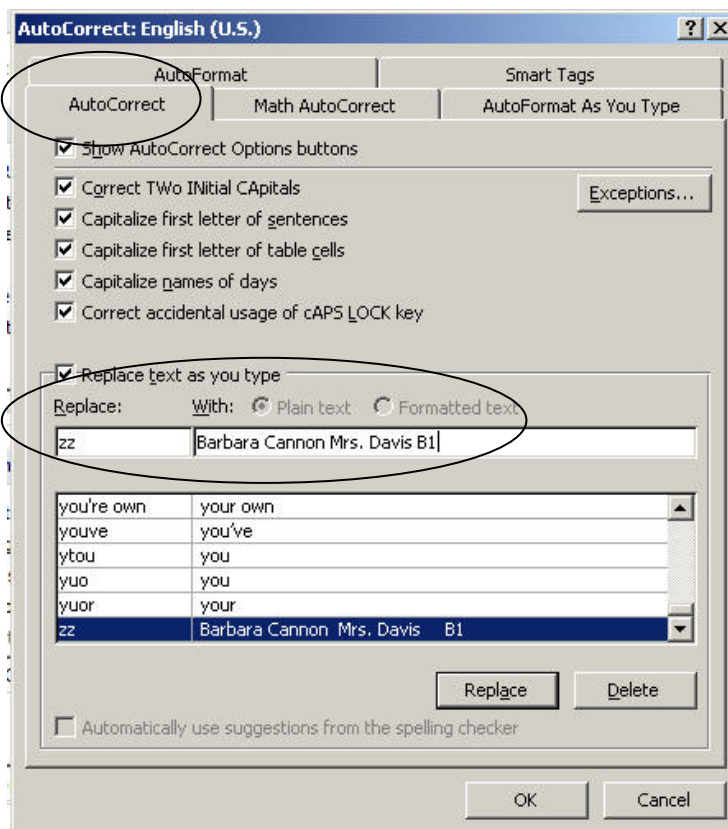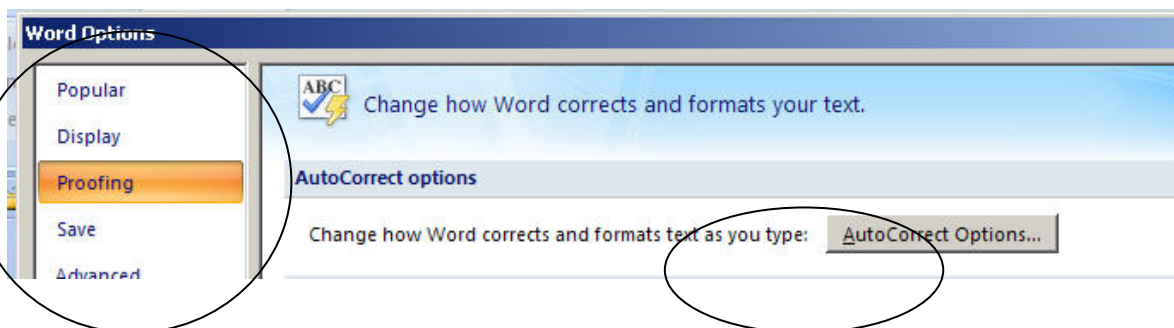
Making Assistive Options easier to use by putting them into the Quick Access Bar:

One of the nice features of Word 07 is the Quick Access Bar which allows you to customize the commands you use most often. Once you know what tools a student will need or which ones you will use most often to make accessible materials for students, those commands can be conveniently placed in the Quick Access Bar.

To Put Commands into the Quick Access Bar
- Word Options – Customize – Choose All Commands – Choose Desired Tool – Add
- Tool will be placed on the quick access bar

in this example, the page color command is added to the Quick Access Bar
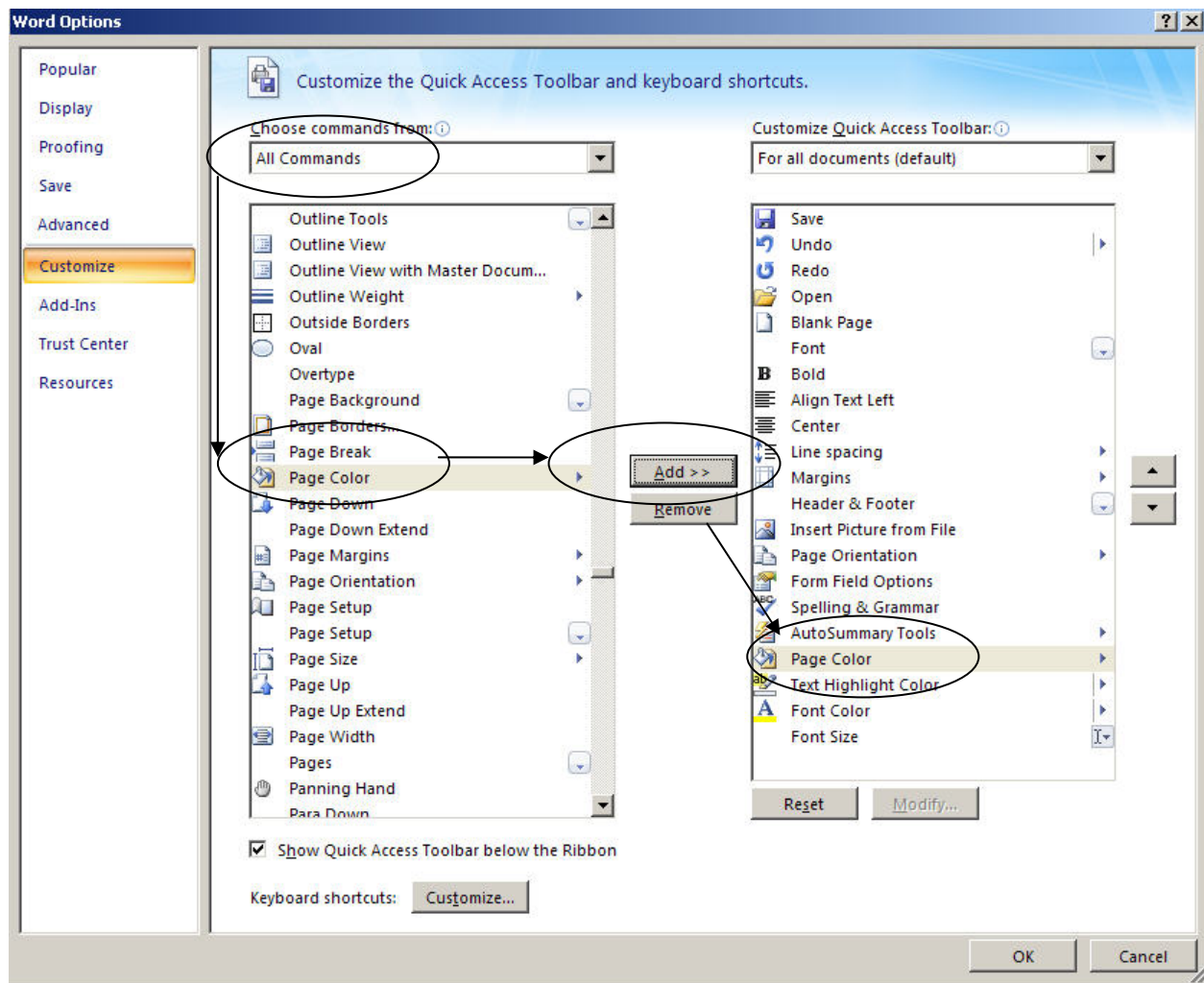
WORD and Text Readers

Word can be used in conjunction with text readers to help students by reading the material to them. This can also help teachers by providing a way to read text besides having the teacher read it.   In our county, we currently use the Kurzweil Reader to provide text reading of Word documents. The Kurzwiel Reader can also read material from the web, PDF files and documents scanned into the Kurzweil format. There are many text readers on the market today. Here is a partial list of well known textreaders.

Free Readers:
These generally allow you to cut and paste text into the reader and read it. The voices are not great but they provide a free level of support for students.

Read Please –
Natural Reader –

Full Featured Readers:
Text Help Read and Write Gold -
Kurzweil Reader –

To use a text reader with Word documents and other text.

Any Text Reader: Copy the text and paste it into the text reader**.**

Full Featured Text Readers (Kurzweil, Texthelp) Open the text reader. From the File menu, pick Open. Open the document in the reader.

Kurzweil: Open the document in Word, choose print from the Office Button. Choose the Kesi printer. The document will be made into an image file and will open in the Kurzeil reader maintaining the formatting of the original document**.**

Texthelp only: Reads within Word

Use of Text Spacing
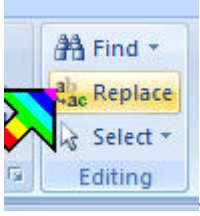
Some students read better if there is more space between the words in a sentence or space between sentences.

To add spaces between words: go to the find and replace menu on the Home Tab.
- Enter 1 space in the FIND line
- Enter 2 or more spaces in the REPLACE line.

* If you add 3 spaces, the words will look like this.

Normal spacing	The girl in the hat is pretty.
3 spaces between words	The girl in the hat is pretty.

To add spaces between sentences: go to the find and replace menu on the Home Tab.
- Enter 2 spaces in the FIND line
- Enter 3 or more spaces in the REPLACE line.

*If you add 4 spaces, the words will look like this.

Normal spacing	The girl in the hat is pretty. The boy in the sunglasses is handsome.
4 spaces between sentences.	The girl in the hat is pretty. The boy in the sunglasses is handsome.

Add spaces to change the spacing between words and sentences here.

Find and Replace

Find | Replace | Go To

Find what:

Replace with:

More >>   Replace   Replace All   Find Next   Cancel
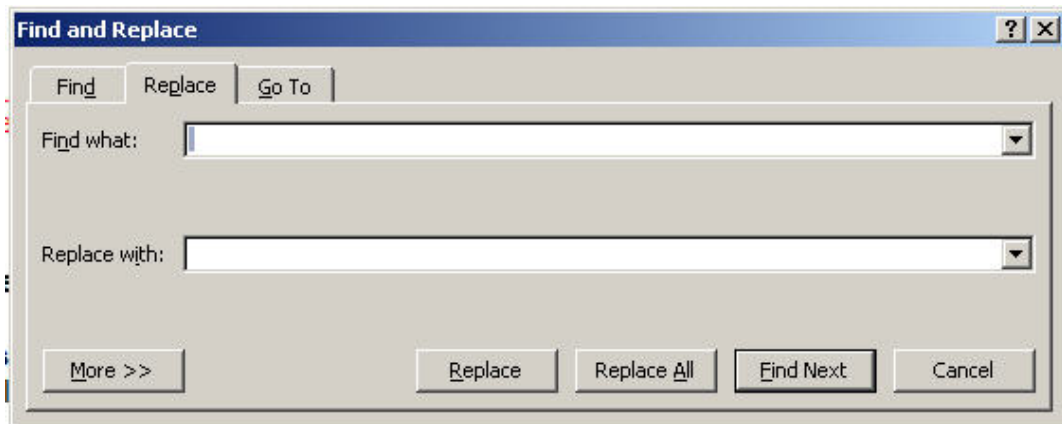
Bullets:
Use Bullets to help students brainstorm and organize ideas.

Fruits that I love
- Apples
- Cherries
- Bananas
- Oranges

Auto Summarize –
Auto Summarize helps students who have difficulty reading and finding the main points in lengthy articles and documents. Auto Summarize cuts out some of the text and attempts to keep the main points. This is very helpful when using e-text. This is used by busy executives and is loved by struggling readers and writers.

To use Auto Summarize
Go to: Word Options – Customize – All commands – Auto Summary Tools – Add

it must be added to the Quick Access Tool Bar. It is not in the ribbon by default.

Auto Summarize Menu lets you make various types of summaries

Auto Summarize lets you cut down the size of the document by different percentages to make it shorter or longer as you choose.

AutoSummarize

Word has examined the document and picked the sentences most relevant to the main theme.

Type of summary

- Highlight key points
- Insert an executive summary or abstract at the top of the document
- Create a new document and put the summary there
- Hide everything but the summary without leaving the original document

Length of summary

Percent of original: 25%

Summary: 141 words in 16 sentences
Original document: 558 words in 50 sentences

☑ Update document statistics

OK   Cancel

Word Count
By using the Word Count Feature, you can collect data to see if students are improving the length and complexity of their writing. In Word 07, It is very easy to see the word count of pages, selections or documents.

To find the word count for an entire document:
- Look at the bottom left hand corner of the document.
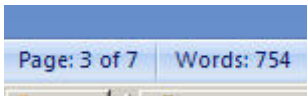- The total word count for the document is listed in the corner.

Page: 3 of 7 | Words: 754

This shows the word count for an entire document.
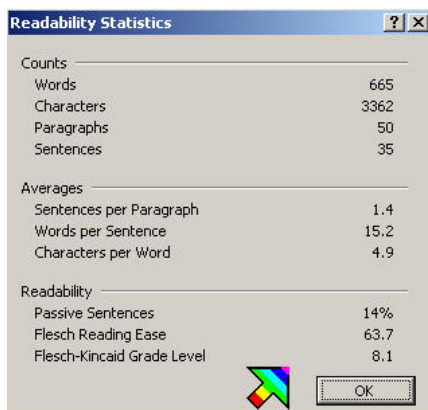
To find the word count for a selection:
- Select the text you want to count
- Look at the bottom left corner.
- The word count will be next to the word count for the entire document.

If you want to know the word count for selections that are not located next to each other, select the first selection, hold down the CTRL key, then select the next selection

Page: 5 of 7 | Words: 64/815
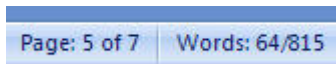
This shows the number of words in the selection *and* the number of words in the entire document.

Readability statistics:

Readability Statistics

Counts
Words	665
Characters	3362
Paragraphs	50
Sentences	35

Averages
Sentences per Paragraph	1.4
Words per Sentence	15.2
Characters per Word	4.9

Readability
Passive Sentences	14%
Flesch Reading Ease	63.7
Flesch-Kincaid Grade Level	8.1

OK

You can check on how your students are doing by enabling Readability Statistics. Over time you can get data to see if the student is increasing the length of their documents or the complexity of their words and sentences. Once enabled, the statistics appear at the end of any spelling and grammar check that you do.

To Check the "grammar with spelling" check box
- Select the "show enable readability statistics.
- Word Options – Proofing - Correcting spelling and grammar in Word
- readability statistics" check box.

Word Options

Popular
Display
Proofing
Save
Advanced
Customize
Add-Ins
Trust Center
Resources

Change how Word corrects and formats your text

AutoCorrect options

Change how Word corrects and formats text as you type:

When correcting spelling in Microsoft Office programs

☑ Ignore words in UPPERCASE
☑ Ignore words that contain numbers
☑ Ignore Internet and file addresses
☑ Flag repeated words
☐ Enforce accented uppercase in French
☐ Suggest from main dictionary only

Custom Dictionaries...

French modes: Traditional and new spellings ▼

When correcting spelling and grammar in Word

☑ Check spelling as you type
☑ Use contextual spelling
☑ Mark grammar errors as you type
☑ Check grammar with spelling
☑ Show readability statistics

Writing Style: Grammar Only ▼   Settings...

Using Comments

Comments can be used to give information to the student without changing what they have written. It can be helpful in teaching better writing technique.

To add a comment:
Go to Review Tab – New Comment
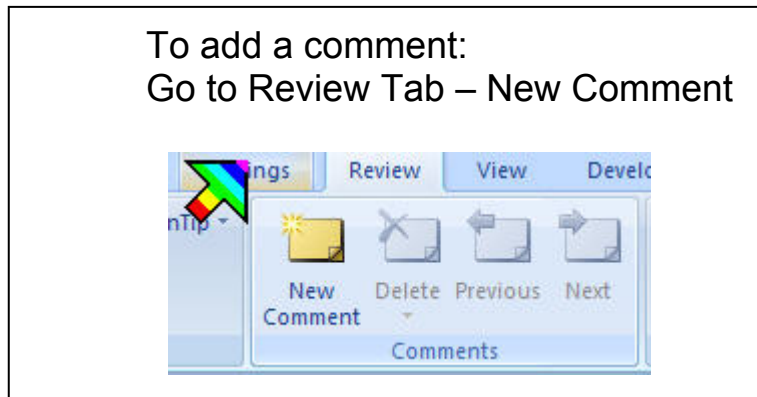
Comments will look something like this when used: They can be easily deleted from the document when the student makes a final draft.

4. OBSERVATIONS AND ASSESSMENTS All observations and assessments are followed with a report. Whenever there is more [that] minimal time spent with the student, the process is considered to be an EVAL and parent permission is requested. This process is followed so that in a due process trial it can be proven that proper steps were followed.

Comment [b1]: I think you mean THAN

Using Voice Comments:

Voice Comments can be used in many ways to support students. Voice comments can be set to read the document to students who have trouble with reading so that you do not have to read the document to the student. You can also give instructions for the student that are embedded at the correct location. You might also wish to have key words defined or pronounced for students. Some students are auditory learners and can be helped by the addition of an audio file to the document.

Voice Comments need to be placed in the Quick Access Bar. To do that:
- Word Options – Customize – All commands.
- Find Voice Comment and click on the Add button.
- The Voice Comment Icon will appear in the Quick Access Bar.

To make a Voice Comment:
- Place the cursor in the document where you wish to have a comment.
- Click on the Voice Comment Icon.
- The sound recorder will come up.
- Record you comment.
- A speaker icon will appear in the document where the sound file is embedded.
- The student can click on the icon to hear the file.

Using the Synonyms feature with Find/Replace to alter the readability level of a document.

Synonyms ▶ Sometimes there are words in a document that need to be changed to ones that a student can decode and comprehend. This can be done by using the Synonym feature to find a more suitable word and then replacing the difficult word with the easier word throughout the document.

---

To change a word choice
- Place cursor on the targeted word.
- Right click synonyms. A list of synonyms will appear.
- Choose the one that would be more understandable.

Here is a selection in which the word SUITABLE is replaced with FITTING.
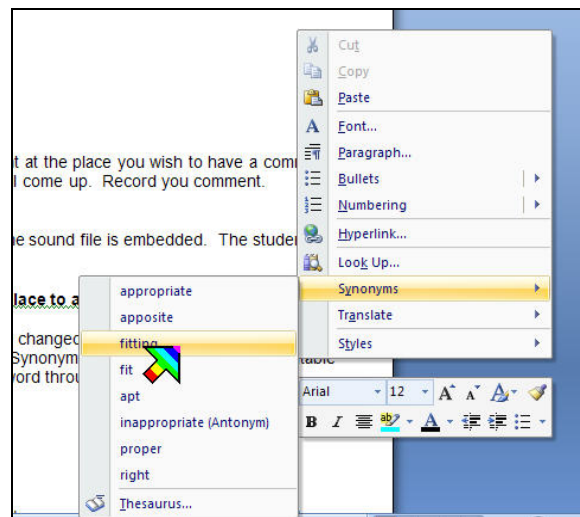
If you want to replace the word in multiple places in the document
- Go to the replace menu on the Home Tab.
- Place the original word in the Find line
- Place the synonym you wish to use in the Replace line.
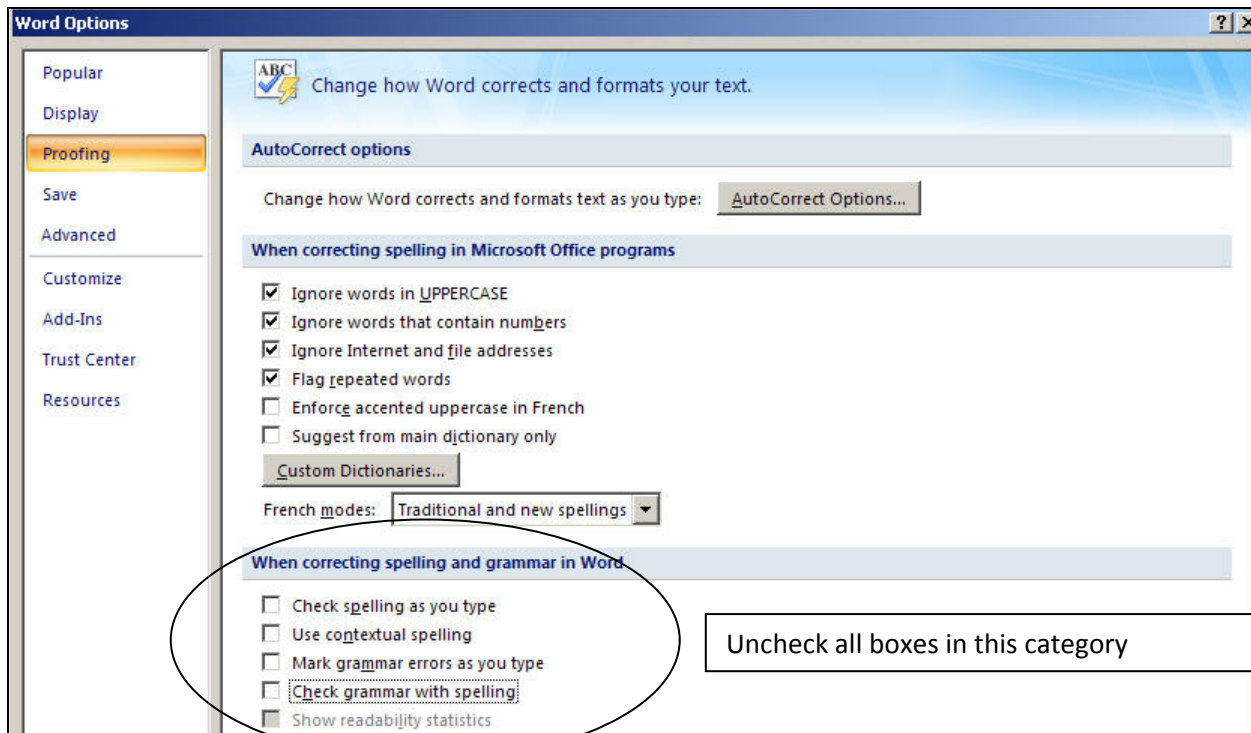- All examples of the word will be changed within the document.
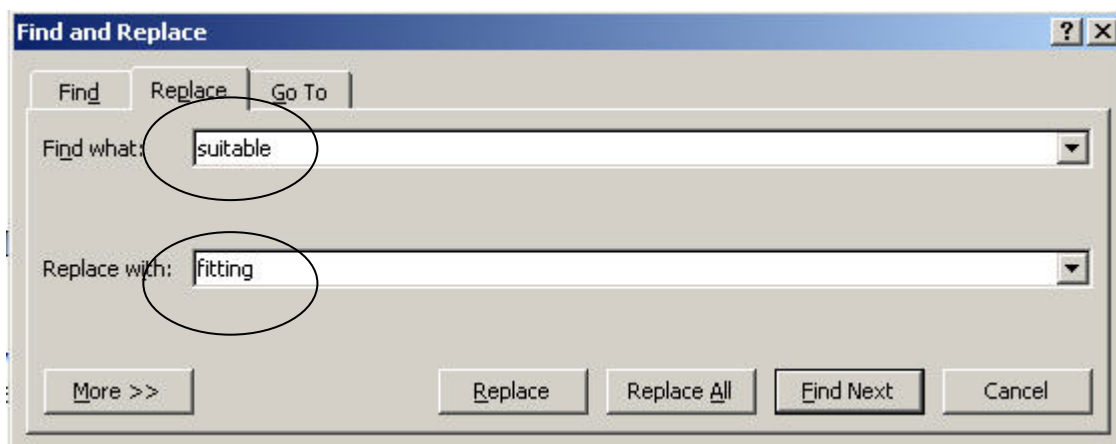
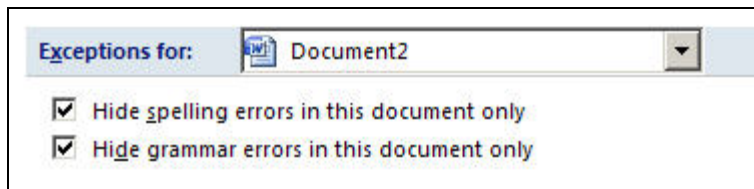# Turning off the auto spell checker/grammar options.

When students are tested for their writing SOL, they are not allowed to use a spell checker that prompts them that a word in incorrectly spelled. They are also not allowed to have grammar errors pointed out to them. For that reason, it may be beneficial for the auto spell feature to be turned off.

To turn of the auto spell checker feature:
- Word Options- Proofing
- Uncheck auto spelling and grammar options.

Word Options ? ✕

Popular			
Display			
Proofing			
Save			
Advanced			
Customize			
Add-Ins			
Trust Center			
Resources			

ABC ✎⚡ Change how Word corrects and formats your text.

AutoCorrect options

Change how Word corrects and formats text as you type: [AutoCorrect Options...]

When correcting spelling in Microsoft Office programs

☑ Ignore words in UPPERCASE
☑ Ignore words that contain numbers
☑ Ignore Internet and file addresses
☑ Flag repeated words
☐ Enforce accented uppercase in French
☐ Suggest from main dictionary only

[Custom Dictionaries...]

French modes: [Traditional and new spellings ▼]

When correcting spelling and grammar in Word

☐ Check spelling as you type
☐ Use contextual spelling
☐ Mark grammar errors as you type
☐ Check grammar with spelling
☐ Show readability statistics

Uncheck all boxes in this category

The auto spell checker/grammar options can also be turned off at the same location for specific documents.

Exceptions for: 📄 Document2 [▼]

☑ Hide spelling errors in this document only
☑ Hide grammar errors in this document only

Downloading videos with closed captioning

Please note that closed captioning can be downloaded for Windows Media Player videos only.

In order to view closed captioning on Windows Media Player videos, make sure to select a video with closed captioning, which is identified by the closed captioning icon.

Before downloading any files, make sure to create a folder on your computer for the specific video.

Download the video file by right clicking on the download icon and selecting Save Target As. Make sure to download the video within the folder created for the video.

Please make sure that the closed captioning file (.smi file) and the video file (.asf file or .wmv file) have the same file name. For example, if the video file is "test123.asf" then the closed captioning file should be "test123.smi". Also, both files must be saved within the same folder.

Download the closed captioning file by right clicking on the closed captioning icon and selecting Save Target As. Make sure to download the video within the folder created for the video.

Open Windows Media Player and click on Play within the Menu Bar. Go to Captions and Subtitles and make sure "On if available" is selected.

Click on Play again and go to Defaults and make sure "(Closed captions)" is selected under the second drop-down box, Captions and Subtitles.

Click on Tools within the Menu bar to select Options. Within Options, click on the Security tab.
If you do not have access to the Security tab, please contact your IT Department.

Select to Run script commands when present and Show local captions when present. Then click on OK to save your security changes.
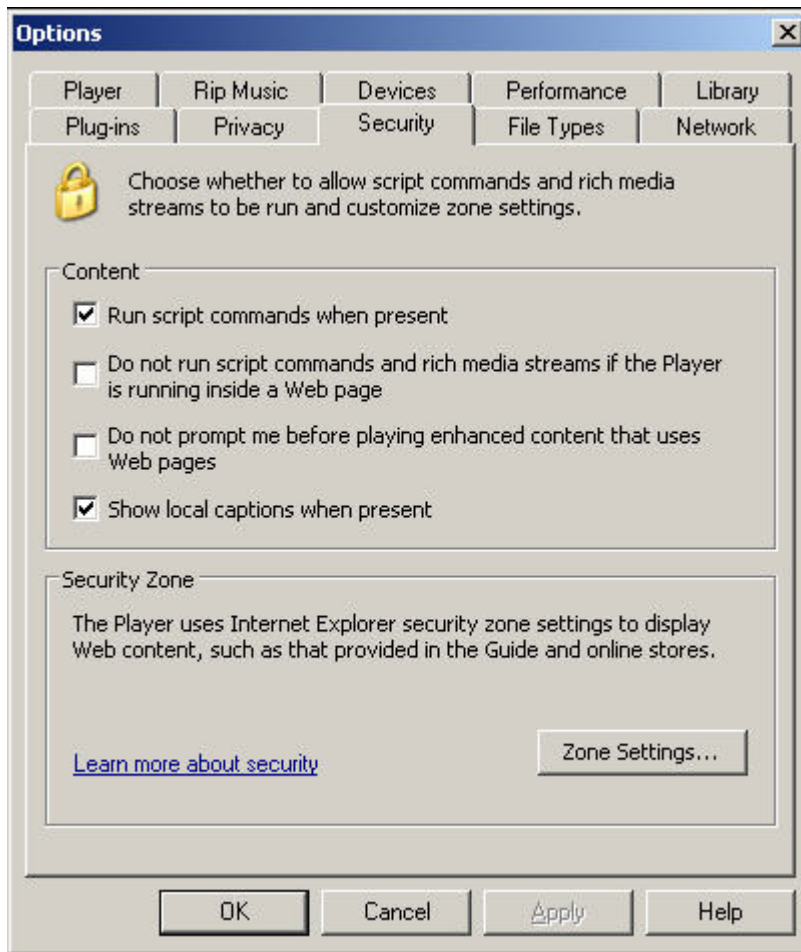
Next, click on the video file saved within the video folder. The video will open within Windows Media Player and the closed captioning text will begin as the narrator begins speaking.