TN Department of Education

Differentiation Strategies and Examples: Grades K–2

A.C.C.E.S.S.: All Children Challenged and Equipped for Success in School

Created for the Tennessee Department of Education by Dr. Jessica A. Hockett| June 2018

Table of Contents

Portions derived from the following sources:

Tomlinson C.A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. (2nd ed). Alexandria, VA: ASCD.

Doubet, K.J., & Hockett, J.A. (2017). *Differentiation in Elementary Schools: Strategies to Engage and Equip All Learners*. Alexandria, VA: ASCD.

Tomlinson, C.A., & Sousa, D. (2011). *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree.

This handbook was designed by the Tennessee Department of Education to accompany professional learning on differentiated instruction. It features content and strategies from face-to-face workshops, as well as additional content designed to extend teacher understanding and support teachers as they design differentiated lessons and tasks in their own classrooms.

Differentiation is not new. Effective teachers have always taught in ways that acknowledge and respond to their students' shared and individual needs. At the same time, research reveals that differentiation is not well-understood or consistently and thoughtfully applied, regardless of grade level, subject area, or teaching context. In other words, many teachers recognize the need for differentiation; fewer teachers feel equipped with a clear understanding of how to do it well.

With that in mind, this handbook strives to balance clarifying what differentiation is—and is not—with building teachers' skills in planning for and implementing differentiation. The first pages are dedicated to defining differentiation using a model developed by Dr. Carol Ann Tomlinson, who is widely regarded as the international expert in differentiated instruction. The remaining pages provide explicit guidance for how to design differentiated lessons and tasks, beginning with clear learning goals derived from standards and extending to specific adjustments that teachers can make to content, process, and product for student readiness, interest, and learning profile. This handbook makes several assumptions that are important for teachers and leaders to note:

- Differentiation is a journey for the teaching life. Most teachers practice some form of differentiation as proactive planning for students' varied needs. At the same time, fully realized, differentiation is a complex endeavor that requires a range of sophisticated skills that are developed over time and with practice. This handbook provides teachers at all levels of expertise with insights and tools for their own professional growth.

- Examples are instructive and illustrative. The examples provided in this handbook represent a range of content areas and grade levels, are aligned with standards, and take the developmental needs of various groups of learners into account. However, teachers are expected and encouraged to adapt these examples to best fit their purposes. No example of differentiation is an optimal fit for every context, every teacher, every classroom, and every learner. There are many other strategies and applications that teachers can use to respond to learner needs. Also, examples assume that not all students read independently and that tasks will often be delivered orally or with other supports.

- Collaboration and feedback aid are critical to teacher growth. Although this handbook can be used by individual teachers, the content, strategies, and examples are best leveraged in professional learning and other school-based context where teachers are collaborating with colleagues to develop, refine, and receive feedback on their ideas.

What is differentiation?

Misconceptions and Truths

There is a wide range of definitions of and beliefs about differentiation, including misconceptions about what it is and is not. The table below shows some of these misconceptions, alongside corrective truths.

Portions adapted from Tomlinson (2014), Tomlinson, Narvaez, & Brimijoin (2008), and Doubet & Hockett (2015; 2017)

Misconception	Truth
Differentiation is new, or the latest educational fad.	Differentiation is as old as the craft of teaching and will never go out of style.
Differentiation is a set of strategies, tools, or teaching tricks.	Differentiation is a philosophy of and model for effective teaching and learning that goes beyond strategies.
Differentiation should happen every day, or differentiation should only happen once in a while.	Differentiation is a potential response to regular and ongoing analysis of students' characteristics and students' learning.
Differentiation requires writing individualized lesson plans for every student.	Differentiation calls for instructional adjustments that responds to *patterns* in student needs.
Differentiation doesn't allow for whole-class instruction.	Differentiation incorporates a range of instructional strategies, including whole-class instruction.
Differentiation relies on leveling students through ability grouping.	Differentiation relies on *flexible* grouping for a variety of community-building and instructional purposes.
Differentiation is giving some students low-level tasks and other students high-level tasks.	Differentiation calls for respectful tasks that respond to students' readiness, interest, and learning preferences.
Differentiation is better for (or easier in) some grade levels or subjects than others.	Differentiation is for all grade levels and subjects. Each subject and grade level presents unique opportunities for and challenges to planning for differentiation.
Differentiation lets some students out of standards.	Differentiation is the means by which all students make progress toward and beyond standards.
Differentiation is primarily an approach to teaching certain groups of students (e.g., students with individualized education programs (IEPs), English language learners, gifted students) or to teaching in special programs or settings.	Differentiation is necessary for teaching all students in all kinds of settings, including the general education classroom.
Differentiation is just another name for good teaching.	Differentiation is rooted in good teaching, but good teaching is not always differentiated.

The Philosophy, Practices, and Principles of Differentiation

Differentiation is both a philosophy and a principle- and practice-driven model for effective teaching and learning. Understanding the big picture of differentiation as well as the key components is critical to implementing it in today's classrooms.

The Philosophy of Differentiation (Tomlinson, 2014)

Most of what teachers do in their classrooms is guided by their own philosophy of teaching and learning. Differentiation works best in classrooms where certain beliefs motivate why, what, and how teachers approach planning for and responding to student differences (Tomlinson, 2014). Four tenets about the capabilities and potential of all students, and about the role and responsibility of all teachers, represent assumptions of the teacher of a differentiated classroom.

1. ***Diversity is normal and valuable.***
   The teacher of a differentiated classroom understands and embraces the reality that students represent a rich range of diverse experiences and characteristics. Differences are something to celebrate, rather than something to ignore or to fix; they are assets, not liabilities, to the classroom community. The teacher honors who students are as individuals *and* as a group, based on shared and unique traits.

2. ***Every child has hidden and extensive capacity to learn.***
   The teacher of a differentiated classroom knows that traditional measures of ability, such as standardized test scores and grades, do not tell the whole story of who a student is or what a student can do. The teacher assumes that every student can learn and that a student's greatest strengths may be under the surface and require the teacher to dig deep to uncover what will help that student learn and grow.

3. ***It is the teacher's responsibility to be the engineer of student success.***
   The teacher of a differentiated classroom defines student success as growth toward and beyond goals, as well as growth relative to oneself (e.g., where you started compared to where you ended up). This growth does not happen by accident; it is the result of the teacher taking ownership of and intentionally planning for all students' learning. Such teachers do not dismiss or minimize a student's chances for success based on (for example) student's English language skills, IEP, or home life. They commit to doing what they can with the time they have to make sure every child grows.

4. ***Educators should be the champions of every student who enters the schoolhouse doors.***
   The teacher of a differentiated classroom believes that educators are champions for all students and is an advocate of every child in his/her charge. This includes children who are easy to miss and those who are hard to ignore; children who are academically far

behind and those far ahead; and children who have many advantages and those who have very few advantages.

These four beliefs lay a philosophical groundwork for differentiation to take root. It is easy to picture differentiation being implemented in the classroom of a teacher who holds these convictions. It is hard, by contrast, to picture differentiation being implemented in the classroom of a teacher who believes that diversity is undesirable or a nuisance; that some children can learn but others cannot; that student success is determined by factors beyond the teacher's control; or that some children are not reachable or teachable.

Teachers of differentiated classrooms understand that their role has limits, but they are convinced that they have the power and responsibility to effect growth in all children in diverse classrooms.

The Practices and Principles of Differentiation

Differentiating instruction involves making proactive adjustments to *what* students learn (i.e., content), *how* they learn it (i.e., process), and how they *show* what they learn (i.e., product), according to students' individual and shared characteristics. The Model for Differentiation of Instruction on the next page is adapted from Carol Tomlinson's Model for Differentiation of Instruction. This model is comprised of practices and principles that, read together, provide a definition of differentiation:

When teachers differentiate, they make proactive adjustments to ***content, process****, and* ***product,*** *according to patterns in student readiness, interest, or learning profile, using instructional strategies, informed by standards-aligned learning goals; pre- and formative assessment; and interest/preference surveys and inventories, implemented through varied instructional groupings, flexible classroom routines, and efficient management tools and techniques in the context of supportive, growth-oriented, community-centered classrooms.*

Model for Differentiation of Instruction

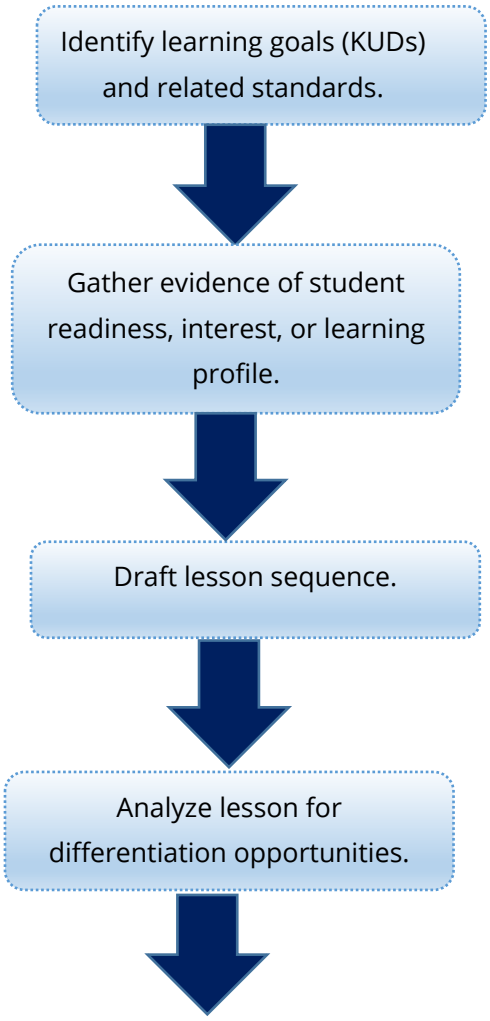
Based on Tomlinson (2014)

When teachers differentiate, they make proactive adjustments to		
Content	**Process**	**Product**
The information, ideas, and skills that students will take in or grapple with in order to reach the learning goals.	The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills.	How students demonstrate and extend what they know, understand, and can do as a result of a unit or series of lessons.
according to patterns in student		
Readiness	**Interests**	**Learning Profile**
The student's proximity to specified learning goals.	The student's personal and situational passions, affinities, and kinships that motivate learning.	The student's preferred approaches to learning, as influenced by thinking style, intelligence preference, cultural background, or gender.
using instructional strategies such as		
Graphic Organizers Tiered Tasks ThinkDots Learning Stations Contracts and Agendas Role Cards Small-Group Instruction	Jigsaw RAFTs Choice Grids Learning Menus Interest Centers	Entry Points Tri-Mind Thinking Caps VAK Tasks (Expression Options) MI (Multiple Intelligences)
informed by		
Standards-aligned learning goals (KUDs) Pre-assessment and formative assessment Interest and preference surveys and inventories		
and implemented through		
Varied instructional groupings Flexible classroom routines Efficient management techniques and tools		
in the context of		
Supportive, growth-oriented, community-centered classroom environments.		

A Process for Planning and Implementing Differentiated Lessons

There is no single process or recipe for planning and implementing differentiated lessons. In reality, a differentiated lesson involves the same elements of any quality lesson: clear learning goals, well-designed instruction, high-level questions, rich tasks, opportunities for formative assessment, strong management, etc. When a lesson is differentiated, this means that, at some point, students will be working toward the same learning goals (KUDs), but in different ways.

Although instructional planning is an iterative process, designing differentiated lessons can be viewed as a general sequence of actions, guided by key questions. This process is outlined in the graphic below. Teachers can change or add to this visual to better reflect or capture their own thinking.

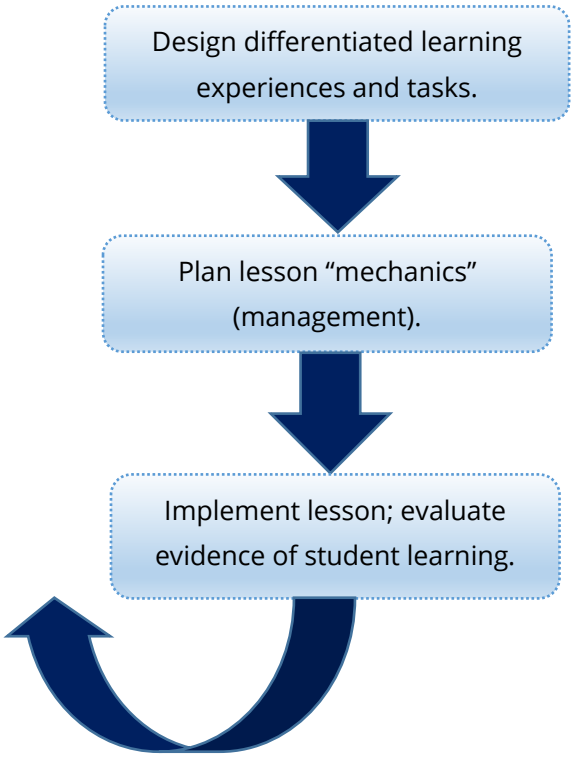


- What should students **k**now, **u**nderstand, and be able to **d**o as a result of the lesson? What knowledge, insights, and skills does it target? With what standards is it aligned?
- What is the purpose of this lesson? Where does it fit in the bigger picture?

- Where are students relative to the learning goals (i.e., readiness)? How do I know?
- How motivated are students about/by this lesson content (i.e., interest)? How do I know?
- What preferences in learning matter for this lesson (i.e., learning profile)?

- What does the ideal lesson sequence around these learning goals look like or involve?
- What do the general patterns in student readiness, interest, or learning profiles suggest would be good for all students to experience and do?

- What does the evidence suggest needs to be differentiated? What might some students struggle with? Where might some students need a push?
- Are there places in the lesson to leverage student interest? What can I adjust for differences in learning preference?



- What strategies can I use to design and deliver differentiated tasks?
- How can I ensure that all students are working with high-level tasks that are aligned with the learning goals?

- How will the lesson go and flow?
- What do I need to have in place before or during the lesson to ensure student clarity and success?
- How will I launch and orchestrate differentiated aspects of the lesson?
- How might I monitor student progress? How might I check for understanding?

- Did students make progress toward or reach the learning goals? How do I know? What's the evidence?
- What do the patterns suggest that some or all students need next? How does what happened inform upcoming lessons?

The Differentiation Lesson-Planning Menu in the Appendix aligns with the model outlined above and further scaffolds the process of planning differentiated lessons. Not all applications of differentiation are best thought of as lessons, and not all lessons need to be differentiated. The menu identifies possible components of lessons and prompts the lesson-designer to consider how a lesson might evolve, including what strategies for differentiation in this handbook might be applied. It can be used for individual or collaborative planning. The intent is to show how differentiation is connected to lesson planning in general—not to suggest that all lessons (differentiated or otherwise) should be planned with this menu.

Standards and KUDs: Beginning with the End in Mind

The Tennessee Academic Standards outline expectations for what students will know and be able to do at the end of a grade for each subject area (e.g., English language arts (ELA), mathematics, science, social studies, etc.). They provide a framework for designing curricular units and lessons, as well as clarity for teachers about what students should be working toward (or beyond), at minimum, as the year progresses.

When teachers plan units and lessons with student needs in mind, the standards are a starting point for more fully articulating what students should **know (K), understand (U), and be able to do (D)** as a result of teaching and learning (Tomlinson, 2004). This "K-U-D" approach is a way to translate standards

into lesson and unit learning goals that should be the focus of classroom assessment, instruction, and differentiation.

K: What Students Should KNOW

A **know goal** is the *knowledge* that students should acquire in a lesson or unit of study. This includes information that can be acquired through memorization, such as facts or categories of facts, dates, names of people or places, names and details of important events, definitions of terms or concepts, academic vocabulary, steps in a process, or rules. Additional examples derived from the Tennessee Academic Standards in grades K–2 follow:

Know Goal Examples

- National symbols of the United States, such as the bald eagle, Statue of Liberty, and the White House
- The name of the current U.S. President
- Examples of goods and services that people can buy, use, and provide
- The lyrics of The Star-Spangled Banner
- Names and values of the penny, nickel, dime, and quarter
- >, =, < (greater than, equal to, less than)
- Shapes have *attributes*. Some attributes define the shape (e.g., number of sides and vertices); some attributes only describe the shape (e.g., color, orientation, overall size)
- Units of measurement for length: inches, feel, yards, centimeters, and meters
- Observable properties of matter (e.g., color, texture, hardness, and flexibility)
- The life cycle of a plant
- *Friction* is the resistance that one surface or object encounters when moving over or against another.
- The *author* is the person who writes the story. The *illustrator* is the person who produces the pictures in a story (i.e., the *illustrations*)
- An *opinion* is what someone thinks, prefers, or believes about something (e.g., a topic, book)

The kind of information in a know goal is easy for students to forget if it is not attached to bigger ideas and understand goals.

U: What Students Should UNDERSTAND

An **understand goal** is an insight, truth, or "a-ha" that students should gain as a result of acquiring content and skills. An understand goal represents an idea that will last beyond a single lesson or unit—it has staying power. An understand goal often makes a statement about or connects concepts. A concept is a broad abstract idea, typically one to two words, under which various topics and facts can fit (Erickson, 2002). They can be general or discipline-specific. Examples include *needs and wants, change, system, pattern,* and *narrative*. Direct or implied concepts are underlined in the understand goal examples that follow, which are derived from the Tennessee Academic Standards:

Understand Goal Examples

- Holidays are celebrations that honor events and people who are important to our country, state, or community. (Kindergarten History)
- Rules help communities uphold justice and fairness. (Kindergarten Government and Civics)
- Life in the past is both similar to and different from life in the present. (Grade 1 History)
- Globes and maps provide different perspectives on the geography of a place. (Grade 2 Geography)
- Waves move in patterns. (Grade 1 Science)
- Animals can be classified based on their physical characteristics. (Grade 2 Science)
- Matter can exist in different states (solid and liquid) and has properties that can be observed and tested. (Kindergarten Science)
- Addition is putting together and adding to numbers; subtraction is taking apart and taking from numbers. (Kindergarten Mathematics)
- The equal sign shows balance between the values on both sides of an equation. (Grade 1 Mathematics)
- Standard units of measurement make communication about measurement clearer, easier, and faster. (Grade 2 Mathematics)
- Writing is a process that takes time and practice. (Kindergarten ELA)
- Stories have a structure**.** (Grade 1 ELA)
- Fluent readers read smoothly, with accuracy and expression at an appropriate rate. (Grade 2 ELA)

Teachers of younger students can also craft understand goals in more student-friendly language that suggests certain words or concepts without stating them outright. In grades K–2, it is also worth noting that some ideas that would be know goals with older students or later in the year are appropriate to treat as understand goals when they are first being introduced. Using "I" or "we" in an understand goal is another way to tailor it to primary-grades learners. Examples that illustrate these guidelines follow:

- I have a history, you have a history, and we have a history
- Patterns repeat
- We read to find out about ourselves and the world around us
- When there is not enough [scarcity] or there is too much [surplus], consumers and producers must make choices
- Shapes can be combined to make larger shapes [composition] and divided to make smaller shapes [decomposition]

Understanding is distinct from *knowledge* in that a teacher ca not be certain that a student grasps an understanding simply because the student says it. Understanding needs to be unpacked. Students do this by using what they **know** and can **do** to show what they **understand**. For example, if kindergarteners really understand that, "p*eople meet needs and wants by working in jobs and through buying and selling*", then they can give examples of needs and wants, explain the connection between having a job and meeting needs and wants, describe what happens when people buy and sell things, etc.

D: What Students Should DO

A **do goal** articulates skills that students should master. These can be thinking skills, organizational skills, habits of mind, procedural skills, or skills associated with a discipline (e.g., science, cartography, mathematics). Despite their name, do goals do *not* describe activities that students will do or complete (e.g., do a worksheet on characters, do addition problems, complete a learning menu). Instead, a do goal focuses on a transferable action that takes place first in the learner's *mind*. For example, *decoding grade-level text* or *analyzing and interpreting data from observations* are both do goals. Neither of these skills refers to a specific activity, and different activities could be used to exercise or carry out these skills. Example do goals from the Tennessee Academic Standards follow:

Do Goal Examples

- Locate Tennessee and the United States on a map. (Geo K.14)
- Re-tell stories from folktales, myths, and legends from other cultures. (Culture 1.3)
- Compare the branches of Tennessee's government to the national government. (Gov. 2.23)
- Construct a timeline to depict the evolution of a technology over time. (History 2.38)
- Describe measureable attributes of objects, such as length or weight. (K.MD.A.1)
- Determine if equations involving addition and subtraction are true or false. (1.OA.D.7)
- Fluently add and subtract within 30 using mental strategies. (2.OA.B.2)
- Explain how humans use their five senses in making scientific findings. (K.LS1.3)
- Illustrate and summarize the life cycle of plants. (1.LS1.2)
- Analyze the push or pull that occurs when objects collide or are connected. (2.PS.1)
- With prompting and support, ask and answer questions about key details in a text. (ELA.Lit.1)
- Use verbs to convey a sense of past, present, and future. (ELA.Lang.1.c.)
- Create audio recordings of stories or poems. (ELA.S&L.2.5)

State Standards and KUDs

Although the Tennessee Academic Standards are not written specifically as know, understand, and do goals, teachers can derive KUDs from the standards. An example using Tennessee Academic Standards in social studies (Economics) illustrates this well.

From Kindergarten – The World Around Us

<u>Economics</u>
K.5 Distinguish between wants and needs.

Kinder.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.

Kinder.7 Explain the benefits of saving money.

Kinder.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.

Kinder.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.

Kinder.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

These standards are written as **do (skill) goals:** each one begins with a thinking verb and can be demonstrated in more than one way.

There are also numerous **know goals**—among them key terms and concepts like *wants, needs, money, cash, check, jobs,* and *credit card*—that will need to be instructed at a level that kindergarteners can grasp. This means that the teacher has to decide how to define and contextualize this knowledge.

Understand goals are not explicit in these standards but can be teased out. This can begin with identifying the most important concept(s) that cut across the standards and can be used to organize the standards. *Needs and wants, buying and selling,* and *spending and saving* stand out. Concepts that are not explicit but might be critical include the ideas of *balance* and *choice*. The course description for Kindergarten – The World Around Us in the state standards also says that *[Students] will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities.* So, an emphasis on *family* might also be incorporated in the understand goals.

Bringing these concepts and topics together in various statements that can logically complete the stem "students will understand that…" can yield potential understand goals.

Below are example KUD learning goals for a unit or series of lessons on *needs* and *wants*. This is only one possibility. In their own efforts to translate the standards, teachers may generate a set of KUDs that differ.

KUD Learning Goals for Needs and Wants (Kindergarten)

Derived from the Tennessee Academic Standards in Social Studies: Economics

Know Goals

- A *need* is something that humans have to have in order to live and work (e.g., food, clothing, shelter, transportation).
- A *want* is something a person would like to have, but does not need in order to live and work.
- *Money* is coins, paper bills, and checks that people use for buying and selling needs and wants.
- *Ways people make purchases with money:* cash, check, debit card, credit card
- A *job* is work a person does to meet a responsibility at home, at school, or in the community. People can earn money through some jobs.
- *Benefits of saving money*: meeting own needs and wants, meeting others' needs and wants

Understand Goals

- Families have needs, and families have wants.
- Families meet needs and wants by working in jobs and through buying and selling.
- Families balance their needs and wants by making choices about saving and spending money.

Do Goals

- Distinguish between a family's needs and wants.
- Identify and explain how families meet the basic human needs of food, clothing, shelter, and transportation.
- Explain the benefits of a family saving money.
- Explain why people work and recognize different types of jobs, including work done in the home, school, and community.
- Give examples of how family members, friends, and/or acquaintances use money directly or indirectly to make purchases.
- Use words relating to work in writing, drawing, and conversation.

KUDs and Differentiation

What do KUDs have to do with differentiation? One way of thinking about differentiation is providing different routes to the same destination. In planning differentiated lessons and tasks, teachers must focus all learning experiences on the same goals. Otherwise, students are likely to be engaged with work that is *different*, but not *differentiated*. KUDs provide a clear direction for the teacher as he or she

considers various pathways to common goals that students might take. In other words, KUDs are the starting point for planning tasks that are differentiated for readiness, interest, and learning profile.

Many examples featured in the next sections of this handbook show KUD goals aligned to differentiated tasks.

Differentiating for Student Readiness

Uncovering Student Readiness

What is readiness?
Readiness is a student's proximity to the learning goals at a specific point in time (Tomlinson, 2014); it is where the student is relative to where the learning goals say the student should be.

A student's readiness can vary from lesson to lesson, skill to skill, and concept to concept. Readiness is not the same thing as *ability.* Ability implies something more fixed that is used to talk about a student's overall capacity as a learner or in a subject; whereas, readiness is more fluid and progress oriented. Readiness is also more consistent with research on the relationship between a person's beliefs about the nature of intelligence and his/her motivation to learn and persist in the face of challenge. Teachers (and students) who believe that intelligence is subject to change and development are more likely to have a growth mindset than those who do not (Dweck, 2006).

Readiness is one of three sets of student characteristics for which teachers can differentiate content, process, and/or product. The other two—interest and learning profile—are addressed in other parts of this handbook. However, a student's interest and learning profile can influence his or her readiness. That is, when tasks have been differentiated for interest or learning profile, a student may seem more ready than he or she would otherwise.

Note: In the primary grades, readiness sometimes denotes an activity that can be used to get students ready for an upcoming concept or skill. Differentiation for student readiness may do much to get students ready but that use of readiness is not the same use as in this handbook.

How do teachers gauge student readiness?
There are several sources that teachers can use to gauge student readiness:

- **Classroom-based informative assessments.** These are assessments that teachers give at the classroom level to inform their instructional planning and decision making. They are aligned with current or upcoming learning goals and require oral, written, or performance-based responses from students. The teacher knows what the assessment items are and is able to see and make sense of how students responded. Such assessments can be designed by the classroom teacher or can come from other sources (e.g., district curricula). Specifically, **pre-assessments** (given before a unit of study or series of lessons around a specific topic, concept,

or set of skills begins) and **formative assessments** (given during the instructional cycle, to check whether students are grasping the learning goals) are a teacher's most powerful tools for tapping into students' understanding, knowledge, and skill if assessment items are goal-aligned and thoughtfully designed. **Summative assessments** (given at or toward the end of period of study to judge or certify what the student has learned) also yield evidence of student readiness that can be used to inform planning in subsequent lessons or units. These informative assessments are described in further detail with specific strategies and examples in the following sections of this handbook.

- **Results from standardized assessments.** Standardized assessments such as state-level tests and universal screening tools can also provide evidence of student readiness. In Tennessee, the state standardized assessments, called TNReady, are fully aligned to the Tennessee Academic Standards. Students and their families receive detailed individualized reports that show students' strengths, opportunities for growth, and suggested next steps. Teachers receive class roster reports that identify areas where their students exceeded, met, or were below expectations when compared to other students in Tennessee. Teachers also receive standards analysis reports that outline how their students performed on each tested standard. The results from these standardized assessments can give teachers a starting point for discerning student readiness and help them determine what they should informatively assess at the classroom level. You can learn more at TNReady.gov.

- **Prior performance.** A student's performance in a prior grade level, on a prior classroom assessment, or even in a prior unit of study *can* be an indicator of student readiness, but like standardized assessment results and IEP/504 plans, they should point the teacher toward using pre- and formative assessment to uncover *where* the student is relative to learning goals *now*. Because development can follow a bumpy, uneven trajectory (versus a straight and predictable line), prior performance should be interpreted cautiously as evidence of a student's current readiness.

- **IEPs and 504 plans.** IEPs and 504 plans outline instructional accommodations and/or curricular modifications that a teacher makes in response to specific student needs that have implications for how or what the student learns. IEP and 504 plans provide general guidance for responding to specific aspects of student readiness, but they are not a substitute for informatively assessing students against actual lesson and unit learning goals. A student having an IEP or 504 plan does not mean that he or she will necessarily have high or low readiness with certain content or skills.

- **Other student characteristics.** Characteristics such as a student's proficiency with the English language, stability of home life, cultural background, and ability to sustain attention may influence his or her readiness—or how the teacher interprets his or her readiness—but should not be used to characterize or make assumptions about student readiness in the absence of assessment evidence.

Pre-assessment: Gauging Readiness Before Instruction

Summary

Pre-assessment is the process of gathering evidence of students' readiness and interests *prior* to beginning a unit or series of related lessons and then using that evidence to plan instruction that will better meet learners' needs (Doubet & Hockett, 2017). Pre-assessment gives teachers both a big picture view of where a group of students is relative to goals as well as insights about individual students' thinking, skills, and preferences.

Differentiation Connection

Pre-assessment results can reveal what all students have or have not yet learned or grasped, and point the teacher to which area of the pool is best for students to jump in (Tomlinson & Moon, 2013)—which may be in the same place or in different places. The results of a pre-assessment can also give teachers a sense of what lessons in the unit might need to be differentiated for readiness, interest, or learning preference. Pre-assessment should not be used to put students into static readiness groups for the duration of a unit. As a unit progresses, teachers should use formative assessment to inform instructional decisions, including whether and how to differentiate.

Design Guidelines

1. **Identify the learning goals for the unit or series of lessons.** What should students understand, know, and be able to do? Also, consider pre-requisite goals that students at the grade level *should* already know, understand, and be able to do, but might not.

2. **Select goals for pre-assessment.** Select unit learning goals or prerequisite goals for which there is little existing or recent evidence of student readiness. Avoid trying to pre-assess every goal in the unit.

3. **Design pre-assessment items that align with the selected goals.** Use open-ended prompts that aim to capture what students *do* know, understand, and can do (versus what they do not). Use natural, grade-appropriate language and aim for quality over quantity. The idea is not to scare students about upcoming content—or to make them feel badly about not knowing something. Rather, the best items invite students to connect with the content and skills and give them a taste of what they will be learning. Strategies such as those described on the pages that follow can also be helpful in deciding how to frame pre-assessment prompts or questions.

4. **Optional: Pre-assess interest and learning preference.** In addition to items that gauge readiness, pre-assessment can also include items that gauge student interest or learning preferences. Asking students about previous experience with a topic or skill, asking students to rate their interest in particular topics in an upcoming unit, or asking students to express a preference for how they might like to learn unit content are examples of potential items that could be included on a pre-assessment. When students are surveyed *only* for their interest and/or learning preferences, the term survey or inventory is a better descriptor than pre-assessment.

5. **Articulate desired and/or expected responses.** With all assessments, pre-assessment included, be clear and specific about what the correct responses are, as well as what responses are predictable, given the age and characteristics of the students.

6. **Choose delivery, response, and documentation formats.** Pre-assessment can be delivered orally or by reading or displaying prompts, alone or in combination with images and pictures, on paper, with physical materials/manipulatives, or via technology. Delivery can be whole-group, small-group, or individual. Students can respond by speaking, drawing, completing a task, performing, selecting from a set of choices, writing, or using cards, clickers, or other signals. The teacher can gather and document responses using sticky notes, audio-recording responses, taking pictures, or saving responses electronically.

Implementation Guidelines

- **When to give a pre-assessment.** Pre-assessment is most useful when administered in time to analyze the results and make up-front adjustments to unit or lesson plans. Usually, this means several days before a unit begins.

- **What to tell students**. Students of all ages can understand the idea of getting a check-up at the doctor. Consider using this or a similar analogy when first engaging students in pre-assessment, with an emphasis on you trying to find out as much as possible about what students have already learned and experienced so that you can be a better teacher. Having students revisit and rethink their pre-assessment responses is also a way to frame the process around students' growth, versus on their performance.

- **Analyzing the results**. Review/read through student responses and note the general themes and patterns for the class as a whole. Questions to consider include the following:

  - ❑ What do all or many students seem to grasp well, or better than expected?
  - ❑ What do all or many students seem to not yet understand, know, or be able to do?
  - ❑ What do students' responses reveal about their misconceptions or gaps?

- **Planning from the results.** Use the themes and patterns to inform or make revisions to the unit plan or specific lesson plans and tasks. Student responses can provide ideas for lesson hooks or activities (this includes using unidentified student responses in lessons), evidence for which lessons or tasks need to be differentiated for readiness (or interest or learning preference) and which ones do not, and the basis for documenting individual or class growth.

Pre-Assessment Strategy Examples

K-W-L

(Ogle, 1986)

Developed as an active reading strategy, K-W-L builds on students' prior knowledge and current interest in a concept or topic to provide a framework for acquiring information via text or other sources. Students revisit their ideas and questions to consider what they found out. The teacher begins by having students brainstorm what they already **know, or think they know, (K)** about a topic, as well as what they **want to learn (W)** about it. After reading about the topic, students return to the K and the W to discuss what they have **learned (L)** and still want to learn. K-W-L is a pre-assessment of individual students only when used as such. For example, a whole-class K-W-L discussion may give the teacher clues about some students' thinking, but is less helpful for determining how each student is approaching a topic. Individual or small-group interviews, or having students write or draw items in the K and W columns on their own charts, can help capture each child's thinking.

Interviews (Small-Group/Individual)

Small-group and individual interviews are ideal approaches to pre-assessing students. Teacher can pose initial and follow-up questions to probe student understanding and knowledge, as well as the why behind their thinking. Prompts and questions can be more open (e.g., Tell me about your favorite story.) or more closed (e.g., What is the main problem in your favorite story?), more simple (e.g., Name some shapes you know.) or more complex (e.g., How would you describe this triangle to someone who couldn't see it?). Documentation is a key component of interviews, whether written, recorded, or photographed.

Sneak Peak

Sneak Peak is a strategy that builds on students' familiarity with movie or television show previews or trailers. Showing a brief real-life preview from an animated film can help provide context for the strategy. The teacher shares a series of statements with which students can agree or disagree with, based on their current understanding or experiences (e.g., The harder an object is pushed, the faster it moves.). The statements can be displayed and read aloud for student response via color cards, hand signals, numbers, and/or printed on paper. This approach can also include display images related to unit content or skills for students to consider or apply. For example, a teacher shares images taken in different seasons before a weather unit, and asks students to write the name or first letter of the season in the photo.

Performance-Based Task

In a primary classroom, a performance-based task is any task that a student completes that requires a constructed response. Used as pre-assessment, a performance-based task can help teachers better see how a student makes sense of content and ideas, and/or how they apply skills. The task might involve creating, selecting, sorting, comparing, solving, and interpreting. For example, a teacher asks students to make a simple map of the classroom, with an X on the student's own seat/desk. Typically, performance-based tasks also create an opportunity for students to explain their thinking. For

example, students write two numbers between 1 and 10, circle the number that is more, and explain (orally) why they think that number is more.

Pre-Assessment Item Examples

Comparing Numbers Pre-Assessment

Circle the winning team in each baseball game.

4 5 0

9 2 10

YOU decide the score of this game. Circle the winner.

_____

_____

Money Pre-Assessment

Use words or pictures to show what you think!

What is it for?	Where does it come from?

Patterns in Earth's Movement Pre-Assessment

What do you think?	Yes! True.	No! False.	I'm not sure...
The sun rises and sets at the same times every day.			
The moon always looks the same in the sky.			
Summer begins and ends at the same time every year.			
Stars are in the sky during the daytime.			

Fiction & Non-Fiction Pre-Assessment Protocol

(Doubet & Hockett, 2017)

- Provide students with 6-10 children's picture books, both fiction and non-fiction, prior to lessons that define fiction and non-fiction.
- Include non-fiction texts with drawn pictures and fiction texts with photographs, as well as 1-2 biographies.
- Prompt students to look at each book in the stack and decide whether it goes in a pile marked REAL or in a pile marked IMAGINED/MADE-UP.
- If they're not sure, they can leave the book "in between" or name a new pile. Interview students to capture their reasoning.

Weather KWL Pre-Assessment

What Do you KNOW about it?	What do you WANT to know?	What have you LEARNED?
I know that...	I want to know...	I learned that...

Shapes Pre-Assessment Item

Name each shape. Then, be ready to talk with your teacher about how these shapes are similar and different.

Formative Assessment: Gauging Readiness During Instruction

Summary

Formative assessment (sometimes called *ongoing assessment*) is the ongoing process of taking regular and varied snapshots of students' learning during or after a lesson (or series of lessons) to inform next steps in instructional planning (Doubet & Hockett, 2017). Formative assessment can be formal or informal. Formal formative assessment usually involves more planning on the teacher's part, a set time and process for implementation, and formalized documentation of student thinking and skill. Informal formative assessment may involve less teacher preparation, be administered on the go (Tomlinson & Moon, 2013), and invite less formalized documentation.

Differentiation Connection

Formative assessment is the fuel for readiness-based differentiation. Through formative assessment, teachers can see what kind of impact their teaching is having on student learning. At its best, formative assessment captures and reveals the nuances of what students are and are not grasping. By studying the results of formative assessment, teachers are able to better detect patterns in student readiness and decide whether to differentiate a lesson or task in response. For example, a teacher may notice a single overall pattern in student responses. That pattern may align well with the teacher's existing instructional plan, or it might call for adjustments to upcoming lessons. The results may also reveal multiple patterns in student thinking and skill, some of which are significant enough to compel differentiation of content, process, and/or product for student readiness.

Design Guidelines

The process of designing formative assessments is much like designing pre-assessments**.** A key difference between formative assessment and pre-assessment is when in the instructional cycle the assessment is given and what it assumes that students have learned. Formative assessments are also usually limited in scope, focusing on gauging student learning after one or several lessons.

1. **Decide at which points in the unit of study or series of lessons to formatively assess students.** Plan formative assessments by considering the points in a unit or lesson sequence when it is important and necessary to check if students are grasping key ideas and skills. At what points is it most critical to identify misconceptions? Where will students have had practice with skills that are building blocks for next steps? What ideas should be sticking before moving forward? Potentially, every lesson and task can generate evidence of student learning for formatively assessing students. Decide at what points formative assessment should be conducted more formally or intentionally, with analysis of individual students' responses.

2. **Design formative assessment items that align with critical learning goals.** The best formative assessment items have certain characteristics; namely, they:
   - are aligned with important learning goals (KUDs);

- invite application and transfer (versus only memorization);
- require responses that can be evaluated efficiently; and
- reveal both what students are grasping and how well they are grasping it.

Frameworks like *Bloom's Revised Taxonomy* or the *Six Facets of Understanding* (Wiggins & McTighe, 1998) can be useful for generating ideas for prompts that represent various levels of cognition. Strategies such as those described in the next section can also be helpful in deciding how to frame formative assessment prompts or questions. Use a variety of formative assessment items and strategies over the course of a unit to enhance student engagement and offer different ways for students to show what they are learning.

3. **Articulate desired and/or expected responses.** Be clear and specific about what correct responses might look or sound like, as well as what responses are predictable, given how students tend to make sense of and apply the ideas and skills being assessed. Consider, too, what implications the responses might have for instruction. In general, formative assessments that are narrowly focused on single correct answers are not likely to provide information that can drive instruction, including differentiation for readiness.

4. **Choose delivery, response, and documentation formats.** Like pre-assessment, formative assessment can be delivered orally or by reading or displaying prompts, alone or in combination with images and pictures, on paper, with physical materials/manipulatives, or via technology. Delivery can be whole-group, small-group, or individual. Students can respond by speaking, drawing, completing a tasks, performing, selecting from a set of choices, writing, or using cards, clickers, or other signals. The teacher can gather and document responses using sticky notes, audio-recording responses, taking pictures, or saving responses electronically.

Implementation Guidelines

- **When to formatively assess.** Administer formative assessment throughout a unit of study or across a series of lessons at the key points identified in advance, as well as at times that it seems important to check in with students to see if they are getting it. Frequent formative assessment checks keep assumptions at bay by confirming or challenging the teacher's thinking about what and how individual students are learning.

- **What to tell students**. In the primary-grade classroom, many formative assessment opportunities do not need to be announced or labeled as such. In general, it is advisable to make students feel comfortable about showing what they know, with advance preparation or notice for more formalized whole-group or individual formative assessments. Use phrases like check-up or the name of the specific strategy or tool being used to acclimate students to the act and purpose of formative assessment without using the term itself.

- **Analyzing the results**. Review student responses and note the general themes and patterns for the class as a whole. Questions to consider include the following:

- ❑ What do all, many, some, or few students seem to grasp well, or better than expected?
- ❑ What do all, many, some, or few students seem to not yet understand, know, or be able to do?
- ❑ What do groups of or individual students' responses reveal about their misconceptions or gaps?
- ❑ What do the misconceptions or gaps imply or suggest that these students need, instructionally? How can the misconception(s) be corrected and the gap(s) closed?

- **Planning from the results.** When formative assessment points to the need for readiness differentiation, consider using multiple strategies.

Formative Assessment Strategy Examples

Frayer Models

The traditional Frayer Model (sometimes called *Frayer Diagram*) is a four-quadrant table centered on a term, concept, idea, or topic for which students construct a definition characteristics or attributes, and examples and non-examples. The Frayer Model can also be used as a pre-assessment strategy and as a whole-group instructional activity. Example topics include *Community*, *Patterns*, *Triangles*, *Rules and Laws*, and *Habitat*. The categories in each section can be modified to suit the focus.

Concept:_____	
Definition	**Characteristics**
Examples	**Non-Examples**

Entry/Exit Tickets

An entry or exit ticket is a response to stop prompts or questions that students complete at the beginning or at the end of a lesson. Students can write or draw responses on index cards, sticky notes, or full-sized paper, or they can share or record their answers orally.

Quick Quizzes/Check-Ups

In upper-elementary and secondary classrooms, a *quiz* typically refers to a series of assessment items (i.e., prompts, questions) that students respond to on-demand in a single sitting. In primary classrooms, the terms quiz, q*uick quiz,* or c*heck-up* can be used to refer to less formal formative assessment opportunities with fewer items in which students respond orally, in writing, or through a task.

White Boards

White boards can be used anytime during a whole-class or small-group lesson—or in individual conferences—to assess students using one or more prompts, without having to collect responses. They work best when each student has his/her own board and with prompts that require depictions, representations, and/or simple written responses. Students can hold up their boards facing the teacher (or peers) when finished, or keep their boards flat for the teacher (or peers) to see and take note of. The teacher can document responses or respond in the moment with feedback or next-steps.

Sticky Notes

There are two general kinds of sticky notes that can be used in formative assessment: those that the teacher generates and those that students generate.

1. **Teachers** can use sticky notes to make observations during whole class instruction, group work, or as students work individually. These can be notes that track student progress with a skill, where a student is having "a-ha" moments or getting stuck, a strategy or way of learning that seems helpful (or unhelpful) for a student, or peer with whom the student works well (or does not work well). These can be placed and analyzed in file folders for each student, or in class file folders for a particular skill.
2. **Students** can use sticky notes in response to a simple question, prompt, or task, such as, "Make a capital H and a lower-case H. Then, draw something that starts with the letter H," or "Write a question that you still have about how seeds turn into plants." Students put their sticky notes in designated place for the teacher (and/or peers) to analyze.

Stoplight Method

This strategy also uses sticky notes. The teacher posts a paper stoplight (or displays a virtual stoplight on screen/SmartBoard). The red, yellow, and green signals represent different signals. Two versions suitable for primary grades classrooms follow:

<u>Version 1</u>

Students pause before the end of an ongoing task (e.g., writing workshop block, center/stations tasks), write their name on a sticky note, and stick their name on the color that represents where they are in a process. The teacher checks in with students whose names are on the green light before proceeding to red and then yellow students.

- *Red:* I have stopped and need to confer with the teacher.
- *Yellow:* I have a question but can keep working.

- *Green:* I am ready to go on to the next step.

Version 2

The teacher poses a question to which students respond on a sticky note. Students place it on the color that best fits how sure they are about the accuracy of their response.

- *Red*: I am not at all sure of my answer.
- *Yellow:* My answer might be right, but I am not 100% sure.
- *Green:* I am 100% sure my answer is correct.

The teacher reviews the responses and plans for follow-up with the class and/or individual or groups of students.

Concept Sort

A concept sort is a simpler version of concept attainment (Bruner, 1956) that can be used to assess students' understanding of a concept or idea. Students have received instruction around a concept (e.g., patterns) and are asked to physically or virtually sort examples and non-examples into yes and no categories. For example, if students have been learning about color or number patterns, the teacher can mix examples of such patterns with examples that are not patterns and put them in plastic baggies for students to sort into two piles. The teacher can observe students as they sort and prompt students to explain their thinking as they sort or after they complete the sort.

Classroom Response Systems and Online Tools

A variety of student response systems (SRS) and online platforms that use clickers, tablets, or other devices can be used to formatively—and interactively—assess students. Web-based applications that do not require purchasing specialized systems include: PollEverywhere (http://www.polleverywhere.com), GoFormative (http://goformative.com), Padlet (http://www.padlet.com), Plickers (http://www.plickers.com), and Educreations (http://www.educreations.com).

Smiley Face Scale

A smiley face scale is a simple, visually-appealing way for young children to self-assess or express how they are feeling about a topic, concept, or skill. Of course, a student's self-report may or may not be a true reflection of his/her readiness. The goal is not to interpret the student's choice as *the* indicator of readiness, but to let the student's choice and explanation of that choice provide clues about readiness that can focus further assessment and instruction. An example follows:

Circle the face that shows how you are feeling about adding two numbers under ten in your head.

😀 ☺ 😐 😒

Hand Signals

Hand signals can be an efficient way to assess students on the fly. This strategy works best when students are explicitly taught what the signals do and do not mean, and when the teacher has built a classroom culture where students feel safe expressing their comfort level. Potential signals include:

- **Thumb Check:** Thumbs up (I get it!), thumbs sideways (I am not sure), thumbs down (I do not get it.)
- **Windshield Check** (Tomlinson & Moon, 2013): Hand up if your windshield is *clear, buggy, covered with mud.*
- **Weather Report:** Show with your finger in the air if you are experiencing sunny skies, a few clouds, fog and smog.

<u>Formative Assessment Item Examples</u>

This section provides examples of prompts, questions, or tasks that could be used to formatively assess students. Items can be delivered on their own, alongside other items, and/or via one the formative assessment strategies described above. Note that these questions and prompts ask students to *transfer* what they have learned, versus repeat memorized facts.

Alike and Different

We have been learning about how plants and animals are alike and different.

- Name one thing that plants can do that animals cannot.
- Name one thing that animals can do that plants cannot.
- How are plants and animals connected? Give two examples.

Important Things*

*derived from *The Important Book* by Margaret Wise Brown, which can be used as a read-aloud to introduce this prompt.

Some important things about [e.g., consumers and producers; adding and subtracting is numbers] are _____ and _____. But the MOST important thing about it/them is….

That Reminds Me…

The way that [waves move] reminds me of how _____ [move]. It reminds me of this because….

True or False?

Is this equation true or false?

8 = 5 + 2 It's_____.

How do you know?

1 'n' 1

1 thing I l**earned** about severe weather is that….

1 thing I'm still **wondering** about severe weather is….

Lunch Time

At lunch, your friend says, *The President is in charge of the whole United States.* What would you say to her, based on what your learned today?

Show or Tell

- Draw, show, or tell the difference between these words: *walk, march, strut, prance.*
- What part of speech are these words?
- Give another word that means almost the same thing as *walk*.

Super Sleuth!

You have a shorter straw and a longer straw. Be a super sleuth and find

- one object that is shorter than the shorter straw,
- one object that is longer than the longer straw, and
- one object that is in between the lengths of the two straws.

General Strategies for Differentiating for Student Readiness

This table summarizes some of the ways that teachers can adjust content, process, and product to differentiate for student readiness.

	Strategy	Example Teacher Talk
Content *The information, ideas, and skills that students will take in or grapple with in order to reach the learning goals.*	• Providing texts, resources, or websites at different reading levels, levels of complexity, or levels of abstraction around the same concept, theme, or topic • Providing audio/visual supports for taking in text or other information. • Posing situations, problems, or dilemmas that vary by complexity, skill mastery, or background knowledge required • Pairing key academic vocabulary with native-language equivalents or visual cues • Modeling or demonstrating • Working with content/skills that are pre-requisite to targeted content/skills • Varying the time allotted to take in/learn content	• *We're all going to read another text about ow seeds turn into plants. Some of us will study* The Tiny Seed *and some of us will study* A Seed is Sleepy*. At the end of the week, you will be sharing what you learned with someone who read the other book.* • *Go to the listening station to hear the book read aloud again—this time, by the author. Pay special attention to what makes the character change his mind.* • *Some of you will responds to a list of questions that your parents might ask you when you tell them you are learning about animal habitats. Others of you will be looking at a list of things that a know-it-all neighbor says to you about animal habitats and decide if she is right.* • *Notice on the Consumers and Producers word wall that each word has an image to help you read the word and remember what it means.*

	Strategy	Example Teacher Talk
		• *Come over to the rug for a short lesson on how to remember difference between different kinds of coins (e.g., penny, nickel, dime…).* • *Before starting our research, let us go over some text features of informational books and sources.* • *We will not all be doing the same things with measurement at the same time or in the same ways, but everyone will be using measuring tools and working with our class task of redesigning the book area.*
Process *The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills.*	• Giving tiered questions/organizers (same idea, different phrasing or emphasis, more/less support) • Increasing/decreasing the facets of a task • Increasing/decreasing the degree of scaffolding for a task • Working more/less like an expert, practitioner, or professional • Using icons and visuals to support taking in and processing information • Providing models of work at different levels of complexity • Asking students to see content through a certain focus or lens	• *I want Partner 1 to listen for what Frog thinks about what makes seeds grow* [more difficult to discern]*, and Partner 2 to listen for what Toad thinks about how seeds grow* [less difficult to discern]. • *Scan the QR code on your desk to go to the Padlet I have created for this task. There are three different versions with different steps, depending on what you are working on. I will come around to make sure you scanned the right one.* • *There are more peer editing checklists in the folders by the white board.* • *In this article, identify the **problem** that is described, the **cause of** the problem, and the possible **solution** to the problem.* • *Let us practice some single-digit addition and subtraction facts before you play the dice game.* • *Since you four have some experience with using the iPad to take pictures, I want you to first watch this short video on how to take pictures like a real photographer and see if you can try some of the ideas when you start.* • *Use the icon card you have been given to focus your reading/listening on that assigned concept/idea/ question.* • *I am going to give you a student model of a how-to booklet that is a good fit for your writing goals.* • *Use your assigned Looking Lens (e.g., Detective, Defender, Matchmaker, Fortune-Teller) to focus your reading of the story.*
Product *How students demonstrate and extend what they know,*	• Varying the audience for the product (from closer to student experience/more familiar to further from student experience/less familiar)	• *I will be helping you choose an audience for your product. Everyone needs a real audience, whether it is your peers in this class, Principal Adams, or visitors to the ecology center.*

	Strategy	Example Teacher Talk
understand, and can do as a result of a unit or series of lessons.	• Varying the demands or sophistication of the product • Having varied arrangements for working on a product • Giving more or fewer less check-in dates and chunks in progress of completing task • Providing more or fewer givens or knowns (models/examples, resources, guidelines)	• *Here is the list of traits we decided a strong product should have. On your own, come up with one other trait you want your product to have. It might be something that you will need some help with!* • *For this group, I want you to try to mimic the pattern in the folktale we read as you write your own folktale. I am not going to remind you what it is, but you can go back and read/listen to the story if you would like.* • *We will work on our "Community Superhero Saves the Day!" stories during writer's workshop and during free choice time. You can also sign up to work on it during lunchtime this week or next week.* • *Ally, Jamal, and Tina, as you write your opinion letter, try to think about what someone who disagrees with you might say. Use the phrase "Some people might say_____, but I say _____" to help.* • *I will be conferencing with each of you to make a schedule for completing your social studies project. We can decide together how many times you think you want me to check in with you.*

<u>Readiness Strategy</u>: Graphic Organizers

Strategy Summary

Graphic organizers are visual displays that show how concepts, ideas, or facts are connected or related. They are useful for helping students organize their thinking as they gather or make sense of information. Widely-used examples include t-charts, Venn diagrams, Frayer diagrams, concept maps and webs, K-W-L charts, and fishbone models. Graphic organizers can be used in whole-class instruction, small-group instruction, group or partner activities, or individual work.

Differentiation Connection

Graphic organizers are scaffolds for student thinking and processing. By providing ways to visualize and classify information, graphic organizers help students see connections, explore relationships, and clarify misconceptions. In this way, the use of a graphic organizer—even if it is the same organizer with all students—might be viewed as a form of differentiation. Graphic organizers can also be tiered by altering the nature or number of facets on the organizer, making points of comparison more or less complex, or changing the content focus (Doubet & Hockett, 2017).

Differentiation of Content	Differentiation of Process	Differentiation of Content and Process
• Students use the same graphic organizer but access resources or information that varies by reading level, complexity, or abstraction. • Students use the same graphic organizer but the question or focus driving the organizer is differentiated for readiness (e.g., more and less complex topics).	• Students use different graphic organizers wherein the process represented (e.g., compare/contrast, problem/solution, cause/effect, sequencing) is adjusted to be more or less complex. • Students use different graphic organizers that emphasize different processes around similar content (e.g., comparing and contrasting historical events vs. sequencing historical events).	• Students access content differentiated for readiness using graphic organizers that are tiered for readiness.

Design Guidelines

1. Choose or design the graphic organizer that matches the content and learning goals. The organizer should aid comprehension and make processing information more efficient than would be possible without the organizer.
2. Frame the organizer with a guiding question or focus. Be mindful of the purpose of using the organizer (e.g., using a Venn diagram to compare and contrast animal structures and their functions).
3. Remember that completing a graphic organizer is a means to an end, not an end itself. What will students do with the information? How or to what will they transfer it? This might include or involve asking students to draw conclusions, post questions, make predictions, or use their learning in a specific task.

Implementation Guidelines

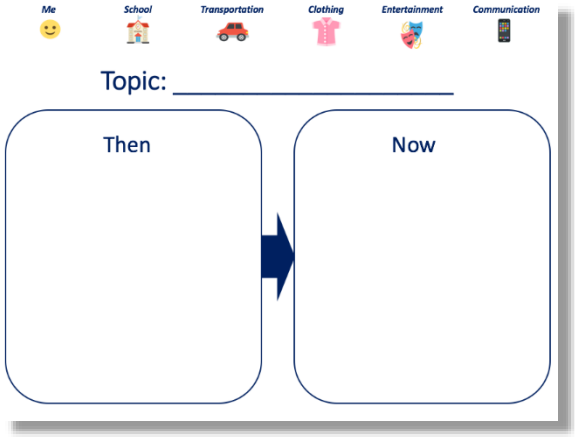
☑ Model how to use the organizer. In the process, emphasize the content and thinking skills being used (versus the kind of organizer being used).

☑ If students use graphic organizers to take in differentiated content or use different organizers that have been tiered for readiness, make sure they have a chance to come together (in groups or as a whole class) around a common question (e.g., What did we learn about how animal parts are similar and different?).

Graphic Organizer Examples

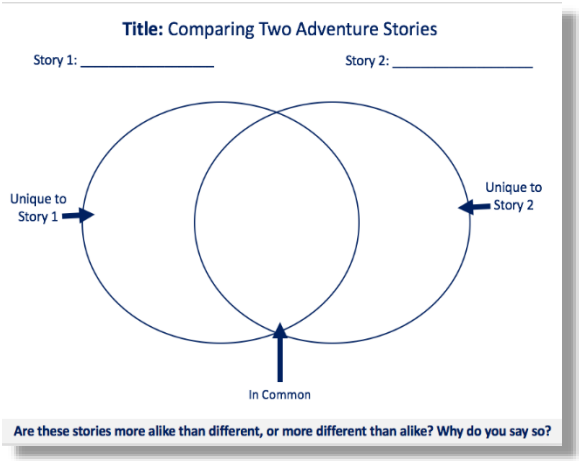
Compare/Contrast

Subject: History
Related Standards: History K.24, 1.36, 1.38



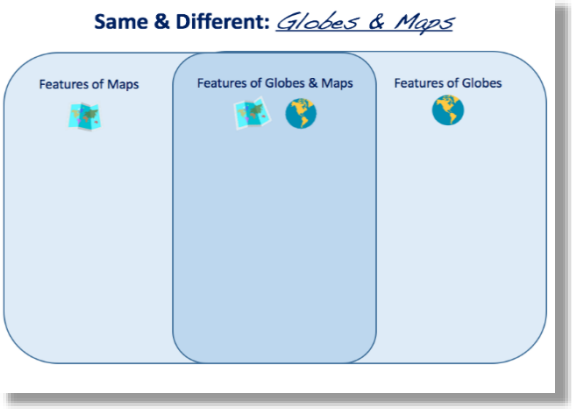
This organizer can be used with primary sources to compare and contrast life in the past and life now using words or drawings. The teacher or students circle the icon that represents the focus and write the word in the topic line. *Then* and *Now* can be substituted with *In the Past* and *Today, When I Was Little* and *Now, in first grade,* or similar variations. Whether completed as a class, with a partner, or independently, students can use the information from one or more organizer to write their own sentence about historical similarities and differences.

Subject: Reading
Related Standards: RL K.9, RL 1.9



A Venn diagram can help students visualize what is unique and common to two or more things. In this example, students have read two adventure stories and work with a teacher model, with teacher support, with a partner, or independently to identify similarities and differences. This organizer could also bring together students or groups of who have read different stories. Students answer the question at the bottom in discussion or in writing on the backside.

Subject: Geography
Related Standards: Geo K.12, 1.12, 1.24, 2.13
This is a Venn diagram designed with shapes that allow more room for drawing or writing (by teacher or students).



Charts like these can be used in whole-class and small-group instruction and jigsaw activities. Other standards-related topics for comparison include rock types, habitats, genres, historical figures and events, and measurement tools. Completing the organizer is not the goal; it is a stepping stone to drawing conclusions and transferring the information to a new task.

Subject: Reading Folktales
Related Standards: RL 2.1-2.3, 2.7, 2.9

Story Elements	 *Interstellar Cinderella*	 *The Rough-Face Girl*	 *Yeh-Shen*	 *Domitila*
Setting *Where & when the story takes place*				
Traits of Main Character *Looks, Personality Hopes/Desires*				
Problem *Obstacles or troubles that the main character faces*				
Solution *How the problem is solved*				
Central Message *Main point, big idea, or lesson that the author wants the reader to take away from the story*				

Subject: Social Studies
Related Standards: Geo 2.19

U.S. Regions	Climate	Physical Features	Population
Southeast			
Northeast			
Great Plains			
Southwest			
Pacific Northwest			

These two organizers use a strategy called *The Matrix* (as described in Doubet & Hockett, 2017). Things to be compared for comparison are arranged in the same order across the top and along the left side. Where the item meets with itself, students identify something that is true for that thing but not the other three things. Where two items meet, students identify something that is true for those items only. Primary teachers should consider teaching the spatial orientation by starting with a blank organizer and adding each item and the corresponding information (with student input) to model.

Subject: Geometry
Related Standards: K.G.A-B., 1.G.A

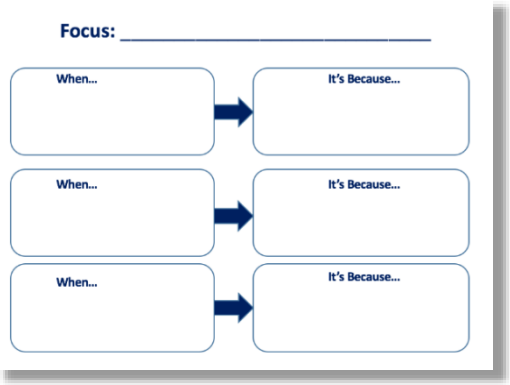
All of these shapes...	▲	■	▬	●
▲	*Unique to this shape*	*Shared trait*	*Shared trait*	*Shared trait*
■	*Shared trait*	*Unique to this shape*	*Shared trait*	*Shared trait*
▬	*Shared trait*	*Shared trait*	*Unique to this shape*	*Shared trait*
●	*Shared trait*	*Shared trait*	*Shared trait*	*Unique to this shape*

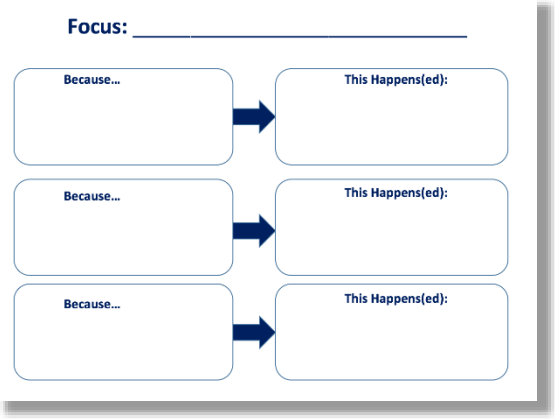
Subject: Science
Related Standards: K.LS.1.2, 2.LS.1.2

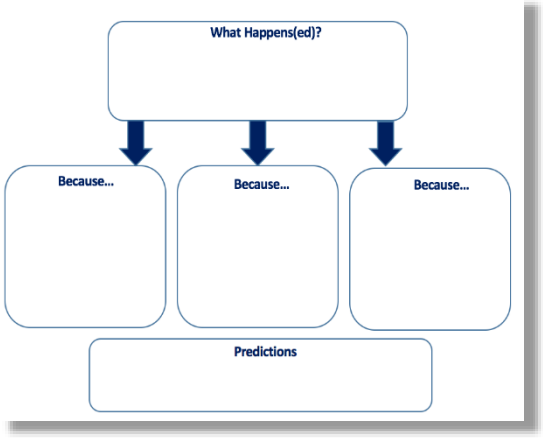
What do they all have in common?	Octopus 	Ray 	Shark 	Whale 
Octopus 	*Unique to this animal*	*Shared trait*	*Shared trait*	*Shared trait*
Ray 	*Shared trait*	*Unique to this animal*	*Shared trait*	*Shared trait*
Shark 	*Shared trait*	*Shared trait*	*Unique to this animal*	*Shared trait*
Whale 	*Shared trait*	*Shared trait*	*Shared trait*	*Unique to this animal*

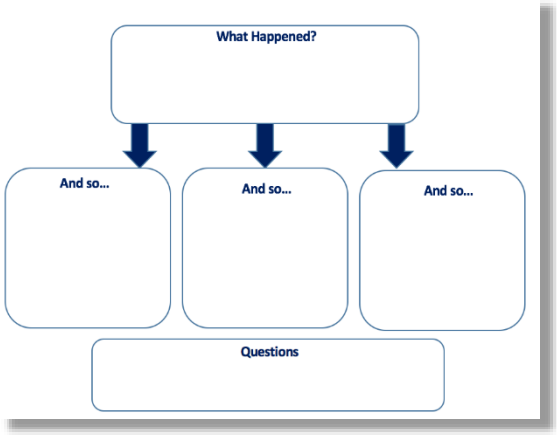
Cause/Effect

Organizers like these can be used to teach the concepts of cause and effect in the context of events in a fictional or biographical story, consequences of following or breaking rules, a scientific process or phenomenon, or a historical event. The examples below are arranged from less complex to more complex. Teachers may choose to substitute the terms *If…Then…* or *Cause…Effect….*





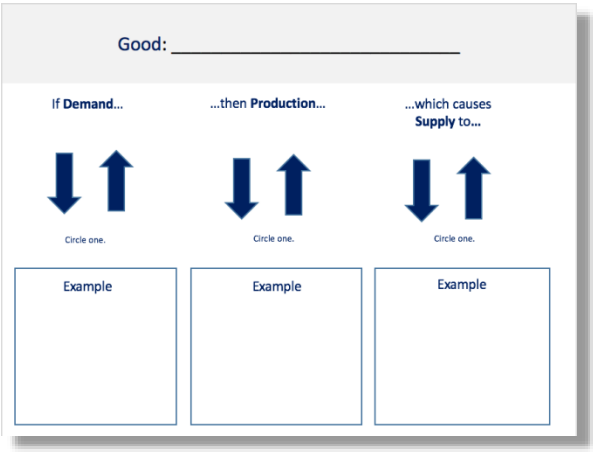




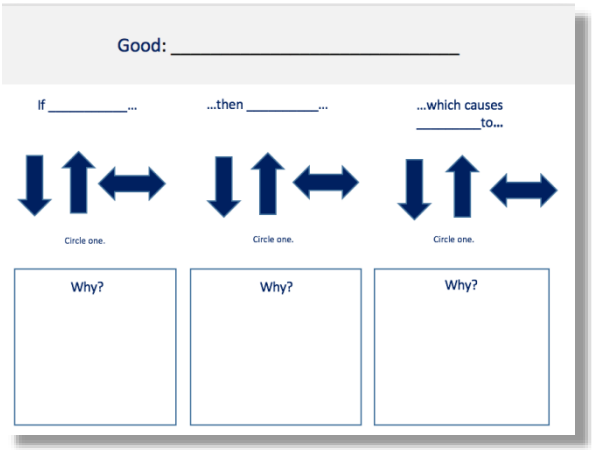
Subject: Social Studies
Related Standards: Economics 2.9

This organizer is designed for processing cause-effect relationship between supply, demand, and production. After modeling the organizer with a particular good (e.g., a popular toy), students choose or are assigned another good with which to show and explain the relationship. The Tier 2 organizer is more advanced because the key concepts are not in a predetermined order, it includes a stays the same arrow option, and the student explain reasons in the context of the example.

Tier 1



Tier 2

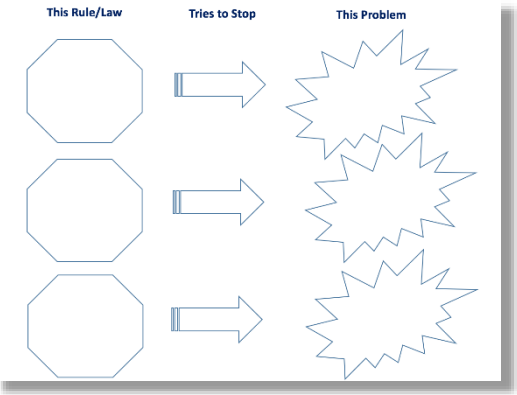


Problem/Solution

Subject: Social Studies

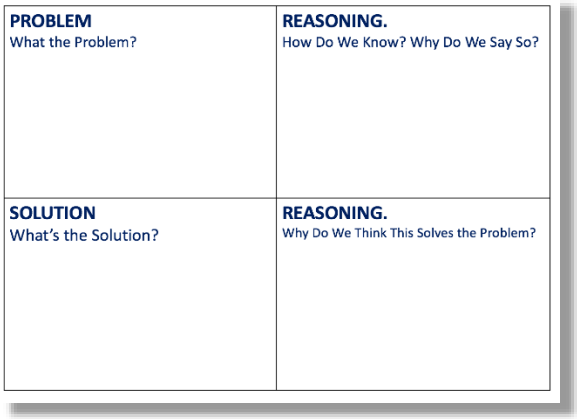
Related Standards: Govt. K.21, 1.21, 1.33, 2.27

In a discussion or exploration of rules or laws (classroom, community, state, federal), this organizer uses simple graphics to help students think about purpose



Subject: Various

This organizer can be used to support opinion writing, story discussion, analysis of an informational text, article, or speech, science- or technology-related problem, or current issue.



PROBLEM What the Problem?	**REASONING.** How Do We Know? Why Do We Say So?
SOLUTION What's the Solution?	**REASONING.** Why Do We Think This Solves the Problem?

<u>Readiness Strategy</u>: Tiered Tasks

Strategy Summary

Tiered tasks are activities that are aligned with the same learning goals but vary by level of complexity, abstractness, open-endedness, or degree of independence (Tomlinson, 2014). They can include tiered questions, prompts, organizers, or complex tasks. Tiered tasks give all students access to important learning goals, honor all students' need for challenging and engaging tasks, and help equalize the time it takes students to complete tasks.

Differentiation Connection

Tasks that are tiered are differentiated for student *readiness* and can involve adjustments to content, process, or product. Tiered tasks can be designed around general learning progressions in a content area or skill, and/or around recent pre- or formative assessment results that are closely connected to learning goals. There is no set or ideal number of tiers; there may be two or there may be five, depending on patterns in student readiness.

Design Guidelines

Creating tiered tasks is a higher-prep strategy that involves a multi-step process. In effect, the teacher uses the same ingredients to make different meals that are both nutritious (help students grow and learn) and delicious (appeal to and engage students).

1. **Begin with a clear sense of the learning goals.** Identify the concepts, principles, insights, knowledge, and skills that should hold the tiered activities together.

2. **Consider the range of student readiness.** This should be informed by recent assessment evidence—as well as other characteristics like reading/writing skills, language development, strengths, learning preferences, etc. Standards and learning progressions can also provide concrete guidance for where students should be, ideally.

3. **Design the most advanced activity first.** It should be interesting, high-level, focused on the learning goals, and involve a stretch that is just beyond what you think students might be able to do with a bit of support. The activity could be one that students complete with a partner or in a group or one that they work on independently.

4. **Replicate and tweak the activity.** Create a version of the activity that is aligned with the same learning goals and closely approximates it. Consider ways to adjust the materials students use or access, how they process information, how they express what they are learning, and how close the experience is to a familiar experience. Match the activity to student readiness. Develop more activities as needed. Tomlinson's Equalizer (2014) is a useful visual and thinking tool for adjusting tasks.

5. **Do a respect check.** Doubet & Hockett (2017) suggest evaluating tiered activities (and all differentiated tasks) with the key criteria to make sure they are respectfully differentiated (Tomlinson, 2014). The activities should:
    - ❑ be aligned with the same learning goals and with one another;
    - ❑ be equally interesting, appealing, and engaging from the students' perspectives;
    - ❑ ask all students to work at high levels of thought;
    - ❑ mimic what people and professionals in the real world do or how they think;
    - ❑ represent a wise use of students' time; and
    - ❑ be comparable in terms of workload and time required for completion.

Remember: The differences between various tiered tasks are primarily *qualitative*, not quantitative. Tiering is *not* simply giving some students more and other students less (e.g., five problems to solve versus one problem to solve).

6. **Plan for degree of independence.** Plan tiered tasks with the goal of *all* students working at some degree of independence. This means that directions (oral or written) are clear, supported by text, visuals, models, or audio recordings as appropriate. Avoid designing a task that requires a student/group of students to work with the teacher for the duration of the task. Rather, design all tasks so that students can complete components without needing the teacher. Also consider ways to make sure that all students have a chance to receive support and encouragement from the teacher.

Implementation Guidelines

- ☑ **Using tiered tasks in a lesson**. Think of the implementation of tiered activities like going down a ski hill. Skiers begin at the top of the hill and start to go down it together. They diverge by path and then meet up again at the bottom of the hill. In the same way, tiered activities should have a common launch before students are assigned and work on various tasks. Bring students back together to share ideas (e.g., around a common question or purpose), both to honor what each student was engaged in and bring closure to the lesson.

- ☑ **Student choice and tiered tasks.** As a general rule, tiered tasks—and tasks that are differentiated for student readiness—should be assigned by the teacher rather than left to student choice. The rationale is simple: differentiation for readiness is aimed at helping students grow (in skill, in understanding) from where they are. What it takes for one student to grow is different from what it takes for another student to grow. But, that growth should not be left to chance—which is what giving students a choice between tasks differentiated for readiness can do. There *may* be times when the teacher gives a choice between or among tiered tasks in order to see what students will choose. In those cases, the teacher should make sure that no student ends up with a task that is below his/her readiness level.

Tiered Tasks Examples

Examples of tiered tasks are also featured on the following pages of this handbook.

- *Cause and Effect Graphic Organizers*
- Tiered ThinkDots for *Shapes and Their Attributes*
- The two-star tasks in the *Super Stars Word Work Contract* are arranged from more concrete to more sophisticated. (The tasks could also be more or less advanced depending on the words with which the student is working.)

Topic: Math Reasoning (Finding Mistakes) **Grade Level:** K-2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Terms and procedures for specific problem types	• Solving problems means making sense of problems.	• Make sense of problems and persevere in solving them. (MP 1) • Construct viable arguments and critique the reasoning of others. (MP 3) • Discuss and articulate mathematical ideas. (LS-MP 3)

Context: The tasks can be used with math content that requires problem-solving. (They can also be applied to finding errors in other kinds of examples and student work in other content areas.) Tasks can presented in small-group instruction, or for students to complete with a partner or independently. It is not necessary to use all three tasks. The content of each task can by differentiated by problem type or level. The word mistake can be substituted for error, if desired.

Less Scaffolding ⟷ **More Scaffolding**

Teacher presents 1–3 problems that have been solved by another student. The student has to decide whether or not there are mistakes in the work. The student corrects any mistakes and explains how he/she knew there were (or were not) mistakes.	Teacher presents 1–3 problems that have been solved by another student. Teacher shares how many mistakes there are, but the student has to find and correct the mistakes independently, and then explain how he/she knew what the mistakes were.	Teacher presents 1–3 problems that have been solved by another student but that have mistakes. Student uses oral or written teacher-provided questions that are tailored to the problem type to guide students through the process of finding and fixing the mistakes.

Topic: Life Cycle of Plants **Grade Level:** 1 or 2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Plant parts (structures): *roots, stems, leaves, flowers, fruits* • Functions of plant parts • Plants need air, sunlight, water, nutrients, and a place to root and shoot to grow and thrive.	• Plants grow and change in cycles that involve different processes. • The structures of a plant have specific functions. • Plants depend on their environment and other living things to meet their needs where they live.	• Gather information from different texts/sources on related topics. • Recognize the structure of plants and describe the function of the parts. • Identify how plants depend on their environment to survive.

Context: Students can work with these tasks as a part of small-group instruction, with a partner, or independently. They use the same text, but the text could be differentiated by type for readiness, interest, or learning preference. Also, the same application of tiering that is illustrated here can be applied to other content (e.g., giving text-dependent claims for students to accept or reject as supported by evidence, or posing text-dependent questions to answer with the text.)

More Advanced ⟷ **Less Advanced**

Know-It-All Neighbor

This is a list of things that your know-it-all neighbor has said to you about plants. Based on the information in *From Seed to Plant* by Gail Gibbons, is your friend right or wrong (or both)? Be sure to explain your reasoning with information from the book!

- *Most plants come from seeds.*
- *All plants have flowers.*
- *All seeds come from flowers.*
- *A flower and a plant are the same thing.*
- *There are different ways a flower can be pollinated.*
- *Seeds can move by themselves from one place to another.*
- *All seeds become plants.*

Pesky Parent

Your mom/dad has started asking a LOT of questions about what you're learning in school. S/he knows you're learning about plants, so you need to be prepared! Use *From Seed to Plant* by Gail Gibbons to answer the questions s/he will probably ask.

- Where do plants come from? How do they start?
- What is the difference between a flower and a plant?
- How do seeds start to grow? (What do they need to start to grow?)
- What are some ways that seeds can be pollinated?
- What keeps a seed safe? What protects it?
- How do seeds travel? How do they get from one place to another?

Come Together: Students look at the last page of the book and decide which fact about plants is the most interesting to them. Then, they meet with a peer who completed the other task and share their fact, as well as something they learned about plants that they will share with a real friend or a parent.

Topic: Characterization **Grade Level:** K-2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Characters* can be described in terms of how they look, think, feel, and act.	• Characters in a story have traits that are easy to see, and traits that are not-so-easy to see. • Skilled readers use the words *and* the pictures to figure out what characters are like.	• Describe characters in a story, using key details.

Context: Students can work with these tasks as a part of small-group instruction, with a partner, or independently. All students can analyze the same character from the same story, different characters from the same story, or different characters from different stories.

More Abstract, Harder to Infer ⟷ **More Concrete, Easier to Infer**

Draw [or use] a picture of the character. Explain or show [in writing, orally]: • **Clues** the author gives about what the character is like (remember, clues are not what the author or pictures say directly…they ar more hidden). • The character's **true motives.** • The **author's bottom line** about the character Your teacher can help you with where and how to show these things in the picture.	Draw [or use] a picture of the character. Explain or show [in writing, orally]: • **Connections** between what the character looks like and what the character says or does. • How the character **feels about the problem** in the story. • What the character most likely **wants the reader to know** about him/her. Your teacher can help you with where and how to show these things in the picture.	Draw [or use] a picture of the character. Explain or show [in writing, orally]: • Things that the character **says or does** in the story**.** • Three words that describe the character's **personality**. • The **most important thing** to know about the character. Your teacher can help you with where and how to show these things in the picture.

Come Together: In mixed-task (and/or mixed character) groups, students share their annotated drawings and discuss how their characters (or their responses) are similar or different before participating in a whole-class synthesis discussion.

Adapted from Carol Ann Tomlinson.

Readiness Strategy: ThinkDots

Strategy Summary

Developed by Kay Brimijoin (as cited in Tomlinson, 2004), ThinkDots is a strategy for processing or discussing ideas, or experimenting with skills, in whole- or small-group format. The teacher designs six questions, prompts, or tasks related to a common topic, labeling each one with dots that correspond with the sides of a die.

Differentiation Connection

ThinkDots can be used in a differentiated *or* undifferentiated (but still interactive) way. If all students see and use the same questions around the same content or skills, with the roll of a die deciding which question is answered (and by whom), the teacher is not necessarily using ThinkDots to differentiate for readiness; however, ThinkDots can be used to differentiate for readiness in at least three ways:

Differentiation of Content	Differentiation of Process	Differentiation of Content and Process
Students use the same ThinkDots to process/discuss different information (e.g., stories, articles, media) that varies by complexity or reading level.	Students use different sets of ThinkDots, each with questions/prompts that have been tiered for readiness but aligned with common goals.	Students use different sets of ThinkDots with tiered questions/prompts to process/discuss different information.

Design Guidelines

1. Select the content, concept(s), text, or skills on which the ThinkDots will focus.

2. Use learning goals or standards to guide the design of ThinkDots prompts or use an existing framework to generate ideas (e.g., Bloom's Revised Taxonomy, The Six Facets of Understanding, DeBono's Six Thinking Hats). Icons or pictures can be used in place of or to scaffold text. All prompts should be goal-aligned and compel students to *think*.

3. If designing sets of *tiered* ThinkDots, make sure the prompts are aligned between the sets. For example, if there is a question about the problem in the story on one set of ThinkDots, then there should also be a question about the problem in the story on the other set.

Implementation Guidelines

- ☑ **How to Use ThinkDots.** There are several ways that ThinkDots can be presented and used.

  - **Project the 2 x 3 ThinkDots grid on a screen.** Use the prompts in a whole-class discussion with a different student coming up to roll a die (physically or virtually). Alternatively, put students in partners or small groups, give each group a die.
  - **Copy the grid on 8 ½ x 11 paper.** Use in teacher-led or independent small groups. Students use a die to take turns answering questions or roll the die to divide the questions for individual think time before convening to discuss their responses.
  - **Print ThinkDots cards on cardstock.** Cut into six hole-punched cards and secure on a loose leaf ring. Store each one in a plastic bag with a die. Use in teacher-led or independent groups. Students use a die to take turns answering questions or roll the die to divide the questions for individual think time before convening to discuss their responses.

- ☑ **When to Use ThinkDots.** ThinkDots can be used to hook students into a topic, structure whole- or small-group discussion or skill practice, or to review concepts. For young children, ThinkDots can be used to divide roles or tasks around a specific purpose (see *Observing with the Five Senses* example).

ThinkDots Examples

Topic: Observing with the Five Senses **Grade Level:** K
Related Standards: K.PS.1, K.LS1, K.ETS1.1-2

Context
These ThinkDots focus on developing students' scientific observation skills with an emphasis on using all five senses. They can be modeled and used in whole-class instruction, in small groups, or (when students have gained practice) in partnerships or trios. The focus of observation can be teacher-selected or gathered by students (e.g., on a nature walk) and vary by readiness or interest.

TOUCH IT!	**SMELL IT!**	**SEE IT!**
		
What does it feel like? Is it rough? Is it smooth? Why does it feel like this?	Does it have a smell? What does it smell like? Does it smell good or bad? What do you think makes it smell?	How does it look? What colors does it have? What shape is it? What are the parts? What do you think the parts do?
		

TASTE IT!*	HEAR IT!	YOUR CHOICE
**Only if your teacher says it is okay!* Lick or taste it. What does it taste like? Is it sweet? Sour? Salty? Bitter? Does it smell like it tastes?	Does it make any noise by itself? What kind of noise? Make some noise with it! (Be careful not to break or hurt it!) What noise can you make? Why does it make that noise?	Describe how this looks, feels, tastes, smells, or sounds. Try not to use its name!

Developed with Kristina Doubet.

Topic: Analyzing a Historical Image **Grade Level:** 1–2

Related Standards: History 1.37-1.38, 2.40

Context

These ThinkDots can be used with a photograph, painting, or drawing that depicts moments, people, and events from the past or present in a whole-class or small-group setting. Images can vary by complexity to differentiate for readiness, or students can select images based on interest.

People and Things	Moments and Events	Time and Place
Who and **what** is in the picture? What people, animals, objects, buildings, parts of nature do you see? What's clear? What is not so clear?	What is **happening** in this picture? Is it a **special event/moment** or an **ordinary event/moment**? Why do you say so?	**Where** was this picture taken? *Indoors or outdoors? In a city, small town, or country? In the U.S.?* **When** was it taken (drawn, painted)? What time of year and day?
Before and After	**Same and Different**	**Questions and Wonderings**
What might have happened **before and after** the picture was taken (drawn, painted)? What are the clues or hints?	What in the picture seems the **same** as today—or, the same as where we live? What in the picture seems **different**?	What **questions** do you have about this picture? What does this picture make you **wonder**?

Topic: Problem-Solving **Grade Level:** 2

Related Standards: Standards for Mathematical Practice 1, 2, 3, 4, and 7

Context

These ThinkDots focus on engaging with mathematical practices standards. They can be modeled and used in whole-class instruction, in small-group instruction, or in partnerships or trios. Students can solve the problem before or as they engage with prompts, or use the prompts to engage with a problem that has been solved (incorrectly or correctly) and presented to them. Problems can be differentiated for student readiness.

Think about the strategy for solving this problem. How else could you use this same strategy (in math, in real life)? 	How sure are you that the solution to this problem is correct (e.g., very sure, kind of sure, not sure at all)? What would make you surer? 	Show and tell another way to solve this problem. Which way is better: your first way or your second way? Why? 
Does the solution make sense? Convince us that it does (or does not). 	Make a diagram or picture-model that shows the problem and solution. 	How could you help someone else solve this problem without solving it for him/her? What hint or clue could you give? Why would this be helpful? 

Topic: Shapes and their Attributes **Grade Level:** 1–2

Related Standards: 1.G.A.1–3, 2.1.A.1–3

Context

These ThinkDots are aligned with grades 1 and 2 standards, respectively. Students can be given shapes or select from a set of shapes. To differentiate process for readiness, both sets can be used simultaneously. Grade 1 tasks can be used for grade 2 students with lower readiness; grade 2 tasks can be used for grade 1 students with higher readiness.

Describe It	**Compare It**	**Analyze It**
Describe the attributes of this shape: • **color** • number of **sides** • number of **vertices** • **size** • **orientation** (how its placed) Which attributes define the shape? (Grade 1) Name this shape. Describe what attributes make it this shape. Focus on angles and sides. (Grade 2)	Compare this shape to another shape. • What color is each one? • Which one has more sides? • Which one has more vertices? • Which one is bigger? • How is each one turned? (Grade 1) Compare this shape to another shape. How are they similar and different in their size, angles, and sides? (Grade 2)	Analyze this shape to figure out what *new* shapes can you make from this shape? You can use a pencil, scissors, or just your mind. (Grade 1) Analyze this shape. Can it be partitioned into rows and columns of the same-sized squares? If YES, do it and count the number of squares. If NO, explain why it is not possible. (Grade 2)
Combine It Connect this shape and one to two other shapes to make a new shape. Describe the attributes of each new shape. (Grade 1) Connect this shape and another shape. How many angles and sides does the new shape have? Is it the same shape or a different shape? How do you know? (Grade 2)	**Create It** Draw a two-dimensional shape that has attributes that are similar to this shape. (Remember, *similar* does not mean *same*.) Describe the attributes of the new shape. (Grade 1) Draw shapes that have the following attributes: _____ (Grade 2)	**Partition It** Partition the shape into 2 equal shares, then 4 equal shares. Describe the parts and the whole using the correct math vocabulary. (Grade 1) Make 2, 3, and 4 equal shares of this. Remember that equal shares of the same whole do not need to have the same shape! Describe the parts and the whole using the correct math vocabulary. (Grade 2)

<u>Readiness Strategy</u>: Role Cards
Looking/Listening Lenses & Discussion Duties (Doubet & Hockett, 2017)

Strategy Summary
Role cards give students a specific job or responsibility for reading a text, completing a task, or participating in a group. The teacher can assign each student a role or let students choose, depending on the lesson goals and purpose. Two kinds of role cards are l*ooking/listening lenses* and d*iscussion duties*, each of which can be used in either whole-class or small-group activities. Looking lenses can be used to read and discuss fiction or non-fiction text or to watch and listen to a live speaker or video content. In the primary grades, discussion duties are aimed at teaching students how to participate in a group dialogue.

Differentiation Connection
Both looking lenses and discussion duties can be used to build students' thinking, reading, speaking, and listening skills. Note that each set of role cards uses role names that are student-friendly and imply that the role is substantive and important.

Differentiation of Content	Differentiation of Process	Differentiation of Content and Process
• Students use looking lenses or discussion duties in small groups to process and/or discuss texts, videos, ideas, etc. that differ by reading level, abstraction, complexity, etc. • Teacher tiers content within each looking lens such that there are two or more versions of each lens.	• Teacher assigns looking lenses or discussion duties according to student readiness, matching students either with a role that matches an area of strength *or* an area of weakness.	• Students use looking lenses or discussion duties to process and/or discuss texts, videos, ideas, etc. that are differentiated for readiness and are in a role that has been tiered for readiness and/or assigned based on readiness.

Design and Implementation Guidelines
- Begin with a central idea, key question, or understanding goal for all students to grapple with or arrive at as a result of using the lenses.
- Derive the prompts for each lens from this idea, question, or goal. Keep in mind the fit between the content (materials) and each lens, using only the lenses that are a good fit or make sense.
- Use listening/looking lenses first in whole-group or small-group instruction and model the purpose of each one. In such lessons, all students can first apply the same lens; subsequent lessons can introduce additional lenses.

- Have students meet in similar-lens partnerships to briefly share their thoughts relative to their prompt before participating in mixed-role discussion.

Fortune-Teller  Look for clues or hints that might help us make predictions about:	**Match-Maker**  Find connections between _____ and _____ Help us see how they are both alike and different from each other.
Detective  Capture the scenes, moments, passages, or dialogue that best help us understand.	**Defender**  Agree or disagree? _____ Gather evidence to support your opinion.

Doubet & Hockett (2017) ©ASCD. Used with permission.

Discussion Duties

- Use discussion duties first in whole-group or small-group instruction and to model the purpose each one. A fishbowl model or concentric circles structure can also be used to introduce and model the duties.
- Have students come up with names, roles, and soundbites for duties.

Bring Up Ideas	Listen Respectfully	Stay on Topic
• "One thought I had was…" • "Another idea is…" • "What do you [the group] think about…?"	• "I agree because…" • "I disagree because…" • "I heard you say_____. That connects to what _____said because _____."	• "Does that relate to what we are discussing?" • "I think we're off topic." • "Let's get back to our point."
Ask for More Details	**Give Examples**	**Think About Our Understanding**
• "What do you mean by that?" • "Could you give me another example?" • "I think I see your point. Can you say more?"	• "On page ___, it says…. I think that shows…" • "What do you think the author means by…?" • "This part is powerful because…"	• "Are we lost?" • "Does this make sense to everyone?" • "What questions do we have?"

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<u>Readiness Strategy</u>: Stations

Strategy Summary

Stations are a structure for managing and organizing instruction and tasks, differentiated or not. The teacher sets up different spots in the classroom with specific learning activities, tasks, or teacher-led instruction where students work simultaneously. Stations can be temporary (for a single lesson) or ongoing (as part of a standing routine). They are useful for piquing interest in or giving students a tour of a new topic, engaging students in skill practice, providing teacher-led instruction and feedback in small groups, addressing a large amount of content in a short time, managing limited resources, *and* giving students a chance to move. Implemented well, stations provide flexibility for both the teacher and students and can support the development of student independence and ownership for learning. Stations are especially well-suited to co-taught classrooms and classrooms with push-in specialist support. ***<u>Note</u>: In this handbook, stations are different from centers.***

Differentiation Connection

For stations to be a vehicle for differentiation, they must be used as such. If all students go to all stations and complete the same tasks (or interact with peers or the teacher in the same way), they might be interactive and purposeful but not differentiated. In other words, stations are not inherently a strategy for differentiation per se. It is how teachers use stations that *can be* differentiated. There are several approaches to leveraging stations for readiness-based differentiation. These adjustments also apply to using stations to support interest and learning profile differentiation or to support a combination of common learning experiences and experiences that are differentiated for readiness, interest, and learning profile.

Differentiation of Content	Differentiation of Process	Differentiation of Product
• Tasks at the same or different stations have content elements that are differentiated for readiness. • The content focus of instruction at teacher-led stations is differentiated for readiness.	• Students visit only the stations on their schedule/rotation, which are matched to readiness. (Not all students need to go to the same stations.) • Students spend different amounts of time at assigned stations. • The task(s) at or between stations have process elements that are differentiated for readiness. • The process focus of instruction at teacher-led stations is differentiated for readiness.	• Students rotate into stations to work on product-oriented tasks that are differentiated for readiness. • Teachers plan station tasks that help students complete a product that has been differentiated for readiness. • All students are working on the same product and visit different stations to refine aspects of their product according to their progress toward completion.

Design Guidelines

To plan stations, teachers consider:

- ❑ The goal, focus, or driving question behind the stations.
- ❑ Station tasks
  - What students will do
  - How they will do it
  - With whom they will do it
  - How they will know what to do
  - The degree of independence with which students will work
- ❑ Station materials
  - What students will need at the station in order to complete the task
- ❑ Station rotation/assignment

- Which station(s) students will go to
- How students will know which station(s) to go to and when

❑ Station transitions
- How students will move between stations, including the route and length of time

Implementation Guidelines

☑ **Timeline.** Be sure to match station tasks with time allotments and deadlines for completion. This can be tricky at first and will involve some trial and error.

☑ **Introducing stations.** For stations that will be used as an ongoing routine, introduce and model each station. In primary-grades classrooms, this may involve introducing one station at a time, over the course of several weeks, and/or having all students work on a particular kind of station task at one time to get them used to the kind of work they will encounter at the station.

☑ **Station focus and number.** The number and focus of stations should be manageable and meaningful for both the teacher(s) and the students. Exercise caution in using a station to introduce something brand new. In general, stations that require students to work with peers or independently are more successful when students have been primed or had experience with the content and/or kind of task they will be working on. Two exceptions are stations as hooks and stations that are teacher-led.

☑ **Stations and choice.** The teacher can assign students to a station rotation or schedule, can allow students to choose which stations to visit (and/or when to visit them), or can orchestrate a combination of teacher-choice and student-choice options. For stations or tasks that are targeted to specific student readiness needs, exercise caution in giving students choices that might result in doing a task that is not a good fit or in opting out of a key task altogether.

Readiness Strategy: Agendas

Strategy Summary

An agenda (Tomlinson, 2014) is a personalized list of tasks for a particular student or group of students to be completed in a set timeframe. Two to three weeks is typical, but the timeframe may be shorter in primary-grades classrooms. Agendas mimic and model a structure for how tasks are completed in real world situations (e.g., workplace, household). The teacher determines agenda tasks, which are guided primarily by evidence of student readiness but can include interest and learning profile-based tasks or provisions. Students work on agendas during set times, such as a dedicated block during the week, as an anchor activity, or as a part of a stations rotation. The teacher decides what tasks a student will complete, and with whom (if applicable), but the student decides the order of completion for at least some tasks.

Differentiation Connection

Agendas are a strategy that can be used to differentiate content, process, or product for readiness. Although student interest and learning profile can also be addressed in agendas, student readiness is the overarching driver of agenda design.

Differentiation of Content	Differentiation of Process	Differentiation of Product
• Content within agenda tasks is adjusted for student readiness (e.g., by complexity, abstraction, degree of independence required). • Agendas can be designed to address content across different subject areas.	• Process within agenda tasks is adjusted for student readiness (by complexity, abstraction, degree of independence required). • Students decide when and in what order to complete some or all tasks, within a given timeframe.	• Products within agenda tasks are adjusted for student readiness (by complexity, abstraction, degree of independence required).

Design Guidelines

- Design two or more sets of agendas that respond to patterns among student readiness needs (versus designing 25 different agendas). Regardless of the number of agendas designed, those agendas can have elements that are the same and elements that are differentiated.
- In elementary classrooms, agendas can incorporate content and tasks from different subjects; they do not need to be limited to math, reading, science, etc.
- Unlike many other strategies for differentiation, different agendas do not necessarily need to be aligned with the same learning goals (KUDs). Students can be working on different tasks targeted toward different goals that *they* need to be working on.
- Use a student-friendly template to plan an agenda. Incorporate pictures/icons to aid memory and reinforce task type.

Implementation Guidelines

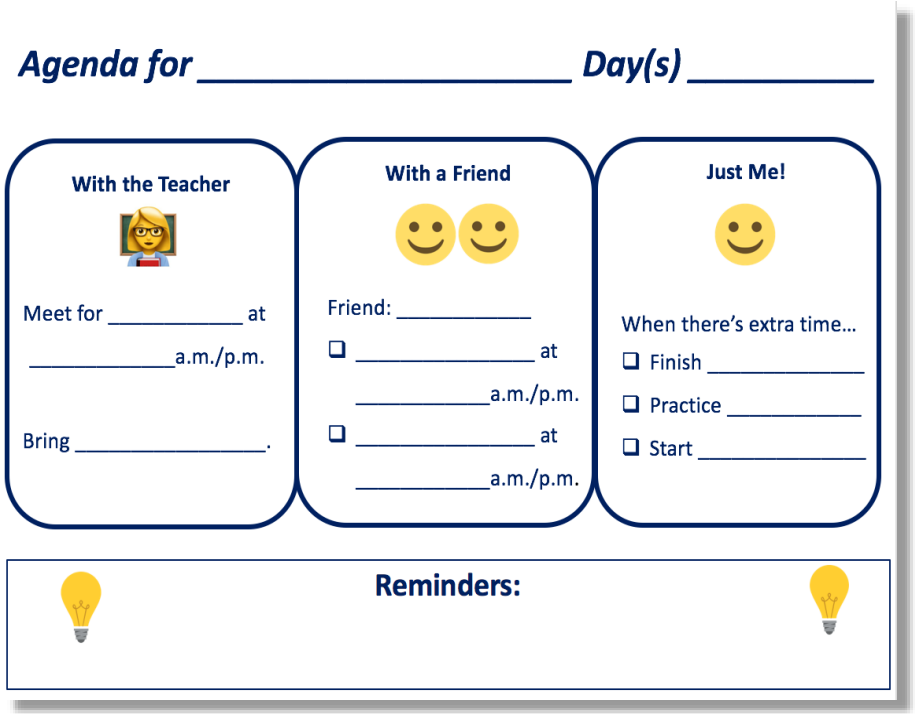
- ☑ **How to introduce/launch.** Teach the word agenda using schedule or to-do list as synonyms. Discuss with students what they think any agenda should include or do, including what happens when someone does not get through an agenda.
- ☑ **Building capacity for agenda work.** Before using agendas to differentiate, teach the structure and spirit by having all students complete the *same* agenda. Agenda tasks can be simpler at first—and require less stamina—and then build to more complex, higher-stamina tasks with each implementation.
- ☑ **When to use.** Agendas can be used at the beginning of a unit or series of lessons or after the teacher has had a chance to formatively assess students and gauge their progress. Agendas can help structure days/times when students are in different places in terms of what they need to work on. Agendas can also be used during station rotations and while the teacher is working with small groups or individual students.

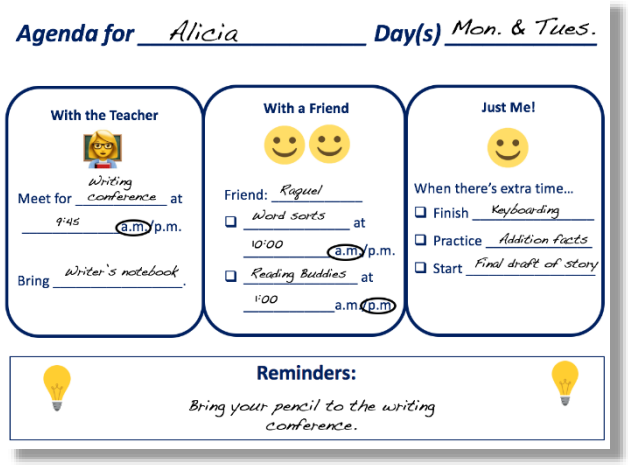
☑ **Agendas and choice.** By design, agendas do *not* give students choice about which tasks to complete.

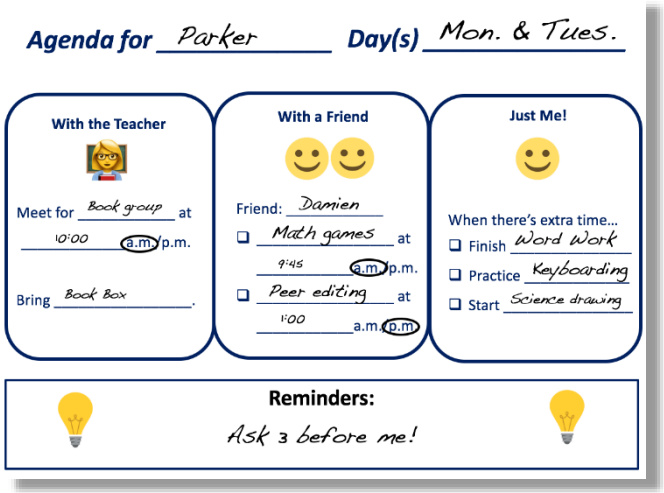
Agenda Examples

Grade Level: 1–2

This agenda is designed to use over the course of one or more days in a week, across subjects and task types. The three sections (With the Teacher, With a Friend, Just Me!) can be adapted to other grouping arrangements, and not all sections need to apply to all students. The agenda can be filled in by the teacher, the student (based on teacher directions), or both.



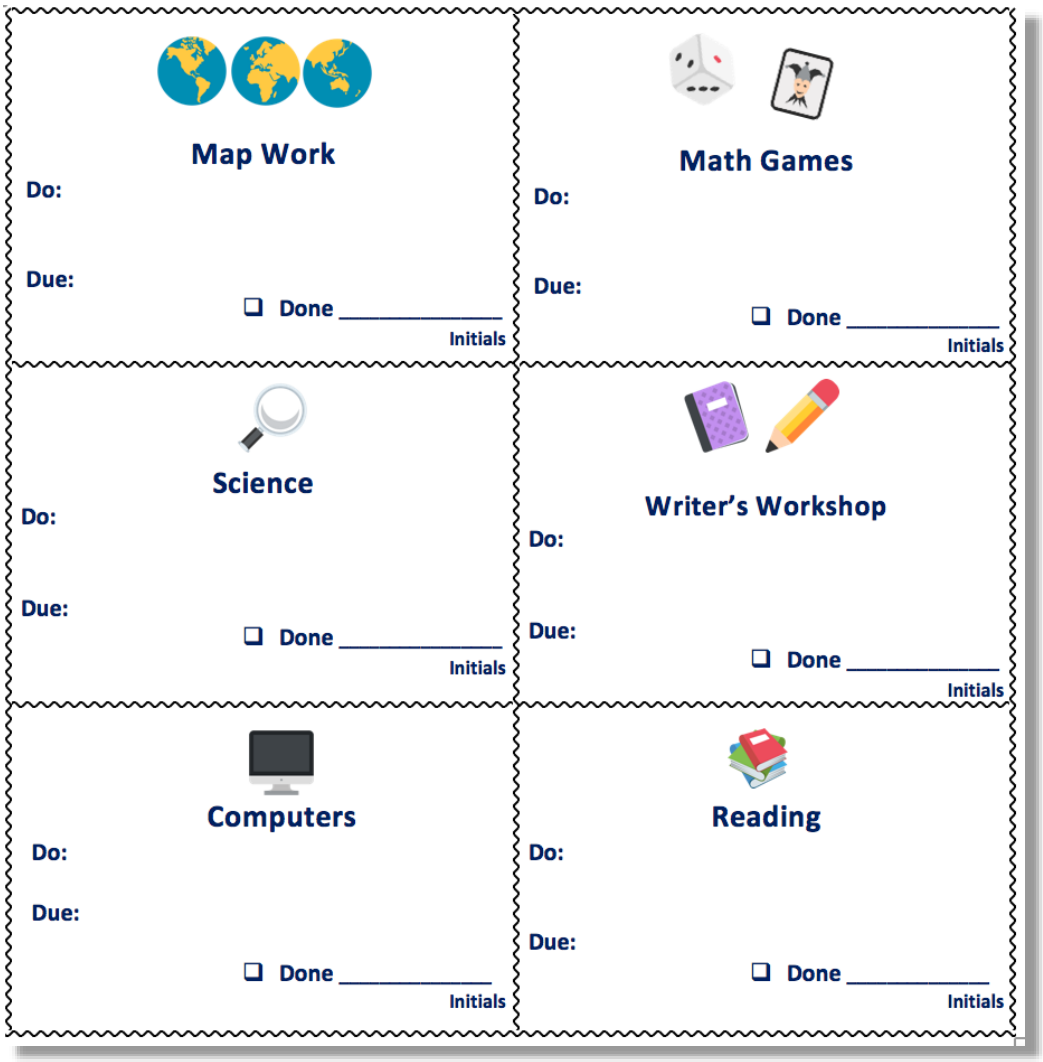




Agenda Cards

Grade Level: K–2

In this template, the teacher plans tasks for individual of groups of students that will be given one or two at a time on cards. The cards include the general focus and reinforcing icon (both of which can be modified for classroom/student need), as well as what the task is and by when it should be completed. (Do and Due can be used to teach homophones, or substituted with Do and By). Teachers can use the same agenda with the whole class by projecting it on a screen, beginning with one to two tasks and progressing to more over time. For management, students can sticky note or initial when they are done with given tasks. Cards can be laminated for re-use.



<u>Readiness Strategy</u>: Learning Contracts

Strategy Summary

A learning contract is a negotiated agreement between the teacher and the student. The teacher designs the contract, but the student has freedom (within guidelines) about what tasks to complete and/or when and/or where. Contracts are a strategy for long-term work over days or weeks (versus a strategy for a single lesson). Designed well, contracts are a student-centered way of organizing content time and content in a unit of study.

Differentiation Connection

Learning contracts are a strategy that can be used to differentiate content, process, or product for readiness. Contracts *can* incorporate or involve interest and learning profile differentiation. In this handbook, learning menus and choice boards are viewed as sister strategies to learning contracts but focus primarily on interest and learning profile differentiation.

Differentiation of Content	Differentiation of Process	Differentiation of Product
• Content within contract options is adjusted for student readiness (e.g., by complexity, abstraction, degree of independence required). • Students decide which tasks to complete, within parameters. • Teacher can design more than one contract that is tiered for readiness so that not all students make choices from the same contract.	• Process within contract options is adjusted for student readiness (by complexity, abstraction, degree of independence required). • Students decide when to complete tasks, within a given timeframe. • Students have choices about the conditions under which to complete the tasks.	• Products within contract tasks are adjusted for student readiness (by complexity, abstraction, degree of independence required).

Design Guidelines

1. **Identify the purpose of the contract.** The purpose might be more general, or it may be aligned with specific KUD goals.

2. **Use a template or framework to guide the structure of learning contract tasks.**

3. **Design substantive tasks**. All learning contract tasks should require the use or transfer of knowledge and skills in meaningful context. Aim for quality over quantity. Contract tasks can be simpler at first—and require less stamina—and build to more complex, higher-stamina tasks with each implementation. If there will be tiered contracts, make sure the contracts are aligned and meet the criteria for respectfully differentiated tasks.

4. **Consider required and choice-based elements of the contract.** What will be required and what will be left to student choice? Consider choice in what will be learned, how content will be applied, and how content will be expressed.

5. **Specify contract terms.** This includes where, when, how, and for how long students will work on the contract; criteria for quality completion of tasks; and a place for the teacher and the student to sign their names. Note: In the primary grades, not all contract terms need to be *in*

writing, but students should be made aware of the terms in some way (e.g., orally, via conferring, with whole-class reminders).

Implementation Guidelines

- ☑ **How to introduce/launch.** Teach the word contract, with an emphasis on it being an agreement between two or more people. Discuss with students what they think any contract should include or do, including what should happen when someone does not follow through on the contract.
- ☑ **When to use.** Contracts can be used for organizing sense-making activities, partner and individual tasks, as ongoing work, or with summative tasks. Like agendas, contracts can be used during station rotations or otherwise to free the teacher to work with small groups or individual students.

Learning Contracts Examples

The two examples that follow (Letter Work Contract for Kindergarten and the Super Stars Word Study Contract for Grade 2) use ELA content but can be viewed as templates or structures for delivering and managing tasks in any topic, skill, or subject. Teachers read and guide students through the contract options and terms.

Letter Work Contract for Kindergarten

- Draw a mouth on each face to show how much you like the task.
- Choose TWO tasks to do. Show your choices by giving those faces hair or hats!

Be an artist! Draw pictures of things that begin with your letter. Start by thinking about people you know, animals, and characters from books and shows.

Be an actor! Act out words that begin with your letter. Include some action words, if you can! When you act, your friends will guess the word.

Be a detective! Find things in our classroom that start with your letter. Write the letter on a sticky note and put it on the thing.

Be a teacher! Look at your letter in the picture dictionary. Say out loud what you think the picture is. Tell your teacher which ones you're not sure about. Share ideas for pictures you think are missing.

I will work on my tasks...
____in the book area.
____on the rug.
____at my table.

I will work...
__by myself.
__with a friend.

I will complete these tasks by....

I will work hard and do my best! **Your Name** _____

I will help you do your best! **Teacher** _____

Super Stars Word Work Contract (Teacher Version)

Congratulations on finishing your word sort! Your teacher will help you choose three words from your sort. Then, you will choose FIVE STARS' WORTH of tasks to do. You must do at least ONE one-star and one two-star task. Check the boxes to show your choices!

- ❑ Write each word in **colored letters** in your notebook using markers, crayons, or colored pencils. Use one color for consonants and another color for vowels.
- ❑ Make each word using the **magnetic letters**. Then, try to make a silly sentence that uses all of the words.
- ❑ Do the **Dice Race** activity with your words. When you are finished, tell your teacher which word won 1st, 2nd, and 3rd place. Just for fun: come up with an idea for a prize for the 1st place word. The prize should make sense with what the word means.

- ❑ **Take pictures** of each word in action or at work in the classroom. Ask permission before you take a picture of a classmate!
- ❑ **Choose a picture** from the folder. Use the words to write a five-senses description of what you see OR use the words to make up a very short story inspired by this picture. (Your story can be in cartoon frames, if you would like!)
- ❑ What fictional character (from a book, a movie, a show) would use these words? Use the **speech balloon** template to write what they would say. You can have the same character use all three words, or different characters for different words.
- ❑ Decide if each word is a **superhero** or a **villain.** Does the word do good or do bad? (Or, it depends?) Use the tablet to record your video or audio explanations.

TOTAL STARS: _____

Due on:

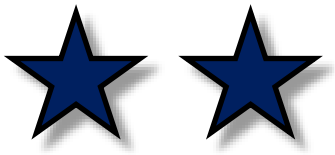
Monday	Tuesday	Wednesday	Thursday	Friday

_____ _____

Student **Teacher**

Super Stars Word Work Contract (Student Version)

Congratulations on finishing your word sorts! Your teacher will help you choose three words from your sort. Then, you will choose FIVE STARS' WORTH of tasks to do. You must do at least ONE one-star and one two-star task. Check the boxes to show your choices**!**



Colored Letters

❑ **Magnetic Letters**

❑ **Dice Race**

Take Pictures

❑ **Write from Pictures**

❑ **Character Speech Balloons**

❑ **Superhero or Villain?**

TOTAL STARS: _____

Due on:

Monday	Tuesday	Wednesday	Thursday	Friday

_____ _____

Student **Teacher**

<u>Readiness Strategy</u>: Small-Group Instruction (SGI)

Strategy Summary

Small-Group Instruction (SGI) is a widely-used strategy among primary-grades teachers for addressing differences in student readiness—and for giving students more individualized attention and instruction that whole-group instruction affords. With SGI, the teacher brings together groups of two to eight students at a designated place in the classroom for a specific purpose and set amount of time (e.g., from 10-20 minutes). Often (but not always) the purpose is connected to student readiness. Ideally, groups formed on the basis of readiness are driven by informal or formal assessment evidence. Groups can be heterogeneous or homogenous. Homogeneous groups might comprise students who are struggling with content, ideas, or skills; lack pre-requisite knowledge; have misconceptions; are English language learners; or have advanced readiness. SGI can be led by a classroom teacher or a specialist.

Differentiation Connection

SGI can be used for a full range of lessons and tasks that adjust content, process, or product for student readiness. If all students meet in small groups for instruction around the same lesson, that use of SGI is not *best* characterized as differentiation—although those conditions may aid student readiness and provide opportunities to formatively assess students. Within readiness-based SGI, teachers can focus on one or more of the following:

- Differentiated reading instruction and support
- Re-teaching or reviewing key concepts and skills
- Modeling
- Giving feedback
- Engaging students in focused or supervised practice
- Clarifying misunderstandings
- Providing enrichment or extension

SGI is most powerful when teachers use it with all students and for a variety of instructional purposes—not just with students who evidence lower-readiness in a skill. Note that SGI can be used for purposes other than readiness-based differentiation. For example, the teacher can form groups and design SGI lessons or tasks on the basis of shared interest (in a certain picture book, in a historical figure, in a product option) or learning preference (seeing a video, learning from additional models, being guided through a process).

Design and Implementation Guidelines

There is no one model for designing small-group instruction, but there are some general principles for planning SGI interactions and tasks that are important in differentiated classrooms. For all small groups, high-quality SGI differentiated for student readiness:

- is aligned with standards and learning goals;
- uses formative assessment to drive flexible grouping composition;
- incorporates opportunities for students in the small group to interact with one another (not only with the teacher);
- enhances student participation, engagement, and focus; and
- builds student knowledge, understanding, and skill *as well* as independence.

Opt-In Small-Group Instruction (Doubet & Hockett, 2017)

Opt-in for small-group instruction is another approach that affords flexibility in the differentiated classroom. The teacher announces or advertises opportunities using language, such as “Boys and girls, I’ve been noticing that there is still a little confusion about how to end your story. If you have not finished your ending or you think your ending could be better, come to the rug in five minutes,” or “Friends, some of you were asking about numbers less than zero. If you are interested in learning more about that, write your initials on the board.” The teacher can also urge certain students to opt-in. Practiced well and alongside more traditional (but flexible) approaches, the opt-in strategy can help destigmatize small-group instruction and itself be a formative assessment of readiness.

Differentiating for Student Interest

What is interest?

Interest refers to the passions, kinships, and affinities that can motivate a student to learn (Tomlinson, 2014). In a differentiated classroom, leveraging students' interests is one secret to making learning both more cognitively and affectively engaging and more joyful. While not every interest that students have or develop has equal potential as a basis for differentiated tasks, most interests can be connected to required content and skills in some way or at some point in the year. Educational psychologists make a distinction between two kinds of interest: personal interest and situational interest.

Personal Interest

Personal interests are interests that the student brings to the classroom. They are activated from inside the student, but they can be initiated or stoked by the interests of parents and friends or events and experiences. Personal interests are developed over time and are largely beyond the teacher's control to steward or grow, unless the interest is directly related to content. But, teachers *can* design rich, authentic learning experiences and tasks that build on or connect to students' personal interests. Examples include video games, a fictional character or world, a collection of something, animals, sports, hobbies, music, etc. Note that a student's personal interests are not the same as personal tastes. For example, if a student's favorite color is red and she loves eating pizza that is not the same as the student having an interest in collecting red hair bows and having a passion for learning about and making different kinds of pizzas.

There are *patterns* in personal interests that often hold true within a particular age range. This does not mean that every child in a grade level holds these interests, but rather that a teacher can usually count on a good number of students having the interest and the interest having general appeal for most students in a class. For example, many primary-grades learners are interested in animals/pets, zoos, cartoons, playing outside, fictional characters, holidays, the seasons, weather, plants, technology, and space.

The geography, values, and context of the community or region where students live influence patterns in student interest. For instance, there are likely some predictable distinctions between children who live in rural areas and children who live in urban areas. Cultural background and socioeconomic status can also influence the interests that students develop. Although teachers should interpret patterns with these and other factors in mind, the idea is not to stereotype or pigeonhole students by interest—or to assume a student is or is not interested in something based on their age, locale, experiences, or heritage. Rather, the spirit is to understand that *all* students have personal and situational interests, some of which may be very different from those the teacher might consider typical.

How do Teachers Uncover Personal Interest?

The tasks, prompts, and inventories below can be used to discover students' personal interests at the beginning of the year and as students develop new interests throughout the year.

List or read topics and interests. Have students circle smiley faces to show their level of interest. *OR* Put topics and interests on pieces of paper in baggies, and ask students to choose a certain number that sound like things they like to do or want to learn more about.	Implement a star student of the day format as an ongoing routine for discovering interest and engaging students in core skills practice, like Kimberly Laurance does in her classroom here.	Use all or parts of If I Ran the School, which asks students to select ten topics that they would choose to learn if they ran the school. Topics can be reduced and/or read aloud for younger students to circle.
The Primary Interest-A-Lyzer (J.S. Renzulli & Mary Rizza) is a lengthier inventory that can be administered orally or in stages, and from which individual items can be excerpted or adapted.	"Do you collect anything? If so, what? If not, what is something you might like to collect? Why?"	Have students fold a large piece of paper into quadrants to list, show, or tell about four kinds of favorite things: (1) favorite game to play, (2) favorite show/movie to watch, (3) favorite place to go, and (4) favorite memory (favorite thing to remember about).
"Imagine you are going fishing in a magic pond. There are no fish, but when you put your fishing pole in, you can pull out a thing that you love or want. What would you 'fish' for?" *I would fish for….*	"Look at the bookshelf and make a wish. *I wish there were a book about*_____."	"Divide this [circle, square, triangle, puzzle piece] into as many pieces as you'd like to show some things that you like to do. You can use words and/or pictures."
"Imagine that it is Saturday morning! What are you doing? Watching cartoons? (Which ones?) Doing an activity? Sleeping in? Write or draw about it." OR "What would be your best day EVER?"	"Tell or show the story of your weekend. What are some things you did? Where did you go? Who did you see? What was the most fun thing that happened? Is there anything you *wish* you would have done?"	Have students capture their interests as snapshots from an album or movie about themselves: *When I was little, I liked…./Now that I am in [kindergarten] I like….*
"What are some things you like to do?" Further prompt around sports, music,	"What do you want to be when you grow up? Why? What do you think it is like to be a _____? What do	Pretend you are having a party! It could be a birthday party or a "just because" party. Where would you like the party to be?

community activities, local sites, travel, hobbies, etc.	you think that person does all day? What makes that sound interesting to you?"	What would the theme of the party be? (Your favorite character or movie show? A sport?) Also, what would you give as a party favor to your guests? Try to think of something that shows what YOU like.

Finding Patterns in Students' Personal Interests

After gathering information about students' personal interests, take time to examine both individual students' preferences and the patterns of the class as a whole. This can take pressure off of feeling like every interest warrants an individualized instructional response.

A sample process follows:

1. **Gather and assemble student interest data.**
2. **Read through the responses.** Do not yet categorize them in any way. Take note of any interests that are particularly unique, unexpected, or surprising.
3. **Categorize the data.** Use sticky notes (or another method) to create categories that make sense. Aim to collapse interests, and note interests that are difficult to categorize or that fit into multiple categories. Separate the interests from individual students.
4. **Aggregate the results**. List the categories. Which categories are similar and could be grouped together? Which categories seem similar on the surface but are nuanced enough to be divided into separate categories?
5. **Depict the results.** Use a graph, table, or other helpful visual to see the relative number and nature of the interests. Share this depiction with the class; elicit their observations and questions.
6. **Brainstorm connections.** Consider upcoming curricular topics. Record potential connections between those topics and the categories of students' personal interests. Note ideas for collaborative and individual tasks that build on interests.

<u>Situational Interest</u>

Situational interests are interests that arise in response to or as a result of a situation. Situational interests are activated by the environment and are spontaneous or in the moment. They can develop into personal interests over time. Teachers create situational interest when they plan and implement tasks with intriguing, choice-based elements. For example, teachers can create situational interest by letting students choose an animal to research, asking students to express an opinion about a book they enjoy, allowing students to play a role in a skit, or selecting a real-world context for solving a problem.

How do teachers uncover (and create) situational interest?

These example prompts can be used orally or in writing, on pre-assessments, or entry/exit tickets to discover situational interest as related to upcoming or current content.

"Soon, we will be learning about plants. Which topics about plants sound the most interesting to you? Circle your two favorites." OR "What are some things you hope we learn about or do in our unit on plants?"	"Those are the three task choices for tomorrow. On the index card, write the number of the task you are most interested in doing."	"What was the most interesting thing you learned about [George Washington]? What are you still wondering about [him]?"
"Draw a face that shows how you are feeling feel about this topic right now. Be ready to explain why you made the face."	"We will be creating and acting out number story skits. Where would you like the story you work on to take place?" ____*in our classroom* ____*at a store* ____*at a birthday party* ____*in a zoo* _____*I have another idea….*	"We have been learning about persuading people through writing. Who is someone you would like to persuade? What would you like to persuade that person to do or think?"

Responding to Student Interest

There are numerous general ways to respond to student interest. For example:

- ❑ **Connect students who share interests with one another.** In real life, interests are often the seeds of relationships. But even students who share the same classroom for the school year will not necessarily discover commonalities on their own. Find opportunities—during instruction or in down times (e.g., standing in line at the drinking foundation)—to tell students that they share an interest. Maybe two students take gymnastics, a handful love trains, or several love to draw. Use small moments to draw attention to interest-based connections, using questions to encourage students to chat briefly about the interest (e.g., "Rowan and Max, did you know you are both hockey fans? Who are your favorite players?"). Sharing a depiction or graph of reported student interests can also be a launch point to foster student-to-student connections.

- ❑ **Show how curricular content is related to general or specific personal interests.** Many interests can be connected to what students are learning. While it is rarely necessary to connect *every* student interest to the topic or skill under study, one to three relevant and meaningful connections that all or many students can relate to can increase engagement and help students make better sense of what they are learning. For example, "Let us think of all the places on the playground where we can see pushes or pulls."

- ❑ **Use interests as a basis for "random" and intentional grouping.** Shared personal or situational interests can be a criterion for pairing or grouping students for instructional purposes. For example, a teacher might quickly pair students by a general common interest (e.g., sports, music, movies) for a nature walk, not as a way of differentiating per se, but to mix things up. A more intentional grouping linked to a task might involve giving different math problem scenarios linked

to various interests and matching students with a partner and a scenario that corresponds with a self-reported interest. Or, as an example of situational interest, perhaps the teacher has read three stories with characters who get into trouble (e.g., *No, David!, Olivia, Where the Wild Things Are*). Students choose one story as the basis for a character analysis task that they complete with a partner who has selected the same story.

- **Offer choice.** Students of all ages appreciate having choices in learning. Choices based on students' personal interest or posed to create situational interest can quench their desire for autonomy *and* increase engagement. Choices can be simple and limited in number and scope; ten different complex project options are not required to provide meaningful interest-based choices. Take care not to burden the student with a choice that essentially requires inventing a choice out of the blue. This can happen with writing tasks. Yes, students should have ample opportunity to write about topics and texts and experiences (real or imagined) that are important and/or interesting to them. But, for example, a prompt to write about whatever you want, with no catalysts or parameters is a far less helpful form of differentiation for student interest than offering potential topics or storylines driven by personal or situational interest and allowing students flexibility in coming up with their own option.

General Strategies for Differentiating for Student Interest

This table summarizes some ways that teachers can adjust content, process, and product to differentiate for student interest.

	Strategy	Example Teacher Talk
Content *The information, ideas, and skills that students will take in or grapple with in order to reach the learning goals*	• Providing interest-based texts or resources around a similar concept, theme, topic, or skill • Designing tasks with situations, problems, or dilemmas that appeal to student interest • Giving interest-based research topic options • Discussion roles or tasks based on a choice of character or problem in the story • Designing tasks with open-ended elements for students to fill in the blank with interest/experience-based content	• *Choose a friendship story to read/listen to. Be ready to talk about how the characters were (or were not) good friends to one another.* • *Everyone will learn more about one ecosystem of his/her choice using some of the resources I have pulled together….* • *Here are situations where boys/girls are having trouble deciding what is a <u>need</u> and what is a <u>want</u>. Help the boy/girl in the situation that is most interesting to you.* • *Decide whether you want to talk about the problem from the lion's point of view or from the mouse's point of view….* • *Compare the adventures and experience of two characters in different stories: one that we read together and one of your own choosing.* • *Here are some advertisements for different goods and services. Choose one for our next activity based on your interest.* • *The toy store ran out of the toy you have been saving money to buy! Write a letter to the toy store manager, convincing him/her to order more _____ so that you can buy one!* (Adapted from Doubet & Hockett, 2017)
Process *The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills*	• Using interest centers (to manage time, to support the development of a product, to support understanding of content) • Giving choice of roles in simulations, literature circle/book groups, or performance tasks • Asking students to apply a skill or concept to an interest area	• *I have set-up an interest center for you to visit to go along with our study of folktale, myths, and legends from other cultures.* • *Rank your RAFT task choice. Think carefully about which **r**ole you like best.* • *Decide who in your group will take each job for the story discussion.* • *If you liked the matching shapes game we learned today, you can play it during choice time at the math center.* • *Make a pictograph and a bar graph that shows how much time you spend on four things you like to do outside of school.*

	Strategy	Example Teacher Talk
Product *How students demonstrate and extend what they know, understand, and can do as a result of a unit or series of lessons*	• Giving product options that vary by interest • Offering product audience options that vary by interest • Using independent studies, enrichment/extended projects, and interest-driven inquiry tasks • Choice of models for a product	• *You can write a speech, a how-to list, or a set of directions to show what you understand.* • *Write a thank-you note to a community helper of your choice.* • *Now that you have gathered information for your famous Tennessean study, I will help you think about a product for sharing that information.* • *Here are five different examples of this project from past students. You can decide which one(s) is the best inspiration for your own project.*

<u>Interest Strategy</u>: Interest Centers

Strategy Summary

Centers are established or set places in the classroom where students go to focus on tasks that revolve around a central purpose or topic. Unlike stations, centers are independent and distinct from one another. A center has its own goals and purposes and can involve single or multiple visits. A teacher can set-up multiple centers in the classroom, but those centers do not need to be linked by a common purpose or focus. An *interest* center is designed to motivate students' initial or further exploration of topics they are interested in. This is different from a *learning* center, which is designed to provide practice in or extend understanding, knowledge, or skill (Tomlinson, 2014). Interest centers can provide a way of managing and using limiting materials and tools, or for activities and tasks that are related to curriculum but are difficult to fit in.

Differentiation Connection

Interest Centers support differentiation in two ways. First, what students do at the center—the content, process, or products—can be differentiated for interest, with students choosing what to do and/or how to do it.

Differentiation of Content	Differentiation of Process	Differentiation of Product
The center includes resources and materials targeted to varied interests and related to a similar skill, topic, theme, concept, or question.	The center features tasks that use processes targeted to varied interests.	The center features tasks focused on the development of products targeted to varying interests.

Interest centers can also give teachers a way to manage down times so that the teacher can work with individual or small groups of students.

Design Guidelines

A high-quality interest center has the following traits:

1. **Clear, important goals.** The center should be more than just a place to go or a place to store extra things for students to do. The center should be goal-oriented and connected to something students have learned or are learning.

2. **Rich, accessible materials and tools.** The texts, images, and tools that students encounter and use at the center should be rich in type and scope, worthy of exploration, and include a range accessible to all students, regardless of readiness. Materials can stem from personal interest or create situational interest.

3. **Engaging, structured tasks**. Whether students work on a task at the center itself or take a task from center to elsewhere in the classroom, interest center tasks should engage the student's

mind, not just his/her hands. While the task can be open-ended, it should be structured so that the student knows where and how to start and when the task is complete. For example, going to a center and simply reading a book—even an interesting one—is not a task and might not require an interest center. Reading a book in the service of answering a question or doing something with the information is a better fit. Consistent with the name, interest center tasks should hook and hold student interest.

4. **Choice.** Design the interest center to invite students to make one or more choices. This might mean a choice of materials to explore, a choice of tasks to complete, or a choice about whether to work alone or with a peer. An interest center can also incorporate a choice grid (see Appendix.

5. **Visual appeal.** Ideally, the interest center should *look* interesting and make students *want* to visit it.

Implementation Guidelines

- ☑ **Launching the center.** Launch the center by formally introducing it to students in an exciting way. Preview and/or model the center materials and tasks and communicate expectations for when and how students should engage with the center. Use set times on that day and/or subsequent days to schedule time for students to visit and become familiar with the center on a rotating basis. Consider implementing an interest center that is not itself differentiated before using an interest center to differentiate for content, process, or product.

- ☑ **Fostering independence at the center.** Provide directions for what to do at the center that take into account students' age and skill level. Pictures, diagrams, and recorded directions on a tablet or other easy-to-use device are ways to make sure that students understand what to do. Implement or use existing routines for giving/receiving help with center materials and tasks.

- ☑ **Keeping track of what happens at the center.** Institute one or more ways to keep track of center visits and tasks. Students can mark off their names on a chart or a list after a visit, turn in a task card with work attached (as appropriate) when they finish, or complete an audit card at the end of the week that reports their center engagement.

- ☑ **Changing the interest center.** Keep the interest center fresh and interesting by changing the focus, materials, tasks, and even the location, relatively often. This might be when students have cycled through center options, when a unit of study is beginning or ending, or at the start or conclusion of a marking period.

Interest Strategy: Jigsaw (Aronson & Patnoe, 1997)

Strategy Summary

Jigsaw is a cooperative learning strategy that involves putting students in small groups and having each member become an expert on a different piece of the puzzle (i.e., content) before sharing his or her

expertise with other group members as they work together toward completing an interdependent task. Jigsaw is ideal for conceptual topics and for addressing large amounts of information in a short timeframe. The process follows:

1. Students meet in home groups of three or four students. The teacher launches the lesson with a guiding question, purpose, or goals.
2. Students choose to become an expert on one of several topic/content options based on interest.
3. Students meet in expert groups with peers who have chosen the same topic to learn more about. Expert groups gather their information and prepare to share their work with their home group.
4. The teacher checks for individual or expert group understanding in order to catch misconceptions and close knowledge gaps.
5. Students return to their home group to share their information.
6. The home group puts the pieces together by completing a synthesis or transfer task.
7. The teacher checks for individual student understanding.

The heart of the jigsaw structure (students meeting in content- or task-alike groups or pairs before connecting with peers who did not acquire the same content or work) can also be used as a general grouping mechanism, or with other strategies such as looking lenses, RAFT, and TriMind.

Differentiation Connection

Jigsaw is a strategy that can be used to differentiate according to interest or readiness. In the table below, *readiness variations are italicized.*

Differentiation of Content	Differentiation of Process	Differentiation of Product
• Assigning expert groups texts or resources based on the topic of interest • *Forming and assigning expert groups different texts or resources based on reading skills or level of complexity/abstraction*	• Having different questions to answer or processes to follow in expert or home groups based on the interest being explored • *Using tiered questions in expert or home groups* • *Providing tiered graphic organizers for gathering or synthesizing information in expert or home groups*	• Home group synthesis task allowing for choice of product based on interest • *Home group synthesis task with tiered products or criteria*

Design Guidelines

1. **Identify the topic, goals (KUDs), purpose, and/or driving question of the jigsaw.** Jigsaw is best used with content that can be explored through varied topics without compromising important goals. For example, if students are studying Community Helpers, there may be some

jobs that all students learn about as well as jobs that can be interest-based options for students to explore further.

2. **Plan the home group task.** This task is the reason for students to divide the content and become experts. Students can receive this task at the beginning of Jigsaw or after they share their information from expert groups with their home group. In either case, the task should need or rely on the information gathered in the expert groups to be accomplished.

3. **Plan the expert group activity.** Typically, the expert group gathers information from teacher-provided resources to gain expertise about their topic from books, videos, or online resources. Give students a way to record the information independently (e.g., a graphic organizer) so that they can bring it back to their home group. Build in a process or directions for students to work together in the expert group and corroborate their information.

4. **Plan for formative assessment.** The two points at which it is critical to check for student understanding are after the expert group activity and following the home group task. These checks can be informal, but the idea is to catch misconceptions and to distinguish individual progress toward learning goals from the group effort.

Implementation Guidelines

- ☑ **Timeline.** Set and enforce time limits for each part of the jigsaw. This is a strategy that can be implemented in a shorter timeframe (30–45 minutes) or over several days, depending on the complexity of the content and task and the grade level of the students.

- ☑ **Group size and composition.** Keep home and expert group size small (i.e., two to three students). This might mean having more than one expert group for a topic (e.g., two expert groups who are researching animals who live in desert habitats). Home groups can be composed of students with complementary strengths and/or formed according to the expert group topics that students have selected ahead of time.

- ☑ **Mechanics.** There are many mechanical considerations in planning a jigsaw. Questions that guide this planning include the following:
    - ❑ How will I move from home groups to expert groups—and back again?
    - ❑ How and when will I tell students who is in their home and expert groups? Where will groups meet?
    - ❑ Will I give the home group task early in the jigsaw or after their expert group work?
    - ❑ What is the best way for me to monitor activity during the expert group and home group tasks?
    - ❑ What should I tell students to do when they are finished with an expert group or home group task? What happens if some groups do not finish in the timeframe?

Jigsaw Examples

Topic: Severe Weather **Grade Level:** K
Related Standard: K.ESS3.3

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Weather* is the combination of sunlight, wind, snow, or rain and temperature in a place at a particular time. • *Severe weather* is weather that can damage people or places or interrupt daily life. • *Types of severe weather:* tornados, heatwaves, floods, extreme cold/snow • Ways to stay safe in severe weather	• Observing weather patterns helps make predictions about (forecast) the weather. • Forecasting/predicting the weather can help people prepare for and respond to severe weather. (But we cannot control or stop severe weather.)	• Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.

Home Group Launch

- **Home Group K-W-L.** Students meet in teacher-assigned three-member home groups to discuss ideas for the "know" and "want to know" parts of a whole-class K-W-L on severe weather. Potential questions for small and large group discussion include: *What is severe weather? How is severe weather different from other kinds of weather? What kinds of severe weather do we know about? What do we want to know/wonder about severe weather (in general or specific kinds)?*

- **Modeling.** Teacher uses tornadoes as a shared example of a severe weather phenomenon and to model the idea organizer (right) that students will also use to guide their expert task research. Potential content includes 3:25 – 4:44 of this kid-friendly video Severe Weather video from FEMA: https://www.youtube.com/watch?v=kXw1feTnkU4 and excerpts from *Tornado!* by Gail Gibbons (book or read-aloud).

What It Is	What It Looks Like (find or draw picture)	When It Can Happen in Tennessee	How to Stay Safe
Tornado			
Heatwave			
Flood			
Extreme Cold			

Expert Groups

- Students meet with a partner or in a trio to explore another kind of severe weather, based on their situational interest. Goals of finding out what it is, what it (or its effects) looks like, when it can happen in Tennessee, and how people can stay safe when it happens. *Option:* Instead of giving students individual paper copies of the organizer, display and use a large organizer on the board. Students can write words or draw picture on sticky notes or report their findings orally for the teacher to record.

Flooding Experts	Extreme Cold	Heatwave Experts
Watch	Watch	Watch
FEMA Video: 1:05 – 2:06	FEMA Video: 5:48 – 6:52	FEMA Video: 4:54 – 5:48

Note: Severe weather types and resources can be changed. Pages from Gail Gibbons' *It's Raining!* and *It's Snowing!* are other possibilities.

Home Groups Synthesis and Closure

- **Home Group Synthesis.** Students meet back in Home Groups to share findings and identify three or more things to add to or change in the K-W-L chart.
- **Closure.** Whole class convenes to revise chart and discuss questions such as *Can we stop severe weather? Can we predict it? If we cannot stop it—or always predict it—what can we do?*

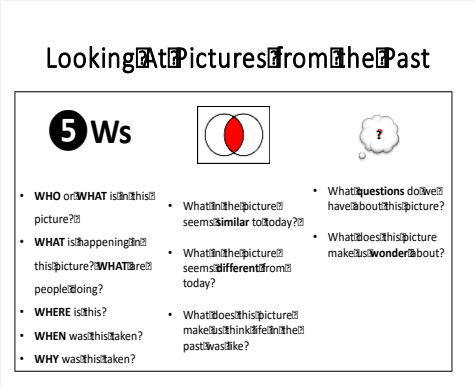
Topic: Past, Present, and Future (History) **Grade Level:** 1

Related Standards: History 1.36, History 1.37, History 1.38

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Differences between communication, clothing, technology, modes of transportation, and recreation and entertainment in the past and in the present.	• The way people live now is similar to and different from the way people lived in the past—and the way they will live in the future. • Technologies have changed the way we do some things now from how they were done in the past.	• Distinguish the past, present, and future. • Produce complete sentences to describe people, places, things, and events with relevant details that relate to time, including the past, present, and future. • Compare ways individuals and groups in the local community and state lived in the past to how they live today.

Home Group Launch

- **Launch.** Students are in teacher-assigned home groups of four to examine then and now pictures of Tennessee from http://www.onlyinyourstate.com/tennessee/then-and-now-tn/. Teacher prompts students to look for similarities and differences between the old and new pictures, and to try to guess when the old pictures were taken. Students discuss in small groups before sharing ideas as a class.



- **Modeling.** Teacher tells students they will gather information about life in Tennessee then and now by dissecting more interesting photographs from the past. To model the process students will use, teacher shows pictures of communication in the past: telephones, written letters, and the telegraph (ideally, these should include pictures of people using these types of communication) and uses questions on an anchor chart like the one below to think-aloud and solicit student thinking about the pictures. Teacher uses the stems *In the past…, Now, in the present…, Maybe, in the future…* to show students how to transfer information into sentences.
- **Home group task.** Teacher tells students that they will be writing sentences about life in the past, present, and future like those they just wrote as a class.

Expert Groups

- **Student Choice.** Students choose a topic: clothing, transportation, or recreation and entertainment.
- **Expert Task.** In expert groups of two to three, students examine a teacher-provided set of photographs from the Tennessee Virtual Archives related to their topic using the questions from Looking at Pictures from the Past. Teacher circulates to capture students' thinking and questions.

Clothing	***Transportation***	***Recreation and Entertainment***
		

Home Group Synthesis and Closure

- In **home groups**, students take turns sharing what they discovered from their photos. After sharing, they work in pairs or individually to craft sentences with the stems *In the past…, Now, in the present…, In the future….*
- **Closure**. Students share their sentences. Class generates questions about the past they are interested in researching further.

<u>Interest Strategy</u>: RAFT (Santa, 1988; Buehl, 2009)

Strategy Summary

RAFT is a strategy for designing differentiated performance tasks that asks students to assume a **role**, address an **audience**, in a particular **format**, about a given **topic**. Essentially, RAFTs give students a choice of situations for applying or transferring what they have learned. Students step outside the

context of producing work for the teacher to solve a problem, address a challenge, address a dilemma, or put knowledge to use. RAFT can be used to design unit or lesson hooks, sense-making activities, jigsaw tasks, or assessments.

Differentiation Connection

RAFT tasks are a natural fit for interest-based differentiation but can also differentiate for readiness or learning profile. The table below emphasizes interest differentiation, with *readiness variations italicized.*

Differentiation of Content	Differentiation of Process	Differentiation of Product
• RAFT **topics** are designed to appeal to personal interest or create situational interest *or vary in abstraction/complexity.* • RAFT tasks require students to use or reference content or material that varies by interest *or differs by reading level or sophistication.* • Roles and audiences are *closer to or further from student experience.*	• Students address an **audience** from the perspective of a **role** that appeals to personal interest or creates situational interest. • Addressing the situation or problem in the RAFT requires a process that appeals to varied interests *or a more/less complex process.*	• RAFT **formats** appeal to varied interests *or are tiered for readiness (e.g., more/less complex products, more/less demanding criteria).*

Design Guidelines

1. **Identify the purpose and learning goals (KUDs) of the RAFT tasks.** Decide how the RAFT will be used in instruction or assessment. Articulate what students should understand, know, and be able to do as a result of the RAFT.
2. **Use a 4x4 grid to generate ideas for RAFT tasks.** RAFT strips are read from left to right, with each one representing the essence of the RAFT task option. Roles are in column 1, audiences in column 2, formats in column 3, and topics in column 4. Students *can* mix-and-match the elements, or come up with their own, but they should check their ideas with the teacher first to ensure the new task makes sense and aligns with the learning goals. Include images in the grid to heighten interest and support students' understanding of the task. For younger students, consider using language like *Pretend you are a…talking to…in a…about….*
3. **Articulate quality criteria.** If the RAFT will be used to assess student knowledge, understanding, or skills, then articulate the qualities that students' work should have, regardless of what task they choose. These criteria should be the basis for informally or formally evaluating and providing feedback on the tasks.

Implementation Guidelines

- **Introducing RAFTs.** RAFT tasks require students to step outside of themselves and take on a different perspective. Acclimate students to this idea by likening it to pretending to be someone else.
- **Task description and expectations.** The RAFT template provides an at-a-glance or bird's eye view of the task options, but it is not a substitute for a more complete description (oral or written). Avoid letting students figure out what the task is based on the template alone.
- **RAFT formats.** When first using a RAFT, consider using format types that students are already familiar with. Both the formats and the tasks overall should be equitable in terms of workload and time. If a format is new to students, provide instructions and guidelines around that format.
- **Task choice.** If the RAFT is differentiated for interest or learning profile, then let students choose the task that appeals most to them. Make sure that the choice is an informed one—that is, that students understand what the task involves. If the RAFT is differentiated for readiness, and it is important that students work with a specific task, consider giving students their individual "strip"/task and removing the choice aspect. Or, use tiered RAFTs that give students only good-fit choices. In any case, avoid giving some students choice but not others.
- **Task appeal.** After implementing the RAFT, evaluate how many students chose each task and whether tasks held equal appeal—and if not, why not. Use those results to adjust the RAFT for future use.

RAFT Examples

Topic: Retelling/Sequencing Events in a Narrative **Grade Level:** K–1

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Characters, setting, major events, and key details in a familiar story • The *narrator* is the person who tells the story	• Stories can be retold through words and/or pictures • The same story can be retold in different ways by different people	• Retell familiar stories, including key details (K.RL.2) • Retell stories, including key details, and demonstrate understanding of their central message or lesson (1.RL.2.) • WPAS, identify characters, settings, and major events in a story (K.RL.3) • Describe characters, settings, and major events in a story, using key details (1.RL.3) • Identify who is telling the story at various points in a text (1.RL.6)

Context: These RAFT tasks call on students to practice their retellings skills from a different point of view. Retellings can be oral, written, and/or through pictures. These can be implemented as transfer tasks following a retelling from the student's perspective. The roles and audiences can be adjusted to that of students retelling the stories to classmates.

Text	**Pretend you are…**	**…talking to…**	**…through…**	**…about…**
The Very Hungry Caterpillar 	The Hungry Caterpillar	Younger brother or sister (who is still a caterpillar)	Narrated pictures	How I became a beautiful butterfly
Kitten's First Full Moon 	Kitten	Friend	Oral story	My search for a big bowl of milk
Where the Wild Things Are 	Max	His mom	Dinnertime Conversation	After I went to my room….
Are You My Mother? 	The baby bird	Mother Bird	Oral story	How I found you
Tuesday 	Librarian	A child who is blind	Storytime	The events of Tuesday

Topic: Contributions of Famous Tennesseans/Americans

Grade Level: 1 **Related Standards:** History 1.40, 1.41, 1.43

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Biographical details and important contributions of famous Tennesseans • *Historical facts* are information about the past that is true and can be proven. • *Historical fiction* is information about the past that is not true—it might be made up or based on the truth. • Other key terms: contribution, accomplishment	• The contributions of famous people from Tennessee's past have shaped Tennessee's present. • Stories about people from the past sometimes combine fact and fiction.	• Identify famous people from Tennessee. • Through the use of drawings, discussions, or writings, express reasons the contribution made from selected Tennessee leaders were important in the development of the state. • Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.

Context: Students have read/heard about famous Tennesseans through biographies. Guided by a RAFT task, they gather additional information from teacher-provided primary and secondary sources about one famous Tennessean, making sure to distinguish historical fact from historical fiction. Students can choose a task based on interest or be guided to select one that suits their readiness. Choice 3 is designed to be the most accessible, followed by task 3, task 4, and task 1. This RAFT is adaptable to second grade, with a focus on contributions of famous *Americans.*

	Role	Audience	Format	Topic
1	Famous Tennessean	People of Tennessee	Speech or Letter	"Remember Me, Tennessee!"
2	Young artist	Hallway visitors	Illustrations	He's/She's from Tennessee!
3	Biographer	Readers	Biography on a page	A great from the volunteer state
4	You, a citizen of Tennessee	Postmaster General	Nomination (e.g., letter or bulleted list)	A nominee from Tennessee

Task 1: Write a speech or letter (with words and pictures) from your famous Tennessean to the people of Tennessee that tells about your most important contributions and accomplishments. Begin with some information about where you are from and your childhood before talking about what you hope people remember you for.	**Task 2:** Draw your own illustrations for an exhibit in our school hallway called *He's/ She's from Tennessee*. Your picture should show a famous Tennessean doing or saying things related to his/her most important contributions and accomplishments. Like in a real museum, you also need written or recorded information that gives visitors information (on the side, with the push of a button) that helps them understand what you are showing.
Task 3: Use the template provided to write a "Biography on a Page" for a special magazine we will put together called *Greats from the Volunteer State*. Your biography should include a picture and facts about the person's childhood, accomplishments, and contributions to Tennessee.	**Task 4:** Imagine that the U.S. Postal Service is asking children for their nominations for people who should be on a stamp. Nominate your famous Tennessean in writing or in a recording. Include facts about the person's childhood, accomplishments, and contributions to Tennessee (and to America, if you can).

Topic: Conservation (ELA/Science) **Grade Level:** 1–2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Accomplishments of a well-known conservationist	• Studying and conserving plant life can help people solve and prevent problems • People and plants have an interdependent relationship.	• Gather and compare information from different texts/sources on related topics

Context: Students have read one or more biographies of conservationists like George Washington Carver (*A Weed is a Flower*), Will Allen (*Farmer Will Allen and the Growing Table*) and/or Wangari Mathaai (*Planting the Trees of Kenya*), as well as *The Lorax*. They choose or are directed to one of the three RAFT tasks. Directions for each task are provided as examples; the teacher can deliver orally or explain and scaffold each task according to student needs.

You are…	…talking to…	…in a…	…about…
The Lorax 	A Person You Read About   	Written Tribute (rhymed or unrhymed)	You Did It!
A Plant  	A Person You Read About   	Thank You Letter	Grateful for You
You	Other Children 	Detailed List	What I/We Can Do for Plants

Choice 1: In the role of the Lorax, write a speech that pays tribute to a conservationist you read about (G.W. Carver, Wangari Maathai, or Will Allen). Focus your speech on what you admire about what the person did for plants and how that improved life for people. Try to sound like the Lorax, if you can. See if you can rhyme some words too.

Choice 2: Imagine that you are a plant (pick one you like best or that makes sense for your audience). On behalf of plants everywhere, write a thank-you letter to G.W. Carver, Wangari Maathai, or Will Allen. Focus your letter on what you are grateful that the person did, both for plants and for animals and/or people. Write in the voice of the plant and include a picture of yourself.

Choice 3: After learning about plants, studying biographies of famous conservationists, and hearing *The Lorax*, you are inspired to do something to help care for plants. Write and explain a list of things you (or other kids) could do to help plants that is also connected to helping people. Include at least one thing that is inspired by something or someone you read about. Each thing on your list should be closely connected to the relationship between plants and people.

<u>Interest Strategy</u>: Choice Grid

Strategy Summary

A choice grid presents interest-based task options in a 3x3 grid, similar to a Think-Tac-Toe (Tomlinson, 2014). The tasks are arranged by the goals they share; students select one task from each set to complete. Choice grids can be used to organize tasks that students will complete independently during a unit of study, tasks at an interest center, or anchor activities.

(Shared Goals/Purpose)	(Shared Goals/Purpose)	(Shared Goals/Purpose)
Task Option 1	Task Option 1	Task Option 1
Task Option 2	Task Option 2	Task Option 2
Task Option 3	Task Option 3	Task Option 3

Differentiation Connection

Choice grids are a delivery system for tasks that differentiate content, process, or product for interest or learning profile. They can also be a strategy for readiness differentiation when the teacher uses tiered choice grids with more/less advanced options. Choice grid tasks can be designed using other strategies, such as RAFT, TriMind, or multiple intelligences.

Design Guidelines

1. **Focus the choice grid.** Use a topic, concept, text, text type, or set of skills. Examples include *character study, states of matter, habitats, playing with numbers, famous Tennesseans,* or *conducting research.*

2. **Select learning goals for each set of tasks.** Decide what knowledge, understanding, and/or skills each task set will focus on. Alternatively, start with one or more worthy tasks, determine what the learning goals are, and place them in the corresponding row(s).

3. **Create tasks.** All nine tasks should be engaging, appealing, and substantive, but also require roughly the same workload and cognitive stretch. Use a specific strategy to design tasks, select or adapt existing tasks from other resources, or create new tasks. One approach is to place any suitable preexisting tasks into the grid, discern the goals, and fill in the grid with the blank spots that remain. An alternative to using a nine-task grid is to start with a three-or six-task grid and work up to a nine-task grid over several units.

4. **Place tasks in the grid.** Ensure that all three tasks in a given row are aligned with the same goal(s). Choices aligned with the same goals should look equally appealing and require a similar effort. Also, consider all possible task-choice combinations to make sure that a particular combination does not leave a student with too much—or too little—to do.

5. **Make the grid user friendly.** The choice grid that students receive or see should take into account their ages, reading skills, and attention spans. Making the choice grid look fun—or even

game-like—without obscuring the purpose or the tasks, can go a long way in increasing student interest and investment. Use shapes, images, or graphics to reinforce the focus of tasks or as a way for students to select tasks.

Implementation Guidelines

- ☑ **Introducing a choice grid.** Launch the choice grid in the context of a game where students have to make choices about the best task for them in each row (or column, depending on how it is designed). Display the grid up front for review. Make sure that all students know what each task is and involves. If students have paper copies of the grid, use pennies, cubs, or another manipulative as game pieces that students place on their choices.
- ☑ **Guiding students' choices.** The placement of tasks within each set of goals is intentional, so make sure that students know that they should not choose three tasks under the same goal set. It otherwise does not matter what students select. If a student is having trouble choosing, prompt along these lines: "Which one are you most excited about?" "I know you really like to [draw], so this task might be good for you," and "Do you have your own idea that is like one of these choices?" Let students know that if they start to work with one task choice and feel like it's not working for them, they can switch tasks.
- ☑ **Timeframe**. Choice grids are best for tasks that will be completed over the course of days or weeks rather than in a single lesson or day.
- ☑ **Task completion**. Decide whether students will turn in tasks as they complete them or turn their work when all tasks are finished. This is a decision that will likely be guided by how and for what purpose the choice grid is being used.

Choice Grid Examples

Topic: Playing with Numbers **Grade Level:** K
Related Standards: K.CC.A.3, K.CC.C.6, K.CC.C.7, K.OA.A.1, K.OA.A.2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Greater than, less than, equal to* • Numerals 1–10 • Addition (+), subtraction (-), and equal sign symbols (=)	• Objects can be counted to tell how many there are (the number of objects). • Numbers can be compared to another. • Addition is putting together or adding to; subtraction is taking apart or taking from.	• Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. • Compare two given numbers up to 10, when written as numerals, using comparative terms. • Represent addition and subtraction in multiple ways (objects, fingers, drawings, acting out).

Context: This choice grid can be used to structure interest- (and/or readiness-based) practice with key mathematical concepts and skills over the course of a week or as part of an ongoing routine. The student view is featured first, followed by the teacher view. Activities are organized according to whether students complete the activity alone, with friends, or with the teacher but can be rearranged according to level of student independence. If the grid is displayed on a screen, students can put initialed sticky notes on their choices.

Student View (on paper or projected on screen)

By Myself	*With Friends*	*With the Teacher*
Whose is greater? .  *Decide who has more items in their collection of something.*	**Snap i!**  *Play this game with 1–2 friends who also want to play.*	**Snack Stories**  *Add and subtract piles of healthy snacks to tell number stories.*
Quick Pick  *Pick two numbers from a hat to compare.*	**How many are hiding?**  *Play this game with 1–2 friends who also want to play.*	**Storyteller**  *Invent, tell, and show your own number stories.*
Roll the Dice  *Roll dice to compare two numbers.*	**What is missing?**  *Play this game with 1–2 friends who also want to play.*	**Stories from Stories**  *Use other number stories to come up with your own.*

Teacher View (for planning and implementation)

Comparing Numbers	Number Compositions	Number Stories
Whose is greater? Present students with a scenario about friends who have similar collections. Their job is to count each collection and decide who has more of each thing. For example, "Violet and Parker each have collections of the same things: **pennies, rocks, and buttons**. *(Provide actual collections with items in plastic baggies.)* Who has more of each one? Count and write the numbers of the things each bag on the sticky notes. Use the words on the vocabulary cards (*Greater Than, Less Than, or Equal To*) to tell who has more and how you know."	**Snap Ii!** Directions for game here: **https://www.youcubed.org/task/ snap-it/** Model for students before having them play with friends.	**Snack Number Stories** • Teacher puts pile of snacks (e.g., raisins, Cheerios, Goldfish crackers) on the table. Option: Teacher models a number story before or as the student works. • Student counts number of items. • Student places a cut-out addition symbol (+) next to the pile. • Student puts another pile of snacks next to the symbol and counts them. • Student takes away the symbol and put all the snacks together and says how many there are in one pile. Teacher prompts same or different student to count again to check. • Student tells a number story that fits the model as or after he/she works. *Repeat with other numbers, snacks, and subtraction symbol.*
Quick Pick Put *two* sets of numbers 1–10 (on cards) in a hat or box. Students pull out two numbers at a time and place them on the table. Option 1: On a handout provided, they write each number on a line and circle *Greater Than, Less Than,* or *Equal To* to compare the numbers. Option 2: Students write the numbers and circle the bigger	**How Many Are Hiding?** Directions for game here: **https://www.youcubed.org/task/how-many-are-hiding/** Model for students before having them play with friends.	**Number Storyteller** Students use cut-out addition (+) and subtraction (-) symbols and manipulatives to tell, act out/model, and solve number stories that use addition or subtraction. For example, *Two kindergarteners were sitting at a lunch table, and three more children sat down with them. How many children were there at the table all together?* Use pennies or other small objects and the addition symbol (+) to act out, or

number of the two or draw an equal sign between them when the numbers are the same.		model, the stories. Students then draw or write out one or more of their stories.
Roll the Dice Provide sets of dice that are two different colors (e.g., black/white, red/green, black/red). Students roll the dice and decide which color die has the greater or lesser number, using sentences like, "Six *is greater than four*" and "*Five is equal to five.*" A handout similar to the one for "Quick Pick" above can also be used.	**What is Missing?** Each partner begins with a set of 10 paper clips, a 10-piece puzzle, or 10 markers. Partners work individually to make a "chain" (with the clips or markers) or puzzle that has 10 or fewer items. Partner 1 shows his/her work to Partner 2, and Partner 2 writes how many are missing on a card before showing it to Partner 1, who says whether the answer is correct. Students repeat process for Partner 2.	**Number Stories from Number Stories** With guidance and support, students review other students' number stories/pictures. (Examples here: http://everydaymath.uchicago.edu/community/student-gallery/number-stories/)) They use these stories as models/inspiration for their own stories.

Topic: Animals and Where They Live **Grade Level:** 2

Related Standards: 2.LS2.1, 2.LS2.2

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Traits of where animals' live • Specific ways that animals depend on their surroundings and other living things to survive • Changes in the environment that can affect animals (e.g., temperature, cutting down trees, wildfires,	• All living things interact in independent systems. • Living things depend on their environment. • Living things depend on other living things.	• Compare how animals depend on their surroundings and other living things to meet their needs in the places they live. • Predict what happens to animals when the environment changes.

pollution, salinity, drought, land preservation)

Context: This choice grid can be introduced following or in conjunction with lessons on animal structures and functions and habitats. Although students can see the whole grid to get a big picture sense of what they will be doing, in implementation, students work with the Research tasks first, followed by the Game Time! Tasks, and concluding with the Roles, Please! tasks.

1. Research *How do different animals depend on their surroundings and other living things to meet their needs?*	**2. Game Time!** *How does this animal depend on its surroundings and the living things in it?*	**3. Roles, Please!** *What happens to the animal when there are changes to its environment?*
❑ Choose a NEW animal to research using teacher-provided resources. Record your findings using **the same model/organizer we used together** (to compare how different animals depend on their surroundings and other living things). Be ready to share what's *most* unique about how this animal depends on its environment.	❑ Create a **matching game** with (1) pictures of things in your chosen animal's surroundings and (2) words that tell what the animal depends on each thing for. After your teacher has checked your work, choose a partner to play your game.	❑ Put yourself in the shoes of a **scientist** who studies this animal. Use your expertise to come up with **a way to teach kids** (in this grade/class) about what could happen to the animal when there are certain changes to its environment.
❑ Choose a NEW animal to research using teacher-provided resources. Record what you find out about how the animal depends on its surroundings, etc. **in your own way—*different* from the organizer/model we used together.** Be ready to share what's *most* unique about how this animal depends on its environment.	❑ Design a **Guess Who? Game** by coming up with 8–10 clues about your chosen animal, based on how your animal depends on its surroundings. Arrange your clues from hardest to easiest. After your teacher has checked your work, choose a partner and read your clues to him/her in order. Let the partner guess the animal after each clue.	❑ Imagine that you are a **member of a Wildlife Protection group**. Focusing on human activities that can affect your animal's environment, record a **brief video** that explains what people should (or should not do) so that the animal's habitat is not harmed. Make sure you give information about how changes to the animal's environment could affect the animal.

❑ Choose a NEW animal to research using teacher-provided resources. Record your findings using **the blank fishbone, T-chart, or Web model/ organizers.** Be ready to share what is *most* unique about how this animal depends on its environment.	❑ Play **a game with yourself:** Come up with as many answers as you can for this prompt: The way that [this animal] depends on _____ for _____ is like how humans depend on _____ for _____. Share your ideas with your teacher, and then with a partner. Have the partner give you other ideas for the human comparison.	❑ Act or (and/or write or record) a **conversation between a mom/dad animal and a son/daughter animal** about changes to the environment that could affect your habitat. Have the younger animal ask the questions and the older animal answer the questions.

<u>Interest Strategy</u>: Learning Menus

Strategy Summary

A learning menu presents interest-based task options in the framework of a restaurant menu. Like a choice grid, tasks are arranged by goals or purpose. Unlike a choice grid, the teacher can incorporate both required and choice-based elements. Learning menus can be simpler or more complex, depending on the age and readiness of the students, and be modeled after menus at a range of restaurant types (e.g., fast food/quick service, full service, fine dining).

Learning menus are ideal for organizing and delivering tasks that students complete alone or with others over the course of a unit, during dedicated menu time, when the teacher is meeting with small groups, or as an anchor activity. Learning menus are an excellent tool for marshalling and using tasks that can be hard to get to in the course of a normal day or week.

Sample Learning Menu Template

Appetizers
Hooks that invite students into the menu (give them something to nibble on)
Main Dishes
Goal-aligned tasks that all students complete
Side Dishes
Choice-based, goal-aligned tasks
Desserts
Choice-based, goal-aligned tasks

Differentiation Connection

Learning menus are a delivery system for planning and implementing common tasks as well as those that differentiate content, process, or product for interest or learning profile. Menus can also be a vehicle for readiness-based differentiation when the teacher creates tiered versions (e.g., one that is more advanced and one that is less advanced). Learning menus tasks can be designed with strategies such as entry points, RAFT, TriMind, VAK, or Multiple Intelligences.

Design Guidelines

1. **Focus the learning menu.** Use a topic, concept, text, text type, or set of skills. Examples include *making and using money, all about America, plant life, weather systems, characters on adventures, folktales and fables, word study,* and *observing like a scientist.*

2. **Articulate learning goals (KUDs) for the menu.** Overall, what should students know, understand, and be able to do as a result of engaging with menu tasks? It is okay to be general; goals for each section of the menu will be more specific.

3. **Select/design menu framework**. Real or adapted restaurant menus (handheld or menu boards) of any kind provide possible frameworks for learning menus. Decide what parts the menu will have, including which sections will feature tasks that all students will complete and which sections will feature tasks differentiated by interest.

4. **Articulate the purpose and/or learning goal(s) for each menu section**. Regardless of which or how many sections the menu has, decide what purpose each section serves. For example, is

the appetizer section (if there is one) a hook into the menu content, or is it a first step that is connected to a main dish task? If the task(s) in a section are targeted toward certain learning goals (KUDs), select those goals from the menu goals, or articulate more specific learning goals. Alternatively, start with one or more worthy tasks, determine what the learning goals are, and place the task(s) into the appropriate section of the menu.

5. **Select/design common tasks.** Decide which tasks all students will complete. Select or design these and place them into the corresponding section(s).

6. **Select/design differentiated tasks.** Select or design tasks for sections of the menu where students will have task choice. All tasks should be engaging, appealing, and substantive, but also require roughly the same workload and cognitive stretch. Ensure that all tasks in a sections are aligned with the same goal(s). Consider all possible task-choice combinations across the menu to make sure that a particular combination will not leave a student with too much—or too little—to do.

7. **Make the menu user-friendly.** The learning menu that students receive or see should take into account their ages, reading skills, and attention spans. Making the menu look appealing, without obscuring the purpose or the tasks, can go a long way in increasing student interest and investment. Use a realistic layout or images of food to make the menu seem real.

Implementation Guidelines

- ☑ **Introducing a learning menu.** Launch the learning menu in the context of being at a restaurant, going to party, or eating a meal at someone's house, where there might be a combination of things you have to eat and things you choose to eat. Display or project the menu for all students to see as the tasks are reviewed and the timeline specified. Make sure that all students understand each task and what it involves.

- ☑ **Guiding students' choices.** In the choice-based sections, students can select based on interest or preference. If a student is having trouble choosing, prompt along these lines: "Which one are you most excited about?" "I know you really like to [draw], so this task might be good for you," "Do you have your own idea that is like one of these choices?" Let students know that if they start to work with one task choice and feel like it is not working for them, they can switch tasks.

- ☑ **Task completion**. There may be aspects of the menu that the whole class does at the same time. In addition, decide whether students will turn in tasks as they complete them or turn in their work when all tasks are finished. This is a decision that will likely be guided by how and for what purpose the learning menu is being used.

Learning Menu Example

Topic: On an Adventure! **Grade Level:** 1

Related Standards: ELA RL 1.1–1.3, RL 1.5, 1.7, 1.9

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• An *adventure* is a sequence of events focused on a goal that is unusual, exciting, or dangerous for the character/person on the adventure. • *Adventures* can be small (involve little excitement or danger) or big (involve much excitement or danger). • Setting, characters, events, problem, solution, and central messages in adventure stories	• Stories of the same kind (e.g., adventure stories) follow a similar pattern and have common traits.	• Identify the characteristics of an adventure story. • Retell stories, including key details. • Compare and contrast the adventures and experiences of characters in different stories.

Context: This menu organizes the hook and substantive tasks in a unit on the adventure stories genre. The teacher can display and provide a general overview of the menu and then introduce the specific task in each section as the unit progresses. Texts can be common or differentiated for readiness. Possibilities might include: *Are You My Mother?, Kitten's First Full Moon, How I Became a Pirate, Gingerbread Man Loose in the School, Blueberries for Sal, Harold and the Purple Crayon, Where the Wild Things Are, Olive the Other Reindeer, The Polar Express, All About Corduroy, Library Mouse: A World to Explore,* and *Amos & Boris.*

Appetizers: Defining *Adventure*		
What do you think of when you hear the word *adventure*? Choose one or more of the tasks below to express your ideas. Be ready to share your ideas with a partner and in a class discussion later this week. We will try to come up with a definition of adventure together!		
❑ Draw one or more picture(s) that show an *adventure*.	❑ Write, tell, or draw about a movie or show that you think has adventure in it.	❑ Listen to the reading of "We're Going on a Bear Hunt." Decide if this is an adventure.
❑ Write words that you think go along with *adventure*. Decorate your words to	❑ Write, tell, or draw about an adventure that you have experienced—or would *like* to experience.	❑ Give three reasons that people like adventure stories.

make them *look* like the word!

Main Dishes: Retelling and Comparing Adventures

You have now read/heard and discussed several stories and poems that involve characters on adventures. [List here]. Next, you will choose one story and complete two tasks.

- ❑ **Retell It!** Retell the story from the point of view of the main character. Make sure your retelling includes the setting, characters, setting, major events, problem, solution, and central message. End your retelling with a closing sentence.
- ❑ **Compare It!** Use a Venn Diagram or other organizer to compare and contrast the adventures and experiences of the characters in this story with another story of your choice.

Sides: Extending Adventures

For these tasks, you should use a different story than the ones in the Main Dish section. It can be a story you have read already or a new story. Choose ONE task to complete, with teacher guidance:

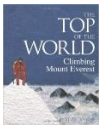
- ❑ **The New Adventures of…** A kids' channel is turning one of the *adventure* stories you have read into a cartoon show! The writers want episode ideas from kids who are fans of the book. Based on what you know about these characters and setting, propose an idea for a new adventure. It should have a problem and a solution.
- ❑ **Mapping a New Adventure.** Plan a new adventure in the story by making a map of it. The map should show the settings(s) and what happens at different parts of the adventure. Make sure to include the problem and solution.

Dessert: Exploring Real Life Adventures

Adventures happen in real life too! After hearing a brief description from your teacher, choose the book you are most interested in reading, discussing, and writing about in a small group during guided reading time.

- ❑ *The Man Who Walked Between the Towers* by Mordicai Gerstein

- ❑ *The Top of the World: Climbing Mount Everest* by Steve Jenkins



- ❑ *Flight: The Journey of Charles Lindbergh* by Robert Burleigh and Mike Wimmer

Differentiating for Student Learning Profile

Uncovering the Student Learning Profile

What is a Student Learning Profile?

A learning profile refers to how students learn, how they process what they need to learn, or how they think about, remember, and prefer to use what they learn (Tomlinson & Sousa, 2011). Learning profile is best thought of as a set of preferences, not as inherent characteristics or traits of a student.

In the Tomlinson model, learning profile has several overlapping dimensions:

- Learning style: Learning style theories and models contend that people learn in different ways, and that they will learn better or more efficiently when the circumstances or demands of learning match their preferred approach. The idea is not to label a student as *x* or *y* kind of learner, and most individuals can and do learn in a variety of ways. Rather, the spirit of learning style is to help students find pathways and conditions for learning that work best for them in a given situation. Models developed by David Kolb (Learning Style Inventory), Bernice McCathy (4Mat), and Kenneth and Rita Dunn (Dunn & Dunn Learning Styles Model) are well-known examples.

- Intelligence preference: Intelligence preference refers to models of human intelligence and ways of thinking that are related to individual learning preferences. Specifically, the work of Howard Gardner and his Multiple Intelligences theory and Robert Sternberg's Triarchic Theory of Intelligence are particularly well-known theories. Each of these models is described further in the context of related strategies in the Differentiating for Student Learning Profile section of this document. Both theories view intelligence as multi-faceted, complex, and malleable, and these theories advocate leveraging students' intelligence preference strengths as well as growing in areas of relative weakness.

- Culture- and gender-influenced preference: Although a person's culture or gender does not dictate how an individual will learn, research indicates that culture and gender do influence individual preferences in learning. For example, culture or gender may shape a student's proclivity for:

    - working independently or working collaboratively;
    - viewing time and schedules as fixed or viewing them as flexible;
    - interpreting communication literally/directly or interpreting communication figuratively/indirectly;
    - valuing logic over feelings or valuing feelings over logic;
    - approaching tasks in an orderly way or approaching tasks in a roundabout way;
    - spatial and number-based tasks or verbally based tasks;
    - learning well in stressful situations; and
    - teacher feedback or approval.

For teachers in diverse classrooms, it is important to recognize that their own sense of how learning should happen is shaped by their own culture and gender, which is different from at least some of their students. While teachers should refrain from overgeneralizing to every student from a cultural group or gender, planning with certain patterns in mind can make a learning a better fit for many students.

How do teachers gauge student learning profile?
Gauging student learning profile can involve (1) asking students about their preferences and (2) observing how students work and the choices they make. In practice, it is similar to gauging student interest. There is no scientific basis for using an inventory or assessment to diagnose students as a certain kind of learner. But, students' responses to questions or prompts can reveal patterns among students in a class or preferences that are unique to individuals.

The tasks, prompts, and inventories below can be used to discover students' personal interests at the beginning of and throughout the year. These example prompts can be used orally or in writing, on pre-assessments or entry/exit tickets to discover situational interest as related to upcoming or current content. When is learning easy for you? Hard for you?

Strategies for Differentiating for Student Learning Profile

My Way is an Expression Styles Inventory that asks students about preferences in creating certain kinds of products. The inventory can be delivered orally as an interview with spoken responses or hand signals to indicate strength of preference, or students can circle responses on paper copies.	Use the prompt *Would You Rather…?* to pose questions related to learning preference. For example, "Would you rather…work by yourself or work with a partner?" "Would you rather…stand up or sit down while learning something new?" "Would you rather…work in a quiet work or work in a room where there's noise or music in the background?"	Have students rank their choices based on this list to assign them an Entry Points task (see Entry Points): *Right now, I think I would prefer to….* ____Tell, read, or hear a story ____Give reasons for something ____Think about big questions ____Use my senses ____Work with numbers ____Do a hands-on activity
Provide and/or read a list of learning preferences (e.g., *Doing one thing at a time, Listening to music while I work, Having a choice about how to do something).* Have students respond, circle, or sort each preferences into one of two categories: LIKE	Expose students to varied techniques for a skill like memorization. Observe which technique seemed to work best for each student, in addition to asking students which technique they preferred.	Ask students about learning preference choices related to an upcoming task. For example, "Next week, we are going to be learning about how to use Tumblebooks. Would you prefer to hear about it from the teacher, go to the site and try to figure it out yourself, or watch a video

ME or NOT LIKE ME (idea from Tomlinson, 2004).		overview of the site before trying it?"
Give students a brief survey to guide their selection of "Tri-Mind" tasks differentiated for Sternberg intelligence preference (see Differentiating for Student Learning Profile). I like ___*figuring out how things work* ____*using my imagination* ___ *giving practical advice to friends*	*Use words and pictures to show and tell about what this classroom would look like if it were your best place to learn.*	When you're learning about famous people, do you prefer to… • Listen to a real person/ teacher talk • Watch a video about the person • Read about the person • Something else: _____

Examples of Adjusting Content, Process, and Product for Student Learning Profile

	Strategy	Example "Teacher Talk
Content *The information, ideas, and skills that students will take in or grapple with in order to reach the learning goals*	• Taking in content by reading it, listening to it, or viewing it • Seeing models or demonstrations that illustrate a concept or skill • Presenting content whole-to-part and part-to-whole • Providing different entry points (Gardner, 2006) into content (storytelling, giving reasons, thinking big, activating senses, working with numbers, or using experience)	• *Go to two of the four stations to learn about Martin Luther King, Jr. There are books at station 1, videos on iPads at station 2, recording of speeches at station 3, and images at station 4.* • *Watch the BrainPop video to better understand how the water cycle works.* • *You can choose to study how animals survive by examining what the same part on different animals does for those animals OR by studying a function and how different animals use their parts for that function.* • *Choose an entry points activity to get you thinking about living and non-living things. There's a storytelling task, a five senses task, a 'giving reasons' task, and 'hands-on' experience task.*
Process *The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills*	• Making sense of ideas orally, visually, by acting them out, or in writing • Competing against self or competing against others • Varying roles or lenses for processing information or applying skills • Offering different types graphic organizers • Working in different places in the classroom • Processing/reflecting with others with others or processing/reflecting alone • Using analytical, practical, or creative thinking	• *Play the clothespin football dice game to practice adding and subtracting. You can play against yourself or play with a partner.* • *Count the number of times that you see the kitty cat pop up in this short cartoon video. You can count in your head, with your fingers, by moving the counting cubes, or by making marks on paper.* • *Rank your choices for jobs in tomorrow's class discussion. Think about which one you are <u>best</u> at and make that #1.* • *There are two kinds of organizers you can use to gather information about your habitat. Choose one or come up with your own way to organize. Check with me first!* • *I'll be showing you three different ways to record your observations of matter. You'll*

	• Using thinking associated with a multiple intelligence preference	*choose and use the one that makes the most sense to you.* • *You can work on the rug, on the bean bag chairs, or at your desk. Choose a spot where you think you'll get the most work done.* • *Decide whether you will want to do the experiment I modeled alone or with a partner.* • *Tell the story of how to get from one part of your house to another using the directional words we've learned OR draw and label a map of how to get from one part of your house to another using those directional words (adapted from Doubet & Hockett, 2017).* • *Find five objects in the classroom and prove that they have symmetry OR choose one object in the classroom that has a purpose and make a list of ways that symmetry helps the object do its job.*
Product *How students demonstrate and extend what they know, understand, and can do as a result of a unit or series of lessons*	• Product modes or options that vary by means of expression • Using varied technologies in developing a product • Developing products that emphasize analytical, practical, or creative thinking • Developing products that are associated with a multiple intelligence preference	• *Show the facts you learned about Davy Crockett by drawing a series of pictures, making a recording, or acting out a short skit. Include one fiction part to try to trick your classmates.* • *Record your presentation.* • *Make a list of rules with reasons, write a simple how-to guide, or deliver a monologue.* • *Write a multi-entry diary about the life cycle of a plant from the plant's point of view OR design a handout for kindergarteners that uses the life cycle to teach how to take care of a plant.* • *Create musical rhymes OR helpful diagrams with pictures that would help someone remember the different states of matter and types of each one.*

<u>Learning Profile Strategy</u>: Entry Points

Strategy Summary

Entry points is a strategy developed by Howard Gardner for inviting students in a topic, concept, or text through one of six doorways. The idea is to leverage a learning preference to pique students' interest in what they are about to study. Each entry point is derived from Gardner's multiple intelligences. The table below shows each entry point in Gardner's strategy, some student-friendly names, and a brief description. The framework can also be used to design culminating tasks, which are better characterized as exit points.

Entry Point (Gardner, 2006)	**Student Friendly Name** (Doubet & Hockett, 2017)	**Brief Description**	**Potential Task Starters**
Narrational	**Storytelling**	Use story or narrative structure to communicate ideas or principles.	*Read or listen to a story about…./Tell a story about….*
Logical	**Giving Reasons**	Use reasoning, argument, or cause-and-effect relationships.	*Make a case that…./Prove…./ Decide how…./Provide a good explanation for….*
Quantitative	**Looking at Numbers**	Provide or examine data; examine numerical relationships.	*What do these numbers say about…?/Find the connection between….*
Existential	**Thinking Big**	Pose or think about big questions about life and the world; consider big ideas; make meaning.	*Think about…./Here's a big question for you:*
Aesthetic	**Activating Senses**	Emphasize sensory or surface features; activate the five senses.	*Use your five senses to…./Describe how ___looks, tastes, smells, feels, or sounds….*
Experiential	**Using Experience**	Use a hands-on approach, deal directly with materials (physically or virtually), experience simulations, give personal explanations.	*Sort…./Classify…./Use…./ Imagine that you're in this situation…./You're a ____ faced with the problem of….*

Differentiation Connection

Differentiation of Content	Differentiation of Process	Differentiation of Product
The materials, text, or information can fit the entry point or task parameters. For example, spoken, written, or video narratives; various pictures, images, or symbols; and graphs or sets of numbers.	Each entry point draws on different kinds of thinking processes for taking in and making sense of content.	Adjusting the product/output of each task (e.g., written, drawn/sketched, spoken, selected).

Design Guidelines

1. **Select a concept, topic, skill, or text.** If using entry points at the beginning of the unit, this would be the essence of what the unit is about (e.g., The Sun, Moon, and Stars; Consumers and Producers; All About Tennessee; Measuring Things; Addition and Subtraction; or Telling a Story. Entry points do not need to connect to shared learning goals (KUDs). The topic is sufficient to unite the tasks.
2. **Brainstorm entry points.** Use the names and descriptions of each entry point to generate task ideas. Focus on the kind of *thinking* each one calls for—not on a kind of product. Note: It's not necessary to come up with tasks for all six entry points; use only those that make sense. Several options can be enough. Consider using tasks that are similar to or sampled from tasks that all students will be exposed to or work with later in the unit.
3. **Refine and balance the tasks.** Make sure that the entry point tasks are equalized in cognitive demand and time required. Remember that the purpose is to give previews of unit content, not to engage students in elaborate activities or product development.

Implementation Guidelines

- **Student choice.** Let students choose from entry point options, or give students an entry point task based on a simple survey derived from the task options. Students can work independently or in partners, depending on task design.
- **Labeling and reinforcing tasks.** Label the tasks with the student-friendly name or other engaging terms that elevate the status of all task options. Use icons or images (on the screen, on cards) to show the essence of each task (e.g., a book for storyteller, a head for thinking big).
- **Managing task responses.** Bring students together in same-task pairs or groups and/or mixed-task pairs or groups to share their ideas. Follow with a whole-class discussion to synthesize key ideas and generate questions for the upcoming unit.

Entry Points Examples

Topic: Geometry (Shapes) **Grade Level:** K

These tasks are designed to pique student interest in content and skills related to geometry K.G.A.1–3, K.G.B.4–6. Students can choose one task or work with several in a stations rotation.

Storytelling Task
Tell a fun story about a shape. It could be about why the shape looks the way it does, a problem the shape has, or what the shape's day is like. Make sure you describe what the shape looks like in your story.

Reasoning Task
Choose a 2D shape and a 3D shape that go together (square and cube, circle and sphere, triangle and pyramid). Tell or show the things that the 2D shape can do that the 3D shape can't, and the things the 3D shape can do that the 2D shape can't.

Numbers Task
Choose one of the paper cut-out shapes (triangle, square, rectangle). Use a pencil and/or scissors to see how many of this same shape you can make from this shape. Count how many you have when you think you're finished.

Think Big Task
Think about it: Is the shape of something important? Does the shape matter? Why or why not? Give three examples using things you see in our classroom.

Senses Task
Choose a shape from the mystery box. Close your eyes and hold each one in your hand. See if you can guess what it is. Describe what it looks and feels like to a partner, and have the partner say if you're right.

Experience Task
Use the play-dough to make different shapes that you know. Try to combine the shapes to make other shapes. Be ready to share what you found out about how shapes can fit together.

Topic: Plant Life **Grade Level:** 1

Students engage with their choice of these tasks before going on observational nature walk. They share their work with peers who completed different tasks before convening as a whole class to generate questions they have about plant life. Based on content from 1.LS1.1–3; 1.LS2.1–3.

Storytelling Task

Watch and listen to *The Tiny Seed* [with or without a hard copy of the text]. Which parts of the story do you think are true and could actually happen? Which parts do you think are made up and couldn't actually happen? Be ready to explain your thinking.

Reasoning Task

Can music help plants grow? Watch the video about an experiment that tried to find out. Explain in your own words what you think the experiment showed.

Think Big Task

What do you think life would be like without plants? List or tell all the things that you think would change and why. Think about how people and other living things depend on plants.

Senses Task

Sit next to the unusual-looking new plant that your teacher has brought into the classroom. Use your five senses to record detailed observations about the plant.

Topic: Globes and Maps **Grade Level:** 2

Students choose a task following a shared reading of *Me on a Map* by Joan Sweeny and a brief discussion of the concept of perspective as related to globes and maps. Based on content from grade 2 geography standards. Based on content from grade 2 geography standards 2.13, 2.15, 2.14, 2.16, and 2.17

Storytelling Task
Come up with ideas for your own *Me on a Map* book. What maps would it include? What perspectives would it capture or show?

Reasoning Task
Go to the online maps that are bookmarked for you. From the perspective of someone planning a cross-country road trip, decide and explain how you might use each one.

Numbers Task
Numbers on a globe can help give perspective. Search the classroom globe to find all the ways numbers are used. Make a chart or list that shows what you find.

Think Big Task
Make a Venn Diagram or other visual that compares and contrasts maps and globes. Be sure to include what each one can do or show that the other can't do. Think especially about the perspective of each one.

Senses Task
Look closely at different maps (of Tennessee, the United States). Select a winner for *Best Map* based on which one is the most pleasing to your eye and gives the best perspective.

Experience Task
Use Google Earth to explore different perspectives starting with your house or our school and zooming out to the globe.

Learning Profile Strategy: Tri-Mind

Strategy Summary
Tri-Mind is a strategy based on Robert Sternberg's Triarchic Theory of Intelligence, which views intelligence as having three components, all three of which are necessary to be what Sternberg calls successfully intelligent.

- **Analytical (Schoolhouse) Intelligence:** Analyzing, comparing/contrasting, seeing the parts and the whole, examining cause and effect, and thinking logically or sequentially. This kind of intelligence is emphasized in traditional school instruction and on standardized tests.

- **Practical (Street-Smart) Intelligence:** Putting ideas into action, applying knowledge and skills in real situations, carrying out tasks efficiently, and engaging in on-the-spot problem-solving. This kind of intelligence is emphasized in Girl Scouts/Boy Scouts.

- **Creative (Innovative) Intelligence:** Imagining possibilities, thinking out of the box, inventing, innovating, proposing unique solutions, or generating novel insights. This kind of intelligence is emphasized in technology development and in the advertising world.

In Tri-Mind, the teacher designs tasks that emphasize the thinking represented in each of these intelligences and are aligned with the same learning goals (KUDs). Tri-Mind can also be used as a framework for planned varied tasks throughout a unit that all students will complete.

Differentiation Connection

Differentiation of Content	Differentiation of Process	Differentiation of Product
The materials, text, or information can fit the intelligence type or task demands. For example: • Graphs, charts, bulleted text, informational narratives, and opinions for analytical intelligence • How-to texts or videos, demonstrations, and models for practical intelligence • Designs, images/graphics, and synthesis of multiple sources for creative intelligence *Note: Content of any kind can be matched with tasks that emphasize each intelligence.*	Each of the intelligences draws on different kinds of thinking processes for taking in and making sense of content. For example: • Analyzing, breaking down, and evaluating for analytical intelligence • Applying, adapting, and transferring for practical intelligence • Creating, designing, and synthesizing for creative intelligence	Using products in tasks that employ or require each intelligence. For example: • Timelines, tables, flow charts, and classifications for analytical intelligence • Letter of advice, how-to list/guide, and note to self for practical intelligence • Role-play, sketch of a new idea, advertisement, and symbol for creative intelligence

Design Guidelines

1. **Identify the learning goals and purpose of the Tri-Mind tasks.** Articulate what students should understand, know, and be able to do as a result of Tri-Mind tasks. Tri-Mind *can* be used to design hook activities, but it is best reserved for designing sense-making tasks and summative products.

2. **Design or choose a base task.** Design or select a rich task that aligns with the learning goals and fits the instructional or assessment purpose. Then, ask whether the task emphasizes analytical, practical, and/or creative intelligence.

3. **Use task frames associated with each intelligence to create other versions of the task.** The frames in the table below are scaffolds for drafting analytical, practical, and creative tasks. Final versions of tasks may sound different, but the prompts are helpful brainstorming tools.

Analytical Task Starters	Practical Task Starters	Creative Task Starters
• Evaluate [this situation] for clues about…. • Compare and contrast…. • Give step-by-step directions for…. • Explain how [this] works the way it does. • Describe and show how the parts of…. • Carefully study…to decide the best…. • Prove that….	• Give advice to someone about…. • Apply what you learned about [this topic] to help [this person/group] solve…. • Teach someone how to…. • In the role of…decide how…. • Decide how someone in the real world could…. • Use your own experiences to…. • Think about how a real person….	• Come up with a new way to…. • Suppose/imagine that…. • Invent a new way to…. • Write a skit that shows…. • Use words and/or pictures to design…. • Connect [this] to [this] to show…. • Change…so that…. • Predict what might happen if….

4. **Refine and balance the tasks.** Make sure that the Tri-Mind tasks are equalized in cognitive demand and time required for completion.

Implementation Guidelines

☑ **Student choice.** Let students choose from Tri-Mind options, or give students the task that matches their preferences on a simple survey. As a general rule, students should work with their preferred intelligence task when content or skills are new or when the task is an assessment. When content or skills are more familiar, the teacher might ask students to work with a task outside their comfort zone.

☑ **Labeling the tasks.** Using the terms analytical, practical, and creative with students isn't necessary, but doing so can work in the context of teaching them different ways to think about strengths and differences. Label the tasks with the student-friendly name or other engaging terms that elevate the status of all task options, or simply number the tasks.

☑ **Management.** Bring students together in same-task pairs or groups and/or mixed-task pairs or groups to share their work. Follow with a whole-class discussion to synthesize key ideas.

Tri-Mind Examples

Topic: Addition and Subtraction Situations **Grade Level:** K–2
Related Standards: Operations and Algebraic Thinking; Standards for Mathematical Practice

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Add to, take from, put together, take apart, compare* • 1-10 (20, 30) addition/ subtraction facts • Strategies for solving contextual addition/ subtraction problems	• Solving problems means making sense of problems. • Skilled mathematicians can solve problems, explain *how* to solve problems, and model problems.	• Solve contextual problems involving addition and subtraction. • Make sense of problems and persevere in solving them. • Articulate mathematical ideas.

Context: These tasks provide three ways to extend addition/subtraction problem-solving within the K–2 standards related to Operations and Algebraic Thinking and to engage with the Standards for Mathematical Practice. (The KUDs above are broadly written, not grade-level specific.) Students can solve the same problem or different problems that are tiered for readiness.

Analytical Task	Practical Task	Creative Task
Solve the problem. Then, give someone else step-by-step directions for how to solve it. Include how the person can tell if they're right.	Solve the problem. Then, come up with a list of practical tips (do's and don'ts) for solving this *kind* of problem.	Solve the problem. Then, come up with another problem like it for someone else to solve. Use different numbers and a different situation.

Topic: Analyzing Characters in Friendship Stories **Grade Level:** K–1
Related Standards: Reading Literature, K.1 and K.7/1.1 and 1.7

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Characters* can be described in terms of how they look, think, feel, and act. • Traits of a good friend	• Characters in a story have traits that are easy to see and traits that are not-so-easy to see. • Skilled readers use the words *and* the pictures to figure out what characters are like.	• Ask and answer questions about key details in a text. • Use illustrations in a story to describe its characters.

Context: These tasks are designed for use with shared or differentiated stories that portray characters interacting with or as friends (e.g., *Frog and Toad, Chrysanthemum, Elephant and Piggie*, *Amos and Boris, The Giving Tree, The Boy Who Grew Flowers, Rainbow Fish*). Within the theme of *friendship*, the teacher can lead students in discussion of what it means to be a good friend and record a list of student-generated traits. Students can choose from the three tasks, or all students can complete the analytical task and choose from the practical or creative task as a part 2.

Analytical Task	Practical Task	Creative Task
Be a detective! Based on what he/she says and does in the story, is [this character] a good friend? Prove it by using evidence from the words and pictures in the text, not just your feelings.	*Be a friend!* Give advice to [this character] about how to be a better friend. Use what the character does and doesn't say and do in the story to give your advice.	*Be a fortune teller!* Predict what kind of friend [this character] would be if he/she came to life. Come up with ideas in a list and be ready to tell what parts of the story—the words and/or the text—support each prediction.

Topic: Word Study **Grade Level:** K–2

Related Standards: Reading Literature, K.1 and K.7/1.1 and 1.7

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Correct spellings and definitions of targeted words • Any rules or patterns by which the targeted words can be grouped	• Words share traits (e.g., patterns, meanings). • Words can be sorted into categories according to shared traits.	• Sort words into categories to gain a sense of concepts the categories represent. • Identify real-life connections between words and their use.

Context: In this application of Tri-Mind, all students complete the analytical task with their word study words (which can be the same for all students or differentiated for readiness). Students then choose from the practical or creative task to apply the words.

Analytical Task	Practical Task	Creative Task
All students: Study the letters and parts of your word study words to see how they are alike and different. Sort them into the categories on the header cards given to you. Then, see how else you can sort/group the words. Think about what the words mean, how people use the words, or what they look like.	**Choice 1:** Use the checklist (or tablet camera) to find your word study words at work someplace in our classroom *besides on the Word Wall.* You can look in books, on posters, on directions, or anyplace else you can think of. Write, record, or be ready to share explanation of how the word was used.	**Choice 2:** Tell a silly or funny story using words and/or pictures that uses [all, most, many] of your word study words. Make sure the story has a problem, even if it's only a little one.

Topic: Heredity (Traits) **Grade Level:** K

Related Standards: K.LS3.1 Heredity: Inheritance and Variation of Traits

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Traits* are characteristics that are passed down from parent plants and animals to their own offspring (children).	• Young plants and animals inherit traits of their parents. (They look like their parents.)	• Make observations to draw conclusions. • Identify traits that plant and animal offspring and their parents share.

Context: These tasks are designed to follow one to two lessons related to inherited traits. The tasks are aligned with the same KUDs so that students can choose or be assigned a task. The analytical task is well-suited to students who need to see and practice the idea in a hands-on/minds-on way.

Analytical Task	Practical Task	Creative Task
Match the pictures of the young plants and animals with the parent plants and animals. Some are a little tricky, so take your time! When you finish, draw another young plant/animal and its parent that you can think of. Be ready to explain what clues you used to do the matching, as well as your drawings.	Use pictures of young plants and animals and their parents to show and tell why human children look like their parents. For humans, you can use yourself or people you know as examples. *OR* Use pictures of young plants and animals to give advice to the baby bird from *Are You My Mother?* to help him figure out what his mother looks like before he leaves the nest.	With a partner, act out two short skits: One with a parent animal talking to a baby animal, and the other with a parent plant talking to a young plant. (You can choose which animals and plants.) In each skit, the parent should tell the child what he/she will look like when they grow up—and why.

Topic: Plant Life **Grade Level:** 1

Related Standards: 1.LS1.1–3; 1.LS2.1–3

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Plant parts (structures): *roots, stems, leaves, flowers, fruits* • Plants need air, sunlight, water, nutrients, and a place to root and shoot to grow and thrive.	• The structures of a plant have specific functions that are interdependent. • Plants depend on their environment and other living things to meet their needs where they live.	• Identify how plants depend on their environment to survive. • Conduct an experiment to show how plants depend on air, water, minerals from soil, and light to grow and thrive. • Recognize the structure of plants and describe the function of the parts.

Context: Students have worked in teams to research and conduct an experiment with a plant native to their region of Tennessee. These three tasks are designed to be completed individually or in partners so that students can transfer what they've learned to a new situation. With all three options, providing models and/or clear guidelines for product expectations will help ensure that students produce quality work that is appropriate to the grade level. No matter which task they select, students must include (1) a labeled scientific drawing of a plant, key facts about the plant, and information about how the plant depends on its surroundings and other living things.

Analytical Task	Practical Task	Creative Task
Describe and show the parts of a plant native to our region of Tennessee in a detailed Native Plants Information Card that could be used in an exhibit.	Teach someone how to take care of a plant native to our region of Tennessee by making a how-to guide on a poster or in a short booklet.	Show what happens to a plant native to our region of Tennessee by putting together the *Diary of a Plant*. It can be from the plant's point of view, or from the point of view of an observing young botanist (you!).

Topic: Evaluating an Advertisement for a Good or Service **Grade Level:** 2

Related Standards: Grade 2 Economics, Standard 2.11

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• An *advertisement* is a way of selling a good or service. • Advertising formats (e.g., print, broadcast, online) • Ways that advertisements try to persuade (e.g., facts, numbers, promises, pictures)	• Advertisements are used to persuade consumers to buy goods and services. • Consumers can detect if information in advertisements for goods and services is true or exaggerated.	• Evaluate the information in an advertisement for a good or service.

Context: Grade 2 Economics Standard 2.11 asks students to *Write an opinion piece evaluating an advertisement to sell a good or service.* These three different processing tasks for evaluating an advertisement for a product or service can be assigned in anticipation of or in preparation for a formal opinion piece.

Analytical Task	Practical Task	Creative Task
Compare two to three different advertisements for goods/services that are similar. Which one is more persuasive? Which one is more true? Choose the winner and give a well-reasoned explanation for your choice.	A toy company (or theme park) has asked for your opinion about an advertisement that is aimed at children your age. Review the ad and tell them whether or not the ad makes you want the good and service, and explain why.	Create a mock or draft version of a new advertisement for a good or service. Review existing ads for this type of good or service first, so that you do an even better job than those ads do. Give an explanation of what makes your ad persuasive.

<u>Learning Profile Strategy</u>: Thinking Caps

Strategy Summary

Thinking caps (Tomlinson & Sousa, 2014) is a variation of Edward DeBono's *Six Thinking Hats,* a strategy developed for problem-solving discussions in the business world. Students use various thinking caps to discuss an issue, question, or problem. For example, ideas a new classroom rule or routine, the best design for a class experiment on plant growth, or which character from recently-read stories would be the ideal friend. The goal of thinking caps is to arrive at a set of agreed-upon solutions or conclusions related to the topic at hand. Students participate in the discussion wearing one of five caps.

Blue Cap	Yellow Cap	Green Cap	Orange Cap	Red Cap
Values facts, information, and data	Intuitive; trusts his or her feelings or gut; concerned with the feelings of others	Imagines possibilities; thinks creatively; looks for innovative solutions	Thinks practically; brings people together to solve the problem	Looks for problems and flaws (red flags) in suggestions; cautious

Differentiation Connection

Differentiation of Content	Differentiation of Process
• Students take in (watch, read, hear) different information and ideas prior to the discussion. • Teachers conduct different small-group thinking caps discussions focused on various topics or issues.	• Students volunteer for the thinking caps that they want to wear. They stay in the cap for the duration of the discussion or switch caps mid-discussion. • Teacher pairs or groups students heterogeneously or homogeneously by thinking cap strength to come up with a solution or complete a task.

Design Guidelines

1. Begin with a central idea, key question, or understanding goal for all students to discuss or problem solve.

2. Decide which thinking caps to use. Use only the caps that fit the topic and purpose.

3. Have students meet in similar-cap partnerships for brief discussion before participating in mixed-cap discussion.

Implementation Guidelines

- ☑ **Introducing thinking caps.** Give context for thinking caps by discussing the meaning of the phrase "put on your thinking cap," including the idea that there are different kinds of thinking that people can do, especially when it comes to solving a problem. Provide a brief overview of each thinking cap and have students brainstorm friends, family members, and characters or figures who best show each kind of thinking.

- ☑ **Managing thinking caps.** Strategies for managing thinking caps include the following:

  - Have students make caps from colored paper to wear during discussion to help remember their roles.
  - Use thinking caps first in whole-class discussion, with all students wearing the same cap, to model the purpose of each one. A fishbowl model or concentric circles structure can also be used to introduce and model the thinking caps working together.
  - The sound bites below can also be copied on colored paper and used to train or remind students about what each role involves.

Blue Cap	"One fact we know is…." "The numbers show that…." "The information says…." "According to [the story, the author, the article]…."
Yellow Cap	"I'm feeling like…." "I feel that…." "I wonder how _____ would feel about…." "My gut says…."
Green Cap	**"**What about this idea?" "Here's a new thought…." "I can imagine…." "One possibility is…."
Orange Cap	"In real life…." "I see a connection between…." "That would work because…." "What _____ is saying makes sense with…."
Red Cap	"Red flag!" "That's a good idea, but what about…?" "One problem I see is…." "We should be careful about…."

<u>Learning Profile Strategy</u>: VAK

Strategy Summary

Visual/Auditory/Kinesthetic-Tactile (VAK) describes three modes for taking in, processing, and absorbing information. Input associated with each one follows:

- **Visual:** text, numbers, images, graphics, models, videos, flowcharts, diagrams, tables, re-enactments
- **Auditory:** voice, audio and video recordings, speeches, lectures, interviews, music, rhymes/chants
- **Kinesthetic-Tactile:** skits, mimes, games, experiences, demonstrations, manipulatives, hand-on models/materials, movement

In the absence of disability or impairment, all people take in information and ideas in these ways.

Differentiation Connection

Differentiation of Content	Differentiation of Process	Differentiation of Product
Content is adjusted for VAK preferences (e.g., presented with visuals, through voice [teacher's, someone else's], and/or through a hands-on activity).	Instructional delivery or tasks incorporate materials or questions that ask students to evaluate through looking, through listening, or through doing, feeling, or experiencing.	Tasks provide product options that are associated with VAK preferences. For example, students are asked to express what they've learned through visuals, audio recording, or acting it out.

Design Guidelines

There are three main ways to use VAK in planning:

- **VAK (multi-modal) lessons.** In this approach, teachers consider the ways they might incorporate visual, auditory, and kinesthetic-tactile models and experiences through instruction. A lesson on the equal sign might start with a tactile experience like putting counting cubes on a balance scale, saying and hearing the equations they model out loud, and then seeing or writing those equations.

- **VAK (multi-modal) tasks.** A task that all students do and incorporates some combination of visual, auditory, or kinesthetic means of taking in or expressing ideas is best thought of as a *multi-modal* task, rather than a differentiated task. For example, if students are asked to make a list of important facts about a famous person after reading a picture book and watching a short video on the person, the task infuses visual and auditory learning, but it is not differentiated.

- **VAK (differentiated) tasks.** Using VAK to create differentiated tasks involves planning three versions of the task that are united by common learning goals (KUDs): one visual, one auditory, and one kinesthetic.

The chart below shows examples of how students can acquire, make sense of, and express content in visual, auditory, or kinesthetic-tactile ways.

Examples	Visual	Auditory	Kinesthetic Tactile
Acquiring and making sense of content or skills	• Reading or seeing text, numbers, or images • Watching a video • Examining a graph, table, flowchart, or diagram • Writing words down/taking notes • Using pictures/logos to see key ideas • Analyzing before and after examples	• Hearing explanations, stories, narratives • Hearing/watching audio/video recordings • Listening to a speech or interview • Hearing key ideas and vocabulary repeated	• Playing a game • Manipulating or exploring a physical or virtual model • Enacting a skit • Participating in a simulation • Seeing/using props • Sorting and classifying (physically or virtually) • Moving during learning
Expressing/ Producing	• Creating or selecting visual images or products to depict/explain ideas • Making a timeline	• Writing rhyme, song, chant, spoken word • Delivering an explanation, speech, presentation (live, via recording)	• Creating a game • Making a model • Writing and delivering a skit • Giving a hands-on demonstration

Implementation Guidelines

☑ **Labeling students.** Research does not support the idea of diagnosing learners as visual, auditory, or kinesthetic, or that students must be taught in a certain style to maximize their achievement. All teachers should consider various ways that content might be presented in visual, auditory, or kinesthetic-tactile modes.

☑ **Learning goals and VAK.** When giving visual, auditory, and kinesthetic options for acquiring or making sense of content, take care that students are targeting the same KUDs. If it seems like

students who engage with a visual option, for example, are getting more, less, or something different, consider whether the lesson or task should be differentiated.

VAK Examples

Topic: Historical Fact vs. Historical Fiction **Grade Level:** 1
Related Standards: History 1.40 – 1.43
Adapted from a task developed by Kristina Doubet in Brighton, Moon, Jarvis, & Hockett (2007)

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• *Historical facts* are information about the past that is true and can be proven. • *Historical fiction* is information about the past that is not true—it might be made up or based on the truth. • Selected facts about a specific historical event or figure	• Stories about people and events from the past sometimes combine fact and fiction.	• Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.

Context: These tasks are designed to follow the study of a historical event or figure using primary source documents, to better understand the concept of historical fact versus historical fiction. Students can choose or be assigned a task based on their strengths or preferences.

Visual Task	Auditory Task	Kinesthetic Task
Draw a mural or a series of pictures showing facts about the historical event [or person] we've been studying. Try to trick your classmates by putting one pretend picture into the mural. See if your classmates can find it. Begin by planning a list or storyboard.	Make a tape-recording that tells facts about the historical event [or person] we've been studying. Try to trick your classmates by saying one pretend part in your story. See if your classmates can find it when you play the tape for them. Begin by planning a list or storyboard. Once the story is together, try to work in sound effects.	Act out (in a play or pantomime) the facts about the historical event [or person] we've been studying. Try to trick your classmates by saying one pretend part in your play/pantomime/puppet show. See if your classmates can find it when you perform the play for them. Begin by planning a list or storyboard. Once the story is together, work in props and cues.

Skill: Reciting "The Star-Spangled Banner" **Grade Level:** 2

Related Standard: Government and Civics 2.21

Learning Goals		
Know	**Understand**	**Do**
• Lyrics of "The Star-Spangled Banner" • "The Star-Spangled Banner" is our *national anthem* and was written by Francis Scott Key during the War of 1812 • Meanings of key words/ phrases in "The Star-Spangled Banner"	• Patriotic songs and poems can help *celebrate* and *commemorate* (remember) important events in U.S. history. • Patriotic songs and poems are a part of our national *identity*. • Songs and poems often tell *stories*.	• Recite and analyze the lyrics of "The Star-Spangled Banner" to determine the meaning of the song and its origins in the War of 1812.

Context: The three sets of techniques below can be used to introduce, analyze, recite, or have students memorize all or portions of "The Star-Spangled Banner."

Visual Techniques	Auditory Techniques	Kinesthetic Techniques
• Teacher and/or students create or select logos or pictures for key and challenging words in the song to use on poster-size anchor chart displays of the lyrics. • Students watch an animated version of the song here. • Students engage in repeated recitations/singings of the song while seeing the lyrics as teacher points (or has students point) to words.	• Students record themselves reciting or singing the lyrics, or use a recording of someone else. They use the recording to aid memorization, eventually using it only to help when they forget a word or line. • Students watch/listen to recorded versions of the song being sung at events. (These should be versions in which the words are very clearly articulated.) • Students and teacher engage in oral fill-in-the-blank recitation or singing in whole-group, small-group, or one-to-one arrangement. (Teacher leads, says or sings lyrics, stopping randomly for students to complete lines or phrases.)	• Teacher cuts lyrics into sentence strips. Students arrange strips into correct order/sequence. • Student writes out the lyrics (also visual). • Student writes missing words in fill-in-the-blank version of lyrics (also visual). • Students use hand motions and body movements that correspond with the lyrics to act out the song. (These can be teacher-generated, student-generated, or based on American Sign Language.)

<u>Learning Profile Strategy</u>: Multiple Intelligences (MI)

Summary

Multiple Intelligences (MI) refers to a theory developed by Howard Gardner. According to the theory, human intelligences comprise at least eight capacities:

Verbal Linguistic	Logical Mathematical	Musical Rhythmic	Visual Spatial
Ability to perceive and generate spoken or written language	Ability to appreciate and use numerical, abstract, and logical reasoning to solve problems	Ability to create, communicate, and understand meanings made out of sound	Ability to perceive, modify, transform, and create visual and/or spatial images
Bodily Kinesthetic	**Interpersonal**	**Intrapersonal**	**Naturalistic**
Ability to use all or part of one's body to solve problems or fashion products	Ability to recognize, appreciate, and contend with the feelings, beliefs, and intentions of other people	Ability to understand oneself, including emotions, desires, strengths, and vulnerabilities, and to use such information effectively in regulating one's own life	Ability to distinguish among critical features of the natural environment

Gardner says that all normally-developing people have these abilities to one extent or another and will achieve some levels of skill in each one, even though some people will accomplish more than others in each intelligence area. There are several strategies that can be used to plan classroom instruction and assessments using MI: entry points (described earlier in this handbook), **8 Ways,** and **The Profiler** (described below).

Differentiation Connection

Differentiation of Content	Differentiation of Process	Differentiation of Product
The materials, text, or information can fit the intelligence type. For example: • Sets of numbers/data (L/M) • Narrative accounts (V/L) • Written or recorded interviews (Inter) • Diary entries (Intra) • Photographs/Images (V/S)	Each of the intelligences draws on different kinds of thinking processes for taking in and making sense of content. For example: • Manipulating language (V/L) • Using body movements (B/K) • Talking with or about others (Inter) • Analyzing facts (L/M) • Visualizing (V/S)	Using products in tasks that employ, require, or are associated with each intelligence. For example: • Maps (V/S) • Rhymes/Chants (M) • Pantomime (B/K) • Cause-effect chart (L/M) • Oral retelling (V/L) • Diary entry (Intra) • Skit (Inter)

Design Strategy: 8 Ways (Armstrong, 2009)

This strategy is a direct translation of the MI framework. The teacher identifies the topic or goal(s) to be taught or assessed and then uses the eight intelligences as filters through which to consider different ways students might show their understanding. It isn't necessary to use all eight intelligences. Refer to the full model to brainstorm ideas, and then develop and select only those that best fit the goals, timeframe, and students.

Intelligence	Associated Verbs	Example Task Starter	ELA Example using *No, David!* by David Shannon
Verbal-Linguistic	Read about, write about, talk about, listen to	In your own words, write/talk about…	…what makes David a funny character?
Logical-Mathematical	Quantify, think critically about, analyze, compare, experiment with	Make a comparisons between… On a scale of 1–10, how…	…David and Olivia (from *Olivia*). …bad is David?
Visual-Spatial	See, draw, visualize, color, mind-map, depict, make a metaphor/analogy	Draw a quick sketch that shows…	…what David would be doing if he were in our classroom?
Bodily-Kinesthetic	Build, act, touch, dance, move, pantomime	Act out how you think…	…David would act at the grocery store on a bad day.

Intelligence	Associated Verbs	Example Task Starter	ELA Example using *No, David!* by David Shannon
Musical-Rhythmic	Sing, rap, listen to, compose, express, lyricize, make a musical comparison about	Compose a rhyme or short song using a familiar tune that…	…captures how David acts in this story.
Interpersonal	Teach, instruct, collaborate on, interact with	Collaborate with a partner to decide…	…what kind of friend David would be.
Intrapersonal	Connect to own life, make personal choices about, reflect, self-evaluate	Describe in a few words your personal feelings about…	…times when you act and feel like David
Naturalistic	Connect/compare to living things and natural phenomena	Decide which animal is most like…	…David.

Design Strategy: The Profiler (Doubet & Hockett, 2015)

The profiler associates each multiple intelligence with a profession or real-world endeavor. The teacher considers what a person in that job does and designs a task that puts the student in that role, using the associated skills to address a challenge or solve a problem related to the content and learning goals. The idea is to generate two to four substantive and engaging options that make sense for the grade level and topic—not to offer eight tasks. In the primary grades, teachers can change the names of occupations, or simply consider those occupations to generate task ideas.

Writer **Storyteller** **Commentator** **Comedian** *Verbal-Linguistic*	**Architect** **Designer** **Photographer** **Map Maker** *Visual-Spatial*	**Analyst** **Engineer** **Statistician** **Lawyer** **Detective** *Logical-Mathematical*	**Actor** **Builder** **Choreographer** **Mime** **Coach/Player** *Bodily-Kinesthetic*
Listening, speaking, writing, storytelling, explaining, teaching, using humor, convincing, analyzing, using language, grasping syntax and semantics	Understanding charts and graphs, strong sense of direction, sketching, painting, creating visual metaphors, designing objects, interpreting visuals	Problem solving, classifying and categorizing, finding relationships among abstract concepts, handling long chains of reasoning and data	Dancing, physical coordination, sports, hands-on experimentation, using body language, crafting, acting, miming, building, moving

Lyricist **Composer** **Performer** *Musical-Rhythmic*	**Poet/Songwriter** **Artist** **Blogger** *Intrapersonal*	**Counselor** **Mind-reader** **Tour guide** **Host (Talk Show, Party)** *Interpersonal*	**Ranger** **Botanist** **Conservationist** **Zookeeper** *Naturalistic*
Singing, playing musical instruments, whistling, recognizing and remembering tonal patterns, composing, understanding tonal and rhythmic structure	Recognizing personal strengths and weaknesses, reasoning, awareness of and ability to evaluate thinking and feelings, understanding role with others	Seeing things from other perspectives, listening, communicating, empathizing, conflict resolution, understanding others' feelings, motivations, and intentions	Recognizing, observing, collecting, organizing, sorting, classifying, and caring for elements of nature; noticing changes in environment

Implementation

- ☑ **Student choice.** Let students choose from MI tasks or give students the task that matches their preferences on a simple survey. As a general rule, students should work with their preferred intelligence task when content or skills are new or when the task is an assessment. When content or skills are more familiar, the teacher might ask students to work with a task outside their comfort zone.

- ☑ **Labeling the tasks.** Using the formal names of each intelligence with students isn't necessary, but doing so can help students understand that abilities and strengths are varied. Label the tasks with the student-friendly name or other engaging terms that elevate the status of all task options, or simply number the tasks.

- ☑ **Management.** Bring students together in same-task pairs or groups and/or mixed-task pairs or groups to share their work. Follow with a whole-class discussion to synthesize key ideas.

The Profiler Examples

Topic: Sorting and Classifying Objects **Grade Level:** K

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Terms/Concepts: *attribute, category, order (least to greatest)* • Counting numbers 1–10	• Objects can have similar and different attributes. • Objects can be sorted into categories that represent the attributes they share. • The number of objects in a category can be counted. The categories can be put in an order.	• Sort a collection of objects into a given category, with 10 or less in a category. • Compare categories of sorted/classified objects by group size.

Task Process

1. Student sorts the objects to see how many of each kind there are. *Note: Teacher can provide header cards with names and/or pictures of each category and the hint that there are 10 or less in each category.*
2. Student explains how he/she decided where each one would go.
3. Student writes how many of objects there are in each category. Optional: Student generates his/her own additional categories.
4. Student decides which category has the most objects in it, and which category has the fewest objects in it. Be ready to tell someone.
5. Student responds to profiler task (Builder, Park Ranger, Collector, Detective)
6. Teacher conducts discussion in small groups or with the whole class using questions like, "How does sorting a collection of objects make the objects easier to use? What else is helpful about sorting objects into categories? What does it show you?"

Task Options

Builder ***(Bodily-Kinesthetic)*** You are a builder who needs to organize blocks by [shape, color] for a new project. <u>Step 5 Prompt:</u> What could you build with these blocks? Come up with 1–2 ideas.	 **Park Ranger** ***(Naturalistic)*** You are a park ranger who needs to organize leaves by [type, size, color] for the Nature Center. <u>Step 5 Prompt:</u> What could the Nature Center use these sorted leaves for? Come up with 1–2 ideas.

 **Collector** ***(Intrapersonal)*** *For this option, the teacher/students bring in a small collection for this option (e.g., rocks, figurines, coins)*. You are a collector of _____ who needs to organize this collection by [size, color, type] on your cleaning day. <u>Step 5 Prompt:</u> What would you like to add or take away from this collection? Come up with 1–2 ideas.	 **Detective** ***(Logical-Quantitative)*** You are a detective who needs to organize [paper cut-outs of] cookies by [kind] to help a mom figure out how many cookies her son ate without asking! ☺ <u>Step 5 Prompt:</u> What else could the mom do with these sorted cookies? Come up with 1–2 ideas.

Topic: Rules and Laws **Grade Level:** 1

Related Standards: Government and Civics, Grade 1. Standards 1.27, 1.28, 1.33

Learning Goals (KUDs)		
Know	**Understand**	**Do**
• Definitions: *rule*, *law* • Examples of state-level and national-level rules and laws. State examples: wearing a seat belt, bike helmet, motorcycle helmet; not texting while driving; child restraints; voting; getting a driver's license at a certain age	• Rules and laws help communities function and keep citizens safe. • Different levels of government are responsible for creating and enforcing different rules and laws.	• Give examples of a rule and a law through the use of drawings, discussions, or writings. • Distinguish rules and responsibilities that citizens follow specific to their states from national rules and responsibilities.

Context: These tasks are designed to use in a grade 2 government unit, following one to two lessons on rules and laws. Students can choose the task that appeals to their learning preference and can present their work to a small group of peers or to the whole class. These tasks can also be redesigned as a more complex 3-member small-group project where students are charged with coming up with a presentation for children that involves a police officer as the speaker, aided by projected illustrations and actors/mimes. In either case, closing group discussion should focus on why rules and laws are important in democratic communities.

 **Illustrator** *(Visual-Spatial)*	Create illustrations for our classroom gallery that show what happens when children or their parents do not follow state and national rules/laws. Choose state and national rules/laws that you think are especially important for kids to know about. Title your illustrations with the rule/law and be ready to answer questions from gallery visitors about and explain what each one shows.
 **Actor/Mime** *(Bodily-Kinesthetic)*	Alone or with a partner, act out a silly skit or mime for other children your age that shows what happens when someone does *not* follow certain rules and laws. Choose state and national rules/laws that you think are especially important for kids to know about. Be ready to explain what your skit or mime shows and answer questions from your audience.
 **Police Officer** **School Ambassador** *(Verbal-Linguistic)*	Imagine that you are police officer who talks to school children about following rules and laws (like Officer Buckle in *Officer Buckle and Gloria* by Peggy Rathmann). Prepare the speech part of a presentation about state and national rules and laws that you think are important for kids to know about. Make sure you talk about what could happen if the rules/laws are NOT followed. Be ready to answer questions from your audience.

Topic: Impact of Current Technologies **Grade Level:** 2
Related Standard: 2.ETS2.2

Learning Goals (KUDs)		
• Definition of *technology* • Examples of current technologies that shape human life and the natural world	• Technologies have both positive and negative impacts on human life and the natural world.	• Predict and explain how human life and the natural world would be different without current technologies.

Context: These tasks follow a lesson focused on how technologies impact life for humans, animals, and plants. Students choose the task that appeals to their interests. The technologies can be teacher-provided, student-identified, or a combination.

 **Children's Storybook Author** *(Verbal-Linguistic)*	Write a story that imagines that current technologies like _____ were never invented. It can be serious or funny but should show ways that you predict human life and the natural world would be different without these technologies.
 **Artist/Cartoonist OR Mapmaker** *(Visual-Spatial)*	Draw a series of with and without pictures or cartoons that show and explain what human life and the natural world is like *with*—and would be like without—current technologies such as _____. **OR** Design a map of what parts of our community would look like if current technologies such as _____ were never invented. Remember to think about ways that human life and the natural world would change.
 **Tour Guide** *(Interpersonal)*	You live and work as a tour guide in a town where the citizens (including you!) have all agreed to not use current technologies like _____. Plan a tour for curious tourists who would want to see the ways human life and the natural world is different from most other places. Include what you would show and tell visitors.
 **Diarist** *(Intrapersonal)*	Imagine that you wake up one day and find out that current technologies like _____ have suddenly disappeared. What would your life be like from then on? How would the natural world be affected? Write a diary entry with sketches that gives and explains your predictions.

Appendix: Differentiation Strategies and Examples

Differentiation Lesson-Planning Menu

Learning Goals		
Know Goals	**Understand Goals**	**Do Goals**
• What facts, vocabulary, terms, concepts, and other information should students acquire?	• What insights, principles, big ideas, "a-has" should students to walk away with, no matter what? Start with "*Students will understand <u>that</u>....*"	• What skills should students attain (e.g., thinking skills, skills in the discipline, organizational skills)?

Pre /Formative Assessment Evidence		
• What prompts/questions/problems will I use to discover "where" students are relative to the learning goals?	❑ Entry/Exit Ticket ❑ Survey ❑ Inventory ❑ K-W-L ❑ Observation notes ❑ Interview ❑ Conferencing notes ❑ Homework ❑ Discussion ❑ Performance Task ❑ Hand Signals ❑ Sticky Notes ❑ White Board Response	❑ Frayer Model ❑ Graphic Organizer ❑ In-class activity ❑ Notebook check ❑ Self-assessment ❑ Diagnostic assessment ❑ Quick Quiz/Check-In ❑ Test ❑ Project ❑ Portfolio ❑ Other:_____

Lesson Sequence		
Launch	How will I launch the lesson? This can involve • Hooking students' interest in the lesson topic, concept, or skill • "Setting the stage," or providing a meaningful context for the content • Making connections to students' prior knowledge and experiences, previous lessons, and/or an ongoing focus • A problem or challenge can pose for students to think about • Making explicit the lesson purpose or direction • Posing an essential question	*Potential DI Handbook Strategies* ❑ KWL ❑ ThinkDots ❑ Entry Points ❑ Tri-Mind

Acquisition	How students acquire content and skills? This can include: • Modeling • Explaining • Revealing/Uncovering • Directing • Demonstrating • Conducting shared inquiry • Reading (shared, small-group, independent) • Playing video/audio	*Potential DI Handbook Strategies* ❑ Graphic Organizers ❑ Role Cards: Looking Lenses ❑ Stations ❑ Jigsaw ❑ Learning Menu ❑ Contract ❑ Agenda
Sense-Making & Practice	How will students make sense of and practice the content and skills? This can include: • Discussing • Gathering information • Guided or Independent Practice • Exploring • Investigating • Researching • Problem-Solving • Role-Playing	*Potential DI Handbook Strategies* ❑ ThinkDots ❑ Tiered Tasks ❑ Graphic Organizers ❑ Thinking Caps ❑ Role Cards: Looking Lenses and Discussion Duties ❑ Stations ❑ Contract ❑ Agenda ❑ Jigsaw ❑ Learning Menu ❑ RAFT ❑ TriMind ❑ MI: 8 Ways, The Profiler ❑ Interest Center ❑ Choice Grid ❑ VAK Tasks
Application and Transfer	How will students apply or transfer what they've learned (In this lesson or a future lesson)? This can include • Problem-Solving • Role-Playing • Designing • Producing	*Potential DI Handbook Strategies* ❑ Tiered Tasks ❑ Learning Menu ❑ Contract ❑ Agenda ❑ RAFT ❑ TriMind ❑ MI: 8 Ways, The Profiler ❑ Choice Grid ❑ VAK Tasks

Synthesis/Sharing	Will you ask students to **share** or **synthesize** (i.e., bring together and make new meaning from) their work? What will they do? This can include: • Partner, small-group, or whole-class discussion • Completing a new task • Responding to questions	**Closure**	How will you wrap up and bring the lesson to a satisfying close? This can include: • Making a connection between what students have done in this lesson to real-world work, everyday life, upcoming lessons, etc. • Bringing the lesson back to the focus of or essential question driving the lesson • Giving students a chance to reflect or summarize • Assessing students (e.g., administering an exit ticket)

Evidence of Student Learning
• What evidence of student learning will this lesson generate? What do you anticipate learning or being able to "see" from this **evidence**? Why? How will drive your decisions in the next lesson or future lessons?

Differentiation		
WHAT in this Lesson is Differentiated ❑ Content ❑ Process ❑ Product ❑ Combination:	**HOW this lesson is Differentiated** ❑ Readiness ❑ Interest ❑ Learning Profile ❑ Combination:	**WHY are those things Differentiated?**

Learning Goals as KUDs

What students should **k**now, **u**nderstand, and be able to **d**o as a result of a task, lesson, or unit?

Topic/Concept: _____ Subject: _____

Related Standards (Codes): _____

Know
Students will acquire this knowledge:
Understand
Students will understand that…
Be able to do
Students will be able to…

Tiered Tasks

Topic: _____Grade Level: _____ Related Standards: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**
Context:		

Task 1	**Task 2**	**Task 3 (if applicable)**

Come Together:

ThinkDots

Topic: _____ **Grade-Level:** _____ **Related Standards:**_____

Context

Set 1		
		
		

Set 2 (if applicable)		
		
		

Role Cards

Mind-Reader  Try to read or get inside _____'s mind to figure out…	**Connector**  Connect _____ to/and _____. How are they related?
Clue-Finder  Look/listen for clues about…	**Opinion-Giver**  Agree or disagree? Give reasons for your opinion.

Fortune-Teller Look for clues or hints that might help us make predictions about… _____ _____ _____.	**Match-Maker** Find connections between_____ _____and _____. How are they alike and different?
Detective Capture the parts that best help us understand… _____ _____ _____.	**Defender** Agree or disagree? _____ _____ Support your opinion with reasons.

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Philosopher

Analysis Role

Job

Consider the "big picture"-- overall purpose, essential questions, & connections to important or lasting "truths."

Lens

Connect _____ to this idea/

concept/question: _____

_____

Detective

Analysis Role

Job:

Inspect "the details" to arrive at reasonable, evidence-based conclusions.

Lens:

Search for "clues" about _____

_____in order to decide

_____.

Lawyer

Analysis Role

Job:

Prove whether or not a certain allegation or assertion is true.

Lens:

Gather "evidence" that either supports or refutes

the following claim: _____

_____

Director

Analysis Role

Job:

Identify parts that illuminate or bring to life a certain idea or aspect of the narrative or purpose.

Lens:

Capture or quote the "scenes," moments, parts, or

ideas that you think shed the most light on

_____.

Psychologist

Analysis Role

Job:

Get "inside the mind of" someone (e.g., author/ speaker, character, figure) to discern motive or purpose.

Lens:

Determine _____'s purpose in or

motive for _____.

Architect

Analysis Role

Job:

Evaluate how something (e.g., a text, an argument, a speech) is designed—the structure, the word choice, the syntax--how those elements influence each other and work together to convey ideas.

Lens:

Evaluate _____ to figure out

_____.

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Bring Up Ideas 	**Listen Respectfully** 	**Stay on Topic** 
Ask for More Details 	**Give Examples** 	**Think About Our Understanding** 

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• "One thought I had was…" • "Another idea is…" • "What do you [the group] think about…?" 	• "I agree because…" • "I disagree because…" • "I heard you say_____. That connects to what ____said because ____." 	• "Does that relate to what we are discussing?" • "I think we're off topic." • "Let's get back to our point." 
• "What do you mean by that?" • "Could you give me another example?" • "I think I see your point. Can you say more?" 	• "On page __, it says…. I think that shows…" • "What do you think the author means by…?" • "This part is powerful because…" 	• "Are we lost?" • "Does this make sense to everyone?" • "What questions do we have?" 

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Orchestrator

During Discussion:

- BEGIN the discussion. Use the question(s) that have been posted as a starting point.
- Make sure the discussion doesn't get off topic.
- Bring the discussion to a CLOSE when time is called.

Soundbites:

- "Let's start by…"
  "Can we get back to…?"
- "What about…?"
- "Let's end by…"

Includer

During Discussion:

- Make sure that all group members contribute to the discussion and feel included.

Soundbites:

- "What do you think about that, _____?"
- "I agree/disagree with what you said, _____, because…"
- "I want to hear what _____ thinks…"
- "Wait, _____, I think you might have just interrupted _____."

Prober

During Discussion:

Make sure that all group members back up their opinions, ideas, feelings, and observations by giving details, examples, and explanations.

Soundbites:

- "Can you give an example?"
  "Do you remember where that is/was? Can you show us?"
- "How is that related to what we read?"
- "That's interesting! How did you figure that out?"
- "What part is that from (or in)?"

Pacer

During Discussion:

- Make sure that the discussion moves at a good pace.
- "Refresh" the discussion when you feel like it's lagging.

Soundbites:

- "We've talked a lot about _____. Can we also talk about...?"
- "We have ___ more minutes, so let's also talk about…"
- "I'm also wondering about…"
- "Here's something else to think about…"
- "It sounds like we agree/disagree about…"

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Agenda

Agenda for _____ Day(s) _____

With the Teacher

Meet for _____ at

_____a.m./p.m.

Bring _____.

With a Friend

Friend: _____

❑ _____ at

_____a.m./p.m.

❑ _____ at

_____a.m./p.m.

Just Me!

When there's extra time...

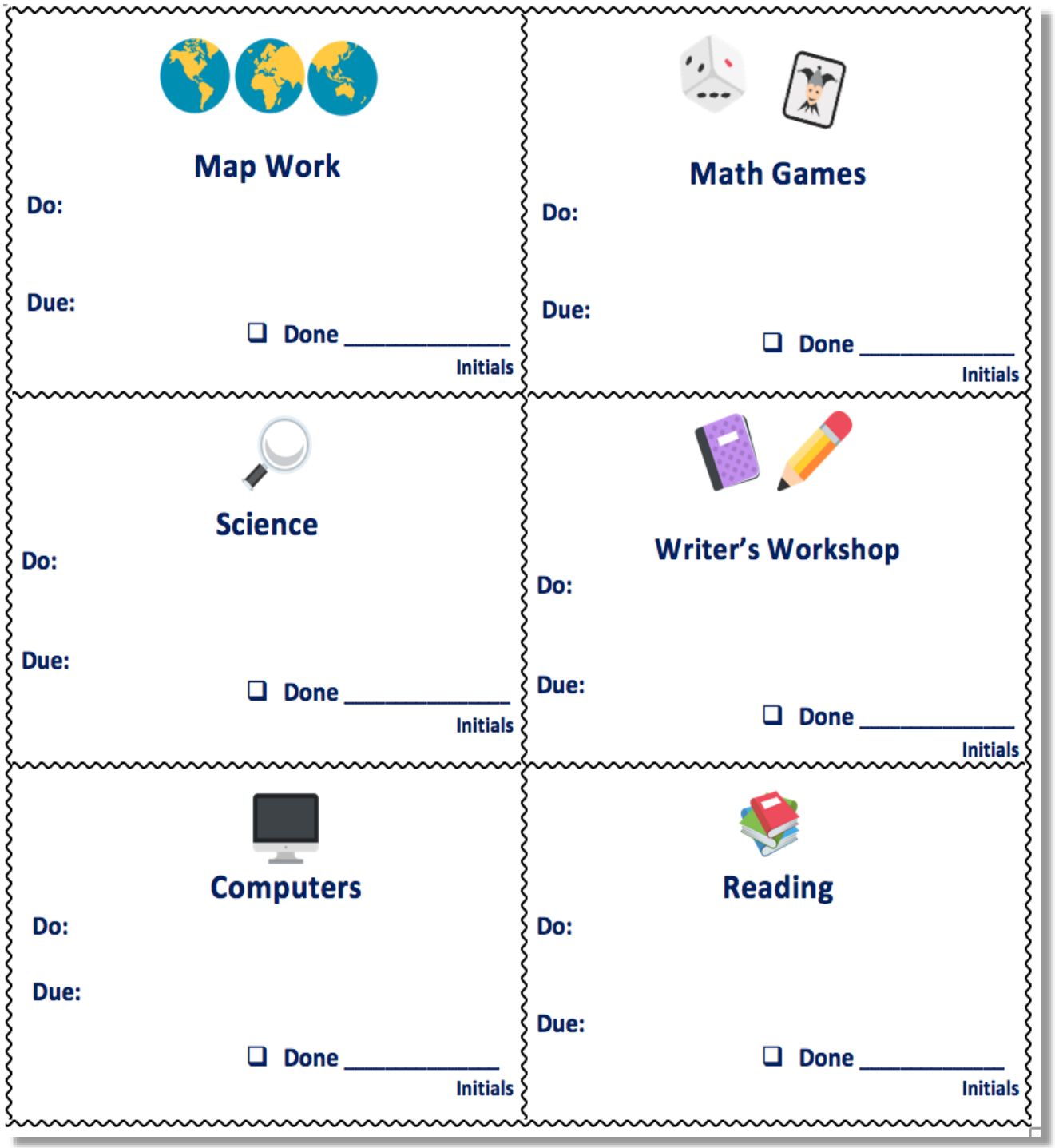
❑ Finish _____

❑ Practice _____

❑ Start _____

Reminders:

Agenda Cards



Map Work

Do:

Due:

❑ Done _____

Initials

Math Games

Do:

Due:

❑ Done _____

Initials

Science

Do:

Due:

❑ Done _____

Initials

Writer's Workshop

Do:

Due:

❑ Done _____

Initials

Computers

Do:

Due:

❑ Done _____

Initials

Reading

Do:

Due:

❑ Done _____

Initials

This Week's Agenda

CONFER WITH TEACHER

- ❑
- ❑
- ❑

COLLABORATE

- ❑
- ❑
- ❑

COMPLETE INDEPENDENTLY

- ❑
- ❑
- ❑

CONSUME OR PRODUCE (DOWNTIME TASKS)

- ❑
- ❑
- ❑

Task Contract

Name: _____ Focus: _____ Date(s):_____ Contract for _____

Directions:

Task:

Task:

Task:

Task:

I will work on my tasks…

____

____

____

I will work…

___

___

I will complete these tasks by…

I will work hard and do my best! **Your Name _____**

I will help you do your best! **Teacher _____**

Super Stars Contract

Directions:

One-Star Tasks

- ❑
- ❑
- ❑
- ❑

Two-Star Tasks

- ❑
- ❑
- ❑
- ❑

TOTAL STARS: _____

Due on:

Monday	Tuesday	Wednesday	Thursday	Friday

_____ _____

Student **Teacher**

Super Stars Contract with Activity Descriptions

"Super Stars" Contract for _____
Activity Descriptions

Directions:

★

❑ ❑ ❑

★ ★

❑ ❑ ❑ ❑

Math Facts Contract

Name: _____ Timeframe: _____

Circle the operation(s) you will be practicing.

+ - x ÷

What number range will you work with? _____

Select the games you're practicing.

❑ ❑ ❑

❑ ❑ ❑

❑ ❑ ❑

Game Write the name of the game you will play.	**Tally** Use tally marks to show how many times you did this.	**Self-Assessment** Make a face to show how helpful this game was to your learning the facts.
		☺
		☺
		☺

Student & Teacher Initials (when planned): _____

Student Signature (when completed): _____

Independent Reading Contract

Use the paper or e-version of this contract to plan and keep track of your independent reading. (Add rows based on your goal number.) You & I will access this during each reading conference.

My Goal for Number of Books Read This Year: _____

_____I will work hard to reach this goal! _____I will work hard to support you!

Required Genre			
❑ Graphic Novel Title & Author: My Rating:	❑ Mystery Title & Author: My Rating:	❑ Adventure Story Title & Author: My Rating:	❑ Sci-Fi/ Fantasy Title & Author: My Rating:
❑ Biography Title & Author: My Rating:	❑ Historical Fiction Title & Author: My Rating:	❑ Narrative Poetry Title & Author: My Rating:	❑ How-To Title & Author: My Rating:
Free Choice			
❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:
❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:	❑ Genre: Title & Author: My Rating:

Thumbs-Up Homework

Thumbs- Up Homework

Assignment Name/Page Number(s): _____

Choose _____ thumbs' worth of items to do. You are required to do at least one Single Thumbs-Up item and one Double Thumbs-Up item.

👍	👍👍	👍👍👍
Section/Item #s:	**Section/Item #s:**	**Section/Item #s:**
Total =_____	Total = _____	Total = _____

On the backside, explain any items you attempted but had trouble completing.

Thumbs- Up Homework

Assignment Name/Page Number(s): _____

Choose _____ thumbs' worth of items to do. You are required to do at least one Single Thumbs-Up item and one Double Thumbs-Up item.

👍	👍👍	👍👍👍
Section/Item #s:	**Section/Item #s:**	**Section/Item #s:**
Total =_____	Total = _____	Total = _____

On the backside, explain any items you attempted but had trouble completing.

Jigsaw (Template A)

Topic: _____ Grade-Level:_____ Related Standards: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**
Home Group Launch		
Expert Group 1 Task	**Expert Group 2 Task**	**Expert Group 3 Task**
Home Group Synthesis Task		
Closure		

Jigsaw (Template B)

Topic: _____ Grade-Level:_____ Related Standards: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**

Inquiries:	
 **Launch**	
 **Home Groups**	
 **Expert Groups**	
 **Home Group Sharing**	
 **Synthesis Task**	
 **Wrap-Up**	

RAFT

Topic: _____ Grade-Level: _____ Related Standards: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**
Context:		

	Role	Audience	Format	Topic
1				
2				
3				
4				

Choice Grid

Topic: _____ Grade Level: _____ Related Standards: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**
Context:		

Choice 1 Directions	**Choice 2 Directions**
Choice 3 Directions	**Choice 4 Directions**

Learning Menu

Topic:_____ Grade Level:_____ Related Standards:_____

Learning Goals (KUDs)		
Know	**Understand**	**Do**

Appetizers:
Hooks that invite students into the menu (give them something to nibble on)
Main Dishes
Goal-aligned tasks that all students complete
Sides
Choice-based, goal-aligned tasks
Dessert
Choice-based, goal-aligned tasks

Learning Menu for a Central Text

Text: _____

Learning Goals (KUDs)		
Know	**Understand**	**Do**

Context:

Get Your Feet Wet *Do one or more to pique your interest and give you some background for the text.*
Dive In! *Complete all steps to read, analyze, and make sense of the text itself.*
Swim Around *Choose **one** task for comparing the text with another text.*
Step Out. *Choose **one** way to apply the text [to a context, to a challenge, etc.]*

Entry Points

TOPIC: _____ GRADE LEVEL: _____Related Standards: _____

Context:		
Storytelling Task	**Reasoning Task**	**Numbers Task**
Think Big Task	**Senses Task**	**Experience Task**

Tri-Mind

Topic: _____ Grade Level: _____Related Standards:_____

Learning Goals (KUDs)		
Know	**Understand**	**Do**
Context:		

Analytical Task	
Practical Task	
Creative Task	

VAK Tasks

Topic/Skill: _____ Grade Level: _____Related Standards:_____

Learning Goals		
Know	**Understand**	**Do**
Context:		
Visual Task	**Auditory Task**	**Kinesthetic Task**

Multiple Intelligences: Eight Ways

Topic:_____ Grade Level:_____ Related Standards:_____

Learning Goals (KUDs)		
Know	**Understand**	**Do**

Remember: You do not need to use all eight.

Verbal-Linguistic	**Logical-Mathematical**
Visual-Spatial	**Bodily-Kinesthetic**
Musical-Rhythmic	**Interpersonal**
Intrapersonal	**Naturalistic**

Multiple Intelligences: The Profiler

Topic:_____ Grade Level:_____ Related Standards:_____

Learning Goals (KUDs)		
Know	**Understand**	**Do**

Remember: You do not need to use all eight.

Verbal-Linguistic **Writer** **Storyteller** **Commentator** **Comedian** **Editor**	***Visual-Spatial*** **Architect** **Designer** **Photographer** **Map Maker**	***Logical-Mathematical*** **Analyst** **Engineer** **Statistician** **Lawyer** **Detective**	***Bodily-Kinesthetic*** **Actor** **Builder** **Choreographer** **Mime** **Coach/Player**
Musical-Rhythmic **Lyricist** **Composer** **Performer** **Musician**	***Intrapersonal*** **Poet/Songwriter** **Artist** **Blogger** **Memoirist/Essayist**	***Interpersonal*** **Counselor** **Mind-reader** **Tour guide** **Host (Talk Show, Party)**	***Naturalist*** **Ranger** **Botanist** **Conservationist** **Zookeeper**