

Appendix C. General Differentiation Principles: Examples for Reading/Writing

This table includes links to selected resources.

	Lower Level (CEFR B2)	Higher Level (CEFR B2+/C1)
Text Selection Topic Time Management & Procrastination CEFR checker sites: • Road to Grammar Text Analysis • Vocab Kitchen Profiler	Anchor text: Coping with Procrastination [CEFR B2]	
	Cause and Effect of Student Procrastination [B2]	Longitudinal Study of Procrastination, Performance, Stress, and Health [C2]
	Note: The source of texts and their length contribute to extraneous load and exploitability; website/magazine articles can reduce extraneous load for lower level students; text formatting and information sequence determine scaffolding applied in creation of reading tasks.	
Writing - Basic Approach	• Shorter models • Less complexity (fewer support points) • Scaffolded samples (e.g., color coding, commentary)	• Longer models • More complexity (more support points) • Discovery - students add color coding, commentary
Writing - Summaries	• Summary introduction: short text segments and guided questions • higher word limit (250) • *reducing word limit does <i>not</i> make tasks easier	• Summary introduction: original text, a summary of the text, and discovery questions • lower/stricter word limit (150-200)
Writing - Essays	• 4 paragraphs • introduction, 2 body paragraphs, conclusion • 2 support points per body paragraph • 1-2 instructor provided sources	• 5 paragraphs • introduction, 3 body paragraphs, conclusion • 3 support points per body paragraph • 2-3 instructor provided plus 2-3 own located sources
Writing & Speaking - Graph Descriptions	• one type of graph (line, bar, pie) • simple graphs	• three types of graphs (line, bar, pie) • simple and more complex graphs
Source Documentation	• sources written by one or two authors, and three + authors • focus on quotes → require only one source citation • focus on basic paraphrases of one source idea • in-text citation review: use source information provided to write citations - one, two, or more author sources • guided references writing practice	• also: citations for ideas supported by more than one source, organizations, texts with no author, indirect citations (APA) • focus on paraphrasing • in short [familiar] text, examine each sentence, decide if writer needs to add citation, and write appropriate citation – (signal phrase or reporting verb OR parenthetical) • in-text citation review: use source information provided to write citations for multiple sources and sources with multiple authors • references writing practice without scaffold
Grammar - Sentence Combining and Punctuation	• rewrite sentences in 1 other pattern • discourse level: ◦ select connector from 2 choices ◦ combine sentences logically	• rewrite sentences in 3 other patterns • discourse level: ◦ add correct connector (based on semantic and syntactic clues) ◦ combine sentences logically, but use each connector type only once
Vocabulary - Quizzes	• two word options • word bank in groups of 3 words for 3 sentences	• three word options • word bank of 10 words for 10 sentences