

# Differentiation Planning Tool

## Unit/ Lesson Planning Considerations

**Which concepts, ideas, or questions provide a focus and frame for the unit or lesson? How can they be made meaningful for all students?**

- Know: Facts, Vocabulary
- Understand: Concepts, “Big Ideas” Principles, Generalizations
- Do- Skills:
  - Basic Skills (i.e. read non-fiction text)
  - Thinking Skills (analyze, solve, compare/contrast, discriminate fact/fiction)
  - Skills of the Discipline (how to think like a scientist, mathematician, writer)
  - Planning (student goal setting and use of time)
  - Social (cooperation and sharing)

## Using Assessment Data to Differentiate

- Identify the learner’s knowledge base and ability in relation to the upcoming skill, concept or topic. Use the results to diagnose specific learner needs.
- Consider administering an interest or learning style inventory. Use this data to group for Learner Profile or Interest.
- Maintain a variety of formal and informal assessment tools, to gather data.
- Modify assessment format and delivery for special populations.
- Use formative assessment data to frequently adjust groups to skill level -“invisible grouping”

## Content: What students are expected to study/ know/ and are expected to learn.

**-varying content expectations and learning targets**

**-varying materials used**

**-how to unify content expectations and targets of different levels**

- Pre-teach concepts
- Change cognitive demand **HC**
- Chunking information
- Curriculum compacting **HC**
- Visual aids
- Realia/ Artifacts
- Technology
- Audio Books / lessons
- Graphic Organizers
- Note-taking Organizers
- Varied levels of texts **HC**
- Various supplementary materials **HC**
- Adjusting proximity of ideas to student experience(s)
- Utilize Learning Progressions (CCSS) **HC**

## Process: How students learn/ are taught/ and interact.

**-provide varying levels of sophistication, complexity, or difficulty of tasks**

**-varying teaching methods and learning activities in response to learner readiness (ZPD) at least some of time**

**-varying grouping structures for learning and social interaction**

- Turn and talk
- Table teams- team tasks
- Graphic organizers
- Discussion cards **HC**
- Tiered questions **HC**
- Questioning Sequences (Marzano) **HC**
- Text rendering tools
- Modeling
- Formative assessment **HC**
- Feedback **HC**
- Classroom Discourse
- Choices of text, tasks, and partner(s) **HC**
- Interest Centers/Zones/Workstations **HC**
- Tiered lessons and activities **HC**
- Learning contracts: personal agendas **HC**
- Hands-on activities/manipulatives
- Varied time to complete tasks **HC**
- Think-Pair-Share
- Choral Reading
- Reading Partners / Reading Buddies



## Product: What students produce and how they demonstrate learning.

**-varying the sophistication, complexity or difficulty of tasks**

**-varying the level of structure, scaffolding (task supports), or independence**

**-varying nature of product to match interests, favored intelligence, or learning style**

**-identifying common criteria and expectations**

- Product Guides- Instructions **HC**
- Rubrics and criterion charts **HC**
- Examples of product options may include the following: **HC**
  - Create a model, poster, game, advertisement, map, survey, puzzle, cartoon, brochure, dance, habitat, or illustration.
  - Write a diary entry, speech, recipe, poem, letter, news report, essay, or song.
  - Collect pictures, create a timeline or calendar, make a recording or video invite a speaker, teach a lesson, or give a demonstration
- Tiered assignments **HC**
- Modified assignments
- Anchor activities **HC**
  - raft
  - think dots/ cubing
  - choice boards
  - learning menus
- Project Based Learning
- Choice based on readiness, interest, and learning profiles **HC**
- Clear expectations
- Extended Timelines
- Independent Learning Contracts **HC**
- Assessments

## Environment/Affect: Use of physical space and classroom culture

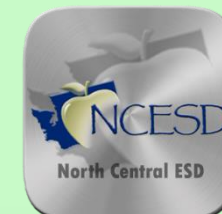
**-physical arrangement is in service of learning**

**-offering resources and scaffolds to support learning**

**-fostering a classroom that is a learning community; risk taking is encouraged, “growth mindset is present”**

**-access for all students**

- Grouping strategies **HC**
- Workshop model **HC**
- Team tasks **HC**
- Re-teach stations
- Adult-led group
- Technology for teaching and learning **HC**
- Small groups to reteach or extend **HC**
- Visual resources
  - math charts
  - vocabulary and key terms
  - pictures/ realia
  - process grids/ posters



Revised: 6-1-15

**Accommodations** change *how* a student learns the material

# Content Specific Differentiation Strategies

**Modifications** change *what* a student is taught or expected to learn.

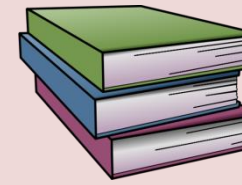
## STEM Accommodations/ Modifications

- Introduce concepts using real life examples whenever possible
- Don't worry about perfect calculations when teaching a concept-focus on the process first
- Provide student with an easy to read dictionary of required math terms
- Teach key math terms separately and allows students to develop math concepts first
- Include drawings and examples to illustrate the meaning of terms
- When teaching abstract concepts, use drawings, diagrams, and visual demonstrations to establish a concrete relationship
- When demonstrating concepts use color coding to focus student attention
- Highlight similar math operations to help students focus on the operation (ex. multiplication in blue, division in green).
- Cluster similar problems into groups
- Teach fact families and build fluency with games and challenges
- Teach students to highlight each operation in mixed-operation worksheets
- Model math problems using manipulatives whenever possible and have them available for students when needed
- When teaching number lines-use tape or draw a number line on the floor for students to walk on . (This assists students with directionality too.)
- Enlarge worksheets/assignments on copier to give more writing space
- Put boxes around each problem to visually separate them
- Use manipulatives whenever possible (coins, counters, grouping rings)
- Allow use of number lines
- Allow use of a multiplication chart
- Use large graph paper to assist with proper alignment of columns of numbers
- Simplify and rephrase vocabulary in word problems
- Have students verbalize the process to you through classroom discourse
- Turn lined paper vertically so the student has ready-made columns
- Don't penalize students with fine motor difficulty by requiring them to copy problems-focus on the math operations and allow them to use copied sheets
- Work with students to create a STEM reference book that has easy to read information and illustrations of the concepts covered in class, i.e. journals
- Challenge student to do just one line of problems at a time
- Use memory devices (Order of operations: "Please Excuse My Dear Aunt Sally" for Parentheses, Exponents, Multiplication, Division, Addition, Subtraction)- only after they build conceptual knowledge
- Allow calculators for students after they understand the number sense behind the work.
- Simple-function calculator

Useful links: Illustrative Mathematics: <https://www.illustrativemathematics.org/>  
Differentiation in Science: <http://www.sess.ie/resources/science-differentiation-action>



## Literacy/ Language –based Accommodations/ Modifications



- Provide alternative books with similar concepts but varying reading levels
- Provide summary of text or chapter
- Provide student with list of discussion questions before reading the material
- Use oral and printed directions

### Utilize Scaffolding Complex Text Strategies

#### Front-End Scaffolding

- Posted learning target
- Visual cues
- Identifying, bolding, writing in margins
- Read passage aloud
- Chunk information
- Numbering paragraphs
- Pre-highlighting essential information
- Eliminate need to copy information
- Provide definitions of or pre-teach vocabulary

#### Back End Scaffolding:

- Annotate text, sticky notes
  - Sentence starters/ frames
  - Heterogeneous groups to ensure fluent readers
  - Highlight key words in task directions
  - Design questions which build in complexity
  - Peer partner to discuss answer first
  - Identify and define vocabulary
  - Provide partially complete graphic organizers
- After students have tried:
- Examine model, have kids compare their work
  - Provide teacher think aloud
  - Review text together as class

Read Works- CCSS aligned reading passages by Lexile  
<http://www.readworks.org/>

## Assessment Accommodations/ Modifications Tests

- Go over directions orally.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Use recognition tests (true-false, multiple choice, or matching) instead of essays.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Provide typed test materials, not tests written in cursive.
- Allow take-home or open-book tests.
- Provide possible answers for fill-in-the blank sections.
- Provide the first letter of the missing word.



### Formative Assessments Strategies HC

- Index Card Summaries/ Questions
- Hand Signals- rate understanding, self assessment
- One Minute Essay
- Analogy Prompt
- Web or Concept Map
- Misconception Check- present with common misconception, ask students whether they agree, disagree, and explain why.
- Student Conference
- 3 Minute Pause- Students stop and reflect on new learning with discussion prompt
- Observational data: anecdotal records, checklists
- Exit Slip
- Portfolio Check
- Journal Entry
- Choral Response
- Group talk/ classroom discourse
- One Sentence Summary
- Turn and Talk
- Oral Questioning- Ex. How does \_\_\_\_\_ relate to \_\_\_\_\_
- Idea Spinner- spinner marked with four quadrants, Explain, Predict, Summarize, Evaluate
- Inside Outside Circle- Kids face each other and quiz each other on questions they've created

### **Teach21- Examples and Resources for Formative Assessment**

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

### **Engage New Work-Protocols and On-going Assessment Activities**

<https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources>

Useful Links to Resources:

Curriculum planning: <http://jaymctighe.com/resources/downloads/>

Multi-Tiered Systems of Support (aka RtI) : National Center on Intensive Intervention: <http://www.intensiveintervention.org/>

Differentiation tools, resources, and materials: DaretoDifferentiate: <https://daretodifferentiate.wikispaces.com/>

Differentiation Central-Carol Ann Tomlinson foundational information, video links, etc: <http://differentiationcentral.com/>

Tiered questions and lessons: Tiered Curriculum Project <http://www.doe.in.gov/highability/tiered-curriculum-project>

Electronic generator of DI strategies. <http://byrdseed.com/differentiator/>