# Access for Success

## 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 |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |