

Inventory of Universal Language and Differentiation Actions

Universal Language Actions	Several Times a Day	Once a Day	A Few Times a Week	Once a Week	Once or Twice a Month	Never (No Need)
ULAs to Support Learner Understanding						
Using gestures, facial expressions, images, pictures, drawings, objects, and manipulation materials						
Playing with expressions and voice intonation, and pacing rate of speech						
Adjusting the complexity of oral and/or written language						
Assessing the extent of prior knowledge and filling in any major gaps						
Providing wait time when presenting new information, after asking a question, or before inviting learners to start a task						
Repeating or reformulating oral and written language						
Reusing and recycling pedagogical materials						
ULAs to Support Learner Language Production						
Providing many exemplars of oral and written tasks						
Using graphic organizers to support oral and written production						
Creating and displaying linguistic supports around the classroom						
Offering planning strategies for learners to use before starting a task						

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Using pedagogical and language production routines						
Choosing grouping arrangements that favour peer communication						
Asking questions that encourage learners to elaborate						
ULAs to Support Student Attention						
Providing specific listening intention and reading intentions						
Dividing lessons, activities, and tasks into many small steps						
Incorporating discourse markers to oral and written texts						
Providing explicit cues to refocus learners' attention						
Using different modalities to present material						
Explaining the relevance of what is being taught						
Summarizing key points of lessons, activities, and reading passages						
ULAs to Support Vocabulary Development						
Identifying and presenting required language at the outset of a lesson or activity						
Capitalizing on the use of word walls and mind maps						
Accessing the senses to facilitate vocabulary acquisition						
Using role-play and games to present or reinforce new vocabulary						
Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions						

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Differentiation Actions						
Differentiate activities by linguistic complexity						
Differentiate activities by product						
Differentiate activities by process						
Differentiate activities by content						
Grouping students based on interests						
Grouping students based on needs						
Grouping students based on readiness						
Use differentiated instruction over the course of a full lesson						